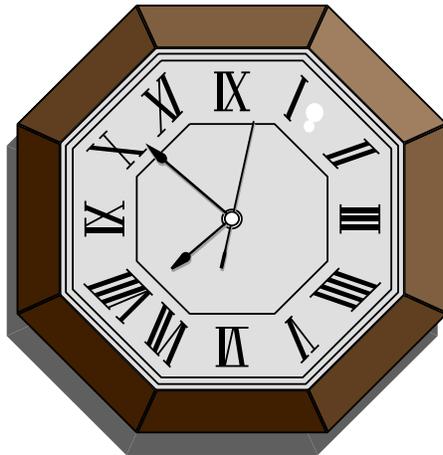


THERE IS NEVER ENOUGH TIME!



COMPETENCY CATEGORY: Job Attainment

CATEGORY NUMBER: C17

COMPETENCY: Demonstrate time management.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate effective time management skills.



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LEARNING ACTIVITY C.17-1
“WHAT DID YOU DO YESTERDAY?”

OBJECTIVE: To demonstrate how difficult it is for people to determine where their time really goes

RESOURCES: Flip chart with markers or writing board

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Take out a sheet of paper.
2. Think for a minute or two about all the things you did yesterday.
3. List all the activities, tasks, events that you can remember. Next to each thing you did, estimate how much time you spent completing the activity, task or event. **Everything** should be included (e.g., sleeping, eating, etc.).
4. Add up the total number of minutes or hours that you can account for (each day contains 24 hours or 1440 minutes).
5. Put the total amount of time you can account for next to your name on the flip chart or writing board.
6. Discuss the fact that it is difficult to go back and account for how we spent our time unless we have a time management system (e.g., time log, daily planner).
7. Emphasize how much precious time is lost or wasted without us even being aware of it.
8. Small groups will brainstorm strategies that people can use to become better time managers.
9. Discuss how time management strategies can affect our lives at school, work and home.

LEARNING ACTIVITY C.17-2
“CREATE A DAILY PIE CHART”

OBJECTIVE: To assist students in finding out where their time goes

RESOURCES: Work Sheet—Learning Activity C.17-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. (Day 1) Write down everything you do and how long each activity takes for one day.
2. (Day 2). Using the log you completed on Day 1, estimate how many hours you spent in school, at work, eating, watching TV or videos, computer time, doing homework or studying, talking on the phone, sleeping, etc.
3. Divide the pie chart into “slices” to represent where the time goes. “Slices” should be labeled with the activity. The size of the “slice” should represent the proportion of time spent on each activity.
4. Share your daily pie charts in small groups.

DISCUSSION QUESTIONS:

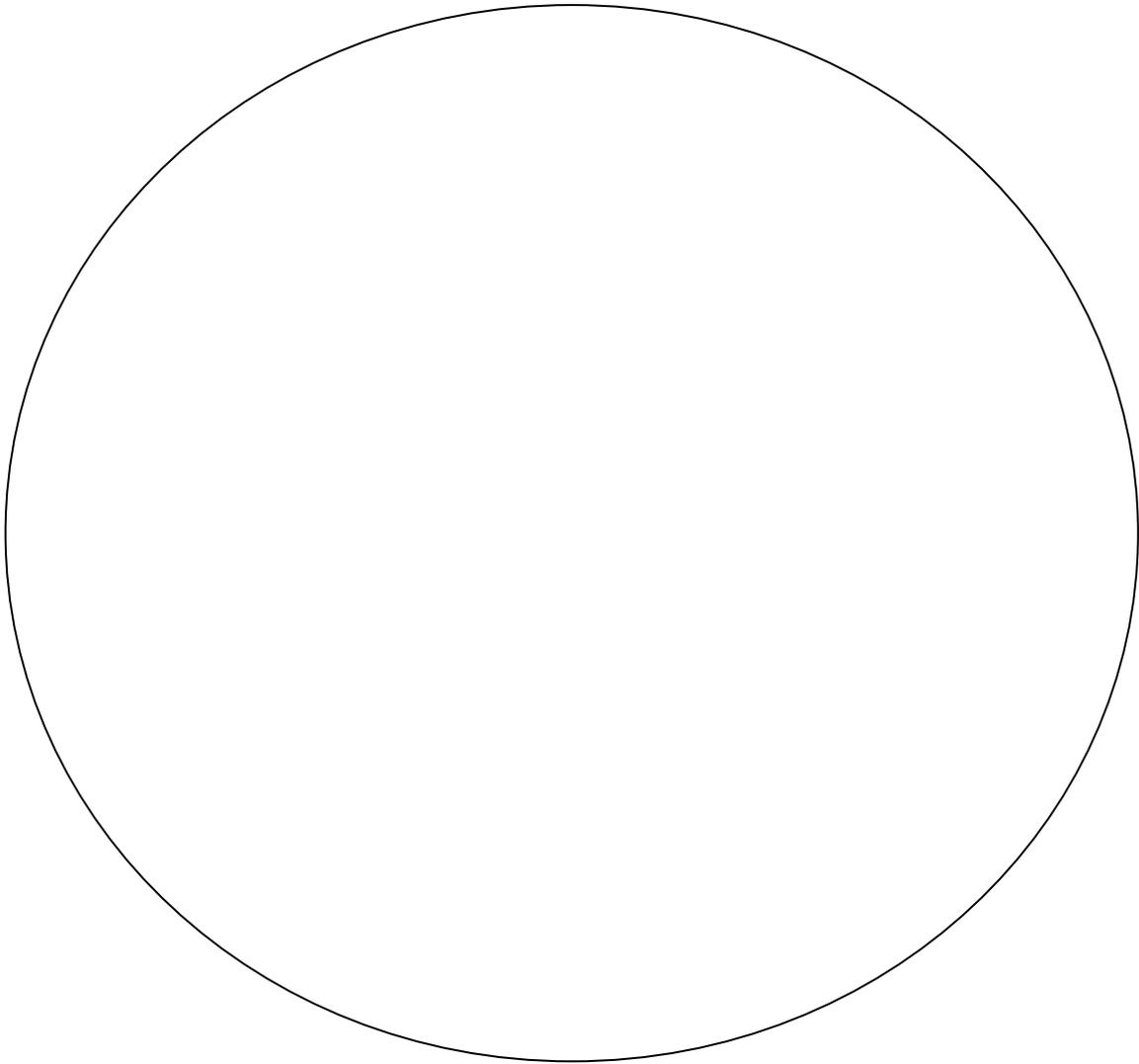
1. What “slices” of your daily pie chart seem to be getting too much or too little time?

2. What can you do about them?

3. Are any activities completely missing from your day that you would like to add on a regular basis?

4. What are they and how can you fit them in?

CREATE A DAILY PIE CHART



LEARNING ACTIVITY C.17-3
“WHAT DO YOU REALLY DO WITH YOUR TIME?”

OBJECTIVE: To assist students in determining where they spend their time

RESOURCES: Work Sheet—Learning Activity C.17-3 (2 per student)

SUGGESTED TIME: 1 hour (first week)
1 hour (second week)

DIRECTIONS:

1. Discuss procrastination - what it is, how it can prevent people from managing their time efficiently.
2. Fill in the chart with what you think the next week (or few days) in your life may be. Activities should be written next to the timeframe.
3. After you complete the weekly (or daily) projected schedule, your instructor will collect these charts. Be sure that you put your name on the chart.
4. Your instructor will pass out another copy of the work sheet.
5. Put your name on the work sheet.
6. Keep a record of what you actually do for the next week (or day, or few days).
7. Your instructor will pass back the first work sheet to you (proposed schedule) and have you compare it to the second work sheet (actual schedule).
8. Answer the questions at the end of the activity.

LEARNING ACTIVITY C.17-3
“WHAT DO YOU REALLY DO WITH YOUR TIME?”
WORK SHEET

INTRODUCTION

Are you a procrastinator? Do you put everything off until the last minute? Have you ever wondered, “Where has the time gone?”, particularly the day before a major assignment is due? Managing your time is a great asset in being successful in the world of work. One way to improve management of your time is to be aware of what you do with your time.

SPENDING TIME

Time	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
5:30am-6:30am							
6:30am-7:30am							
7:30am-8:30am							
8:30am-1:30pm							
1:30pm-2:30pm							
2:30pm-3:30pm							
3:30pm-5:30pm							
5:30pm-8:30pm							
8:30pm-10:30pm							

QUESTIONS ABOUT KEEPING TRACK OF YOUR TIME:

1. How many hours each week do you spend in the following activities?

TIME CONSUMERS	ACTUAL NUMBER OF HOURS	TARGETED NUMBER OF HOURS
Doing Homework		
Watching TV		
On Hobbies		
Reading		
Playing Sports		
Doing Jobs at Home		
Working (Part-time Paid Job)		
Sleeping (During Morning to Evening Only)		
Other		
Total Number of Hours		

2. What important things did you put aside and not get around to?

LEARNING ACTIVITY C.17-4
“ARE YOU ‘TIME SMART’?”

OBJECTIVE: To provide students with information regarding how they use various time management strategies

RESOURCES: Work Sheet—Learning Activity C.17-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Read each of the questions on the work sheet and circle the correct response.
2. Score your questionnaire and read the time management category that responds to your score.
3. Discuss how you can get better at managing time.
4. A good way to do this is to highlight the items to which you responded **“rarely”** (R).
5. Develop a plan of action using these items.

LEARNING ACTIVITY C.17-4
“ARE YOU ‘TIME SMART’?”
WORK SHEET

DIRECTIONS: Carefully study the following questions to determine how wisely you manage your time. Don't exaggerate! Be honest! This is for your eyes only! Circle as appropriate: O = Often; S = Sometimes and R = Rarely

- | O | S | R | ITEM |
|----------|----------|----------|--|
| <u>O</u> | <u>S</u> | <u>R</u> | 1. I write a daily “to do” list. |
| <u>O</u> | <u>S</u> | <u>R</u> | 2. I prioritize my “to do” list according to which items have the highest payoff for me. |
| <u>O</u> | <u>S</u> | <u>R</u> | 3. I finish all the items on my “to do” list. |
| <u>O</u> | <u>S</u> | <u>R</u> | 4. I have established a defined set of goals. |
| <u>O</u> | <u>S</u> | <u>R</u> | 5. I do something every day that moves me closer to my long-range goals. |
| <u>O</u> | <u>S</u> | <u>R</u> | 6. I deal effectively with interruptions. |
| <u>O</u> | <u>S</u> | <u>R</u> | 7. When interrupted, I can return to work without losing momentum. |
| <u>O</u> | <u>S</u> | <u>R</u> | 8. I set deadlines for myself and meet them with time to spare. |
| <u>O</u> | <u>S</u> | <u>R</u> | 9. I make timely decisions, and I do not procrastinate. |
| <u>O</u> | <u>S</u> | <u>R</u> | 10. I am assertive. |
| <u>O</u> | <u>S</u> | <u>R</u> | 11. I inform people as to the best time to reach me. |

O	S	R	ITEM
<u> </u>	<u> </u>	<u> </u>	12. I am on time for school, work and events; I make the best use of my time.
<u> </u>	<u> </u>	<u> </u>	13. I allow myself some quiet time.
<u> </u>	<u> </u>	<u> </u>	14. I focus on preventing problems before they arise rather than solving them after they happen.
<u> </u>	<u> </u>	<u> </u>	15. I begin and finish projects on time.
<u> </u>	<u> </u>	<u> </u>	16. I know what I want to accomplish this week.
<u> </u>	<u> </u>	<u> </u>	17. I can easily find items in my notebook(s).
<u> </u>	<u> </u>	<u> </u>	18. I do my most important work during my peak energy hours.
<u> </u>	<u> </u>	<u> </u>	19. I can relax during my free time without worrying about work/school.
<u> </u>	<u> </u>	<u> </u>	20. I deal effectively with long-winded callers.
<u> </u>	<u> </u>	<u> </u>	[Add the number of O's, S's, R's]
TOTAL	 	 	

SCORE CARD

- _____ Score 5 points for each “often” (O) you circled.
- _____ Score 3 points for each “sometimes” (S) you circled.
- _____ Score 0 points for each “rarely” (R) you circled.
- _____ Add your points and compare to the scale on the next page.

SCORE CARD

RANGE	INTERPRETATION
81-100	You manage your time very well. You are in control of most situations.
68-80	You manage your time well some of the time. You need to become more consistent in managing your time.
41-60	You are slipping! Don't let circumstances get the best of you.
21-40	You are losing control! Regain control!
0-20	You are overwhelmed, scattered and frustrated. Your Specialist will help you develop a time management plan.

LEARNING ACTIVITY C.17-5
“SETTING PRIORITIES”

OBJECTIVE: To demonstrate a process for setting priorities

RESOURCES:

- Flip chart with markers or writing board
- Work Sheet—Learning Activity C.17-5

SUGGESTED TIME: 1 ½ hours

DIRECTIONS:

1. List 7-10 tasks or activities that you would **like** to do or **have** to do tomorrow.
2. **Prioritize** the list of things to be done according to importance from your perspective (A-1 for the most important things to be done, A-2 is the next most important, etc.)
3. Your instructor will ask for your A-1 priority items and will record these on a flip chart or on the writing board.
4. Discuss what priorities the class chose.
5. Complete your “Setting Priorities” work sheet using the priority items on your list.

DISCUSSION QUESTIONS

1. Why must we make priority decisions about the things we do each day?

2. Is there ever enough time for everything?

3. What happens when we only do those things that we want to do?

LEARNING ACTIVITY C.17-5
“SETTING PRIORITIES”
WORK SHEET

DIRECTIONS: Block out times for which you already have commitments for tomorrow (e.g., school, work, family obligations, after school commitments). Write the name of the commitment in the time schedule provided. Try to fit your list of priority items into tomorrow’s schedule— starting with the A-1 priority item and working the list. Place the name of the task or activity next to the time when you would schedule it.

TIME	TOMORROW	TIME	TOMORROW
6:00 am		3:30 pm	
6:30		4:00	
7:00		4:30	
7:30		5:00	
8:00		5:30	
8:30		6:00	
9:00		6:30	
9:30		7:00	
10:00		7:30	
10:30		8:00	
11:00		8:30	
11:30		9:00	
12:00 noon		9:30	
12:30 pm		10:00	
1:00		10:30	
1:30		11:00	
2:00		11:30	
2:30		12:00-6:00 am	
3:00			

LEARNING ACTIVITY C.17-6
“CASE STUDY”

OBJECTIVE: To provide students with an activity for planning a weekly schedule

RESOURCES: Work Sheet—Learning Activity C.17-6

SUGGESTED TIME: 1 ½ hours

DIRECTIONS:

1. In the following exercise, you will meet Betty Lou, learn about her background and goals and review the demands of her time during a week.
2. Prepare Betty Lou’s weekly schedule using the information and form provided.
3. You **must** include all activities and tasks in which Betty Lou has allowed herself to be involved or you must be able to explain why an activity or task was eliminated from her weekly schedule.

LEARNING ACTIVITY C.17-6
“TIME MANAGEMENT: A CASE STUDY”
WORK SHEET

Meet Betty Lou...a seventeen year old senior at Will Rogers High School actively involved in numerous school, church and civic activities...historian of the National Honor Society...editor of the Will Rogers Yearbook...enjoys speech, English and drama classes...an avid tennis player who could be on the girl's varsity tennis team...a Sunday school teacher for the preschool class...one of five children...needs to work on a part-time basis to earn money for extra-curricular activities...enjoys doing volunteer work at the hospital...

Betty Lou's Goals...attend college upon graduation and pursue a major in communications with emphasis on public relations and radio and television...earn enough money to pay for extras needed to maintain her involvement in school activities...devote more time to her church youth group...improve her backhand in tennis...secure a leading role in a school musical production...develop a closer relationship with her younger sister before leaving for college...help expand the hospital volunteer program...

Betty Lou's Demands...

- #1: Betty Lou's sister, Thelma, is celebrating her thirteenth birthday. The family is planning a surprise party on Thursday night at 8:00 pm. Betty Lou must buy a very special gift for her sister.
- #2: Betty Lou is taking her college entrance examination on Saturday morning from 8:00 am-12:00 pm.
- #3: Betty Lou eats breakfast at 7:00 am.
- #4: Betty Lou leaves for school at 8:00 am.
- #5: The young people's group at church is having a "song fest" on Wednesday at 7:00 pm.
- #6: The Journalism Club is featuring a nationally known expert in communications on Tuesday afternoon at 3:00 pm.

- #7: Betty Lou's employer has asked her to work late Tuesday evening from 4:00-7:00 pm.
- #8: The Speech and Drama Club is seeking participants for a spring break theater trip. Cost is \$150.
- #9: Jimmy Jay asked Betty Lou to play tennis on Thursday afternoon or whenever she is free.
- #10: Betty Lou wants to go to the movies with her friends.
- #11: The personnel manager at work says that unless Betty Lou can work fifteen hours a week she may not be retained. Can you schedule it?
- #12: Betty Lou wants to go to the mall with her friends.
- #13: An English paper is due on Friday and it will probably take four hours to complete it.
- #14: Tryouts for the musical, South Pacific, are being held on Tuesday at 3:00 pm. Practices will be on Monday evening and Thursday evening from 7:00 to 9:00 pm.
- #15: Betty Lou has a yearbook deadline Thursday morning and has at least 3 hours of work left to do.
- #16: Betty Lou has classes from 8:30 am to 2:00 pm.
- #17: The boss has asked Betty Lou to work on Saturday afternoons for certain from 3:00 to 6:00 pm.
- #18: The hospital board is meeting with active candy stripers to discuss the expansion of their program on Friday afternoon at 4:00 pm.
- #19: The Annual Senior Tea is being held Monday at 8:00 pm.
- #20: The football game is Friday night. Dance and hamburgers afterwards.

BETTY LOU'S WEEKLY TIME SHEET

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00 am						
6:30						
7:00						
7:30						
8:00						
8:30						
9:00						
9:30						
10:00						
10:30						
11:00						
11:30						
12:00 noon						
12:30 pm						
1:00						
1:30						
2:00						
2:30						
3:00						
3:30						
4:00						
4:30						
5:00						
5:30						
6:00						
6:30						
7:00						

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:30						
8:00						
8:30						
9:00						
9:30						
10:00						
10:30						
11:00						
11:30						
12:00-6:00 am						

READING ACTIVITY C.17
“WHERE DOES ALL THE TIME GO?”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity C.17

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Read the selection and complete the questions and paragraph on “Recall Questions”.
2. Discuss various segments of the story.

“WHERE DOES ALL THE TIME GO?”

“Hey Louie, what’s happening?”

“In Fallston? Are you kidding, Harold?”

“I haven’t seen you for a couple weeks.”

“You haven’t been walking up and down Third Avenue and hanging out by the Hot Dog Shoppe. I’m telling you, this town’s a drag. Frank, over there in the Hot Dog Shoppe, gave me free coffee. Other than that, it’s really boring. Where have you been keeping yourself?”

“Well, after softball season, I joined a bowling league. You should see that. I have a 120 average. Really, no one on the team is very good. It’s just for fun. You know, you should join a league - aw, but it’s too late now. They are halfway through the season.”

“Well, there’s the recreational basketball program at the high school gym. You used to be pretty good. Ever think of that?”

“I didn’t even know they had one. How did you know about it?” Louie asked.

“It’s in the newspaper - local sports section. Jim Brown and Terry . . . what’s his name?”

“You mean Daugherty?” Louie said.

“Yeah, they’re both in that program.”

“Oh, I’d like to check it out, but I don’t have much time.”

“You’re crazy!” Harold said.

“No sir. Once I get off work - about five - I take a shower, eat, and then, before you know it, it’s nine o’clock. So I go uptown and bum around.”

“You have to learn to budget your time. It doesn’t take you four hours to eat and shower.”

“Oh, sometimes I watch TV,” Louie said.

“Why don’t you put yourself on a daily routine? That way you can find out exactly where your time goes. Just list your activities each day, and how much time you spend on each. I’ll bet you could find time for the basketball program. And if you can’t get in that program, check out the YMCA. I was reading a list of things they have up there. There’s swimming, Ping-Pong, card clubs, weight-lifting - just about anything you’d want to do.”

“I really don’t have anyone to go with. I hate to just go by myself.”

“Louie, you’re just feeling sorry for yourself and making excuses. Just go *once*, and I’ll bet you’ll meet people who go all the time. Try it. It’s a lot better than coffee at the Hot Dog Shoppe!”

MATH ACTIVITY C.17
“USE OF LEISURE TIME”

OBJECTIVE: To read a schedule and to perform basic time calculations

RESOURCES: Work Sheet—Math Activity C.17

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Complete the questions on the work sheet.
2. Discuss segments of the schedule as needed.

MATH ACTIVITY C.17
“USE OF LEISURE TIME”
WORK SHEET

DIRECTIONS: Harold is so organized he even makes himself a schedule each week. Below is a schedule he made for himself for one week in October. Use it to answer the questions that follow.

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	
A.M. 7:00		Jog w Ann	Jog w Fido		Jog alone			
8:00	Jog w Bill	Work	Work	Work	Work	TGIF! Work	Wash and wax car	
9:00	Read the Sunday paper							
10:00								Meeting w Ms. O'Dell
11:00								Wilson files due
12:00	Dinner at Mom's	Lunch out w Terri	Lunch out w Sam	Lunch in cafeteria	Lunch in cafeteria	Lunch w Mr. Wilson	Take Ann to football game	
P.M. 1:00								
2:00	Touch football at Barker's Field	Call VM Inc.		Meet w L.J. Barnes		Talk to computer programmer		
3:00			Meet w J. Henderson		Call Wilsons in NY			
4:00								
5:00			Work out at YMCA	Supper at McDonald's		Supper at McDonald's		Swim at YMCA
6:00		Supper at home		Volleyball game vs. The Spikers	Supper at Mom's	Wood-working class at high school		Basketball game
7:00	Watch TV	Supper & read the evening paper		Play chess w Dad				Take Ann to movies
8:00			Stop at Tony's with the team			Watch TV and read the evening paper		
9:00								
10:00								

1. How much time did Harold plan to spend reading the paper on Sunday?

2. How many hours of the week did Harold set aside for jogging?

3. Harold did not plan to get home from the football game until 6:00 p.m. Saturday. Actually, he got home an hour and 20 minutes earlier than this. What time did he get home?

4. How much time did Harold spend at the YMCA Monday night?

5. It takes Harold 15 minutes to get to work. What time should he leave the house each morning?

6. Harold went to sleep at 11:15 p.m. Wednesday evening. He woke up at 6:45 a.m. the next morning. How much sleep did he get that night?

7. The meeting with L.J. Barnes lasted 130 minutes. How many hours and minutes is this?

8. How many hours of the week was Harold active in some type of sport? Include his jogging, touch football, volleyball, basketball, swimming and workout time.