



Enhanced Learning
Educational Services
"the study skills specialist"

Time Management Techniques

Level 6

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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.

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*"If you don't
manage time,
it will
manage you"*

Anonymous

SAMPLE

Introduction to Time Management

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

It's quite unfair really that you have to be slaving away at your studies in such a fun period of your life. The late teens can be a very memorable time. This is why time management is so important for you. To allow you to meet your commitments at school and still have time to do the things you enjoy this year. To make sure that you can have your cake and eat it too.

Without time management skills you may struggle to manage everything. School eats up a huge chunk of your day, not to mention homework and study outside of school hours. Spending all your time on schoolwork probably means you have no life, and that is not good. Balance is essential. Spending time with friends and family, playing sport, doing activities or hobbies you enjoy, relaxing and enjoying life do not have to stop just because you are in the final year of school.

Alternatively, spending all your time on these things and neglecting your schoolwork is not the answer either. A lot of people will be constantly on your case, especially parents and teachers, and even worse you may find that by slacking off you have limited your options and choices about what you would like to do next when you finish school. It is important to try and keep as many doors open as you can and working to the best of your ability can help with this.

Most people are not found at either end of these two extremes. They tend to be in the middle or fluctuating across the spectrum. Sometimes they slack off, spend too much time going out and neglect their studies. Soon after as the work piles up, the panic kicks in and they drop everything to try and focus on catching up on their work. Such a rollercoaster approach does not make for a stress-free final year of school. Some students find they bounce between guilt or worry because they are not doing enough work, and frustration about how much time the work is absorbing in order to get on top of it again.

Fill in the boxes below as to what percentage of your time you are in each of these states.

	Too much time spent on schoolwork: %	Good balance between school and life: %	Too much time on non-school stuff: %	
				

Wouldn't it be nicer to be calm about the way you managed your time, achieving a great balance between the things you have to do and the things you want to do? Time management is all about learning skills to help you do this. Time management gives a strong sense of control back to you. No longer are you at the mercy of external pressures, instead it is you calling the shots. You run your life rather than your life running you.

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

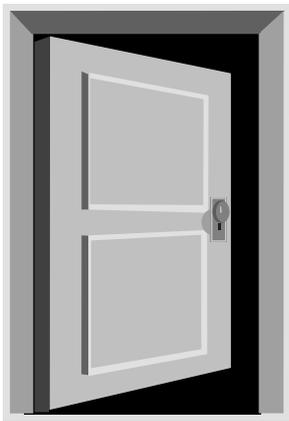
THINKING ABOUT TIME

Is the idea of time travel really ridiculous?

Well what is time? Time could be defined as a stretch of existence between two successive events. We've broken down time into units that we can use to describe the passing of time - seconds, minutes, hours, days and years. Each beat of our heart reminds us that we have our own internal time-keepers pumping blood through our bodies.

Is time travel impossible? Talk to people from a few hundred years ago and they would tell you that man could never fly through the air. Think of all the other seemingly impossible things we can do - press some numbers and speak to someone miles away in another country, even capture an image with your phone and send it through to your friend. So much that was once science fiction has come true. Why not time travel?

The biggest problems with the concept of time travel are the paradoxes that would be created. You've probably seen the 'Back To The Future' movies. What would happen if we travelled back in time and killed one of our great-great-grandparents? This means we would never be born. But if we were never born, we never took the time journey, we never killed our relatives, which means we ended up being born, which means we could go back in time and...



There are two theories dealing with the time paradox. The first is to assume that the past is fixed and cannot be changed. This means that no matter how hard the time traveller tries, things will go wrong and they won't be able to kill their great-great-grandparent.

The other theory is that if you managed to kill your great-great-grandparent, this would create a quantum or parallel universe, almost like an alternative reality in which the time traveller was never born as his great-great-grandparent had been killed. Stephen Hawking uses a variation of this parallel world theory to attempt to explain the origin of our universe.

So how can we travel through time? Perhaps we need to find a way to travel faster than the speed of light. Or we need to find a rotating black hole or wormhole and dive through to emerge in another time and place. Or we need to wait for a few more minds like Stephen Hawking to come along to further unravel our knowledge of quantum physics. Only time will tell.

Enough procrastinating, let's now look at how you use time.

Time Self-Analysis

Where does your time go?

Think about a typical afternoon after school and answer the following True / False questions.

1. I have sports training after school some days. T / F
2. I have music etc lessons after school some days. T / F
3. I have after-school lessons or tutoring some days. T / F
4. I have a part-time job where I work some nights. T / F
5. I have to help look after my siblings sometimes. T / F
6. I have long travel times to and from school. T / F
7. I am expected to help around the house eg wash-up. T / F

The more 'true' answers you had here, the more demands you obviously have on your time. The items on the list above are really things you can't change much. If you are playing three different sports however, or working three nights a week at the local fast food shop, then of course you might want to consider cutting back your commitments just until your final year of school is over. Some students may have a particular hobby or sport that they are passionate about and it requires a large time commitment. If this is you, then time management is even more essential to help you manage everything this year. Let's now look at optional uses of time.

1. I hang around with my friends after school regularly. T / F
2. I watch a lot of TV (more than an hour) each night. T / F
3. I waste a lot of time not really doing anything much. T / F
4. I spend a lot of time after school listening to music. T / F
5. I spend a lot of time after school on the phone to friends. T / F
6. I often go surfing or shop or do some other activity I like. T / F
7. I spend a lot of time on the Net or email or SMS-ing. T / F

This list of course shows optional uses of your time. How many 'true' responses did you have? Look down your page. The more 'true' answers the more you need to focus on improving the way you use your time. Of course for some people one 'true' is enough. They may not play sport or spend time hanging around with their friends but when they get home they are not doing all that much anyway. One of the techniques we will look at helps you analyse exactly how you spend your time and if there are wiser ways to invest it.

Once you have your activities managed to an acceptable level, the next stage is to spend the time you allocate for your schoolwork wisely. Have you ever said to yourself 'I'm going to go home tonight and get that assignment done'. So you say no to your friends, trot off home and before you know it it is 10pm and you haven't yet started on the assignment. Where did the time go?

To find out, choose a few nights this week or over the next few weeks and record exactly what you do with your time. It might seem a bit of a pain, but it is a really good exercise to do. It is interesting to see exactly where those hours drift away. You may find you actually spend a lot more time on some particular things than you think.

	Date:	Date:	Date:
3.30-4			
4-4.30			
4.30-5			
5-5.30			
5.30-6			
6-6.30			
6.30-7			
7-7.30			
7.30-8			
8-8.30			
8.30-9			
9-9.30			
9.30-10			
10-10.30			

Another worthwhile exercise is to actually examine how well you use time when you sit down at your desk (or other place) to do your schoolwork. Pick a time when you intend to allocate a few hours to getting your work done. The best way to do this is to record on a scrap of paper when you are not actually working during this time.

For example:

Time you intend to work: 2 hours

Time wasted:

- 5 minutes to go to the fridge
- 15 minutes talking to a friend on the phone
- 5 minutes to check what was on TV
- 10 minutes checking email while doing research

It can be quite a surprise to find that in reality you are wasting, like in this example, 30% of the time you are 'supposedly' studying.

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:

	ALL	MOST	SOME	A BIT	NONE
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 ones 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 80/20 RULE'

Quick Quiz

In a nutshell:

- 80% (or most) of your results will come from 20% (or a small portion) of your efforts.
- For students the aim is to identify which of the tasks and activities you do for each subject are really helping you improve your marks, and which are tasks you are just doing by default or because you haven't thought much about how useful these activities really are.



For You To Do:

Answer True or False to the following questions:

1. Do you wear 20% of your clothes 80% of the time? T / F
2. Do you spend 80% of your time with 20% of your friends? T / F
3. Do you listen to 20% of your music 80% of the time? T / F
4. Do you find that about 80% of the time you only remember 20% of what you hear? T / F
5. Do you choose only 20% of what is available in your school canteen 80% of the time? T / F

If you answered TRUE to any of the above, you have found an instance where you are applying Pareto's Principle in your life.

About 'The 80/20 Rule':

In 1897 Italian Economist Vilfredo Pareto discovered a relationship between inputs and outputs that has come to be known as the 80/20 Principle. He found that 80% of wealth in England was owned by 20% of the population. Since this discovery, Pareto's Principle has been found to apply to numerous situations. The most important application is directly relevant for time management. It has been proven that 80% of what a person achieves is derived from 20% of the time the person expends.

Think about this carefully. Basically it is saying that most of your results only come from a small portion of your actions. The rest of the things you do are not really having a huge effect on your outcomes. The key is, of course, to identify the 20% of activities that are most important, ie yield the greatest results.

So what does this mean for students? It means that many students spend their days in a frenzy of activity, but achieve very little because they are not concentrating on the right things. It is important to concentrate on what actions will get you results, not just on general 'busywork'.

While the ratio is not always exactly 80:20, the broad pattern applies of a small proportion of activity generating most of your returns.

Take the time to use the grid over the page to help you examine your effectiveness in your subjects and your study techniques. This can help you find the competitive edge you need to prioritise your work commitments and decide where to allocate your time. It is essential you focus on finding where your efforts will generate the highest returns. Students can often spend a large amount of time on not particularly productive activities simply because it is easier than doing things that, although they might be more productive, require more effort and thought.

For each of your subjects, consider what type of work and study gives you the best results. What types of activities in your subject are the most productive? Where should you focus your energy for this subject? What types of activities should you spend the least time on? Take a moment to analyse each of your subjects in order to ensure you are allocating your time to the activities that will give you the greatest results.

SUBJECT	MOST PRODUCTIVE ACTIVITIES FOR THIS SUBJECT	LEAST PRODUCTIVE ACTIVITIES FOR THIS SUBJECT
Example: Maths	<ul style="list-style-type: none"> - redoing questions I got wrong - doing past papers under exam conditions - keeping a list of questions I need help on and seeing the teacher about them - keeping up with all homework 	<ul style="list-style-type: none"> - giving an equal amount of time to each topic for review regardless of difficulty - doing past papers while looking at worked answers (do it under exam conditions instead!) - just doing the easy questions and not worrying about the ones I can't do

The most successful people are those who take the time to reflect on the effectiveness of the work they are doing. There is no point being incredibly busy and hardworking if you are not working on the tasks that will best help you reach your academic goals.

'SLICE THE SALAMI'

Quick Quiz

In a nutshell:

- Each time you are given a task that requires more than a few nights work on it, stop for a moment and consider the steps necessary to complete the task.
- Break the task down into the specific stages and steps that will be necessary in order to complete the task.
- See if you can subdivide the steps any further (or slice them any thinner!).



For You To Do:

Answer Yes or No to the following questions:

1. Do you put off starting large pieces of work? Y / N
2. Do you sometimes not want to start work on a task because it seems overwhelming? Y / N
3. Do you find it difficult to finish work on time? Y / N
4. Do you find the task always takes much longer than you expected? Y / N

If you answered YES to any of the above, you need to start implementing the salami technique each time you are given a large piece of work to do.

About 'Slice The Salami':

Imagine trying to eat a whole salami at once. Impossible! But slice the salami up and suddenly it is much more palatable and manageable.

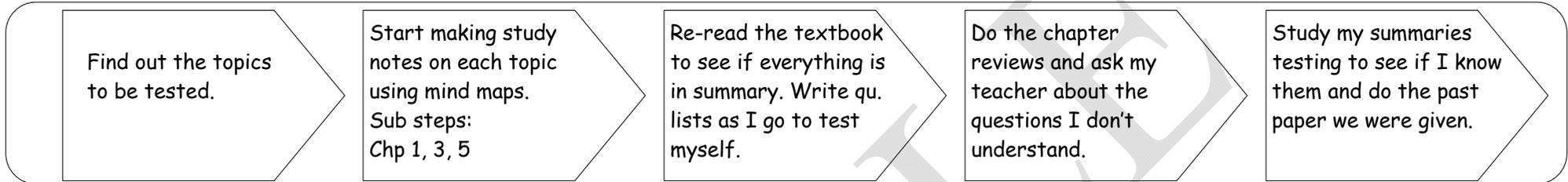
Many students make the mistake of diving into a large piece of work before having carefully thought through the steps and processes that need to take place to successfully complete the task. Or even worse, they simply don't start the task for ages because it all seems too mammoth a task and overwhelming.

A good time management process is breaking down the task into more manageable steps and chunks before commencing work on it. Slice or subdivide large, tough tasks into smaller, easily accomplished parts and tackle them one by one. The advantage of this is that you can develop a more realistic time estimate of exactly how long each step is likely to take. This helps you in your scheduling and planning of the steps. In addition to this, it also gives you some mini-goals and tasks to complete. 'Do History project' is a bit difficult to get your mind around but 'Go to the library and find resources for assignment', or 'Read through notes from class and choose research topic' or 'Brainstorm ideas for History topic' are specific action oriented steps that are much easier to pick up and run with. Yet another advantage of this technique is that as you knock over each step you feel like you are getting somewhere and you can clearly chart your progress as you work your way through each step.

A few last tips. If you are still finding that you are procrastinating and putting off a particular step, break it down into smaller more specific sub-steps. If you are unsure as to what steps are involved, talk to people. Teachers, friends, parents – sometimes you just need to verbalise your thoughts or get someone else's thoughts on the matter to find clarity.

In the next technique we will look at taking these chunks, slices or steps and scheduling time to take action on them.

EXAMPLE TASK : Prepare for Science Test



In the space below try this with two of the main large-scale tasks you have to complete. For each task, think about what preliminary steps or information gathering is required. What do you need to do to prepare? Do you need to brainstorm ideas? Do you need to write drafts? Can the task be broken down into specific sections or areas? Are there subsets for these? Using the above flowchart style, break each task into separate steps then see if you can slice these steps down any further.

Task:

Large empty rounded rectangular box for task breakdown.

Task:

Large empty rounded rectangular box for task breakdown.

'GANT CHARTS'

Quick Quiz

In a nutshell:

- A Gant Chart is where, for each task you need to complete, you schedule the work to be done over the weeks available.
- At the start of each week, look down the list of the work you need to do that week for each task. Write into your homework diary when you will try to do each of these tasks.
- At the end of each week, highlight straight down that week so it is easy to see where you are in the term. If you haven't completed the work from that week reschedule it to another week and write it onto the Gant Chart.



For You To Do:

Answer Yes or No to the following questions:

1. Do you ever have weeks where you are overwhelmed by the amount of assessments, tests or assignments you have due? Y / N
2. Do you sometimes not know where to start with a big project and find it difficult to complete it on time? Y / N
3. Do you tend to just focus on immediate homework and lose track of assignments or larger pieces of work you need to do? Y / N
4. Do you ever feel worried as you cannot see how to meet all of your deadlines? Y / N

If you answered YES to any of the above, using Gant Charts could be a very useful time management technique for you.

About 'Gant Charts':

A Milestone or Gant Chart is a linear visual tool for measuring progress made in pursuit of various activities over the course of time. It offers an at-a-glance view of your progress on a variety of tasks and projects in relation to time.

Many students already use a very basic version of this time management tool - a wall chart or term planner. If you have a planner in your diary or above your desk where you write in all the due dates for the term and can see them together at a glance, you know how useful this is to highlight weeks where the workload is particularly heavy and requires careful planning, or to remind you of upcoming due dates. This strategy helps you predict when you will be most busy so that you can plan to get things done ahead of time.

Gant Charts take this process a step further. Rather than just seeing when projects are due or test dates are scheduled for, you plot the activities you need to undertake to complete the task or prepare for the test on a weekly milestone chart. This gives you a clear indication of the timeline and the sequencing of these activities as well as an idea of the overall workload required in each week.

This technique forces students to think about breaking the task into 'chunks' as per the previous technique. Once you have thought carefully about the steps involved, the next step is to decide when you are going to carry out these steps.

It is important to be aware that flexibility is needed. You may not be able to complete as much as you would like or have planned every week. An advantage of this system is that you can see how quickly the weeks pass and are motivated to get moving on the task in order to meet the interim dates you have set for yourself. If you do fall behind you will need to reschedule in order to ensure you do not jeopardise the completion of the project.

Use the Gant Chart on the next page to schedule in your major tests, assignments, assessments, projects and major works for the term. Place it in a prominent position above your desk at home.

'GANT CHARTS' GRID

1. As large scale assignments or tests are given during the term, add them to the chart below with a plan of what you want to achieve each week before the due date.
2. At the start of each week, look down the list of the work you need to do that week for each task. Write into your homework diary when you will try to do each of these tasks.
3. At the end of each week, highlight straight down that week so it is easy to see where you are in the term. If you haven't completed the work from that week reschedule it to another week and write it onto the Gant Chart.

ASSIGNMENT or TESTS:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Eg Science test on last two topics in Week 7.	-----	-----	Find out topics in Science test	Do Study notes on topics	Review study notes, do practice questions	Work on past test papers and review notes	Major Science Test TUESDAY	-----	-----	-----

This resource continues for another 23 pages

SAMPLE