

# Time and Task Management: Balancing Your Life

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and*

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# The Productive Environment Scorecard™

- Adapted from Meggin McIntosh, The Productivity Professor™
- Complete the survey honestly.



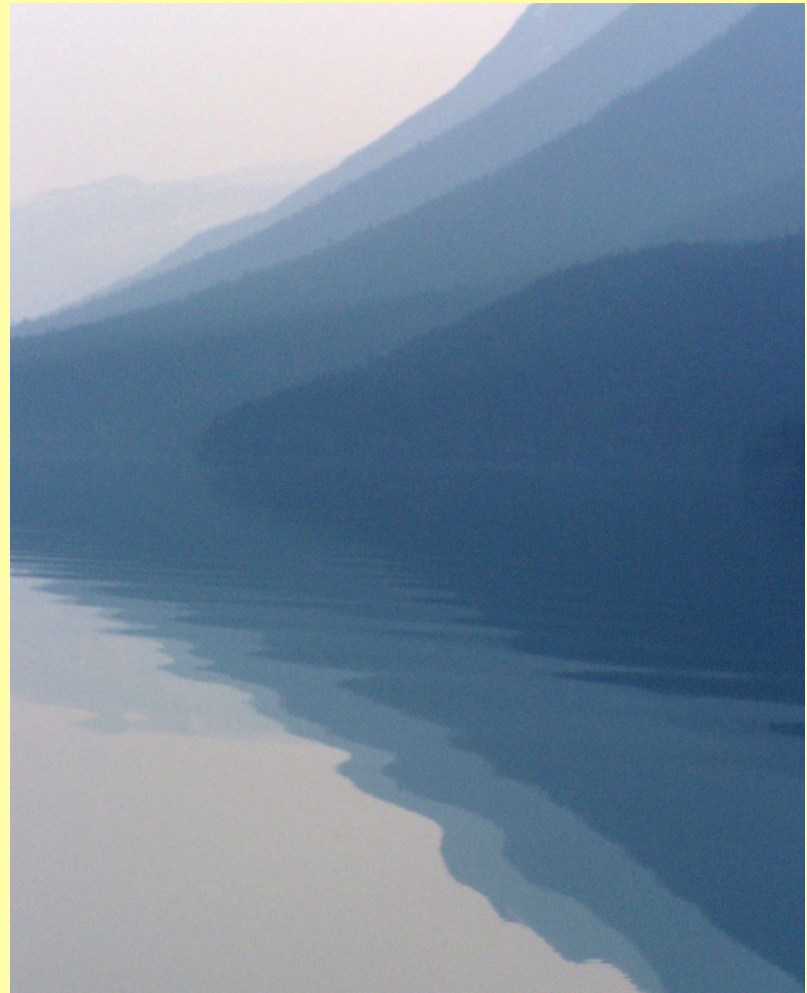
# The Productive Environment Scorecard™

- 105 -117: Congratulations! You're a model for the rest of us!
- 79-104: You're on the right track, but there's room for improvement.
- 53-78: You're frequently stressed and have a sense that you're not being as effective as you want to be (and need to be).
- 27-52: Disaster is looming if changes are not made soon!
- < 26: Get help immediately!



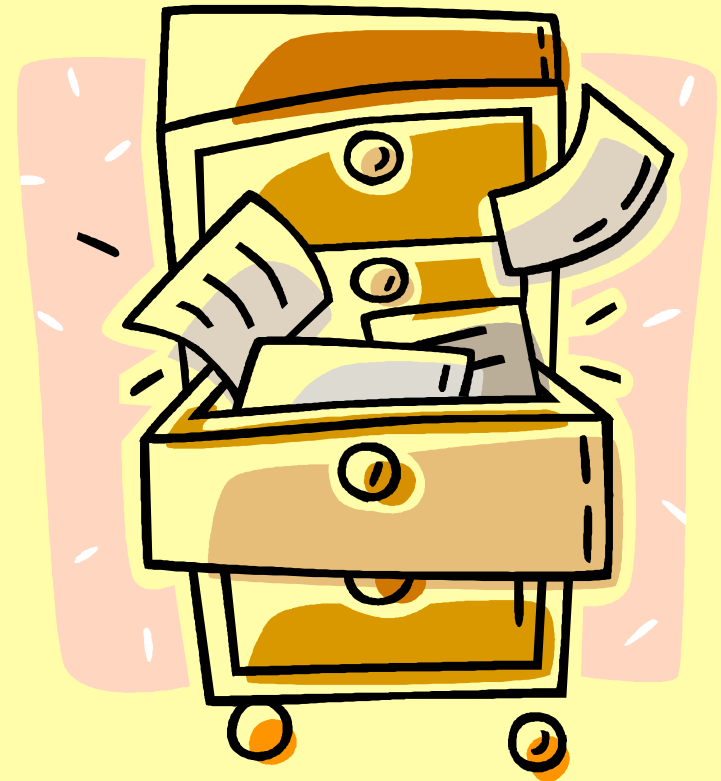
# Time and Task Management

- **CALM**
- **C**lear your clutter  
(physical and mental)
- **A**dmit and announce  
that you can't do it all
- **L**earn to let go
- **M**aximize what is most  
meaningful



# Dealing with Clutter

- Clutter is anything that has no current value, merit, or use.
- Clutter is clutter no matter where it is.
- *Clutter is postponed decisions.*



**80-90% of paper in a file cabinet will never be accessed again!**

# Dealing with Clutter

- “What is the worst possible thing that could happen if I get rid of this?”
- “Can I get this information somewhere else?”
- *Time spent on organizing will be repaid with interest.*



# Interruptions



- Self-Interruption is the greatest distraction
- Don't do it now – write it down!
- Close your door when you want to work in peace.
- You don't have to answer that phone!



# Managing E-mail



- Turn off the automatic notification!
- Check e-mail a few times a day – schedule it!
- You get less if you send less.
- Don't respond to trivia.
- Wait 24 hours for replying
- Keep in-box *EMPTY!*

“Never check email in the morning”  
by Julia Morgenstern



# Use Time Well

- Focus on the task at hand
- Take advantage of short time periods
- Work mindfully; take a break.
- Schedule your thinking, planning, writing time and stick to it!



# Multitasking Myths



- Human brain not wired for it.
- Wastes more time than gains.
- Leads to mindlessness
- Successful people are not multi-taskers, but those who can focus for short intervals.

# Margins

- Get to the airport early: 90 minutes!
- Arrive at meetings 10 minutes ahead of time.
- Leave spaces in your calendar before and after events.
- Build in preparation time
- Build in follow-up time



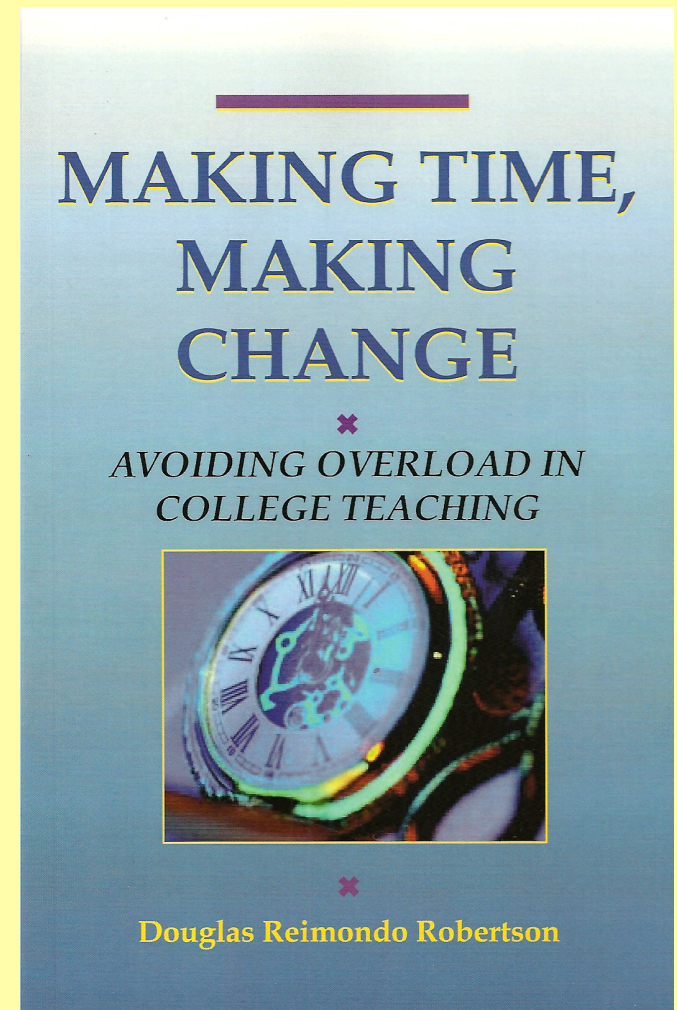
# Nothing is Perfect!

- No system will guarantee success.
- Breakdowns will still occur...but much less frequently!
- Relax and let it go...



# Managing Our Boundaries

- Be able to be efficient in all things.
- Express your values in how you use your time.
- Don't hoard responsibility, share it.
- For every aspect of your teaching, find a time and place befitting it.
- Be short with many so that you may be long with a few.
- Stick to your knitting; refer to other helpers when possible.



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# Be able to be efficient in all things

- Word process written feedback (and use rubrics).

Anonymous Student

Score: 5/10

Component	Unacceptable	Barely Acceptable	Good	Excellent
<b>Bedding orientations (1 point)</b>	Bedding orientation not described.	Overall bedding orientation described but incorrectly.	Overall bedding orientations accurately described but format used is incorrect.	Overall bedding orientations accurately described using correct format.
<b>Descriptions of faults (3 points)</b>	Faults are not described.	Major faults are described but major parts of the description are missing or incorrect. Faults may not be named and labeled on map.	Major faults described but minor parts of the description are incorrect. Faults may not be named and labeled on map.	All major faults are named and labeled on maps. All are fully and accurately described (location, length, orientation, sense and amount of offset).
<b>Descriptions of folds (1 point)</b>	Folds not described.	Folds described but major parts of the description are omitted or incorrect.	Folds described but minor parts of the description are omitted or incorrect.	Folds fully and accurately described (location, plunge/trend of fold axis, strike/dip of axial plane; interlimb angle)
<b>Interpretation of the structures and their relationship to the Elsinore Fault (2 points)</b>	Structures not interpreted.	Structures incompletely or inaccurately interpreted; interpretation not supported by evidence.	Interpretation generally reasonable but has some problems. Evidence presented but it is insufficient or not well explained.	Overall interpretation of the regional strain and its relationship to the Elsinore fault is reasonable and well supported by evidence.
<b>Diagram showing relationships among Elsinore fault and structures you mapped (2 points)</b>	Diagram missing.	Diagram is generic; not specific to the field area, or it is specific to the area has major errors.	Diagram is specific to this field area but has minor errors.	Accurately shows location, trend, and sense of slip on Elsinore fault and major folds and faults mapped in the field area.
<b>Quality of the writing (1 point)</b>	Poorly written, containing many errors and typos.	Major writing problems.	Minor writing problems.	Clearly written; logically organized. Correct grammar, punctuation, capitalization and spelling.

## Comments

Chicken neck fault: If the strike is 030, the dip is SE. So, if you're going to describe the dip of a NW-dipping fault, you need to state it as 210, not 030. The same is true for the 2<sup>nd</sup> fault. If it dips NE, you need to state the strike as 335, not 155.

Fossil Canyon area: The second paragraph describes the attitudes of the faults in detail, but does not say what kind of offset has occurred along these faults.

Anza Canyon area: Good try analyzing the folds, but the orientation of the fold axis says nothing about whether the area is experiencing pure or simple shear or whether the strain axes are rotating.

Special project area: Good try at analyzing the faults, but without exact attitudes of faults and slickenlines and no discussion of which side of the fault looked like it moved up or down, you can't say whether these faults are normal, reverse or some kind of strike slip. Also, this text contradicts the map. The map shows primarily left-lateral strike-slip faults, not normal and reverse faults.

## MAKING TIME, MAKING CHANGE

### ✕ AVOIDING OVERLOAD IN COLLEGE TEACHING



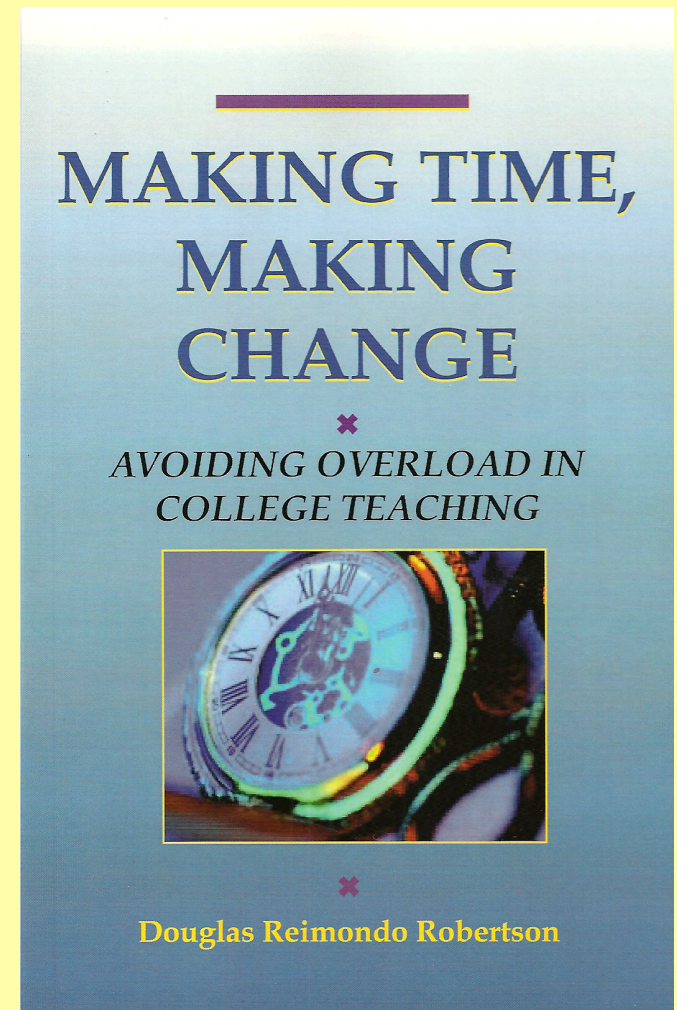
✕  
Douglas Reimondo Robertson

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# Express your values in how you use your time

- Do the math.

Scheduling a 50-hour Workweek		
Activity	%	Hours
Teaching	50%	25
Research	30%	15
Service	10%	5
Professional development	10%	5



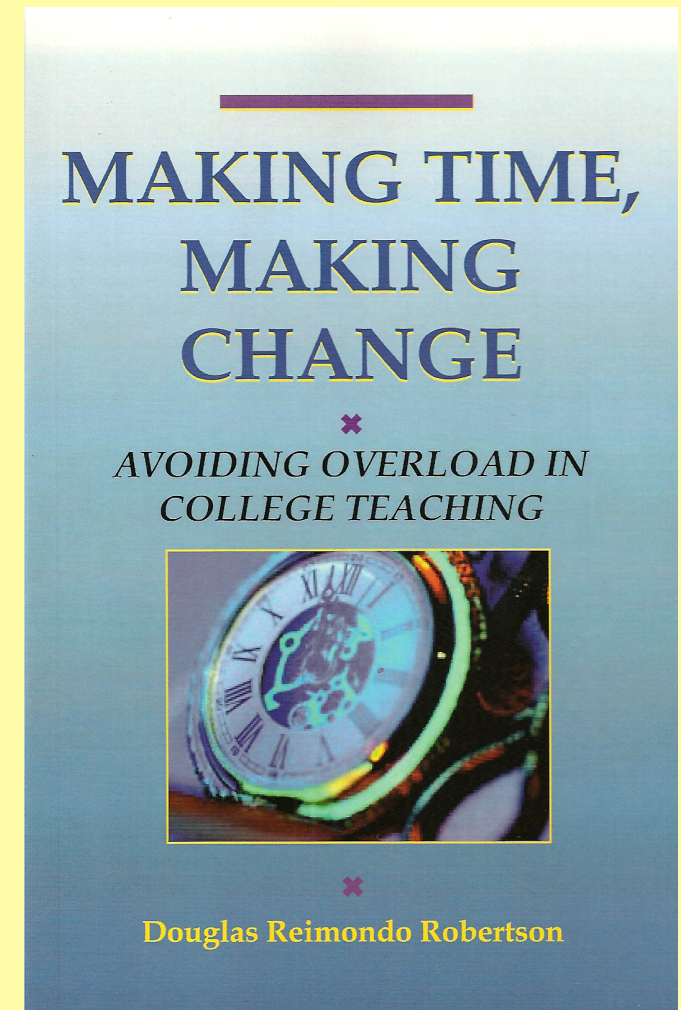
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# Express your values in how you use your time

- Do the math.

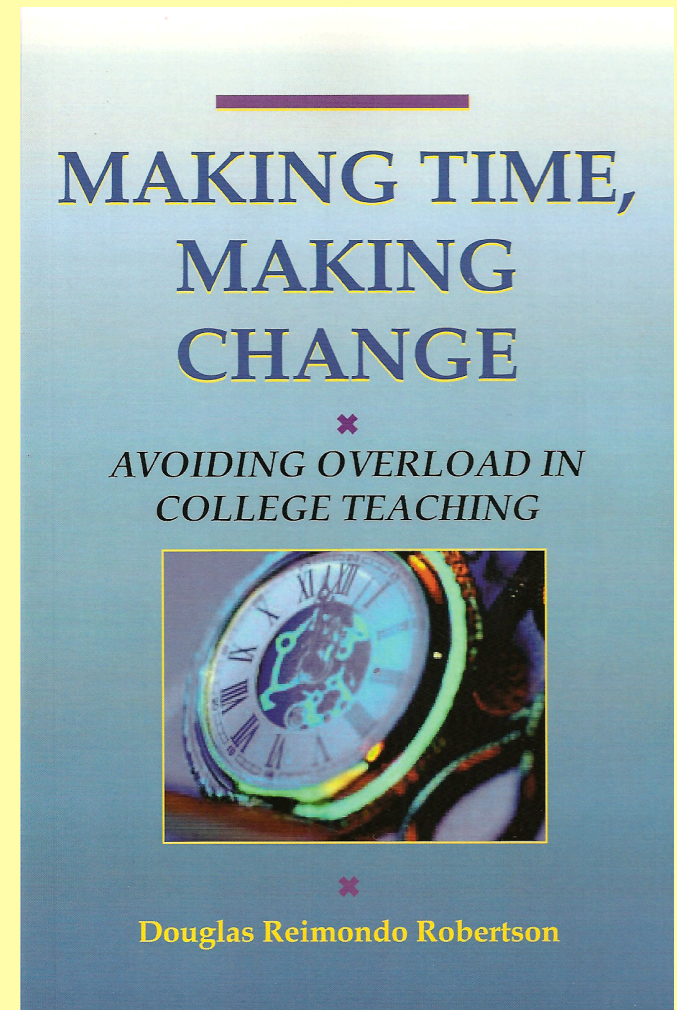
25 Hours Devoted to Teaching	
Activity	Hours
Time in class	12
Office hours	5
Preparation and grading	8



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# Don't hoard responsibility, share it

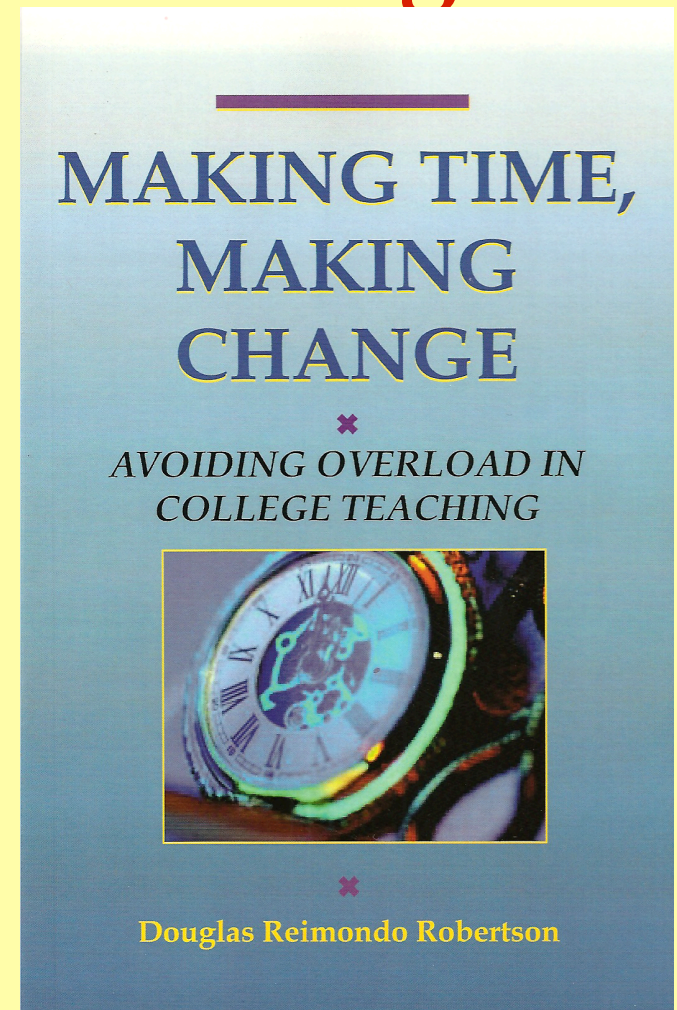
- Employ non-teacher instructional feedback.
  - Computer tutorials
  - Peer evaluation
  - On-line quizzes



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# For every aspect of your teaching, find a time and place befitting it.

- If you're doing work that requires uninterrupted focus,
  - Get out of your office.
  - Work in your office when no one else is around (early morning is best).



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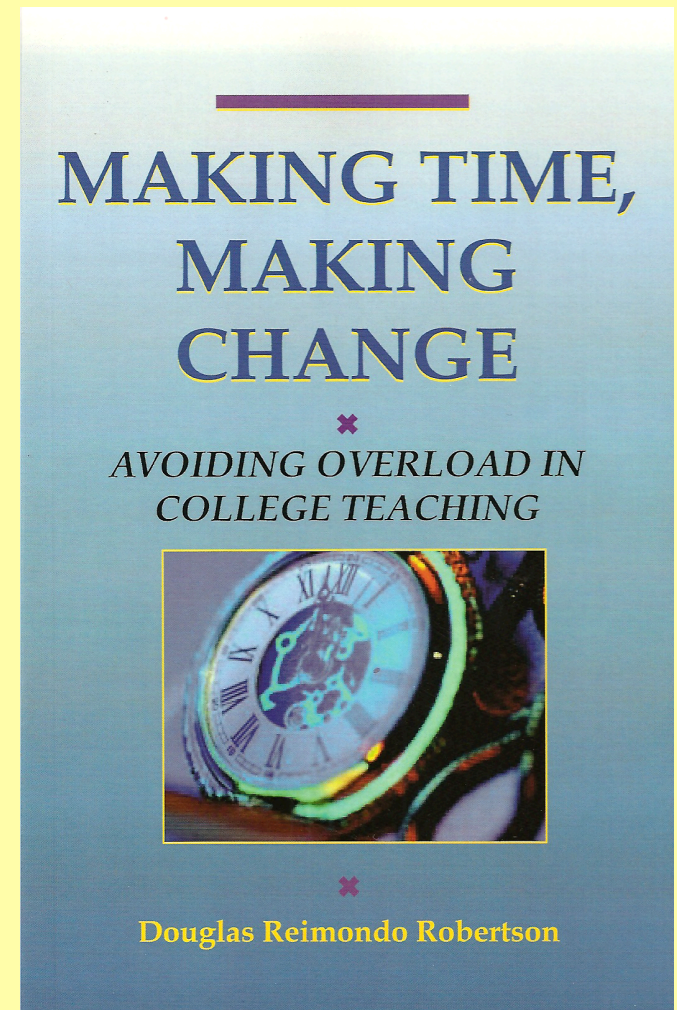


# Be short with many so that you may be long with a few.

- Tell your students not to expect instant replies to emails and voice mails.

## **Example syllabus statement:**

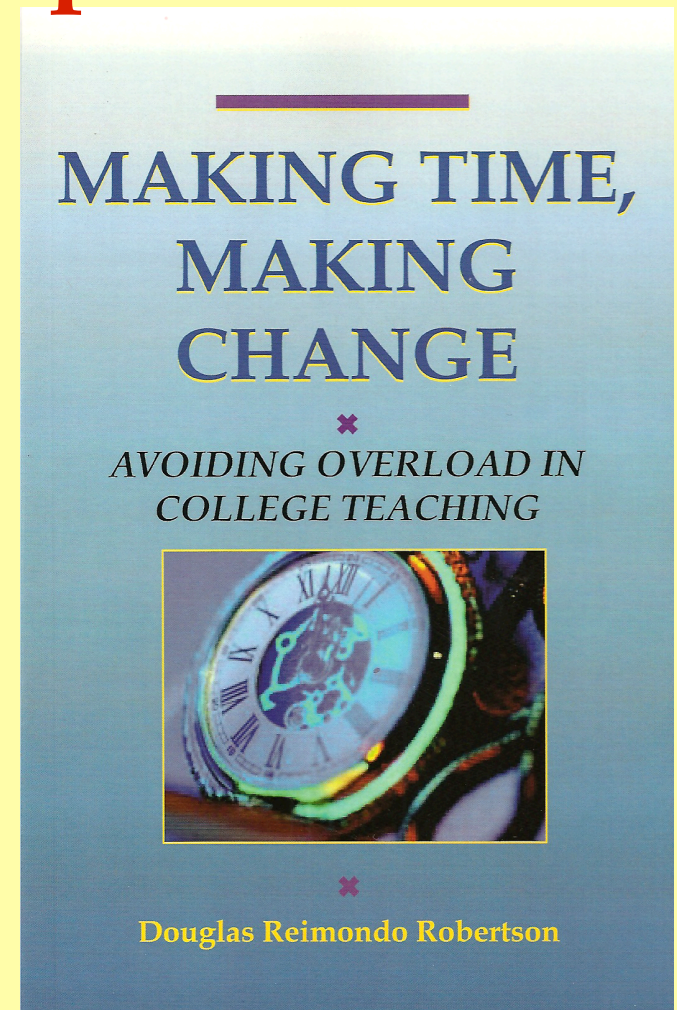
“I reply to student emails and voice mails every Monday, Wednesday and Friday morning. Expect replies only during those times.”



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# Stick to your knitting; refer to other helpers when possible.

- Do not give students extensive specific feedback on their writing. Refer poor writers to the writing center.



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**Why do all this?  
To accomplish more work  
or to have a life?**

**You choose!**



# Having a Life

- Schedule time off.
- Take care of yourself.
- Nurture your relationships.
- Get radical.





# Schedule Time Off

- Take your scheduled time off, even if the work isn't done.
- Be in the moment during time off. Don't think about work.
- Spend time off truly rejuvenating yourself.



# Take Care of Yourself

- Eat well.
- Get enough sleep.
- Exercise every day.
- Nurture your spirit.
- Be gentle with yourself.
- Take time to just “be.”



# Nurture Your Relationships

- Engage in intimate conversations.
- Give your loved ones some “total attention” time.
- Ask for help when you need it.
- Express appreciation.
- Do fun things together.





# Ann's Radical Suggestions

- Don't subscribe to cable or satellite TV.
- Sit down for dinner with loved ones every day.
- Bike or walk to work.
- Don't just think, feel! And write about your feelings in a journal.
- Commune with nature every day.
- Know thyself deeply — see a good shrink.
- Be in community.
- Schedule ample time for sex and romance.