Priority and Time Management Guide for Leaders and Managers

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## Priority and Time Management

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1. Introduction

Definitions abound as to what makes an effective leader – words like charismatic, authentic and inspiring are espoused, but a ‘given’ is that a leader is competent – they get done what they need to do, meet deadlines and still manage to communicate with the staff that they are leading.

With the increasing pressures of a difficult financial climate and the need to achieve more with fewer resources, time management is becoming even more important. Time is precious, and how we maximise our use of that time is crucial to our effectiveness as a leader.

Improved time management can also bring personal benefits, by enabling us to:

- get more done in a day
- feel more in control
- focus clearly on the things that are really important
- spend more time doing the things that we enjoy, and are important to us
- have more energy and better health
- be more motivated by a sense of job-satisfaction and achievement
2. The Problem with Time Management

If the rewards of good time management are potentially so great, why are so many of us poor at it? Part of the problem is the feeling that it’s out of our control to manage – we are too busy because there’s too much work, or colleagues or students are too demanding. While we may be able to squeeze more out of the working day by working longer hours or taking work home, the fact remains that time is a finite resource. This means that the problem of managing time is something we can control – while we can’t manage time itself, we can manage ourselves and our own use of time.

Time management is difficult because it’s about breaking habits, which doesn’t come easy. It may mean we have to say no more, or break out of a habit of procrastination, or be less available than we’d like. Our working habits have been with us for decades, and may even have their roots in childhood. They are difficult to break.

The key to breaking the habits is to understand their underlying causes – what is it that is driving the behaviour that stops you from managing your time effectively? The following questions may help you initially with identifying these root causes. Take a few minutes now to jot down some answers:

**What aspect(s) of your time management do you most want to improve?**

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**What do you think causes the above?**

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**Which of your own behaviours would you most like to change in relation to managing your time?**
3. Managing Self: Clarity through Objectives

"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don’t much care where--" said Alice.
"Then it doesn’t matter which way you go," said the Cat.
"--so long as I get SOMEWHERE," Alice added as an explanation.
"Oh, you’re sure to do that," said the Cat, "if you only walk long enough."
From Alice’s Adventures in Wonderland, Lewis Carroll

Most of us come to work to do a good job, and to work hard. We expend an awful lot of time and energy busily working through tasks, reports, e-mails, meetings. And it’s, true, we do get ‘somewhere’ – but are we getting to the right place?

Managing time is very difficult without having a very clear focus on what we need to achieve – in a day, a week, a month or even the next year. Objectives are helpful because:

• They give us a sense of purpose and direction
• They provide a framework around which to plan and prioritise tasks
• Knowing what is expected of you, and planning your essential priorities, allows you to be able to say ‘no’ to other things
• Focusing on results and what’s important will enable you to achieve more from the working day

3.1 Writing Objectives

An objective is a written statement that clearly identifies what an individual or team needs to achieve within a specific time period. A set of objectives should capture the key things that you, as a leader, need to achieve within the next 12 months. A typical leadership objective could be something like:

School reorganisation to be completed by July 2011, to include new organisation charts published on the web.

This then allows you to break down the objective into tasks, such as:

• Diary monthly meetings with staff to discuss reorganisation
• Draw up proposal with HR Manager by end of January 2011

To be really helpful, objectives need to have certain characteristics. The SMART acronym is favoured by many as a way to write objectives (see Figure 1 below), however following this to the letter can result in very long and detailed objectives. Essentially an objective should clearly state what it is that you want to achieve, and by when. It is helpful to include some information on what will be different, or what the achieved objective will look like (such as the above, with information on the web), to make the target really clear.

To write objectives, having the following information on hand can be useful:

• Existing objectives (from Staff Review)
• Workload model
• Job description/role profile
• Information from discussions with your Head of School/Dean/Head of Service
• Feedback from colleagues

*Figure 1 – SMART Objectives should be:*

| Specific | Have you stated **exactly** what you need to achieve? The objective should be unambiguous, clear and stating an outcome, not simply an activity. |
| Measurable | How will progress be monitored? How will you know when you’ve achieved the objective? Where quantification is not possible, other success criteria could be devised |
| Achievable | Is it possible? It should be challenging and interesting, but realistic, and consistent with available resources. |
| Relevant | Is it relevant to the overall aims of your school, section, department? Does it assist your department in achieving its aims? If not, why are you thinking about doing it? |
| Time-bound | Do you have a date or time for completion? Make sure it is an achievable date. |

### 3.2 Capturing and reviewing objectives

One of the dangers of writing down objectives is that they go in a drawer never to be reviewed again. Your objectives should be reviewed regularly, to give you focus and to check your progress towards them. The method or tool you use to capture your objectives is up to you, but it needs to be something that is easily accessible and fits with your work style. Here are some ideas from others:

“I have my objectives on a word document that I print out and pin to the wall. I can quickly see where my focus should be and can tick off bits that I’ve done which gives me a sense of satisfaction”.

“I use Microsoft Outlook to capture my key objectives in ‘Tasks’ – it’s always there when I open up outlook and I can easily review it and tick off what I’ve done.”

“I use Gantt charts to break down my objectives into specific tasks – I have this as an Excel file on my desktop so I can review it regularly and update progress.”

Having your objectives on an action planning template can be a good place to start. An example template is provided in Appendix 1. If you have not yet recorded your objectives, why not take five minutes now to write down two or three key things you need to achieve within the next 12 months, using this template.

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1 Gantt charts - see [http://www.mindtools.com/pages/article/newPPM_03.htm](http://www.mindtools.com/pages/article/newPPM_03.htm)
4. Managing Self: Prioritisation

4.1 Why is prioritisation so important?

A lack of good prioritisation is one of the key things that can make our use of time less effective, and leave us with a feeling of frustration and lack of achievement. The first step to prioritisation is getting a good understanding of what is required of you – by your organisation, your line manager, your colleagues and yourself. It might be useful to take a few minutes to jot down in the boxes below what you think your current priorities are.

In the boxes below, write down what you think are your top two current priorities, from these different perspectives:

<table>
<thead>
<tr>
<th>What you think your top two priorities should be</th>
<th>What your manager think your top two priorities should be</th>
<th>The top two things that the University (and/or other organisations you work with) expects of you</th>
<th>The top two things your colleagues expect from you</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

It is likely that you will have written a number of very different priorities above – and perhaps what you believe your line manager expects from you is very different to what colleagues think you should do, and perhaps different again to your own aspirations. For example, one of your priorities might be to spend more time with your family, while your manager may be asking for more of your time to meet organisational priorities. Identifying conflicts such as this enables you to have a discussion with your manager about your priorities, to try and achieve clarity and consistency.

4.2 A prioritisation model

One of the keys to managing your use of time is understanding the difference between important and urgent tasks. There is a common saying: ‘the squeaky wheel gets the grease’- well, urgent things tend to be very squeaky and they grab your attention.

If you are not careful, you can spend a lot of time dealing with urgent things, even when they are not very important, and end up not having enough time to deal with the important things. By spending time on important items before they become urgent, you may avoid many of the crises, problems, and ‘fires’ that come up when you neglect important tasks for too long.
If you want to spend more of your time on important activities, you obviously have to be able to distinguish between important and unimportant tasks. In fact, this is a critical skill for effective time management. Here are four simple questions you can use to determine whether a task is important or not:

1. **What are the benefits of completing it?**
2. **What would happen if I didn’t do this task?**
3. **How does this task fit with my objectives or the core requirement of my role?**
4. **When does the task need to be completed?**

The first three questions help you to identify the task’s importance – how it relates to your objectives and role purpose, and what the consequences are of not doing it. The last question solely defines its urgency – how soon it needs to be completed. Often we can confuse urgent and important tasks – because something has a short deadline it takes priority over those other, perhaps more important, things that require our attention.

Take a look at your current task list and, using the questions above, identify which tasks are urgent, which are important, and which are both.

The next step is to allocate a priority to your tasks:

<table>
<thead>
<tr>
<th>Category</th>
<th>Importance/urgency</th>
<th>How to approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Important and urgent</td>
<td>Carry out when you have the most energy – perhaps first thing in the morning</td>
</tr>
<tr>
<td>2</td>
<td>Important but not urgent</td>
<td>These tasks are easy to put off until they do become urgent. So, schedule a time to do them, or can you delegate to others?</td>
</tr>
<tr>
<td>3</td>
<td>Urgent but not important</td>
<td>These can be potential time-wasters – e.g. phone calls, e-mails and interruptions requiring your attention but which don’t help with your objectives. We’ll come to these time stealers later.</td>
</tr>
<tr>
<td>4</td>
<td>Neither urgent nor important</td>
<td>You should question if these tasks should be done at all, or can they be delegate to someone more appropriate?</td>
</tr>
</tbody>
</table>

The core skill here is in deciding what tasks lie within each category and having the discipline to do them in the right order: it’s easy to focus on 1 & 3 but for longer-term success you need to focus on 2. If you are constantly asking yourself “What is the most important use of my time, right now?” it will help you to focus on ‘important tasks’ and stop reacting to tasks which seem urgent (or pleasant to do) but carry no importance towards your goals.

### 4.3 That’s all very well, but what about when there’s a crisis?

Crises and problems will always occur, no matter how well we plan our day, and these are the things that often scupper our well-intentioned plans. To make sure that this doesn’t happen:

1. If you have to manage the crisis, and therefore shift your attention from the important tasks, make sure you **schedule a time to pick up the important tasks again**. This might be by booking a slot in
your diary, or some time in your outlook calendar, or by arranging to work from home or in a quiet office sometime in the next few days.

2. Look at the pattern of crises – if problems keep occurring, is there an underlying reason, such as someone else not doing their job properly, or a lack of information causing a lot of sudden queries. You then need to try and address the underlying problem with the people concerned – a few minutes exploring the root cause could give you back masses of time in the long-run.

4.4 What stops you from prioritising?

Good prioritisation is a skill and takes some practice. There are barriers to good prioritisation of tasks – in terms of working through tasks in the correct order as described in 4.2 – most of which are internal factors rather than things outside of our control. These include:

1. Procrastination – particularly over larger, more complex (but important) tasks
2. A strong desire to help others, which often stops us from saying no
3. Being attracted to more exciting and interesting tasks, but which may not fall within our objectives
4. Lack of energy and focus to work on the important things
5. Lack of a good planning system

Each of these aspects will be looked at in the following sections, with key tips and suggestions to help you overcome them.
4. Managing Self: Procrastination

4.1 Why do we procrastinate?

Procrastination is something we are all guilty of at some point or another, but if it’s a regular occurrence it can cause big time management problems. You procrastinate when you put off things that you should be focusing, usually in favour of doing something that is more enjoyable or that you’re more comfortable doing. Procrastinators work as many hours in the day as other people (and often work longer hours) but they invest their time in the wrong tasks. Procrastination can have its roots in fear of failure, which is often the case if the task is large, complex or high profile. The problem is that by putting it off, the consequences of failure are even greater as we leave less time to work on it and do it well. It can also result from plain boredom - we are not motivated, or interested, enough to tackle the task, and therefore find other, more interesting, things to do.

4.2 Tips to overcome procrastination

Avoiding procrastination is all about trying to change the habit or pattern of behaviour by spending even a small amount of time on the task.

The tolerable ten

One idea is try a ‘tolerable ten’ minutes on the task you are putting off. Try and do something, anything, on the task for ten minutes. After the ten minutes, you are free to either continue working or to stop. But you will have build up some momentum to get on with things (remember Newton’s law – a body at rest stays at rest, a body in motion stays in motion). Using a timer (just a simple kitchen timer) can be helpful in setting yourself off. Even on a day that is full of duties unrelated to your main academic goal, try to squeeze in ‘a tolerable ten’. A commitment to consistency will keep your conscious and unconscious mind connected with your project. Reward yourself, at least mentally, for completing the daily ten. Focus on the process rather than the produce – don’t worry if you don’t think the words you have written are brilliant – but reward yourself for the fact that you sat down and did what you said you would do. Try and fit in the ‘tolerable ten’ before any potential time-sapping activities, or distractions, such as e-mail.

Realistic goals

Make sure that the goals you set yourself for working on the important task are realistic. For example, if you set yourself a goal to read five articles a day but you only read two on Monday, although they were long, dense articles. If you then set yourself a goal of eight to read on Tuesday to ‘keep up’ you will quickly get behind schedule and give up. If you are unable to meet your goals, reduce your expectations and then slowly build back up again. Think of it like weight-lifting.

Manage addictions

How often do you think “I’ll just check my e-mail before I start writing” and then find that you spend half an hour responding to messages that could have waited? Even if you are waiting to hear about a grant or need to do a new literature search, work on your most important academic project first, even for ten minutes, before logging in to look at anything else.
5. Managing Self: Energy and Focus

5.1 Understanding the brain’s response to stress

By understanding more about how our brains operate when we are under pressure, we have more chance of managing this and stopping stretch from reaching the stress stage. Psychiatrist Edward Hallowell, writing in the Harvard Business Review\(^2\), highlights how studies have indicated that as the human brain is asked to process huge amounts of data, its ability to solve problems flexibly and creatively declines and the number of mistakes increases. This seems to be down to the brain’s ability to manage what is called executive functioning (EF), when under stress. Our EF ability guides decision making and planning, organisation and prioritisation and time management, and this can become impeded when under stress.

Beneath our brain’s frontal lobes lie the parts of the brain devoted to survival – they govern our sleep, hunger, breathing, and crudely positive and negative emotions. When you are operating at peak level, they send up messages of excitement, satisfaction and joy – pumping up motivation, and helping you maintain attention. However, if you are overrun with information and conflicting priorities, the brain begins to panic and shifts into survival mode. This is helpful if a tiger has just walked into the room but less so if you are trying to deal with a big and complex task.

At this point we are in a catch-22 situation as the messages being communicated by the brain are primitive – and we start to feel fear, anxiety, impatience, irritability, panic. Our ability to think creatively is reduced and we see and think in black and white terms. Physically, breathing increases and becomes shallower. We may forget to drink enough water, might skip lunch and just keep going on coffee, which in turn drains energy and can lead to insomnia.

If this is a regular occurrence it can have a serious adverse affect on our physical health, not to mention our mental and emotional wellbeing.

5.2 Tips to improve energy and focus

In order to break the cycle, and regain our EF ability, there are number of preventative measures we can take, by managing our own emotional state and physical energy.

Emotional

1. Positive thinking can improve focus – rather than despairing think ‘what can I do in this situation’

2. Talking through issues with a colleague can help to reduce anxiety

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3. Think about why you lack energy – are you working on the things that are most important to you, or that are important to others? How can you bring this back into balance?

Physical

1. Sleep and exercise

Take care of yourself – this means getting enough sleep and making time to exercise. Exercise helps your productivity by releasing endorphins which boost the blood flow to your brain so help your creativity. This is about increasing your stocks of energy so that you are more motivated, and much more productive, when you do need to focus on work.

If you find it difficult to find time to fit this in during the day try evening classes – something like yoga or tai chi is excellent not just for physical activity but also for medication and breathing. The Edge Sports centre on campus offers a range of classes that are available at convenient times – see the Sports Centre website for more details [http://sport.leeds.ac.uk/](http://sport.leeds.ac.uk/)

2. Taking breaks

Most of us respond to rising demands in the workplace by putting in longer hours, which inevitably take a toll on us physically, mentally and emotionally. Avoid burnout by scheduling downtime - this is especially important if you do take work home with you on evenings or weekends. Make sure you limit the amount of time you spend on work activities and protect time for doing ‘non-academic’ activities. When you take a holiday, take a holiday - do not be tempted to take reading with you and turn off the work e-mail notification on your Blackberry® or iphone®.

While we might all recognise that more rest and relaxation is better for our sense of wellbeing, in an article for the Guardian, Oliver Burkeman\(^3\) argues that it is also vital for high quality work output. Burkeman quotes author Tony Schwartz (2010) on the importance of managing cycles of focus, rest and renewal – “We’re most productive when we move between periods of high focus and intermittent rest”. Burkeman himself agrees that “you can’t have ‘peak performance’ or an ‘energy peak’ without a corresponding trough: the concept of ‘peak’ implies ‘trough’. Yet we go through life imagining we might achieve a peaks-only existence.”

In practice, taking breaks at work can be hard when we are faced with a very heavy workload. But fitting in even a short break can have a big impact on productivity. Be aware of your body – if you are feeling lethargic, a short walk to get some fresh air can help to renew focus. Just 5 or 10 minutes of time out can increase your productivity immensely from by giving you a much needed boost.

3. Biorhythms - when are you at your most creative and/or productive?

Think about a typical day and consider when you are at your peak in terms of productivity. Are you most creative in a morning, when the day is ahead of you, and more lethargic in the afternoon? Or does it take you a few hours to ‘get going’? We are all different, but by identifying our energy peaks and troughs during the day we can organise the working day accordingly – for example, by carrying out complex tasks (or those we are putting off/procrastinating about) for when we are feeling most creative and energised.

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\(^3\) Burkeman, O (2010) Why limiting the hours worked will increase output. The Guardian, Saturday 5 June 2010
6. Managing Self: Assertiveness

To be really effective at self-management we may need to understand more about ourselves and the behaviours that are driving some of the problems we have with prioritisation and time management. For example, a common problem is the amount of work that we have on our desks to get through. Some of this may be things critical to our own projects, other tasks might be favours or requests from others that we have taken on. If you have many such items on your ‘to do’ list, it may be an assertiveness issue – stemming from a reluctance to say no and perhaps be seen as unhelpful.

6.1 Working styles

One model for considering our approach to managing ourselves is to look at working styles. This particular model is based on the work of psychologist Eric Byrne. Berne said that we make decisions early on in our lives about what we need to do to be safe and loved, based on the limited view of the world that we have as children. The pattern of these decisions develops into working styles in later life – which in turn influence our decision making and ability to prioritise.

Each working style has strengths, but they are called ‘drivers’ because they influence us in a way that feels ‘natural’ or ‘necessary’, but which doesn’t necessarily represent a considered and balanced choice. The drivers are more likely to affect us when we feel under pressure. A description of the drivers are below:

1. **Be Perfect** “You’re only OK if you get everything right.” The person with this driver believes that they must do everything perfectly, or awful things will happen. Mistakes equal failure, and letting others down. Delegation may be difficult because it is hard to trust others to do it right, and others may find it difficult to accept your standards. In reality not every task is important enough to require this kind of time and attention. It is important to stop and ask ‘how critical is it that this job is done perfectly?’ or ‘what will the consequence be if I make a mistake or not do it perfectly?’ Perfection is an impossible aspiration and even the most successful people make mistakes, and simply put this down to experience. The key to this driver is recognising that even with problems and limitations you are still a valuable human being – therefore create more realistic expectations for yourself.

2. **Please Others** “You’re only OK if you please people.” The person with this driver believes that if they always put others’ needs before their own, they will earn respect and love, and will have this support repaid. In practice this is rarely true – as if we act like our needs are not important, then others will think this as well and we risk being taken advantage of. It this is a strong driver, it’s important to stop before a decision and ask ‘will this be good for me as well as others?’

3. **Be Strong** “You’re only OK if you hide your feelings and wants”. The person with this driver will never want to show weakness or admit they need help, and feel they should keep going at all costs and ‘put a brave face on it’. This is a common one to be learned from parents or grandparents with the same belief. This driver also encourages you to tackle tasks that may be too much for you, but could be manageable with some help, so it’s about learning to ask and

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recognising that sometimes it is very helpful to ourselves, and to others, to admit we are finding something hard.

4. **Try Hard** “You’re only OK if you keep trying hard at things”. This driver encourages you to continually put more effort than is actually required into getting what you need in your life. Indeed, you may measure your own worth by the amount of effort you put in. Rather than appreciating your efforts, others can become frustrated that you turn small jobs into large ones to increase the amount of effort you can put in. Good questions to ask yourself are: ‘Is this task worthy of this amount of time and effort?’, ‘Is there a smarter way to get this done?’.

5. **Hurry Up!** “You’re only OK if you do everything right now”. People with this driver tend to believe that they must always hurry, or they will not get everything done that they need to. If this is you, you may get a great deal done in a short period of time, but may get overloaded and take on too much. You may always leave things to the last moment, and find that you end up with too many appointments in one day. If everything seems to be urgent, learn to stop and ask ‘Is this really urgent?’, ‘Does it have to be done quickly?’ If the answer is no, then try to take a breath and slow the pace down. This habit takes a lot of willpower to change, but by allowing yourself a bit more time to do some things a little slower, you may find you are in fact more productive.

If you are interested in finding out which of the working styles most closely fits you, a short questionnaire is included as Appendix 2. Once you have identified your style and drivers, try a different approach. For example, the next time someone asks you for help, and you really don’t have time, think for a moment. You may have a strong desire to say yes, but is this being driven by a ‘Please Others’ preference? If so, recognise this and try a different response. What could the outcome be?

**6.2 Saying No**

If you say “Yes” when you really mean “No”, resentment and anger can build up towards the person you have said “Yes” to, even though they have done nothing wrong. You can also become increasingly frustrated and disappointed with yourself. And if you are taking on more that you can cope with, you can become overworked and highly stressed. In the long term not being assertive in this way can decrease your self-esteem and lead to depression and anxiety.

At the other end of the spectrum some people are able to say “No” but do so in an aggressive manner without consideration or respect for the other person. This may result in people disliking you or being angry and resentful. Neither of these situations is good assertive communication.

Our working styles, or drivers, can lead us to say yes to things when we really should be saying no. No can be a difficult word, as we fear it may lead us being labelled as ‘unhelpful’ or ‘not a team player’. However, learning to say no can be a valuable tool to manage yourself and your time.

Also bear in mind that, when you are saying no to one thing, you are effectively saying yes to something else – a higher principle or priority. Knowing what you are saying yes to enables you to be gracious but clear and firm in your response.
If you feel it’s appropriate give a direct ‘No’, try adding some conditions:

- Rather than a straight no, say when you would have the time to help e.g. ‘I can’t fit this in today but if you come back and see me at 3 pm on Wednesday we can discuss it then.

- Put a condition on your agreement: ‘If it would only take an hour, I’d be able to help, but I can’t give you more than that.’

- State clearly that the task is not one of your priorities, but indicate who else might be able to help.

Who’s got the monkey?

In reality, more often than not, and particularly if a colleague is in need of help, it’s very difficult to give a straight ‘no’. Even in these cases, however, we need to be careful about how we manage our responses. In a classic Harvard Business Review paper, William Oncken\(^5\) uses the metaphor of monkeys for the tasks and problems that we carry around with us at work. When we are approached by a colleague who starts to talk about a problem he or she has, there is a danger that their monkey (the problem) can jump from their back onto yours. This can often happen if you respond by saying something like ‘leave that with me’ or ‘I’ll check and get back to you’. Your colleague walks away feeling lighter but you feel the weight of their ‘monkey’ now clinging to your back.

Oncken argues that it is important to try and pre-empt these exchanges – if you feel a colleague’s monkey is in danger of jumping, think about how you could respond to ensure that, while you are being helpful, it remains with them. Instead of saying ‘leave it with me’, try asking questions such as ‘what ideas have you got?’, ‘what have you tried so far’, ‘what could you do?’. This coaching approach is helpful, while still enabling your colleague to retain ownership of the problem. You could also suggest that the person books a meeting with you to discuss the problem – this way, they have time to think about what they could do before running over suggestions with you. And by the time of the meeting, they may well have come up with a solution themselves.

7. Managing Systems: A Planning System

To manage ourselves effectively, we do require some kind of system to help us capture key objectives, priorities and tasks. Something like the Action Plan in Appendix 1 can be useful in breaking down big projects or objectives into smaller tasks. Most of us also use some kind of ‘to do’ list, or task list. However, quite often these become lists of vague ‘stuff’ that we know we have to do at some point, but which we don’t prioritise as we don’t really know how to get started.

7.1 Mindsweeping

In his book ‘Getting Things Done’, David Allen suggests that sometimes the sheer weight of everything on our ‘to-do’ list stops us from thinking longer-term. We are often starting from the point where we cannot see the wood for the trees – there is so much going on, and so many things swimming around in our heads vying for our attention, that actually getting clarity on what’s important can be difficult. Allen believes that in order to deal with all of things that are on our minds, all of the things we have committed to dealing with in some way, we need to identify and collect all of those things and then plan how to handle them. He believes that, if it’s on your mind, your mind isn’t clear.

Allen’s concept of ‘mindsweeping’ encourages you to go through everything on your desk and in your inbox and, for each item, identify what needs to be done. Here is the key: if it takes less than 2 minutes, you do it straight away. If not, you add it to a to-do list by writing the very next physical action you will need to do to move the situation forward. This process may take a few hours of your time: but it will be worth it. You will come out of it with a clear desk, inbox, and most importantly, head, therefore feeling reenergised and focused on what you need to do. Once you have a manageable, clear list of things you need to get done, you then need to think about how this fits with your overall goals and objectives: are the things that you are working on really the things that you need to be working on?

7.2 Better to-do lists

The ‘mindsweep’ method above should result in very specific and helpful to-do lists, and in any case you can improve your lists using the following tips:

1. Be specific - remember to write down the next, physical, visible activity that will move the task towards completion (so, rather than ‘write paper for conference’ it could be ‘mind-map key topics for conference paper’ – much more achievable as a task).

2. Remember the 2 minute rule – if the task would take less than 2 minutes don’t add it to your to-do list, just get it done.

3. Identify any tricky tasks or those that have been on the list for a while. Why are they so difficult? Could anyone help you (or could you move it forward using a ‘tolerable ten’ – see section 4.2)?

4. Prune regularly – only things that you are committing to action should be on your list. If a task isn’t relevant any more or isn’t something you’re really committing to, take it off.

Allen, D (2002), Getting Things Done: How to Achieve Stress Free Productivity. Piatkus Books
5. Add in the 20 minute rule? To help break bigger tasks down into smaller chunks, you may wish to not include anything on your to do list that would take longer than 20 minutes.

8. Managing Systems: E-mail

E-mail was supposed to make our lives easier – by improving communication and efficiency. While we are probably better off with it, some of us find ourselves in a situation whereby e-mail seems to be controlling us, rather than the other way round. We have become conditioned into checking our e-mail regularly in case there is something important that requires our attention (when in fact most of what we receive by e-mail is probably of a lesser priority than the task we were working on before we checked).

There are things that we can do to try and regain control of e-mail, and make it work for us, rather than against us. Some of this is about changing our own habits, but it’s also about using tools that packages such as Outlook offer to help with e-mail management.

8.1 Really good e-mail tips

1. Schedule e-mail checking – until then close it down

The ‘always on’ approach to e-mail (which is even more prevalent with the advent of Blackberries® and smart phones) has become a way of life. If we don’t check e-mail for 30 minutes we start worrying that we’ve missed something. And, if you have been procrastinating about a boring or complex project all afternoon, what could be more attractive than that little beep and the possibility of something more interesting?

This can be an addiction, and as with all addictions it’s about breaking the habit. A simple approach is to only access your e-mail at set times during the day; for example, one hour after getting into the office, after lunch and an hour before the end of the day. While this can be difficult to do at first, closing down the e-mail system for those times in between means you can fully focus on other priorities. And, if people really need to get hold of you, they can telephone or call in.

If you absolutely cannot conceive of closing down the e-mail system, then make one very simple change – turn off the symbol and/or noise which notifies you that you have mail. Even if you still find yourself checking regularly for mail, this at least means you are in control of this, and your e-mail is not controlling you.

2. E-mail triage

E-mail triage is working through your inbox systematically with the aim of getting to zero. This is something you could do in your scheduled slot (see above). Triage involves identifying:

   a. Which ones really need your attention.
   b. Which ones can be deleted – you are adding no value to them
   c. Which ones can be filed, for reference or to action later.

To do this, firstly create folders which you could label as ‘to action’ or ‘pending’ and then sort by subject – and get rid of the spam, blog postings, mailing lists etc. Then move the important items ‘pending’ or ‘to action’. Once you’re at zero, then move to the pending folder and work your way through the items.
At this stage use the 2 minute rule again – if a quick response is required, do it and delete it. If not, add this to your task list writing the **very next physical action** you will need to do to move the situation forward. It’s also worth checking if a response is still required (if the message is particularly old).

3. **Use templates**
   Try and make responding to enquiries as easy as possible – use templates to help with those messages that you keep sending over and over again (such as thank you notes, responses to frequently asked questions or information requests). If you need to organise tutorials, you could set up a template which helps you to plan this. A guide to setting up templates can be found here: [http://office.microsoft.com/en-us/outlook/HA102450041033.aspx](http://office.microsoft.com/en-us/outlook/HA102450041033.aspx)

4. **Use the Out of Office Assistant (even when you are in the office!)**
   Most of us use the Out of Office Assistant if we’ll be unable to access e-mail for a period (such as leave or being away at conference). It’s a great tool for managing the expectations of others, so they know when they can expect a response. However, it can also be used to manage those expectations even if you are in the office, but need to focus on something else. For example, you could set up a message saying something like: 
   ‘thank you for your message, I am currently working on a big research project and so it may take a day or so for me to respond. If your query is urgent please call xxxx’.

5. **Use of filters and rules**
   Microsoft office has a number of tools that are helpful in managing your e-mail. You can use colour coding to highlight message from particular people (helpful if you are wading through a full inbox to locate a message). Setting up rules allows messages in relation to certain subjects to go straight into a folder, rather than coming into your inbox. If you do manage to get your inbox down to zero, it is worth exploring rules as a way to ensure that it has not filled up again within a couple of days!

   The following links give further guidance on these tips:

   If you would like to learn more about Microsoft Outlook and how it may help you become more efficient, you may find the following sites helpful:
   ISS support in using Microsoft Office 2007 [http://iss.leeds.ac.uk/info/350/msoffice/634/](http://iss.leeds.ac.uk/info/350/msoffice/634/)

6. **Put information on the web and then send links**
   If you respond to the same question time and again, think about putting frequently asked questions on a webpage so that for future enquiries you can just send a link. If you are asked something that you don’t know, don’t try and concoct the answer, just say so (rather than Googling – they could have done that themselves).
9. Managing Others: Delegation

9.1 Good reasons for delegating

Delegation can be a great time-saving tool. After all, it’s about others helping us to achieve objectives. Delegation is not only beneficial to the person delegating – done correctly it can also develop skills and confidence in our colleagues and team members. However, quite often, we can think of numerous reasons to not delegate – “they won’t do it to the standard I require” or “it’ll be quicker to just do it myself” are frequent excuses. The table below outlines some common reasons, and offers some counter-reasons for delegating.

<table>
<thead>
<tr>
<th>Why do we not delegate?</th>
<th>A good reason for doing it/suggestions</th>
</tr>
</thead>
</table>
| The task won’t be done the way I would want it to be – I’ll have to clean up the mess afterwards | • Am I really the best person to do this? Someone else might actually do a better job.  
• A different approach is not necessarily a worse approach  
• We may be able to drop the standards for certain things – particularly if our own standards are set too high  
• It can be developmental for someone to do something outside of their ‘comfort zone’. |
| I feel guilty about delegating the stuff I don’t want to do                              | • We may be assuming they won’t want to do it when actually they may enjoy the task  
• It could be done better by someone else  
• It may be part of their role  
• Could there be a rota so unattractive tasks are shared?  
• Don’t over-apologise but be clear about the purpose/importance of the task |
| They won’t do it – they will say ‘I haven’t had chance’                                  | • Is it in their remit?  
• Do you have the right/authority to ask them to do this? (If you don’t it doesn’t mean you can’t ask – you might just need to negotiate with them or their manager).  
• Communicate degrees of urgency |
| I feel uncomfortable about monitoring progress, or about confronting someone if they haven’t done a good job | • Establish a clear deadline, brief and expectations |
| I don’t have anyone to delegate to                                                      | • Could new roles be defined within the existing structure?  
• Could you ask for help from others e.g. colleagues (or form a collaborative partnership with a colleague for mutual support)  
• Manage what is delegated to you – remember to say no if it’s not relevant to your area |
9.2 Effective delegation

Good delegation is considered a key skill in both managers and leaders. The best managers have an ability to delegate work to staff and ensure it is done correctly. Rather than simply being a way for managers to reduce their own workload, it is also a great way to develop staff - as managers entrust to another, typically their direct reports, they create opportunities for these individuals to enhance their knowledge and/or skill level for specific tasks. Effective delegation can be accomplished by coaching employees to improve their skills and knowledge level. Following completion of delegated tasks staff are seen as competent and committed to take on more projects or tasks, thereby freeing up the manager's time to work on things that cannot be delegated or, more importantly, to concentrate on strategic issues and not day to day operational issues.

Delegation guidelines

It is crucial to establish the right tone and environment for effective delegating. You can do this if you follow these guidelines:

- Be very clear about what you want to be done, and about when and how results will be measured. Ambiguity will lead only to a disappointing experience.
- Encourage people to tell you about their special interests at work and about the time they have available for new work or projects.
- Build a sense of shared responsibility for the team’s overall goals. Those goals shouldn’t be your goals alone.
- Avoid dumping only tedious or difficult jobs on your staff. Instead, delegate tasks that spark interest and can be enjoyable.
- Provide career opportunities for others by delegating functions that have may high visibility within the Faculty or Service area.
- Delegate to people whose judgment and competence you trust. This, of course, requires that you know your staff and their capabilities very well.
- Recognise that delegation is a learning experience for your staff, so offer training or coaching as needed.
- Develop trust in less-skilled or experienced staff members by delegating highly structured assignments. Then provide the support they need to increase their competence.
- Whenever possible, delegate an entire project or area of work and not just a small piece; doing this will increase motivation and commitment.
- Monitor progress and provide feedback.
- Maintain open lines of communication and review progress – but don’t interfere, once you have delegated, let them get on with it!
10. Managing Others: Meetings

A frequent complaint from busy managers is that meetings drain a lot of time from the working day – not just in the meetings themselves but in preparing for them, and travel time between them. There are some things you can do, however, to ensure that they you are getting the most out of the meetings you attend.

10.1 Tips for Chairs

As chair you have responsibility for making sure that the meeting runs smoothly, stays on track and sticks to its purpose. There are three criteria for really effective meetings:

1. They achieve the meeting’s objective.
2. They take up a minimum amount of time.
3. They leave participants feeling that a sensible process has been followed.

When chairing a meeting, here are some things to consider to ensure that participants will leave with a sense of time well spent:

• Decide whether the meeting really needs to take place: is there a practical alternative?
• Establish a concrete aim and clear objectives: answer the question “what are we hoping to achieve?”
• Prepare and circulate an agenda that states clearly the venue, start and finish times and the aim and objectives of the meeting
• Arrange the necessary equipment and facilities
• Keep an eye on the clock and remind people of the time
• Pull people back when they stray off the point
• Summarise frequently and sum up decisions and agreed actions
• Follow up to ensure agreed actions are actually taken

10.2 Tips for Participants

If you are not the chair of the meeting, you are less in control of the agenda and timings, and this can be a frustration if you feel the meeting is not a good use of your time. However there are some things you can do to try and regain some control over your time:

• Decide whether you actually need to attend – what is your purpose at the meeting?
• Decide whether it would be more effective for you to only attend part of the meeting
• Prepare by reading the relevant material in advance, and identify your objectives for going along
• Arrange your schedule so you get to the meeting on time
• Ask questions to clarify anything you don’t understand
• Make a note of any action points that are your responsibility and follow up
11. Managing Others: Interruptions

Interruptions are an inevitable part of working life – there will always be colleagues, your manager, students and others who say ‘do you have a minute?’ More often than not, the interruptions are welcomed, especially if we are working on the project we’ve been putting for a month, or reading something that isn’t sparking an interest. The key is to make sure that you are, at least, managing these interruptions. Some key tips on managing interruptions are below:

11.1 Managing your environment and schedule

Does your office looks more like a lounge than a place of work? Do you have spare chairs that are actually inviting people to sit down next to you and chat? If so, think about rearranging your office furniture. Minimise spare chairs and do not have them next to your desk. If student interruptions are becoming a problem, think about publishing specific slots when you will be available for queries. Have slots at different times on different days so that the maximum number of students can attend the scheduled office hours. This policy helps reduce the number of appointments you will make to accommodate students who cannot attend regularly scheduled office hours. If you are busy and don’t want to be interrupted at all, try indicating on your door when you will be available.

11.2 Dealing with the interruption

When someone knocks or enters your office, the first thing to do is to establish why they have come to see you. But, ensure that by asking this you do not immediately get into talking about the problem. You could try something like ‘I have 5 minutes now, what is it you’re after?’ or ‘Is it something that can wait until tomorrow morning when I have some free time?’ If you are busy, try to avoid engaging in small talk, and ask direct questions about the query the person has. If you do suggest a different time to discuss the query, suggest meeting in the other person’s office so you are then in control of how long the meeting will last.
12. Summary

As mentioned earlier in this guide, the key to time management is managing yourself effectively. It’s about focusing on what is really important – to your role and to you personally, and then making sure you are protecting the time to get these things done. If you feel you lack clarity on goals and priorities, discussing this with your SRDS reviewer is a good place to start. Agree what is realistic for you to achieve over the next 12 months.

Small things can help too, by spending at least ten minutes per day on those bigger, hard to crack projects, you will find you start to make progress. More useful, ‘smarter’ to-do lists will make you feel more in control and give a greater sense of satisfaction as you work through it. Capturing your bigger goals and tasks in an action planning document will make sure that you don’t take your eye off these. And managing those things that ‘steal’ time – interruptions, meetings and e-mail, can help you to focus on what you need to.

As a manager, it’s also important to think about your own impact on others – you may follow the suggestions in this guide, but are you encouraging others to do the same?

The best way to change time management habits is to make small, incremental steps. Once you’ve gone through this guide it will be very easy to fall back into the same pattern – but making minor changes, and being honest with yourself about the reasons for time management problems, is a great first step.

It’s important to capture what you intend to do as a result of the information in this guide – two or three key things that you think could work for you, and could try. There is space on Section 13 for you to do this (alternatively, use the Action Planner template in the Appendices).

Penny Foster
SDDU
May 2011
13. Next Steps

After going through this guide, you might find it useful to note down ideas for next steps in improving your time management and prioritisation.

What do you believe are the root causes of your time management problems?

Jot down 2-3 key ideas that could help to solve these problems (remember, go for small, easy to action things at first)

How will you ensure that you turn these ideas into action (what is the very next step to take for each one?)
14. Useful Links

You may find the following resources of interest in finding out more about time management and prioritisation:

**JISC InfoKit on Time Management** - [http://www.jiscinfonet.ac.uk/infokits/time-management](http://www.jiscinfonet.ac.uk/infokits/time-management)
Produced by JISC (see www.jiscinfonet.ac.uk), infoKits contain a wealth of 'self-help' material on a range of topics. They also include a range of case studies that give wide exposure to practice that has been applied in the further and higher education sectors. The Time Management infoKIT aims to help you manage your time more effectively by suggesting a number of tools and approaches that you may find applicable to your own circumstances.

**David Allen’s website (Getting Things Done)** - [http://www.davidco.com/](http://www.davidco.com/)

Includes guides and resources on a number of time-management topics including prioritisation, meetings and goal setting.
### Appendix 1 – Example Action Plan Template

<table>
<thead>
<tr>
<th>Objective</th>
<th>Specific activity(s) to meet objective</th>
<th>Resources/support required</th>
<th>Target for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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This questionnaire is not a ‘personality test’. It is intended to help you identify the kind of behaviour you may typically or frequently get into which produces stress. On your own respond to each question with either ‘yes’, ‘no’ or ‘to some extent’. Don’t think too long about the answers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>YES</th>
<th>NO</th>
<th>SOME EXTENT</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you set yourself high standards and then criticise yourself for failing to meet them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is it important to you to be right?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you feel discomforted (e.g. annoyed, irritated) by small messes or discrepancies such as a spot on a garment or the wallpaper, an ornament or a tool out of place, a disorderly presentation of work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you hate to be interrupted?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you like to explain things in detail and precisely?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you do things (especially for others) that you don’t really want to?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is it important to you to be liked?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Are you fairly easily persuaded?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you dislike being ‘different’?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you dislike conflict?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Do you have a tendency to do a lot of things simultaneously?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Would you describe yourself as ‘quick’ and find yourself getting impatient with others?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Do you tend to talk at the same time as others, or finish their sentences for them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Do you like ‘get on with the job’ rather than talk about it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Do you set unrealistic time limits (especially too short?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Do you hide or control your feelings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Are you reluctant to ask for help?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Do you have a tendency to put yourself (or find yourself) in the position of being depended upon?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Do you have a tendency not to realise how tired, or hungry, or ill you are, but instead ‘keep going’?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Do you prefer to do things on your own?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Do you hate ‘giving up’ or ‘giving in’, always hoping that this time it will work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Do you have a tendency to start things and not finish them?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Do you tend to compare yourself (or your performance) with others and feel inferior or superior accordingly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Do you find yourself going round in circles with a problem, feeling stuck but unable to let go of it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Do you have a tendency to be ‘the rebel’ or ‘odd one out’ in a group?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once you have completed the questionnaire score your responses in the final column: 1 for 'yes'; ½ for 'to some extent'; 0 for 'no'. Then add up the score for each driver as indicated below:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Be Perfect</td>
</tr>
<tr>
<td>6-10</td>
<td>Please People</td>
</tr>
<tr>
<td>11-15</td>
<td>Hurry up</td>
</tr>
<tr>
<td>16-20</td>
<td>Be Strong</td>
</tr>
<tr>
<td>21-25</td>
<td>Try Hard</td>
</tr>
</tbody>
</table>

A score of 3 or more in any section indicates a tendency towards that particular driver. Although we can all experience all the drivers at times, generally two or three drivers tend to predominate.

The table overleaf describes the drivers in more detail.
<table>
<thead>
<tr>
<th></th>
<th>Be Perfect</th>
<th>Hurry Up</th>
<th>Please People</th>
<th>Be Strong</th>
<th>Try Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td>Attention to detail</td>
<td>Project start up</td>
<td>Good team worker</td>
<td>Strong in a crisis</td>
<td>Well motivated</td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
<td>Meet deadlines</td>
<td>Gets on well with others</td>
<td>Not obviously panicked</td>
<td>100% effort</td>
</tr>
<tr>
<td></td>
<td>Getting it right</td>
<td>Energetic</td>
<td>Good communicator</td>
<td></td>
<td>Look for options and alternatives</td>
</tr>
<tr>
<td></td>
<td>Never good enough</td>
<td>Enthusiastic</td>
<td>Innovator not inventor</td>
<td></td>
<td>Self starter</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td>Slow</td>
<td>Arriving on time/finishing</td>
<td>Reluctant decision maker</td>
<td>Bottle things up</td>
<td>Misdirection?</td>
</tr>
<tr>
<td></td>
<td>Pedantic</td>
<td>Miss essential detail</td>
<td>Too busy considering others</td>
<td>Snap in private</td>
<td>Expensive</td>
</tr>
<tr>
<td></td>
<td>Never finished</td>
<td>Do not work well with be perfects</td>
<td>Not inventors</td>
<td>Can’t/Don’t solve problems</td>
<td>Effort for the sake of it</td>
</tr>
<tr>
<td></td>
<td>Irritating</td>
<td></td>
<td>Too sympathetic</td>
<td></td>
<td>De motivate</td>
</tr>
<tr>
<td></td>
<td>Miss deadlines</td>
<td></td>
<td></td>
<td></td>
<td>Make things complicated</td>
</tr>
<tr>
<td></td>
<td>Effective yet not efficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Are Effective</strong></td>
<td>Working with contracts, legal</td>
<td>Getting things done</td>
<td>Developing teams, Training</td>
<td>In a crisis situation</td>
<td>At the design stage</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>documents, proofing, inspection</td>
<td>Action more important than accuracy</td>
<td>Relationship building</td>
<td>Negotiation is required</td>
<td>Working alone</td>
</tr>
<tr>
<td></td>
<td>and research</td>
<td></td>
<td></td>
<td></td>
<td>Working with clear criteria</td>
</tr>
<tr>
<td><strong>Are Destructive</strong></td>
<td>Dealing with tight timescales</td>
<td>Detail is required</td>
<td>Leading large teams</td>
<td>Dealing with people issues</td>
<td>Dealing with short time scales</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>Finishing projects</td>
<td>Rules need to be followed carefully</td>
<td>Delivering criticism</td>
<td></td>
<td>Making decisions with a number of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dealing with legal documents/contracts</td>
<td></td>
<td></td>
<td>options</td>
</tr>
<tr>
<td><strong>Key Learning/</strong></td>
<td>Willing to give in at 95%</td>
<td>Being early is not a crime</td>
<td>Just get on with it, and worry</td>
<td>Be emotional</td>
<td>First effort</td>
</tr>
<tr>
<td><strong>Change Points</strong></td>
<td>Deliver on time regardless of</td>
<td></td>
<td>less what people think</td>
<td>OK to admit weakness</td>
<td>Make them take holidays</td>
</tr>
<tr>
<td></td>
<td>detail</td>
<td></td>
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</tr>
<tr>
<td><strong>How to Handle</strong></td>
<td>Agree rules</td>
<td>Encourage them to be on time</td>
<td>Encourage and support – try and</td>
<td>Trust</td>
<td>Set clear requirements</td>
</tr>
<tr>
<td><strong>These People</strong></td>
<td>Stress time over accuracy</td>
<td></td>
<td>build confidence</td>
<td>Confidence</td>
<td>Monitor progress</td>
</tr>
<tr>
<td></td>
<td>Check progress regularly</td>
<td></td>
<td></td>
<td></td>
<td>Get information first time</td>
</tr>
</tbody>
</table>