

# Time Management

## **Course**

*Principles of Health Science*

## **Unit VI**

*Personal Qualities of a Healthcare Worker*

## **Essential Question**

*How can time management lead to happiness or stress?*

## **TEKS**

130.202 (c)  
3B  
5A

## **Prior Student Learning**

N/A

## **Estimated time**

2-3 hours

## **Rationale**

Being successful in a healthcare environment requires professionalism. One aspect of professionalism is time management. For some people, time brings pleasure, satisfaction, and challenge. For others, time brings anxiety, stress, exhaustion, and confusion. One of the leading causes of stress is that we often have too much to do and not enough time to do all that we want.

## **Objectives**

Upon completion of this lesson, the student will be able to

- Identify employer expectations of punctuality, attendance and time management
- Learn how to manage time to help alleviate and reduce anxiety

## **Engage**

Have students get out a sheet of paper and write how many hours there are in a day. Below that, have students subtract how many hours a day they should be sleeping. Next have them subtract how many hours they are in school each day. Each student should have roughly 8 – 9 hours left over that they are free to use. Now have each student calculate and subtract how many hours they spend each day at practice (athletics, band, dance, cheer, etc.), work, extracurricular activities, etc. The remaining hours are free time. Have a class discussion about how they felt after realizing how much time they had to do what they actually want to do and how managing this time could lead to a happier and more productive life.

## **Key Points**

### I. Time Management Principles

- A. Time management can be considered self-management
  1. Time management is making appropriate choices about how to use time
  2. You make choices everyday about how to best use your time, given the goals and options you have
  3. Knowing what your goals are and what time is available to you are the cornerstones of good time/self-management
- B. Knowing what is new in your environment can help you manage yourself through time
- C. Planning tools
  1. Weekly and monthly planners and to-do lists can help you chart a path to your goals
  2. Construct a realistic schedule with clear and concrete activities and use long-range deadlines to guide planning
- D. Keeping on top of work from the beginning will end up saving many

- hours of work and the stress of last-minute preparation
- E. Using commuting time, time in lines, and waiting time to complete important, but small, activities can add up to huge time savings and greater productivity

## II. Personal Time Management

### A. Personal Time Management is a set of tools which allow you to

1. Eliminate waste
2. Prepare for meetings
3. Refuse excessive workloads
4. Monitor project progress
5. Allocate resources (time) appropriate to a task's importance
6. Ensure that long-term projects are not neglected
7. Plan each day efficiently
8. Plan each week effectively
9. And to do so simply with a little self-discipline

### B. Basic strategies

1. Don't be a perfectionist
  - a. Trying to be a perfect person sets you up for defeat
  - b. Nobody can be perfect
  - c. Difficult tasks usually result in avoidance and procrastination
  - d. You need to set achievable goals, but they should also be challenging
2. Learn to say no
  - a. Politely saying no should become a habit
  - b. Saying no frees up time for the things that are most important
3. Learn to Prioritize
  - a. Some people do not know how to prioritize and end up procrastinating
  - b. Use the 80/20 rule originally stated by the Italian economist Vilfredo Pareto who noted that 80 percent of the reward comes from 20 percent of the effort. The trick to prioritizing is to isolate and identify that valuable 20 percent
  - c. A to-do list places items in order of importance
4. Combine activities
  - a. Combine several activities into one time slot
  - b. While commuting to work or school, listen to taped notes
5. Be flexible
  - a. Allow time for interruptions and distractions
  - b. Time management experts often suggest that you plan for just 50 percent or less of your time. With only 50 percent of your time planned, you will have the flexibility to handle interruptions and the unplanned emergency
  - c. When interrupted, ask yourself what the most important thing you could be doing with your time to help you get back on track fast

6. Reward yourself
  - a. Even for small successes, celebrate achievement of goals
  - b. Promise yourself a reward for completing each task or finishing the whole job. Then keep your promise to yourself and indulge in your reward

**Activity**

- I. Complete the Procrastination Activity
- II. Complete the Used Time Vs. Free Time Activity
- III. Complete the Balancing Time Activity

**Assessment**

Successful completion of activities

**Materials**

Procrastination Activity  
Used Time Vs. Free Time Activity  
Balancing Time Activity  
Calculator  
Crayons or Markers

**Accommodations for Learning Differences**

For reinforcement, the student will outline the principles of time management.

For enrichment, the student will keep a time journal for a week documenting time spent during the day. Analyze it for wasted time.

**National and State Education Standards**

National Health Science Cluster Standards

HLC09.01 Employability and Career Development

Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

TEKS

130.202 c (5)A identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits

130.202 c (3)B demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal setting and team building

Texas College and Career Readiness Standards

English Language Arts

II. B. Understand new vocabulary and concepts and use them accurately in

reading writing and speaking.

III. B. Develop effective speaking styles for both group and one on one situations.

IV. A. Apply listening skills as an individual and as a member of a group in a variety of settings.

IV. B. 2. Listen actively and effectively in one-on-one communication situations.

### Mathematics

I. B. 1. Perform computations with real and complex numbers.

### Science

II. A. 1. Understand the real number system and its properties.

II. A. 7. Use calculators, spreadsheets, computers, etc., in data analysis.

## Procrastination Activity

Everybody procrastinates now and then. **Are you a procrastinator?**

The questions below from procrastination researchers can help you measure your own tendencies. Score yourself on a scale of 1 to 5 (1 for never, 5 for always).

- \_\_\_\_\_ I miss concerts, sporting events, or the like because I don't get around to buying the tickets on time.
- \_\_\_\_\_ I buy essential items at the last minute.
- \_\_\_\_\_ Putting things off until the last minute has cost me money in the past.
- \_\_\_\_\_ Even after I make a decision, I delay acting on it.
- \_\_\_\_\_ A letter may sit un-mailed for several days after I write it.
- \_\_\_\_\_ My friends and family think I wait until the last minute.
- \_\_\_\_\_ I don't make decisions unless I really have to.
- \_\_\_\_\_ I seem to end up shopping for birthday gifts at the last minute.
- \_\_\_\_\_ I am continually saying to myself or others, "I'll do it tomorrow."
- \_\_\_\_\_ When I have to be somewhere, my friends expect that I will run a bit late.
- \_\_\_\_\_ **Total Score**

If your score is above 35, you are inclined to procrastinate.

Procrastinators don't have to feel hopeless about their problem. The following steps can help the procrastinator:

1. Pay attention to what you're thinking and feeling as you approach something you want to avoid
2. Choose attainable goals. They should be concrete, not just a desire to feel differently about something.
3. Set a deadline for accomplishing each goal. If you make it, reward yourself.

# Used Time vs. Free Time

## Directions

1. Pick a color for Free Time and a different color for Used Time and color in the boxes above.
2. On the left side, outside of the chart fill in the hours of the day starting with the time you get up in the morning.
3. Color in the time blocks according to the colors you selected to indicate where you have free time during an average week (free time would be time not spent in school, asleep, playing school sports, working, etc.).

MON	TUES	WED	THURS	FRI	SAT	SUN

# Balancing Time

## Directions

Our time is divided into three categories: necessities, school and work, and free time. The pie chart below represents what a balanced lifestyle should look like in regards to time. On half a poster board, cut out a large circle and draw in your lines to represent what percentage of your time is spent in each category. First calculate how many hours are spent doing each item for each category for the week. There are a total of 168 hours in a week. Then divide your total hours calculated for necessities by 168 to get a percentage. This percentage represents how much time out of the week you spend in that category. This will give you the percentages with which to draw your pie chart. Do the same for free time, school, and work. You may use pictures or words from magazines or you may draw pictures to represent what you do in each category.

