



***Enhanced Learning***  
***Educational Services***  
*"the study skills specialist"*

# **Time Management Techniques**

***Level 3***

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# **Enhanced Learning Educational Services**

*“the study skills specialist”*

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## **Enhanced Learning Educational Services Profile**

### Our Organisation:

Enhanced Learning Educational Services (ELES) is the leading provider of study skills resources in Australia. Since 2001 over 500,000 students across Australia have benefited from our study skills worksheets and workbooks. An Australian business based in Sydney, our clients extend throughout Australia and to international schools overseas. We are committed to helping all students improve their ability to learn and study by providing study skills seminars and resources on the topics students need.

### Our Mission:

To provide a worthwhile and effective service to teachers, students and parents, enhancing students' learning skills and abilities through dynamic programs, resources and strategies to unlock the power of the mind and enable greater success at school and in life.

### Our Commitment:

As part of ELES' commitment to education, 5% of all gross income is donated to charities that help and assist children.

### Our Staff:

The majority of our resources are created by Prue Salter (B.A., B.Math., Dip.Ed., M.Acc., M.Ed.), founder and director of ELES. Prue has over 20 years' experience in the Education Industry in Australia. With a strong background in teaching and pastoral care, Prue was frustrated by the absence of high quality resources available to help students develop and maintain effective study skills. A committed scholar, passionate about learning, Prue combined her natural organisational and time management abilities with her research in how students learn to develop a series of resource kits designed to address the gaps and to present them in a format that is entertaining, as well as simple and effective.

## **For further information about ELES or our products or contact details:**

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*"Time flies.  
It's up to you  
to be the  
navigator."*

*Robert Orben*

SAMPLE

# Introduction to Time Management

*Let's consider what 'time management' actually means.*

When we think of 'time management', most people think of a set of skills that once mastered will enable us to be more organised, more efficient and more in control of how we spend our time during the day.

Too much time management and we become controlling and lack spontaneity. Too little time management and we have difficulty managing all the demands placed upon us as well as finding enough time to do the things we really enjoy.

In the space below, list your most and least enjoyable ways of spending your time.

Top 5 things you LOVE doing:		Top 5 things you HATE doing:
1. 2. 3. 4. 5.		1. 2. 3. 4. 5.

If you look at your list of things you don't like doing, you'll see that with most of them they are things you do not have a choice about. This is the main problem we face in balancing our time. Balancing the things we want to do with the things we have to do.

Once you master and improve your time management skills, you will find you have more time to enjoy the things you love while still meeting your obligations at school and at home. One of the best things about implementing time management skills is that it helps remove stress or worry about completing tasks on time. It helps you manage the procrastination that every person faces at one time or another (and some more often than others), and it gives you a sense of control over your life. You feel more in charge, rather than feeling like you are just being swept along on the tide of time. In the space below, see if you can come up with your own definition of

TIME MANAGEMENT:

*Before you start your analysis of yourself, you might like to take a short break and read through the following.*

# THINKING ABOUT TIME

## A Time Timeline

- 1500BC Sundial first used in Egypt to measure the time of day by the sun's shadow.
- 400BC Greeks use a water clock measuring flow of water from a vessel to measure time.
- 980 Alfred the Great (a Saxon king) uses burning candles to measure time.
- 1000 Candles and burning incense mark time in China (Sung dynasty).
- 1400s Mechanical clocks are built in Europe, using a mainspring and balance wheel.
- 1657 First pendulum clock invented. Most accurate clock so far!
- 1884 Twenty-five countries accept Greenwich, England, as the prime meridian (0 degrees longitude). The prime meridian gradually becomes the basis for time throughout the world.
- 1886 Salespeople for the R.W. Sears Watch Company fan out across America selling affordable timepieces. The firm is later renamed Sears, Roebuck and Co.
- 1928 W.A. Marrison of Bell Laboratories builds the first quartz clock, accurate to within 1-2 thousandths of a second per day. Quartz technology is later adapted for use in wristwatches.
- 1945 Physicist Isador Rabi suggests making a clock based on the study of atoms, using a method called atomic-beam magnetic resonance.
- 1949 National Bureau of Standards (now the National Institute of Standards and Technology, or NIST) builds the first atomic clock, using ammonia.
- 1967 A second is formally defined as 9,192,631,770 vibrations of the cesium atom. For the first time, time is not defined by the movement of astronomical bodies.
- 1993 NIST-7 -- the latest atomic clock -- comes on line, with unbeaten accuracy.

Scientists had long realised that atoms (and molecules) have resonances; each chemical element and compound absorbs and emits electromagnetic radiation at its own characteristic frequencies. The special thing about these is that the rate is amazingly regular. Thus atoms constitute a potential "pendulum" with a reproducible rate that can form the basis for more accurate clocks. The NIST-7 is currently the most accurate clock in the world and took 3 researchers 7 years to create. It is estimated that it will lose at most only 1 second in every 6 million years. That's pretty precise! Why do we need clocks that are accurate to so many decimal places? Lots of scientific and navigation systems rely on precision to ensure synchronised timing, especially with computers. You may have heard of the Global Positioning System, GPS. Every billionth of a second that the timing is wrong is equal to a GPS error of one foot. Get a few nanoseconds out and before you know it your aircraft carrier has landed in the sea!

*Ok, enough trivia. Let's look at how you use time.*

# Time Self-Analysis

*Where does your time go?*

Have you ever wondered where your money goes to? You might be given pocket money, or money for your birthday or earn some money, but unless you put it away, before you know it the money has disappeared and you aren't quite sure where you spent it all. It is the same with how we spend our time. Many people don't realise just how much time they actually spend on certain activities. See how well you can estimate time by trying the multiple choice questions below. Don't try and actually work out the calculations, just go with your first instinct or reaction. Circle your response for each question below:

1. The number of **hours** you will spend in a classroom **this year** is closest to:  
a) 800      b) 1100      c) 1900      d) 3400
2. The number of **hours** you will spend sleeping **this year** is closest to:  
a) 2900      b) 2000      c) 1500      d) 700
3. The number of **minutes** of television the average person watches in a **month** is:  
a) 500      b) 1500      c) 3500      d) 5500
4. The number of **minutes** most people spend brushing their teeth in a **month** is:  
a) 0      b) 40      c) 150      d) 600
5. The number of **seconds** students should spend on homework in a **week** is:  
a) 38000      b) 18000      c) 8000      d) 0
6. The number of **seconds** it should have taken you to do this **quiz** is probably:  
a) 2      b) 30      c) 180      d) 500

It can be hard to realistically estimate time. Wondering what the correct answers are? Here's a clue. The other day I caught a 'bad cab'.....

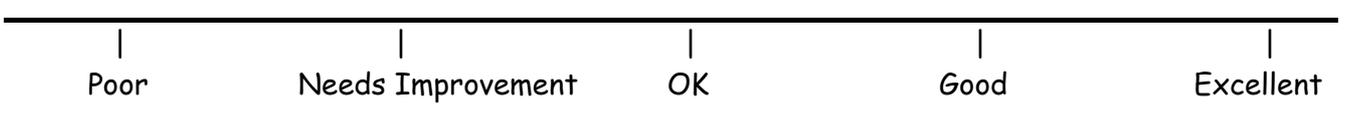
Choose one day over the next week and fill in the table below for that day in order to see how your time is distributed during the 24 hours. If there are things that you wanted to do but also had to do, put them in the 'want to do' column.

<i>THINGS YOU DID THAT YOU HAD TO DO</i>	<i>Time Taken</i>	<i>THINGS YOU DID THAT YOU WANTED TO DO</i>	<i>Time Taken</i>
Eg tidy up room	40 mins	Eg soccer training	1.5 hours
TOTAL TIME:		TOTAL TIME:	

Did your overall total time equal 24 hours? If not, it was probably less. It is difficult to account for every minute and we often waste quite a lot of time during the day. Some examples of time wasters are waiting for things to start, pottering around, not doing all that much or just flicking aimlessly through the channels (although you probably recorded that as watching television).

The aim of this exercise is to start you thinking about where your time goes. What sorts of activities do you spend time on and how much time is unaccounted for in your day? In the space below, put a cross on the scale as to where you would rank your current ability to manage time:

TIME MANAGEMENT ABILITY



# Time Management Outcome Checklist

*What areas do you need to work on?*

Although ELES produces 'Time Management Techniques' for each year group, the checklist below is included in every Time Management resource regardless of the year level. It is a fact that students across all levels share common problems in managing their time but that these problems may change from year to year. Indeed, you could ask your parents to fill this checklist out with respect to work instead of school and you would find that they too are often facing similar challenges. In completing the list, don't feel discouraged if you are ticking lots of 'NONE's. Instead, pat yourself on the back for the things you are doing well. Everyone will have areas they can improve on, and that is what working through these worksheets is all about.

For each of the following statements tick either:

*ALL of the time, MOST of the time, SOME of the time, A BIT of the time or NONE of the time.*



## For You To Do:

	<i>ALL</i>	<i>MOST</i>	<i>SOME</i>	<i>A BIT</i>	<i>NONE</i>
1. I keep up-to-date with my schoolwork without many problems.					
2. I start working on assignments well before they are due.					
3. I don't end up leaving work till the last minute.					
4. I finish assignments on time.					
5. I hand in all schoolwork on time.					
6. I don't ask for extensions.					
7. I don't feel stressed about the work I need to do for school.					
8. I plan when I am going to do work.					
9. I use my time in the classroom efficiently.					
10. I use my time at home efficiently.					

	<i>ALL</i>	<i>MOST</i>	<i>SOME</i>	<i>A BIT</i>	<i>NONE</i>
11. I can estimate pretty well how long something will take.					
12. I have time to do all the things I WANT to do.					
13. When I sit down to do work I get lots done.					
14. I am not easily distracted.					
15. I am self-disciplined and can make myself do what I need to do.					
16. I know at the start of the day what I want to get done that day.					
17. I feel in control of my time.					
18. I am able to juggle commitments to family and friends.					
19. I can find extra time to do things if I need to.					
20. I am able to reschedule activities if necessary.					
21. I have ways to make myself do things I have been putting off.					
22. I am able to prioritise things to do by their level of importance.					
23. I am aware when I am wasting time and can stop myself doing it.					
24. I use self rewards to help motivate myself to do things.					
25. I am able to set goals as to what I want to do and work to them.					

Now look back through the list at some of the statements for which you ticked 'NONE'. Which of these bothers you the most? Which causes you the most stress? Which do you most want to do something about? Which do you know you really should try and improve? In the space below, describe the areas of time management that you think you most need to work on.

.....

.....

.....

.....

# Core Time Management Skills

*Let's examine the essential time management techniques.*

There are some fundamental or core techniques for effective time management. Even if you have worked through the next four pages in a previous year, it is worthwhile reviewing them again before progressing to the section on new techniques in order to ensure you are still on track. If this is the first time you have used one of the ELES Time Management Techniques resources, you need to be comfortable with these techniques before progressing to the next section.

The true secret to Time Management is:

***YOU CAN'T ACTUALLY MANAGE TIME.  
YOU MUST MANAGE YOURSELF.***

To improve the way you manage yourself, the following first 3 steps are essential:



## For You To Do:

	STEP	Often	Sometimes	Rarely
How often do you currently do these steps? Put a tick in one of the boxes for each of the steps.	1	Set your goals.		
	2	Prioritise.		
	3	Schedule your time.		

## STEP 1: SET YOUR GOALS

Why set goals? Unless you know what you are aiming for you can't hit it! Imagine a boat without any particular destination in mind. It would float aimlessly among the seas and if it made it to land it would be due to luck rather than any other factor. By creating a goal, you have created something you can work towards. Goal setting helps increase your efforts and motivate you by giving you a direction towards which you can work.

Many students are put off by the words 'goal setting'. They have read information before detailing setting long-term, medium-term and short-term goals and have found the whole process overwhelming and unworkable.

***"A GOAL IS JUST A LIST OF THINGS YOU  
EITHER HAVE TO DO OR WANT TO DO."***

If you think of goals in this way, you'll find them much less daunting and more workable.

The most effective goals are WRITTEN DOWN and are 'SMART':

<i>Specific</i>	Make sure your goals explain exactly what you want to achieve.
<i>Measurable</i>	Make sure you are able to easily see when you have achieved your goals.
<i>Action oriented</i>	Put specific action steps into your goals rather than just 'airy-fairy' ideas. If you want to improve in a subject, decide on some specific steps you can do.
<i>Realistic</i>	Don't make unrealistic goals like 'I will read 28 chapters of my History textbook tonight'. All this will do is discourage you so make goals achievable.
<i>Timebound</i>	Put a timeframe on your goals - when do you want to achieve them by?

<i>Examples of Effective Goals</i>	<i>Examples of Less Effective Goals</i>
I will finish my History Assignment tonight.	I will keep up with my work.
I will do 15 minutes each day on French vocab.	I will improve in French.
I will beat my last exam result in Maths.	I will get better in Maths.

 **For You To Do:** A good way to start your goal setting is to take a piece of paper and think of absolutely EVERYTHING you need to do. Make it a complete and total list of everything to be done and everything you'd like to do. It can seem daunting, but once you have listed everything in black and white then you can start to deal with it. Try this now.

## STEP 2: PRIORITISE

It is a fact of life that everything always takes longer than you think it will. And it is often an impossible task to achieve absolutely everything you want to achieve in the time available. Ideally you'd like to get everything done, but if you can't, look objectively at the things to do from your goal list and prioritise everything into the three categories below.

 **For You To Do:** On a piece of paper, draw up and fill in the table below for your current workload using your list of work from Step 1.

<i>Things I need to do urgently:</i>	<i>Other things to be done:</i>	<i>Things that can be postponed:</i>
Include here everything that is overdue, or very important or that will have serious consequences if you don't complete it urgently.	Include here other work that is currently due, due soon or should at least be started soon.	This would be work that you really should do but that you won't get in trouble or affect your marks if you leave it till later - like the next holidays.

You may not be able to get everything done but you can focus on what is really important. Many students prioritise in a way that is simply not efficient. Instead of doing the most important things first and the least important things next, they do the things they LIKE first - regardless of whether there are things that are more important that they should be doing. Remember:

*MOST IMPORTANT* tasks FIRST (not the things you like most first)  
*LEAST IMPORTANT* tasks LAST (not things you like least last)

## STEP 3: SCHEDULE YOUR TIME

*"Timetables? They don't work for me. I can't make a study timetable, I just don't stick to it."*

Sound familiar? So many students just switch off when they see the words STUDY TIME-TABLE. Some of the reasons why timetables may not have worked for you in the past:

- You made an unrealistic and unachievable timetable, so became discouraged when you couldn't achieve it.
- You tried to schedule too far ahead and so when you had to readjust things it was too big a task to adjust the whole timetable.
- You made a timetable of what you thought you SHOULD get done (even if you knew there was no way it would happen), not what you knew you could do.
- You didn't play to your strengths, you didn't think about when you work best, how long you can work for and what was the best way for you to work.
- You were not prepared to be flexible or experiment to find out what works best for you. For example, maybe you work best working on one thing solidly for a time, or maybe you work better if you break it up by working on a variety of things for shorter periods of time.
- You were too rigid with your timetable and expected to be able to stick to it exactly and gave up when you couldn't.



**For You To Do:** Put a tick next to any of the above reasons that have applied to you in the past.

*So what can you do?*

1. Look first at the big picture. What do you want to achieve over the next month?
2. Plan out the next week by first putting in all of your commitments and seeing how much time is available, then taking the things you want to get done that week and slotting them into the available time.

**RULES FOR DOING THIS:**

- Don't make it so tight there is no spare time at all - you will need extra time for rescheduling.
  - Be realistic about how long things will take. You'll get better at this with practice.
  - Ensure you schedule in the higher priorities first.
3. Once you have a plan for the week, take each day 'day-by-day' and really focus on what you need to do that day.
  4. If you don't get everything done, and you probably won't, then don't stress or give up or see it as failure. Instead, reschedule it to another time in the week and when you get to that day, deal with it then.

**EXAMPLE:** *Let's take an example. You wrote your list of things you wanted to get done, then put it into the priority table. This is something you could do every Friday night to look in general at the weeks ahead and to help you plan specifically for the coming week and what you need to do that weekend. It would only take a few minutes and would mean you have taken your first big step towards managing time by managing yourself. Try it!*

Thinking of the weeks ahead, you came up with this list:

Things I need to do urgently: - Science homework overdue - French vocab quiz Tues	Other things to be done: - History Assign. next week - Maths test week after	Things that can be postponed: - Make summaries for Geography (leave till holidays)
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Your first overall plan or schedule might look like this, drawn up by hand on a bit of paper:

- First put the major dates for big pieces of work that are due or things you want to focus on.
- Also put in any time commitments or extra-curricular or social activities so you can see how much time you actually have available to you.

Sat	Sun	Mon	Tues	Wed	Thurs	Fri
				BASKETBALL TRAINING		
BASKETBALL GAME				BASKETBALL TRAINING	History Assignment	
	MUM'S BIRTHDAY		Maths Test	BASKETBALL TRAINING		

Now think just about this week:

- Start with the things you need to do urgently and schedule time in for them.
- Look then at the other things to be done like the History Assignment and Maths Test and allocate some time in the week to doing something specific to start these tasks - many students just do immediate homework only. Scheduling time for these tasks is much better than just letting the time slip by and leaving the task till the last minute.

Sat	Sun	Mon	Tues	Wed	Thurs	Fri
get Science homework done study French vocab test find books at library for History		review French vocab	start research for History	BASKETBALL TRAINING	redo hard exercises in Maths chapter.	brainstorm ideas for History assignment



**For You To Do:** Follow the steps outlined above to schedule your prioritised work into the coming weeks.

## SUMMARY

1. Write down absolutely EVERYTHING you need to get done.
2. Take everything on the list and put it in one of three columns:
  - a) Things I need to do urgently
  - b) Other things to be done
  - c) Things that can be postponed
3. Look 3 or 4 weeks ahead to see what you need to do and how much free time you have.
4. Focus on the coming week and schedule in your work from the Priority Table.

# 'The Last Thing'

*Using this technique:*

When?

Just before you go to sleep and just before you get up in the morning.

How?

- think about the day ahead
- decide the top three things you would like to achieve in the day
- visualise yourself achieving these tasks

Why?

- Just before you go to sleep and just as you are waking up is when your mind is in a very receptive state.
- Your brain is in an alpha wave pattern and this is like a direct link to your subconscious – sort of like a batphone straight to your brain.
- The things you think about at these times have a strong influence on the actions you take.

*Could you benefit from this technique?*

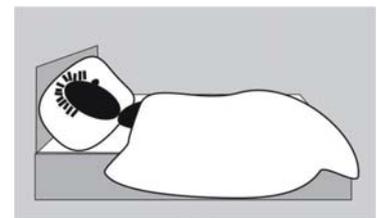


## For You To Do:

1. How many hours sleep do you get each night? \_\_\_\_\_
2. When you wake up in the morning, do you feel tired and sluggish or awake and alert? \_\_\_\_\_
3. At night do you think about what you have to do and what you'd like to do the next day? \_\_\_\_\_
4. In the morning, do you think about the day ahead? \_\_\_\_\_
5. Do you start the day with a clear mental picture of the most important things for you to do that day? \_\_\_\_\_

*Something to think about:*

The first step in implementing this system is to take a serious look at the amount of sleep you are getting. While experts recommend between 8-9 hours a night everyone's body has different requirements. It is easy to tell if you are getting enough sleep - how do you feel during the day? If you are not feeling alert and fresh for most of the day you need to increase the amount of sleep you are getting, and if you can't get up later then this means going to bed earlier. For many students this can be a challenge - but you can gradually change the time you go to bed.



Sleep is where the proteins are replenished from the day's activities. If you are not getting enough sleep your thought processes will not be as speedy or as effective the next day.

*About this technique:*

Before you go to sleep, picture the coming day ahead. Think about what time you are going to get up, what lessons and teachers you have at school that day, anything you have to do during the day, what other tasks you will need to work on, and what you would like to achieve that day. Play it out like a movie in your mind and think about what your priorities are for the next day. If you have too many priorities you feel anxious and frustrated. What things must you do no matter what? Focus on these and determine your top 3 priorities for the next day. When you wake up in the morning, think again about these top 3 priorities for the day ahead.



**For You To Do:**

Summarise this technique into the three main steps in your own words:

- 1.
- 2.
- 3.

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***“Why should we bother with priorities? When we have a clear picture of what is most important to us, we have a guide by which to judge the best actions to take. We need to have clear priorities so we can establish action steps to ensure we meet the priorities.”***

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**For You To Do:**

To get yourself started, think about today. What would have been your top three priorities of things you needed to do today? What would be your top three priorities for tomorrow?

**TODAY'S PRIORITIES**

- 1.
- 2.
- 3.

**TOMORROW'S PRIORITIES**

- 1.
- 2.
- 3.

# 'Realistic Time Estimates'

## Time Management Technique 2

Page 1

*Using this technique:*

### When?

Any time you need to complete a piece of work by a deadline or have a large number of tasks to complete in a short period of time.

### How?

- list the tasks or steps you need to complete
- estimate by thinking about past experiences how long it will take you to complete each task
- multiply this time estimate by 1.5
- at the end of the time, compare your estimate with how long it actually took in order to improve your ability to estimate accurately

### Why?

The more realistic you are able to make your time estimates the more effective use you can make of the time available to you.

*Could you benefit from this technique?*



### **For You To Do:**

1. When you allocate time to complete a piece of work, does it:
  - a) take longer than you expect?
  - b) take roughly the time you thought?
  - c) take less time than you thought?

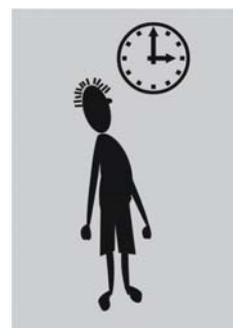
*(the most common answer to this question is a)*
2. When things take longer than you think, what is the main reason:
  - a) you waste time on distractions instead of working
  - b) you have difficulty with the work and get stuck
  - c) you are overly optimistic about the time it will take
  - d) you haven't fully understood exactly what the task entails
  - e) you aren't really thinking about how long it will take. You are thinking about how much time you have or would like to spend on the task.

*Something to think about:*

We all know there are 24 hours in the day with 60 minutes in each hour but now and then time seems to race by without warning and somehow you end up with far less hours than you expected.

Time is relative to what is happening in your life. If you are facing a deadline, time flies by, but if you are waiting for something pleasurable, it seems to slow to a crawl.

You can harness the power of a deadline by imposing mini-deadlines



upon yourself to help you achieve your goals. Put reminders up around your room wherever you are most likely to see them and in your diary and books of the things you need to complete.

*About this technique:*

Compile a list of the things you need to do or the steps you need to take. Then estimate how long each task will take. Now go back and multiply each number by 1.5. If the total time required is simply outrageous compared to the time you have available to you then you have two choices.

\* See where you can find more time: get up early for a few days, go to your school library for a few lunchtimes, watch just a bit less TV, waste just a bit less time when you first come home from school: if you need more time you can usually find it somewhere.

\* The second choice is to decide if you can reasonably cut any corners. There are levels in everything you do. You can hand in an assignment that barely scrapes through, one that has made a good solid attempt, or one that has dotted every 'I' and crossed every 'T'. Of course we'd all like to be able to go for the fully completed assignment, but the reality is that sometimes we need to make choices about what we can realistically do in the time available. The point is to make good choices, sensible choices and choices that allow you to make the best use of the time available to you. What can you leave out or do at a slightly lower level? Decide that if it comes to crunch time, what can you sacrifice? What could be left to another day?



### For You To Do:

Summarise this technique into the three main steps in your own words:

- 1.
- 2.
- 3.

***“No matter whether you use sophisticated tools like a palm pilot or simple things like a table drawn up on a page, realistic time scheduling is a fundamental concept for time management.”***



### For You To Do:

To get yourself started, think about the homework you have to complete tonight.

In the space below, list the tasks you need to complete, estimate the time it will take, and after completing the task write down how long it actually took.

TASK	TIME ESTIMATE	TIME TAKEN
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# 'The ABC System'

*Using this technique:*

When?

When you are feeling overwhelmed by all the work you need to complete or you have a large piece of work like an assignment to tackle.

How?

- look at the work you need to do and decide what the most urgent tasks are

- for assignments, break the task down and decide what the first steps are that you need to take

- prioritise the steps into A B C

- complete step A fully before moving onto step B or any other task

- complete A B and C before re-evaluating what needs to be done next

Why?

By narrowing your focus to the most urgent tasks and completing these fully you are making the most efficient use of your time.

*Could you benefit from this technique?*



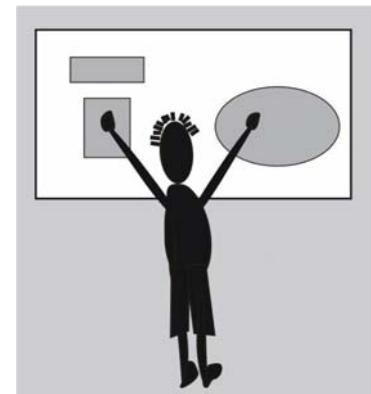
## For You To Do:

1. Have you ever:
  - a) had a really important piece of work to do and did everything except that task? \_\_\_\_\_
  - b) just jumped back and forth between a number of pieces of work without achieving anything much? \_\_\_\_\_
  - c) felt overwhelmed by everything you needed to do and were unable to actually start anything? \_\_\_\_\_
  - d) stared at the assignment you needed to do and not started because it just felt too big to start? \_\_\_\_\_

*Something to think about:*

Research has confirmed that when you have many things competing for your attention and many things to do, ranking them according to their importance and then working on each item in order until it is completed is the most efficient way to work.

It is better to break tasks down into manageable steps that are easier to tackle. There is no point worrying about the huge amount you need to complete - all this does is makes you stressed and unable to get anything completed.



Instead, choose 3 specific tasks to complete. Don't think about anything else until you have completed these tasks. Once these are done, choose the next 3.

*About this technique:*

The ABC technique is all about finding a focus. Instead of feeling overwhelmed by everything you need to do or the enormity of an assignment, you decide on Step A, Step B and Step C and then focus solely on completing these in order – not moving onto the next step until the first one on the list is completed. Once these three are completed, you then decide the next ABC to take. If you have a number of large assignments to do, you may decide to determine what is the ABC or first three steps for each task. Then allocate a time to work on each of these assignments. Be strict with yourself and don't move onto step C until step B is completed or step B until step A is completed.



### For You To Do:

Summarise this technique into the three main steps in your own words:

- 1.
- 2.
- 3.

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***“In the time you spend worrying about everything you need to do you could have completed a large number of the tasks that you have been worrying about.”***

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### For You To Do:

To get yourself started, think about an assignment, large piece of homework, or an upcoming test.

Describe the task:

What are some of the things you will need to do for this task (list as many as you can think of):

What are the first three things or most important steps for this task:

A.

B.

C.

This resource continues for another 22 pages

SAMPLE