

# **PERSONAL ASSISTANCE SCHEME TRAINING PROGRAMME**

## **PROFESSIONAL DEVELOPMENT**

### **SELF TEACH PACK**

#### **LEARNING OUTCOMES COVERED:**

SUPPORTING ACCESS TO EDUCATION	4.1 – 4.2
EFFECTIVENESS AT WORK	1.1 – 1.3
EFFECTIVENESS AT WORK	2.1 – 2.4
EFFECTIVENESS AT WORK	3.1 – 3.3

## PROFESSIONAL DEVELOPMENT

### HOW TO USE THIS PACK

The pack consists of information sheets and follow-up work sheets or instructions.

- Read the information sheets first, as these will give you all the knowledge you need to complete the worksheets etc.
- Complete the worksheets as instructed and hand in for assessment as part of your portfolio

#### AIMS:

- To teach some skills that will help you cope effectively with the job of support worker
- To increase your awareness of the way that you use these skills so that you can apply them in your degree studies or everyday life
- To demonstrate that these skills can be of use in other employment
- To provide accreditation in job-market skills for your CV

#### OBJECTIVES:

When you have completed the work in this pack you will be able to:

- Understand different sensory learning styles
- Apply your knowledge of learning styles in your work with supported students and in your own studies
- Improve your time management skills
- Use some structured approaches to problem solving
- Evaluate your own performance and set targets for improvement

### ASSESSMENT

You will produce the evidence for the following learning outcomes by completing the work in this pack:

- SAE 4.1, 4.2 – Implement agreed support strategies
- EAW 1.1 – 1.3 - Make effective use of self evaluation
- EAW 2.1 – 2.4 - Adopt a constructive approach to problem solving
- EAW 3.1 – 3.3 - Anticipate and prevent problems
- EAW 7.1 – 7.3 - Demonstrate effective time management skills

SAE = Supporting Access to Education Unit

EAW = Effectiveness at Work Unit

If you need help or further clarification of any of the activities, please contact:  
Liz Collins, 0121 331 7757 or e mail [liz.Collins@uce.ac.uk](mailto:liz.Collins@uce.ac.uk)

## Supporting Access to Education 4.1, 4.2

### SENSORY LEARNING STYLES

We are looking at **sensory** learning styles – how people use their senses in learning. These are:

- **Auditory** – you like to hear information, eg lecture etc.
- **Visual** – you like to see information in some form – print, diagram etc.
- **Kinaesthetic** – you like practical things – doing something while you are learning.

You will not be doing a test – there are no right or wrong answers and there may be no clear cut result – many people find they are a mixture of 2 styles. Understanding your own sensory learning style will help you in your studies:

- By understanding your own learning style it can help you in the way you work in your studies.
- It can also explain to you why you find some topics or lecturers difficult.
- You can use the knowledge to train yourself to use other learning styles and/or further develop the one that is natural to you.

It will help you as a support worker:

- By understanding your supported student's learning style you can produce notes in the way that best suits them.
- You can find the best way/s of working together if supporting private study, research etc.
- You can even suggest new ways of working.

**ACTIVITY: Learning Styles Self Assessment** - You will find the following information:

- **Support Worker and Student Questionnaires**
  - Handout - **What's my Style?**
  - Handout – **How does this help me Learn?**
1. First do the **Support worker Questionnaire**. Follow the instructions at the beginning of the Questionnaire and when you have completed it, you will find more instructions at the end telling you what to do next.
  2. After you have completed the Questionnaire and totalled up your scores, Have a look at the handout entitled **What's my Style?** This will tell you more about your learning styles. The second handout, **How does this help me Learn?** will explain how knowledge of your own learning style can help you learn.

**Keep your learning styles self assessment for evidence in your portfolio.**

3. Now carry out the whole process with a student whom you support. Discuss the results of both of your assessments with him or her and decide how this new knowledge helps you understand how you work together, or how it can help you improve the ways you both work.

**Briefly describe the results of your discussion and include this with the student's questionnaire in your portfolio.**

## LEARNING STYLES SELF ASSESSMENT

## SUPPORT WORKER QUESTIONNAIRE

**INSTRUCTIONS:** Read the situations below then tick one or more examples that you feel is most like the response you would make. If uncertain, please tick the response that might be closest to the one you would make.

SITUATION	RESPONSE	RESPONSE	RESPONSE
1. When you SPELL...	Do you try to 'see the word in your imagination or write it out to see it.	Do you use the phonetic approach and sound the word out	Do you write the word down and find out if it 'feels' right
2. When you TRY TO IMAGINE something...	Do you see things clearly and easily in vivid and detailed pictures	Do you think in the sounds you would hear	Do you imagine what it would feel like to actually be there involved in the situation
3. When you CONCENTRATE	Do you need to make your workspace tidy and uncluttered before you begin work	Do you hate people talking or noises off because you start listening to them	Do you need to move around, perhaps talk to yourself, to help
4. When you are ANGRY...	Do you become silent and seethe	Do you express your anger in an outburst of words and noise	Do you storm off, grit your teeth, clench your fists or slam the door
5. When you FORGET SOMETHING..	Does it tend to be names, but you remember faces and places	Do you forget faces and places but remember names and stories you were told	Do you remember best what you did and the places you actually visited
6. When you CONTACT SOMEONE TO MAKE A REQUEST...	Do you prefer a direct, personal meeting face to face, so you can see them	Do you prefer to deal over the telephone rather than see them	Do you talk about it or rehearse it whilst walking along or doing another activity
7. When you are RELAXING...	Do you prefer to watch TV, read, see a play or look at magazines	Do you prefer to listen to the radio, play music or hear stories	Do you prefer to play sport/games or take part in activities, eg aerobics
8. When you enjoy THE ARTS...	Do you like viewing paintings or sculptures	Do you like listening to music or going to concerts	Do you like taking part yourself, eg drama groups, or watching very lively activities, eg the

9. When you PRAISE SOMEONE...	Do you write them a card or note to tell them	Are you happy to tell them face-to-face how they have done	Do you give them a pat on the back, or a hug, to show your pleasure or perhaps give them a present
10. When you try to INTERPRET SOMEONE'S MOOD...	Do you mainly look at their facial expression	Do you listen to the tone of their voice	Do you watch their body movements
11. When you are READING...	Do you like the descriptive scenes and often stop to imagine a scene	Do you enjoy dialogue and conversation and try to 'hear' the characters talk	Do you prefer stories with a strong storyline and plenty of action; or perhaps you are not a keen reader
12. When you LEARN....	Do you prefer to see demonstrations, diagrams, slides and pictures	Do you like verbal instructions, talks and lectures, explanations	Do you prefer to learn through activities, role play or practical situations
13. When you are INACTIVE, FILLING TIME or WAITING....	Do you look around, doodle, study something, watch people around you	Do you talk to yourself or chat to other people	Do you fidget, walk up and down, find something to do
14. When you are TALKING...	Do you dislike listening for too long	Do you enjoy listening to others but can be keen to talk yourself	Do you gesture a lot and use expressive movements
15. Do you REMEMBER...	Funny scenes	Jokes and storylines	Feelings and sensations
16. Do you TEND TO REMEMBER...	What you see	What you hear	What you actually do
17. Which is EASIEST FOR YOU...	To concentrate on watching something	To concentrate on listening to something	To do an activity for a long time
18. If you have LEARNT TO DRIVE..	Did you find you had to look down every time you changed gear or braked	Did you find it easy to listen for the changing engine tone when changing gear etc	Did you find it all quite easy
19. If you had a choice, WHICH WOULD YOU RATHER BE...	A successful artist or photographer	A successful musician or composer	A successful sportsperson, rally driver, athlete or engineer

**NOW** add up the number of ticks you have made in each column and put the total at the bottom of each column. The column/s with the highest total/s will tell you your preferred **SENSORY LEARNING STYLE** (OR STYLES – you might find you are a combination of 2 styles) as follows:

- COLUMN 1 - strong **VISUAL** skills
- COLUMN 2 - strong **AUDITORY** skills
- COLUMN 3 - strong **KINAESTHETIC** skills

To find out more about your preferred sensory learning style/s look at the **WHAT'S MY STYLE** handout.

You can get some useful advice about how to exploit your learning style on the handout entitled **HOW DOES THIS HELP ME LEARN?**

**NEXT** – carry out the same activity with a student that you support. See below for the Student Questionnaire

## LEARNING STYLES SELF ASSESSMENT

### STUDENT QUESTIONNAIRE

*INSTRUCTIONS: Read the situations below then tick one or more examples that you feel is most like the response you would make. If uncertain, please tick the response that might be closest to the one you would make.*

SITUATION	RESPONSE	RESPONSE	RESPONSE
1. When you SPELL...	Do you try to 'see the word in your imagination or write it out to see it.	Do you use the phonetic approach and sound the word out	Do you write the word down and find out if it 'feels' right
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18. If you have LEARNT TO DRIVE..	Did you find you had to look down every time you changed gear or braked	Did you find it easy to listen for the changing engine tone when changing gear etc	Did you find it all quite easy
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COLUMN 2 - strong **AUDITORY** skills

COLUMN 3 - strong **KINAESTHETIC** skills

To find out more about your preferred sensory learning style/s look at the **WHAT'S MY STYLE** handout.

You can get some useful advice about how to exploit your learning style on the handout entitled **HOW DOES THIS HELP ME LEARN?**

## WHAT'S MY STYLE?

Completing the questionnaire will have given you some information about your preferred learning style, or mix of styles. It is an advantage for you to know your own learning style as it will be helpful for your own studies. It is also essential that you understand the learning style of the students you are supporting, so that you can provide support in the most appropriate way. Use the list below to help you find out more.

VISUAL	AUDITORY	KINAESTHETIC
Mind sometimes strays during verbal activities	Talks to self aloud	In motion most of the time/fidgety
Observes, rather than talks or acts. May be quiet by nature	Outgoing by nature	Outgoing by nature; expresses emotions physically
Likes to read	Likes to be read to	Reading is not a priority
Usually a good speller	May be particular about the exact choice of words	May find spelling difficult
Memorises by creating mental images	Memorises by steps in a sequence	Likes to solve problems by physically working through them
Thinks in pictures	Very aware of rhythm	Very good body control, good timing and reflexes
Easily put off by visual distractions	Easily distracted by noises	Is affected by touch, or lack of it
Finds verbal instructions difficult	May have difficulty with written instructions	Likes physical rewards
Remembers faces	Remembers names	Remember what they have done rather than seen or heard
Strong on first impressions	May assess people by the sound of their voice	May assess people and situations by what 'feels right'
Likes drawing and doodling, may have good handwriting	Enjoys music and the sounds of words	Enjoys handling objects
Enjoys using colour	Enjoys talking and listening	Enjoys doing activities
Notices details	Can remember – and often mimic – speech by picking up rhythm of sentence	Likes to use gestures and to touch people while talking to them
Often a quick thinker	May need time to think (ie discuss it with self)	May need time to think (ie process the actions involved)
May focus on the 'big picture' and use advance planning	May assess a situation on 'how it sounds' to them	Will try new things – likes to get involved

## HOW DOES THIS HELP ME LEARN?

Read the learning tips below to find out ways to help yourself, and students you support, to make the most of your learning activities.

### VISUAL LEARNERS

- ❖ Learn best when there is a lot of visual input
- ❖ Need a desk which is tidy – free of visual clutter!
- ❖ Remember things by their colour, size, location
- ❖ Remember by mentally ‘photographing’ or visualising information
- ❖ Make use of posters and pictures – simplify information
- ❖ Note shapes or outlines
- ❖ Colour code different points or aspects of notes and texts
- ❖ Stick useful information above eye-level
- ❖ Use mind maps, flow charts etc.
- ❖ Learn from videos and overhead transparencies (OHTs)
- ❖ Use visual clues to help remember things
- ❖ May find quiet background music helpful while working

### AUDITORY LEARNERS

- Learn best by listening and discussing
- Use a tape recorder to learn material and plan assignments
- Practise by hearing and recalling
- Make use of what words sound like, and word association
- Use auditory mnemonics – remember by sound and rhythm
- May need to ask for a spoken explanation when understanding is difficult
- Remember by pitch, volume and rhythm of voice when listening
- Concentrate best in a quiet room but may find quiet background music useful
- Need to have copies of visual material used in lectures

### KINAESTHETIC LEARNERS

- Learn best by doing and practising
- Move to learn (if not possible use ‘worry’ beads or squeezing a ball)
- Learn by handling materials, using models, doing things
- Use texture and weight – learn through muscle memory
- Learn from demonstrations – imagine or mirror movements
- Explore situations by imagining what it would ‘feel’ like
- Act out events, even facts, by using role play
- Need to have copies of visual material used in lectures

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**SELF EVALUATION**

**ACTIVITY:** List the positive personal characteristics you possess that complement your role of support worker (see list below for some ideas). Brainstorm a list of opposite, ie negative characteristics. Write down which ones you think apply to you.

**POSITIVE**

- Well organised
- Conscientious
- Good communicator
- Focused
- Energetic
- Proactive
- Discreet
- Calm
- Enthusiastic
- Willing to learn
- Keeps within boundaries
- Good sense of humour
- Punctual
- Fair
- Flexible
- Courteous
- Practical skills

**NEGATIVE**

- Disorganised
- Lacks commitment
- Unresponsive
- Lacks concentration
- Lazy
- Reactive, passive
- Indiscreet
- Impatient
- Bored
- Apathetic
- Manipulative
- Sullen
- Late
- Unethical
- Unaccommodating
- Lacks respect
- Untrained

**Select 2 negative characteristics that you would like to improve**

What do you want to achieve? By when? How will you do it?

Use **SMART** targets:

**Simple**

**Measurable**

**Achievable**

**Relevant**

**Time limited**

Easy to remember, understand

You can show what you achieve

Realistic

Useful to you now or in future

Gives incentive to achieve

**ACTIVITY: Action Plan**

Set 2 different targets you would like to achieve. Use the action plan on page 14 and:

- list the targets
- break down the way you plan to achieve your targets into small, achievable steps
- in the column headed 'Achievement Criteria' write down how you will know you have achieved each target, or step.
- Set a date by when you want to achieve each target
- When you achieve it, write the date in the last column

- Get a witness testimony signed by someone who knows what you have been trying to achieve, for each of the 2 targets.

### **Self Evaluation of how you are working**

You can apply the same approach to how you work and how successful you are.

At the end of a session – at work as support worker or in a seminar etc. – ask yourself:

- Did this go well?                      If so, why?                      How can I keep this up/do even Better?
- Did this go badly?                      If so, why?                      How can I improve?

*Example:*

*I feel really confident about how I discussed things in the last seminar.*

*I think it was because I read the text all through and understood it the night before.*

*I must always try to do this before the seminar.*

**SELF EVALUATION - ACTION PLAN**

TARGET	STEPS TO TAKE	ACHIEVEMENT CRITERIA	TARGET DATE	DATE ACHIEVED

## Effectiveness at Work 2.1 – 2.4

### PROBLEM SOLVING

This is a whole subject in itself and the library can provide many books that will go into more depth than we can in this exercise. It is used in areas as diverse as counselling, engineering and management studies.

There are many methods and I am just going to raise your awareness of a few approaches that can help you take a more systematic approach when there is a stubborn or difficult problem.

The aim is to define problems, identify potential solutions and select the option that is most likely to be successful. When confronted by a problem, ask yourself the following questions:

1. **WHAT IS THE PROBLEM?** - identify the problem - eg compare the current state of affairs to what you think is an appropriate standard (eg past performance, previous circumstances etc.)
2. **WHOSE PROBLEM IS IT?** - a fundamental question, but many people find themselves dealing with a problem because someone has raised it or they *think* it is their job to do it. Ask yourself this if a problem is worrying you. Is it your role to deal with this problem? If it is not your problem, you must ask yourself also whether it is appropriate for you to get involved.
3. **WHY IS IT A PROBLEM?** What or who is causing it? What are the effects created by the problem?
4. **WHAT ARE THE POTENTIAL SOLUTIONS?** Depending on the circumstances you can brainstorm possible solutions with someone else who is involved or just on your own. At this stage you are just thinking of any solution, not whether or not it will work or how it will be achieved.
5. **PROS AND CONS** (For and Against) Look at your potential solutions and see if any can be weeded out as totally unworkable. For the others, write them down and list their pros and cons. You are obviously looking for something that has more pros than cons and you must select it from this list and create an action plan.
6. **ACTION PLAN** – What you are going to do to solve the problem, how you are going to do it, how will you know if it has worked? Afterwards, evaluate this, ask yourself if it did or did not work and the reasons.

**ACTIVITY** : Please use the **PROBLEM SOLVING CHART** on the next page to describe a problem that you are encountering and how you have dealt with it. **To be completed and handed in for assessment as evidence for Effectiveness at Work, nos. 2.1 – 2.4.**

## PROBLEM SOLVING CHART (1)

**Step 1:** What is the problem?

**Step 2:** Why is there a problem?

**Step 3:** What are the potential solutions?

**Step 4:** Potential solutions:

Advantages

Disadvantages

**Step 5:** What is the action plan?

**Step 6:** How will the action plan be implemented?

**Step 7:** How did the action plan work?

**ASSIGNMENT SHEET**

The following activities are designed to make you think about how to stop difficulties becoming problems and to take anticipatory action. For example, you realize you will not be available to support your student for two important days as you have to go on a trip. What could you do about it? Carry out the activities below in relation to a potential problem that you have identified, preferably to do with your work on the PAS or your degree course.

<b>ACTIVITY</b>	<b>L0 number</b>	<b>HAND IN DATE</b>
Identify something that could become a problem if it is not dealt with. Describe the potential problem	EAW 3.1	18/19.2.03
Explain what action you decide to take to prevent the problem.	EAW 3.2	18/19.2.03
Evaluate the effectiveness of your action – how well did the proposed action work in fact?	EAW 3.3	18/19.2.03
List some problems that you think would be better dealt with by a professional, and the names and addresses of the appropriate organizations where help could be found.	EAW 3.4	18/19.2.03

## TIME MANAGEMENT

### SELF ASSESSMENT

How effectively do you use your time?

Complete this questionnaire by answering the following statements and circling the answers that are closest to your experience. Be as honest as you can.

1=never 2=occasionally 3=frequently 4=always

QUESTION	SCORE
I arrive on time for lectures with everything I need	
I try to get recommended books as soon as possible	
I make a note of coursework deadlines in my notes	
I make a note of coursework deadlines in my diary	
I make a start on coursework well before the deadline	
I plan my coursework to fit in with lectures etc.	
I collect mail from my department regularly	
I regularly attend all lectures etc. that are on my timetable	
I work electronically as much as I can	
I set aside time to work without interruptions	
I make sure social commitments do not interfere with course work	
I take on only as much outside of my course as I can cope with	
I know when to say 'no' to other people's demands on my time	
I keep an up-to-date list of things to do	
I find time to keep in touch with friends and family	
I eat regularly and well	
I make choices about what I want to do with my spare time	
I know my way round the university site	
I organise my notes methodically	
I switch off my mobile when I am working	

Now add up your scores and see how effectively you use your time.

However successful you feel you are, there is always room for improvement. Try to identify your weak areas and work on improving them.

20 - 40      Learn to use your time efficiently and reduce the time wasted by interruptions.

41 – 60      You have reasonable time management skills but they could improve.

61 – 80      You use your time very efficiently. Keep looking for new ways to further streamline line the way you work

***There is no need to hand this in***

## TIME MANAGEMENT MATRIX

There are 4 types of work or things that take up your time. You have to understand these headings and to be able to analyse into which category each falls.

### Category:

- Important and urgent
- Important and not urgent
- Urgent and not important
- Not urgent and not important

You need to be clear about the difference between what is 'urgent' and what is 'important'. Ask yourself:

*Urgent for whom?*

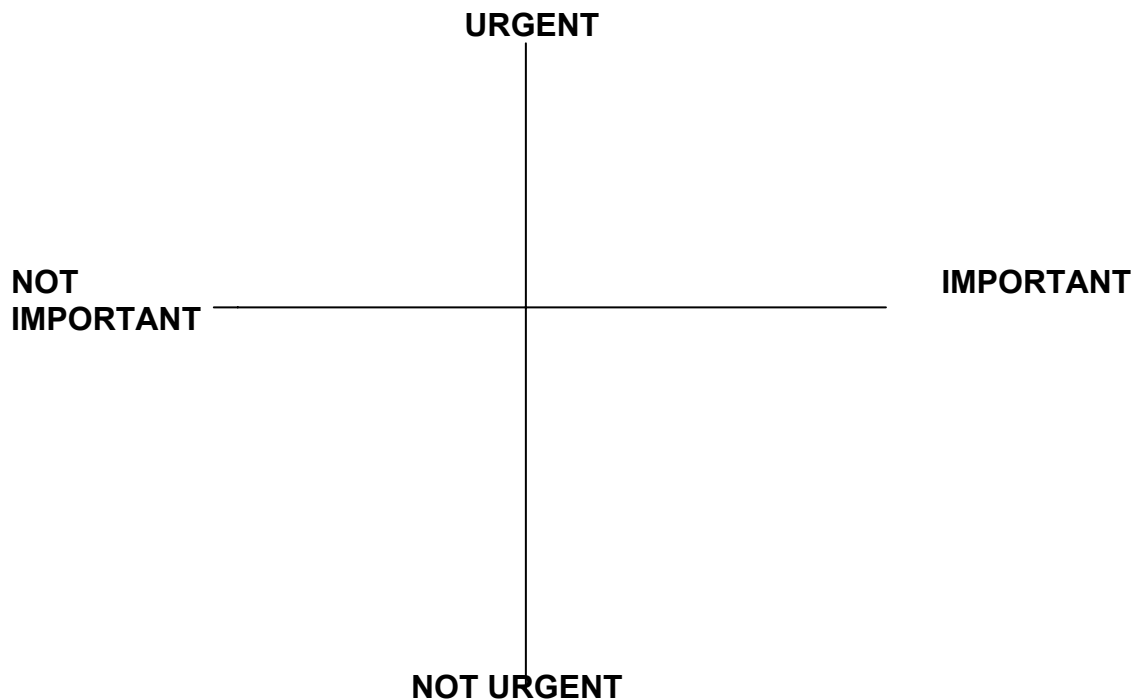
*Important for whom?*

**Urgent** means needs to be done very quickly.

**Important** means that the item is of great significance and may have consequences for you or for others.

Use the **TIME MANAGEMENT MATRIX** below to analyse how effectively you spend your time as follows:

- Write in **TOP RIGHT** everything that you are doing/planning that is ***urgent and important***
- Write in **TOP LEFT** everything that you are doing/planning that is ***urgent but not important***
- Write in **BOTTOM LEFT** everything that you are doing/planning that is ***not important and not urgent***
- Write in **BOTTOM RIGHT** everything that you are doing/planning that is ***important but not urgent***

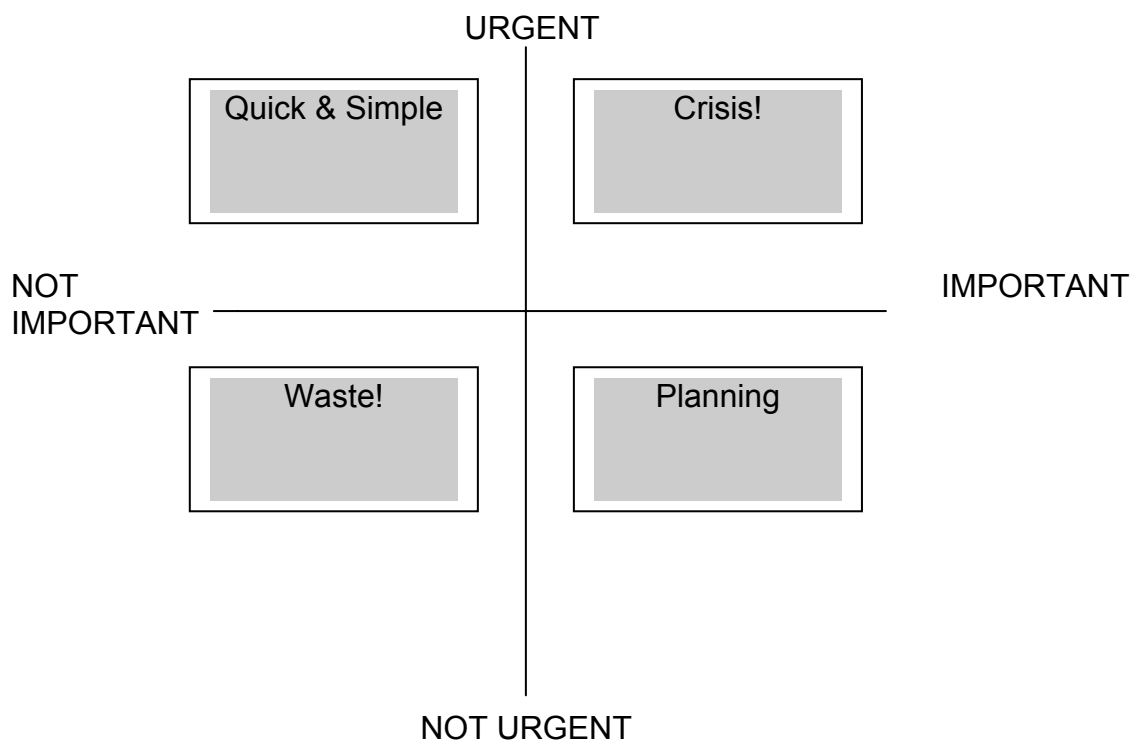


### NOW TRY THIS ACTIVITY:

Think about work and other tasks that you have got to do in the near future (examples could be: shopping for food, shopping for clothes, researching for coursework, meeting a coursework deadline, calling your family etc. There are very many more things that will be competing for your time).

Use the second **Time Management Matrix** (below) and fill in on it the commitments you have identified. Allocate each one to the category you think is appropriate. When you have done this, ask yourself, 'Is my workload equally balanced or is it top heavy in any of the categories?'

Look at how you can re-plan your workload making more use of the 'important and not urgent' category to introduce some planned preparation into your working life. You will see how your working life will benefit!



*There is no need to hand these in*

### WAYS OF IMPROVING YOUR TIME MANAGEMENT SKILLS

1. Keep a diary to note down important deadlines, meetings, changes of lecture times, your work times etc. Remember to put things in it. Refer to it regularly. Keep it with you.
2. Use your diary to plan your work – block out time in it to do course work, reading, go to the library, use the internet etc. so you are not just fitting these important things in as and when you can.

3. Make lists of things to do. Display where you can see them – where you work or in your kitchen, on your noticeboard etc. Cross off tasks when done. Add new ones. Review your list regularly and re-write it.
4. Keep a 'things to do' book. Write down what has to be done. Keep it updated so you can see how tasks are progressing. Rule 2 margins – one for ticking off when done, the other for follow-up.
5. Prioritise your list of things to do using the time management matrix.
6. Communicate well – let people know where you are and what you are doing. Make sure you are contactable – but on your own terms
7. Don't be ruled by your mobile phone!
8. Learn how to say 'no' to impositions on your time and resources and use this skill when necessary.
9. Don't neglect your long term goals.
10. Try to foresee problems ahead and avoid them or think of ways that you can control them.