

Introduction and Instructions

If your bank credited your personal account with \$480.00 every morning and then cancelled whatever part of the amount that you failed to use by 5:00 or 6:00 P.M., what would you do? Draw out every dollar and cent, of course!

Well, **Time** is like that bank: Every morning, we are each credited with 480 minutes in an eight-hour work day, and 1,440 minutes in a 24-hour period. Every night, our “time bank” writes off as lost whatever we have failed to invest in a good purpose. It carries no balance forward and allows no overdrafts. Each new day, it opens a new account with us, and each night it burns the record for the day.

If we fail to use the day’s deposit, the loss is all ours. There is no going back, no drawing against tomorrow. We must live in the present—on today’s deposit. Invest in it to get the utmost in health, happiness, education, and service, and anything else that is valuable to you.

This questionnaire has been designed as a self-scoring, Time-Management Effectiveness assessment instrument that will help individuals make the most of their time-bank investment. As such, it is intended to provide a useful way for the individual to rate themselves in a number of competency areas widely considered to be relevant to managing time well.

This questionnaire is divided into seven segments that constitute an overall time-management “profile.” These are:

- **Predisposition/Temperament**
- **Preparation**
- **Organizational Ability**
- **Stress Management**
- **Delegation**
- **Managing Interruptions**
- **Results-Orientation**

These seven areas represent the main competencies that determine how successful you are at effectively managing the time you have available to you. Each competency area is explained briefly in the paragraph under each respective heading. The first of these categories (Predisposition/Temperament) is different from the other six because it has an impact on all the others: A Type “A” individual, for example, is likely to operate very differently than a Type “B” individual in terms of how they prepare, delegate, or manage interruptions, and so on.

Completing This Booklet

This questionnaire will be easy to complete. Read each introductory paragraph to understand the competency area, and select the 1, 2, 3, 4, or 5 rating that best represents your response to each question. Shade in that box and all the boxes “below” it. (Do not shade part of a box.) For example, if you score the item “I maintain good eye contact and give people my full attention” as a 2 (meaning “very frequently”), shade in *only the first two boxes* on the left. If you score it “5” (meaning “almost never”), shade in the first five boxes from the left. You will be creating a bar graph or “histogram” to give you a quick visual reference of your scores.

The scale for each category will always be 1–5, extending from “almost always” or 1 on the left to “almost never” or 5 on the right. Once you have answered all 12 questions in the category, you will be able to draw conclusions about how well you manage time.

As a final step, add up all of your scores and divide them by 12 (the total number of questions). Shade in the aggregate score box the same way you did the others; this time, your score will be precise (3.7, for example). Shade part of a box here if necessary.

After you have shaded the question boxes, look at the Interpretation notes at the bottom of the page. These notes will explain the likely impact of certain scores and suggest ways to improve any weak areas. The longer the bar on the histogram, the more you need to improve in that particular aspect of time management. Be sure you read the notes for all seven competency areas (one on each page).

After you have completed and read the interpretation notes for all seven competency areas, turn to page 10 and plot your scores on the “spider” diagram. Once you have connected all of the points, you will create your overall Time Management profile. Then add up all the aggregate scores from all the sections and divide by 7. Enter your total “Time Management” score in the box provided.

Page 10 provides additional suggestions regarding things you can do to improve weak areas.

The personal action plan checklist provided on page 11 will help individuals develop a written plan to address some of the items and issues identified by the assessment. Copy this page and give it to a friend or a family member and ask them to check (after 3 months or so) whether or not you have implemented/are implementing your improvement plan.

This booklet is yours to complete and keep as a reference document. Remember, your overall profile is likely to change over time; what you fill in about yourself today might not apply in three, six, or twelve months. However, if you are honest with yourself, this profile will serve as an accurate picture of your overall ability to manage time effectively, and help you identify where you should concentrate your efforts to improve. You can fill out another assessment in the future to see how far you progressed.

Predisposition/Temperament

This section on Predisposition/Temperament looks at your basic character predisposition and temperament and internal levels of “drive.” It asks the question: “How much do you feel the pressure of time—how hard do you drive yourself?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I don't get annoyed or irritated when things don't go well.					
2. I seem to have plenty of time for myself.					
3. I can recognize when I'm tired and need to stop.					
4. I don't bottle-up my feelings or frustrations.					
5. I am good at delegating and sharing my workload when necessary.					
6. I don't mind waiting in line when I have to.					
7. I believe most people are not selfish or inconsiderate.					
8. I like to take time to listen to people carefully.					
9. I find humor and fun in many things.					
10. Winning is important to me.					
11. I do not push myself beyond my limits when I feel fatigued.					
12. I can leave my work “at the office.”					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest a so-called “Type B” behavior. This means that you are likely to be calm and relatively laid-back, and can relax, wind down, and easily avoid competitive pressures and unnecessary deadlines.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest “Type A” behavior. This means that you are likely to see life in general as competitive, and feel constantly pressured by time. You tend to be tough on yourself and others.

IMPACT

The Type “A” personality gets things done and is usually action-orientated. However, this behavior type takes a lot on, pushing themselves and others quite hard. Some Type A's will cram a lot into their day and thus impress those around them with their capacity to manage time with great pace and energy. However, the Type A often becomes

overly obsessive about cramming in as much as possible, and sometimes fails to set aside enough time for contemplation or even time to relax or quietly reflect on where they are going.

The Type “B” tends to have fewer balls in the air. He or she works at a steadier pace than the Type A, and generally is quite good at controlling their pace and energy. A Type B is less likely to be a slave to the clock—sometimes even deliberately missing a deadline in order to maintain a healthy balance between work and a satisfying personal life (knowing others might think they are being less productive).

ACTION FOR HIGH SCORERS

The Type “A” person can learn how to devote more time to their personal life and relationships. They should avoid setting so many deadlines and targets and begin focusing on improvements wherever there are “5” or “4” ratings. This approach of concentrating on high scores first should be used in every category.

Preparation

This section on Preparation examines how well you prepare yourself for important tasks or personal priorities facing you on a daily or weekly basis. It asks the question: “To what extent is planning ahead an integral part of your time?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I remove my name from distribution lists for reports or other circulars that I do not read.					
2. I close my door or find a quiet place when I want to think or plan.					
3. I maintain a good filing system for my correspondence/e-mail, etc.					
4. I won't start a task or project until I know that I can complete it properly.					
5. I estimate that I spend enough time thinking and reflecting.					
6. I decide early on how many phone calls I can deal with personally in a day.					
7. I make a list of things to do each day.					
8. I like to program in some “quiet time” to think about the day, week, or months ahead.					
9. I systematically plan and schedule future tasks or priorities.					
10. I schedule relaxation breaks or fun activities into the week ahead.					
11. Once I've made up a to-do list, I like to prioritize and re-schedule my time.					
12. I am generally on time and prepared for meetings.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) are likely to mean that you are a well-prepared individual or one who usually plans ahead to ensure that your known workload is tackled in a way that is sensible for you.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you neglect planning or setting priorities and perhaps too often let events or interruptions dictate what your day will be like.

IMPACT

The high scorer is likely to feel squeezed by time to the extent that they can do little or no planning ahead. This individual constantly feels that their time is not their own.

An individual who scores low in this area finds time in every week to quietly plan or schedule ahead. This planning might be done over an extended period of time, just once or twice a week, or in short bursts, as needed.

ACTION FOR HIGH SCORERS

The high scorer needs to actively set aside time to plan and prepare. This will not be easy at first, and might not come naturally or happen on a regular basis, despite good intentions. Planning or priority-setting should ideally be done at the beginning or end of each day, even if it is only for a few minutes. If this proves difficult, ask a friend or partner to remind you. If possible, use a planning system, a pre-designed priority-setting list, or an organizer to give you some structure and keep you from losing scraps of paper or forgetting things.

Organizational Ability

This section on Organizational Ability looks at how well you maintain a healthy equilibrium in your life. It asks the question: “How effectively do you control your time in order to achieve a good balance?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. The feeling that I've taken on too much work comes to me only infrequently.					
2. I am good at catching up when I run late for meetings or other events.					
3. I like to briefly read my correspondence and prioritize it.					
4. I try to clear my desk of all paperwork every day.					
5. I tend to start and finish my scheduled activities or events on time.					
6. I try to do something with every piece of paper that crosses my desk.					
7. I limit my work time to a certain number of hours each day, and no more.					
8. People who know me would describe me as an organized person.					
9. I can generally find all the things that I am looking for.					
10. I like to design time into my day to re-schedule or re-prioritize.					
11. I pace myself so that I will meet targets or deadlines.					
12. I believe a person should know their own limitations and those of others.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

--	--	--	--	--

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you are able to organize yourself and others so that significant changes in your workload are quickly accommodated and re-prioritized.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you spend “little or no time” in systematically organizing your workload. You tend to tackle only the next tasks that face you, with limited forethought.

IMPACT

A high score suggests that you believe there are more tasks than there is time in the day to do them. As a result, you usually take on whatever comes next or whatever seems to be most urgent, failing to organize yourself or others to be most effective and productive.

An individual whose scores are low believes that personal organization is a critical tool in their time-management tool bag. They understand the need to think about the ongoing fluctuations in workload and changes in deadlines, and will reorganize themselves and others in order to achieve the best result.

ACTION FOR HIGH SCORERS

High scorers need to recognize that people, resources, targets, deadlines, and available time will have to be organized in order to achieve the right results; you cannot float through each day like a piece of seaweed drifting on the sea of changing priorities. High scorers must take charge of their personal priorities and learn that there is always an optimal sequence for tackling a series of future tasks or projects.

Stress Management

This section on **Stress Management** looks at your ability to keep calm and stay focused when the pressure is on or a crisis occurs. It asks the question: “When the people around you are all losing their heads, can you keep yours?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I don't get flustered or annoyed when people arrive late for meetings.					
2. Good time management means working more effectively—not “getting everything done.”					
3. If I am given a tough task, I tend to work on it a little at a time.					
4. I avoid working late into the evening or on weekends.					
5. If I have to wait for a late bus, plane, or appointment, I calmly re-prioritize.					
6. I do a lot of my best work under pressure.					
7. I can usually handle a work crisis without letting it eat into my personal time.					
8. I find that I can easily focus on two or more critical things at the same time.					
9. I find it easy to concentrate on the key issues in hurried conversations.					
10. Taking things one step at a time is a good approach, even when the pressure is on.					
11. Multiple demands on my time are just challenges to be managed.					
12. People turn to me in a storm because I think clearly and remain calm.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you manage pressure in a relatively relaxed and flexible way and generally do not see it as a threat to your key priorities.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that pressure distracts you and tends to throw you entirely off-course, causing potential strain and worry.

IMPACT

A high scorer in this section is likely to become flustered, disorganized, or destabilized by high levels of stress during workload crises. This can lead to cutting corners, dropping priority tasks, working at home or late at night, or even causing unnecessary stress to others.

A low scorer in this section is likely to understand that pressure and stress are an inevitable part of day-to-day life, and accommodate it the best way they can. However, they tend to find creative ways to make extra time available and do not let the pressure get the best of them or encroach on personal or reflective time.

ACTION FOR HIGH SCORERS

High scorers need to accept pressure as something to be managed as flexibly as possible. Strong efforts need to be made to protect planning time, thinking time, break-time, and relaxation time when pressure is at its greatest. Ultimately, pressure should be viewed as something to be creatively managed and reduced—not endured as a long-term “norm.”

Delegation

This section on Delegation looks at how well you assess what you are capable of achieving and then seek ways to obtain assistance from others when necessary. It asks the question: “How effectively do you spread out your tasks or workload in order to stay personally in control or on top of things?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I find that the only way to get everything done is to delegate as much as is sensible.					
2. I try to delegate tasks that I know I will be slow getting to.					
3. I don't have to do all the to-do items on my list <i>myself</i> .					
4. When I'm asked to assist someone on a project, I usually try to help them.					
5. I am happy to take on delegated tasks that I have the skills and time to do.					
6. I believe that you don't need people to work for you directly to be able to delegate.					
7. I quickly assess when a target or deadline will be missed.					
8. I enjoy coaching other people when the opportunity arises.					
9. I give clear and easy-to-understand instructions to those whom I ask to help me.					
10. “One good turn deserves another” gets the job done.					
11. Some people are much more able than I am at getting something done skillfully.					
12. People need to be given new and different challenges in order to grow and learn.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

--	--	--	--	--

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you recognize your own skill limitations and time constraints and look to find ways to get others to help you as much as possible.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you probably take on too much work, and think that asking others for help is a sign of weakness or failure (or that people around you are less capable or less skilled than you are).

IMPACT

An individual who scores high in this area tends to take on most tasks themselves and has an “If a job is worth doing well, it's better to do it yourself” attitude most of the time.

You might have to work harder to catch up or work longer hours than necessary because you don't spread your workload out more creatively.

A low scorer in this area carefully evaluates their own limitations against their workload and looks for ways to match people, resources, and tasks (even when they do not have people working for them directly).

ACTION FOR HIGH SCORERS

High scorers in this area need to invest more time and energy in sharing their skills with others and in accepting the fact that some people can tackle a number of tasks as well, if not better, than they can. Start with delegating only small tasks or trading work you enjoy (or are good at) with work that colleagues might do better. The more you use this cooperative approach, the more natural delegation will be.

Managing Interruptions

This section on Managing Interruptions looks at how well you stay on track when unexpected events or people interfere with your plans. It asks the question: “How flexible are you in your work, should unexpected events or interruptions occur?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I open my mail when I can concentrate on it properly.					
2. I don't need to look at my watch or a clock to ensure that I complete my priorities.					
3. I like to reserve a certain amount of time for “drop-in” visitors.					
4. I feel that I accomplish most of my priorities, even when I am interrupted a lot.					
5. I switch my calls to voice mail or turn off my cell phone when I don't want to be interrupted.					
6. I am comfortable asking informal visitors to come back later if I'm busy.					
7. I am not easily distracted by lots of activity or noise around me.					
8. You should always expect the unexpected and not be phased by it.					
9. I maintain good humor when there are a lot of unexpected demands on my time.					
10. Interruptions are often a welcome break from over-concentration.					
11. People who know me would generally describe me as a pretty flexible person.					
12. I operate on an “open door” basis as much as possible.					

(Add up all the column scores and divide by 12) **AGGREGATE SCORE**

--	--	--	--	--

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you take interruptions in stride, but also plan your day to accept a certain amount of unexpected variation.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you probably let interruptions steer you off-course and get in the way of greater priorities. Those whose scores are high in this area unwittingly give indications that it is okay for others to interrupt them when they like.

IMPACT

A high scorer here generally dislikes interruptions and worries about when they will come (yet again!), but also

tends to invite them by allowing current interruptions to take control. Other work (and some of it much more important) gets postponed or dropped altogether.

An individual who scores low here sends out signals that he or she should *only* be interrupted for important things, but also keeps these interruptions quite brief, quickly evaluating them for their importance in the broader picture.

ACTION FOR HIGH SCORERS

High scorers in this area need to spell out just when interruptions are generally not acceptable (close the door of a room, transfer calls to voice mail, etc.). In addition, high scorers need to recognize that **not every** interruption requires their full attention and immediate action. Instead, such interruptions should be speedily assessed and allocated appropriate time on the prioritized to-do list.

Results-Orientation

This section on Results-Orientation looks at how well you maintain your focus on the results or goals that are most important. It asks the question: “How well do you distinguish between what is important and what is merely urgent?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to effectively manage time. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I can typically get things done or achieve results at any time of the day.					
2. The meetings I arrange generally achieve their purpose.					
3. I am good at skimming any newspaper or magazine article for ideas.					
4. I easily recognize the priority of important tasks, even when they are not urgent.					
5. I have personal goals to which I devote time each month.					
6. An urgent matter doesn't command my full attention unless it is also important.					
7. It is critical to focus on the eventual outcomes of one's efforts.					
8. I am effective in dealing with trivial matters quickly.					
9. Periods of inactivity are fine if you are still moving toward your goals.					
10. I'd rather be more effective than more efficient.					
11. I find the root causes of time that's been wasted and ways to eliminate them.					
12. Looking busy is not the same as being effective or achieving results.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you usually retain a strong awareness of what is important and of a high priority. You ask others to be very clear about what they want to achieve and value most, and decide if these needs should take precedence over your own goals.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you do not spend enough time thinking about which tasks or activities can move you closer to your goals. Low results-orientation can also mean incorrectly seeing all activity as being synonymous with productive work or output.

IMPACT

An individual who scores high in this area often thinks they are juggling a lot of balls in the air, but in reality might not be

accomplishing as much as they think. Completing tasks or expending effort without direction ultimately means that important tasks or personal goals are not completed quickly enough.

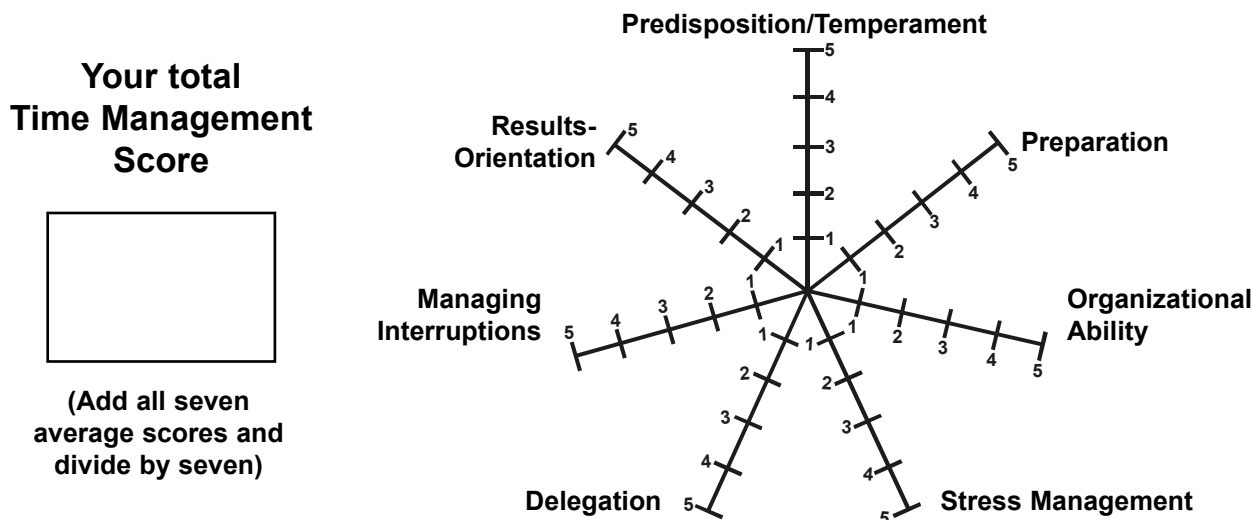
A low scorer will usually understand that the tasks or projects that they spend the majority of their time doing should be tied to results that are important to themselves personally or to their organization.

ACTION FOR HIGH SCORERS

High scorers need to keep an up-to-date list of what is important or what results they would like to achieve, and by when. Having done this, they should plan their work and organize their time so that anything that is trivial or of low value is dispatched quickly. A major part of the day should be devoted to moving closer to their goals.

General Interpretation

The scores from each of the seven competency areas on the previous pages will combine to create a small histogram when the blocks are shaded in, with the composite score at the bottom of each section being the average of the twelve scores (total scores in the category divided by 12). Averages of 2 or less in each category are good, scores of 2 to 4 should bear further thought and reflection, and scores of more than 4 are in need of attention and deserve immediate focus. In an overall sense, each section is a self-contained mini-questionnaire in its own right. Your average scores for all seven competency areas can be plotted alongside one another on the chart below:



Plot your average score for each competency on each corresponding axis and connect the crosses to create a quick diagrammatic view of your overall Time Management Profile. The closer your scores are to the center, the better. Efforts to start improving your Time Management skills can be concentrated where scores are highest (generally greater than 3). Although there is no prescriptive strategy that can be recommended for everyone (you must develop your own personal plan), general actions to be taken in each competency area are as follows:

Predisposition/ Temperament	Schedule as much personal time as you can to relax, reflect, think, and pursue gentle recreation, and try not to fill up your day with so many activities, targets, and priorities. You might need to formally plan this different approach into your day at first, until it becomes more "natural" for you.
Preparation	Force yourself to spend at least a few minutes each day reflecting and writing (perhaps in a journal) on what is important to achieve in the day or the week ahead. Make a list and prioritize it into MUST DO, SHOULD DO, and NICE TO DO IF THERE IS TIME categories. Once done, stick to your plan as much as you can.
Organization	Make sure that all your planned and unplanned activities of the day and week are always scheduled and re-scheduled as necessary. Set up a system to make sure that you can find things you regularly need, and think carefully about targets and deadlines for tasks or projects. Also, try not to make commitments until you have looked at your overall workload and worked out what is possible and how much reorganization will be necessary.
Stress Management	Do some quiet reflective thinking or contemplation on the sort of pressure or crises that arise on a regular basis. Develop a range of flexible coping strategies that can be deployed when this occurs. This might include more planning, stronger prioritization, delegation, more short breaks, or a number of other coping tactics.
Delegation	Think about your colleagues around you and their skills and abilities relative to your own, and think about the workload that prevails in a given day or week (including the peaks and valleys). Then look at your own skills and abilities and develop a list of tasks and activities that can become the basis of discussion about mutual delegation.
Managing Interruptions	List the main interruptions that you are likely to encounter (like phone calls, mail, drop-in visitors, etc.). Design "spare" time into your day or your week to allow for some interruptions, but be clear about how you will manage them when they occur. Your planning effort should include how much time you will allow for interruptions before you get back on track.
Results- Orientation	Write down your major work-related goals and your personal goals for the week or month ahead, and how much time appears to be needed to work on each. Write down the steps and tasks that will help you to move toward these goals or targets, and make sure they are built into your planning, scheduling, and organizational process.

Personal Action Plan

My overall score is

Date of Action Plan: _____

The areas most in need of attention (in priority order) and their aggregate scores are:

	SCORE	COMPETENCY
1.	<input type="text"/>	_____
2.	<input type="text"/>	_____
3.	<input type="text"/>	_____

My specific plans for becoming more effective in Competency 1 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 2 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 3 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

In overall terms, I will stop doing or reduce my involvement in:

- _____
- _____
- _____

Signature _____ **Date** _____

ABOUT THE AUTHOR

Jon Warner is a professional manager with over 20 years' experience working with multinational companies in the United Kingdom, Europe, the United States, and Australia. He has been the senior staff member in human resources departments, and has held several professional leadership positions with responsibility for large groups of employees. Jon has in recent years been involved in wide-ranging organizational consultancy work and the pursuit of best-practices leadership for such major organizations as Mobil Oil, Qantas, United Energy, Dow Corning, Coca Cola, Barclays Bank, National Bank, Honda, BTR, Gas and Fuel, Air Products and Chemicals, and Caltex.

Jon is managing director of Team Publications PTY Limited, an international training and publishing company committed to bringing practical and fun-to-use learning material to the worldwide training market, such as the One Page Coach® storyboard-based integrated training packages. He holds a master's degree in Business Administration and a Ph.D. in organizational change and learning, and lives and works on Australia's Gold Coast.

REFERENCES

- Axelrod, Alan and Jim Holtje. 1997. *201 Ways to Manage Your Time Better*.
- Black, Roger and Michael Joseph. 1994. *Getting Things Done*.
- Davidson, Jeff. *The Compete Idiot's Guide to Managing Your Time*.
- Garrett, Stephen. 1985. *Manage Your Time*. Fontana/Collins.
- Heller, Robert and Tim Kindle. 1998. *Managing Time: The Essential Manager's Manual*. Darling Kindersley.
- Rogers, John. 1994. *Managing Your Time*. Handbook of Management Skills: Gower.
- Smith, Hyrum. 1995. *10 Natural Laws of Successful Time and Life Management*. Warner Books.