

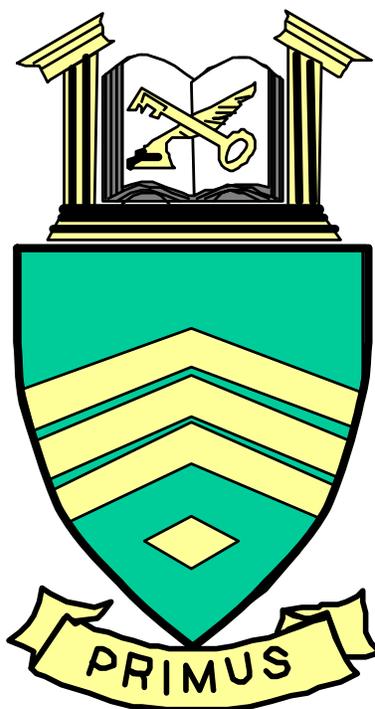
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

W659R (052002)

OCT 02

DEVELOP A PLANNING STRATEGY

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE

**TSP Number/
Hours and
Title** W659R
3.0 Hours
Develop a Planning Strategy

Effective Date Oct 02

**Supersedes
TSPs** New Lesson (USAREC)

TSP User The following course uses this TSP:

Course Number	Course Title
400-FSC(F) 521-SQIM (F) (VTT)	First Sergeant Course—The Army Training System (FSC-TATS)

Proponent The proponent for this document is the U.S. Army Recruiting and Retention Command.

**Comments
and
Recommendations** Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

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FORT JACKSON, SC 29207

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**Foreign
Disclosure
Restrictions** The lesson developer in coordination with USAREC foreign disclosure authority has reviewed this lesson. This lesson is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This training support package provides the instructor with a standardized lesson plan for teaching the task(s) listed in Section I.

This TSP Contains

	Table of Contents	Page
Lesson	Section I, Administrative Data	3
	Section II, Introduction/Terminal Learning Objective	7
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	ELO 1: Review doctrine responsibilities.	9
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	ELO 3: Manage effective time planning strategies.	14
	Section IV, Summary	17
	Section V, Student Evaluation	18
Appendixes	A. Visual Masters	A-1
	B. Test(s) and Test Solution(s)	Not Used
	C. Practical Exercise(s) and Solution(s)s	Not Used
	D. Student Handout(s)	D-1

DEVELOP A PLANNING STRATEGY

SECTION I ADMINISTRATIVE DATA

Teaching to Standard

The following courses teach this TSP to standard:

Course Number	Course Title
400-FSC (F) 521-SQIM (F) (VTT)	First Sergeant Course—The Army Training System (FSC-TATS).

Task(s) Trained to Standard

This lesson trains to standard the tasks listed in the following table(s):

Task Number:	805B-79R-5516
Task Title:	Develop a company planning strategy.
Conditions:	As a first sergeant given UR 350-9 and The 7 Habits of Highly Effective People.
Standards:	Developed a company planning strategy IAW UR 350-9 and The 7 Habits of Highly Effective People.

Task(s) Taught or Supported

None

Task(s) Reinforced

This lesson reinforces the task(s) listed in the following table: None.

Academic Hours

This lesson requires the following academic hours:

	Peacetime Hours/ Methods	Mobilization Hours/ Methods
	3.0/ CO	/
	/	/
Test	/	/
Test Review	/	/
Total Hours:	3.0	0/

Test Lesson Number

	Hours	Lesson Number
Test Lesson	None.	E654
Review of Test Results		

Prerequisite Lessons

None

Clearance and Access

There is no clearance or access requirement for this lesson.

References

The following table lists the reference(s) for this lesson:

Number	Title	Date	Additional Information
	The 7 Habits of Highly Effective People.	1989	Author: Stephen Covey. Published by: Simon and Schuster, NY, NY.
SH-3	Procrastination: Ten ways to "Do it Now."	May 02	Developed by the U.S. Army Recruiting and Retention School.
UR 350-9	Recruiting Company Production Management System.	Jul 02	

Student Assignments

Before class--

- Read: The 7 Habits of Highly Effective People, p 71 and 78, 81 thru 88, and 149 thru 154; SH-3; and UR 350-9, chapter 3, and Appendix P.
- Read Student Handout 1

During class--

- Participate in classroom discussion.

After class--

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

Instructor Requirements

- One Instructor per small group room for First Sergeant Resident Course.
- Special Qualifications-ITC, SGITC.

Additional Personnel Requirements

None.

Equipment Required for Instruction

- CPU W/monitor, multimedia capability, 3.5 disk Drive, CD ROM
- Modem w/full duplex capability 20GB
- INFOCUS LCD projector
- Projection Screen
- TV Monitor 32 Inch
- Viewgraph Overhead Projector
- Whiteboard
- Windows OS, Microsoft Internet Explorer, MSOffice.

Materials Required

Instructor materials—

Visual Aids (VGT): 9

- TSP
 - The 7 Habits of Highly Effective People, SH-3, and UR 350-9.
-

Student materials—

- The 7 Habits of Highly Effective People, SH-3, and UR 350-9.
 - Pen or pencil and writing paper.
-

Copyright Information

No copyright material reproduced for use in this lesson.
(Pending information from USAREC).

Gender Statement

Unless this lesson states otherwise, masculine nouns and pronouns do not refer exclusively to men.

Classroom, Training Area, and Range

Requirements for this lesson(s) are:

- A classroom suitable for small group instruction for each group of 18 students.

**Requirements
Ammunition
Requirements**

None

**Instructional
Guidance**

- Conduct this lesson using the Small Group Instruction technique and use the questions provided to generate discussion among the students.
 - The facilitator may need to create additional questions to ensure student participation continues throughout the lesson material..
-

**Lesson
Approval**

The following individuals reviewed and approved this lesson for publication and incorporation into the First Sergeants Course-TATS.

Name/Signature	Rank	Title	Date Signed
Copley, Donald D.	SFC	Training Developer	
Gill, James M.	MSG	Dir RRS Trng. and Dev. Dept.	
Mayo, John W.	SGM	Chief, FSC, USASMA	
Mays, Albert J.	SGM	Chief, CDD, USASMA	
Gill, David M.	LTC	Commandant, RRS	

SECTION II INTRODUCTION

Motivator

Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio is: 1:18
 Time of instruction: 00:00 to 00:10
 Media used: VGT-1

Awareness of all the tasks to accomplish is one of the basics of effective time management. Though many people keep track of day-to-day activities in their heads, effective time managers facilitate planning and productivity by making a task list. If you develop the skill of listing tasks regularly, you will benefit in several ways:

- You will be less likely to forget even minor tasks.
 - You may procrastinate less when you have a realistic idea of the work that needs doing, and the time available to do it.
 - You will have more flexibility when deciding what to do and when to do it, because you determine which tasks have high priority.
 - You have both a short- and long-range view of work scheduled.
-

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective (TLO) requirements.

At the completion of this lesson, you will:

Action:	Develop a company level planning strategy.
Conditions:	As a first sergeant in a classroom environment, given UR 350-9, "The 7 Habits of Highly Effective People", and SH-3.
Standard:	Developed a company level planning strategy IAW UR 350-9, "The 7 Habits of Highly Effective People", and SH-3.

Terminal Learning Objective

SHOW VGT-1, TERMINAL LEARNING OBJECTIVE



NOTE: Have one of the students read the TLO.

REMOVE VGT-1

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

None

Evaluation

At the end of this module, you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

Instructional Lead-in

None:

SECTION III PRESENTATION

ELO 1 ENABLING LEARNING OBJECTIVE 1

NOTE: Inform the students of the enabling learning objective requirements.

Action:	Review doctrine responsibilities.
Conditions:	As a first sergeant in a classroom environment, given UR 350-9.
Standard:	Reviewed doctrine responsibilities IAW UR 350-9.

LS/A 1, ELO1 Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio: 1:18
 Time of instruction: 00:10 to 00:50
 Media used: VGT-2 thru VGT-4

Responsibilities Making mission-box is of utmost importance to the recruiter and the recruiting station, it is also an important area of concern to the company leadership team (CLT). Making mission is the basis for the failure or success of all concerned in the recruiting area. For this reason, the CLT has some responsibilities that they must adhere to in regards to the time management aspect. We will now discuss those responsibilities.

SHOW VGT-2, COMPANY LEADERSHIP TEAM MISSION-BOX RESPONSIBILITIES

NOTE: The instructor should lead the discussion on how this process relates to the recruiting area. Solicit student input and ideas and allow for student interaction.
 Ask the students to discuss and explain the bullets from their own perspective and experience as station commanders and recruiters.

LS/A 1, ELO-1
Responsibilities,
continued

SHOW VGT-2, COMPANY LEADERSHIP TEAM MISSION-BOX RESPONSIBILITIES

**COMPANY LEADERSHIP TEAM
MISSION-BOX RESPONSIBILITIES**

- Providing leadership over station commanders and recruiters.
- Providing guidance for effective planning.
- Effectively analyzing the Station Production Management System.
- Maintaining sales through training and development.
- Identifying training needs through “choke” points.

U.S. Army Recruiting Command W 659R/OCT 02/VGT-2

(Ref: UR 350-9, para 3-1)

REMOVE VGT-2

The next item of discussion is time management and mission-box success.

SHOW VGT-3, TIME MANAGEMENT AND MISSION-BOX SUCCESS

**TIME MANAGEMENT AND
MISSION-BOX SUCCESS**

**Effective time management
=
Mission box success**

U.S. Army Recruiting Command W 659R/OCT 02/VGT-3

(Ref: UR 350-9, para 3-3)

NOTE: During the explanation of the bullets, focus the discussion on how this process ties into the recruiting world.

REMOVE VGT-3

LS/A 1, ELO-1,
CLT Time
Management

The next slide shows the company leadership team time management process.

NOTE: Ask the following question to stimulate the discussion of the items on the slide.

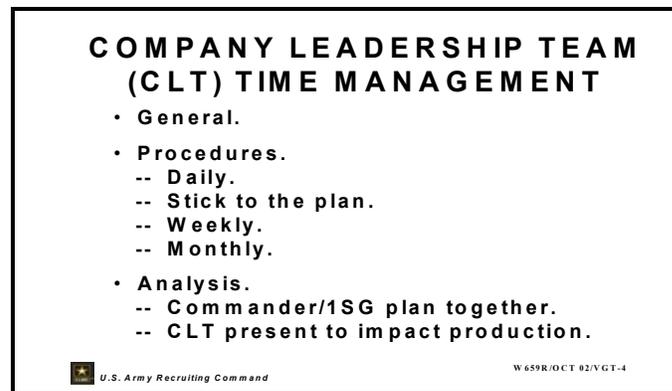
QUESTION: Why should the CLT formulate a general plan of action prior to the beginning of the week, month, quarter, or FY?

ANSWER: If they do not formulate a plan of action, the CLT could find themselves duplicating each other's efforts.

(Ref: UR 350-9, Appendix P, para P-1)

NOTE: Have the students discuss what could possibly go wrong if there is a duplication of efforts. Call on some of the students to explain the information on the slides. Allow time for student interaction and encourage them to cite some personal experiences on each of the subjects. Discuss the chart in figure P-1.

SHOW VGT-4, COMPANY LEADERSHIP TEAM (CLT) TIME MANAGEMENT



(Ref: UR 350-9, Appendix P)

REMOVE VGT-4

Break:

Time: 00:50 to 01:00

LS/A 1, ELO 1,
Check on
Learning

QUESTION: Who is responsible for the mission box success in a recruiting company?

ANSWER: The CLT is responsible.

(Ref: UR 350-9, para 3-1)

ELO 2

ENABLING LEARNING OBJECTIVE 2

NOTE: Inform the students of the enabling learning objective requirements.

Action:	Control procrastination.
Conditions:	As a first sergeant in a classroom environment, given student handout (SH) 3.
Standard:	Controlled procrastination IAW SH-3.

LS/A 1, ELO-2

Method of instruction: CO
Technique of delivery: SG
Instructor to student ratio: 1:18
Time of instruction: 01:00 to 01:50
Media used: VGT-5 thru VGT-16

Procrastination

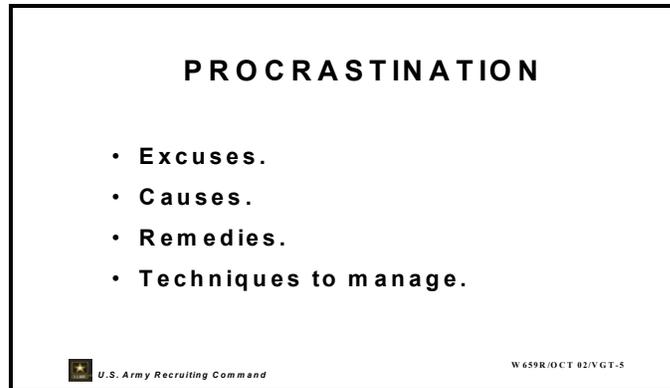
Procrastination has a way of ruling our lives if we do not bring it under control. Many resigned procrastinators simply confess, "I'm just lazy and do not feel like doing it now" and hope that the explanation is satisfactory. Not by a long shot. Laziness is procrastination out of control. It takes a great deal of wisdom and effort to break the clutches of procrastination, but when you do, the results can be very beneficial.

Ask the following question to initiate discussion of the subject matter for this ELO. How many of you had the urge to procrastinate, and how did you overcome it? (Opinion)

LS/A 1, ELO-2
Procrastination

NOTE: Allow the students time to interact on the question and then show VGT-5.

SHOW VGT-5, PROCRASTINATION



NOTE: Call on some of the students to discuss the bullets on the VGT and allow them to interact among themselves. Have them cite their experiences and how they were able to overcome the urge to “Put off till tomorrow, what they can do today”. Your expertise in the recruiting world can and will bring in a lot of useful information that will help the students on this subject matter. Answer any questions the students may have.

Check on
Learning

QUESTION: What are three of the excuses procrastinators tend to use?

ANSWER: Some of the excuses are:

- I'll wait until I'm in the mood to do it.
- It's OK to celebrate ... besides, I'll start my diet (sobriety) tomorrow.
- My health problem isn't that bad. Time will heal this pain.
- There's plenty of time to get it done.
- Why does the boss give us so much to do? It's not fair.
- It's too hard to talk about. I don't know where to begin.
- I work better under pressure so I don't need to do it right now.

(Ref: SH-3-1)

REMOVE VGT-5Break Time: 01:50 to 02:00

ELO 3 ENABLING LEARNING OBJECTIVE 3**NOTE:** Inform the students of the enabling learning objective requirements.

Action:	Manage effective time planning strategies.
Conditions:	As a first sergeant in a classroom environment, given The 7 Habits of Highly Effective People.
Standard:	Managed effective time planning strategies IAW The 7 Habits of Highly Effective People.

LS/A 1, ELO 3 Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio: 1:18
 Time of instruction: 02:00 to 02:45
 Media used: VGT-6 thru VGT-9

Time Planning Strategies We are now going to discuss the ways to manage effective time planning strategies. We will use a book titled, “The 7 Habits of Highly Effective People.”

NOTE: Use the following question to set the tone for this ELO.

QUESTION: Victor Frankl used the human endowment of self-awareness to discover a fundamental principle about the nature of man. Between stimulus and response, what does he say is the fundamental principle?

ANSWER: Between stimulus and response, Frankl says that the fundamental principle about the nature of man is that he has the freedom of choice.

(Ref: The 7 Habits of Highly Effective People, p 69 and 70)

SHOW VGT-6, PROACTIVE MODEL

LS/A 1, ELO 3
Time Planning
Strategies,
continued

PROACTIVE MODEL

- **Freedom to choose.**
- **Proactive language.**

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(Ref: The 7 Habits of Highly Effective People, p 69 thru 80)

NOTE: Allow the students the freedom to use proactive language as they discuss the bullets on the above VGT. Guide them with your expertise and answer any questions they may have.

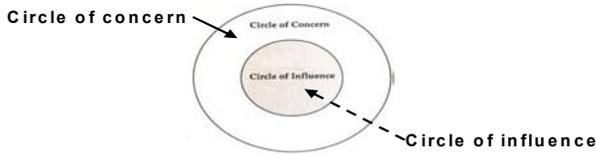
REMOVE VGT-6

Circle of
Concern

Another way of looking at how we can become more aware of our own degree of proactivity is to look at the way we focus our time and energy. As we look at the things within our *circle of concern*, we find that some things we cannot control and others that we can change.

SHOW VGT-7, CIRCLE OF CONCERN

CIRCLE OF CONCERN



- **Proactive focus.**
- **Reactive focus**
- **Direct, indirect, and no control.**
- **Expanding the circle of influence.**

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(Ref: The 7 Habits of Highly Effective People, p 81-88)

NOTE: As you lead the discussion on the bullets on the slide, refer the students to the figures in the reference. Have them explain their interpretation and lead them in the right direction, if needed.

REMOVE VGT-7

LS/A 1, ELO 3
Four
Generations of
time
management

We will now discuss the four generations of time management.

SHOW VGT-8, FOUR GENERATIONS OF TIME MANAGEMENT

FOUR GENERATIONS OF TIME MANAGEMENT	
<ul style="list-style-type: none"> • Notes and checklists. • Calendars and appointment books. • Current time management. • Do not manage time, manage yourselves. 	
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(Ref: The 7 Habits Highly Effective People, p 149)

NOTE: Ask one or two students to explain the bullets. Allow for student interaction and use your expertise to answer any questions that might arise during the discussion.

Time
Management
Matrix

REMOVE VGT-8

The next slide explains the fourth generation of management through the matrix diagrammed on the VGT. Basically, we spend time in one of four ways.

SHOW VGT-9, TIME MANAGEMENT MATRIX

		TIME MANAGEMENT MATRIX	
		URGENT	NOT URGENT
I M P O R T A N T	QUAD 1	QUAD 2	
N O T I M P O R T A N T	QUAD 3	QUAD 4	
		<small>U.S. Army Recruiting Command</small>	<small>W 659R/OCT 02/VGT-9</small>

(Ref: The 7 Habits of Highly Effective People, p 150 thru 154)

LS/A 1, ELO 3 **NOTE:** Refer the students to the reference. Call on some of the students to explain each of the quadrants. The instructor should use his expertise to guide the students through their explanations. Allow for student interaction and answer any questions the students may have.

Time Management Matrix, continued

REMOVE VGT-9

Check on Learning

QUESTION: In the circle of concern, the problems we face fall in three areas. What are the three areas?

ANSWER: The three areas are:

1. Direct control (Problems involving our own behavior).
2. Indirect control (Problems involving other people's behavior).
3. No control (Problems we can do nothing about).

(Ref: The 7 Habits of Highly Effective People, p 85)

QUESTION: In the time management matrix, what are the two factors that define an activity?

ANSWER: The two factors are urgent and important.

(Ref: The 7 Habits of Highly Effective People, p 150)

SECTION IV SUMMARY

**Review/
Summarize
Lesson**

Method of instruction: CO
 Technique of delivery: SG
 Instructor to student ratio is: 1:18
 Time of instruction: 02:45 to 02:50
 Media used: None

**Review/
Summarize
Lesson**

Time management is very crucial to the successful accomplishment of the mission (Mission box). As a first sergeant, your time is very valuable and constantly consumed. You must be aware of all tasks to accomplish and the time allotted for completion of the task. One of the best methods of using

**Review/
Summarize
Lesson,
continued**

time effectively and controlling procrastination is to effectively plan when you will do specific tasks. Setting realistic goals, using self-discipline, and planning for work and play helps control your procrastination. Finally, effective time planning should put everything in order. If you understand how much time is available, decide what to do and when to do it. You will be able to work smarter not harder.

**Check on
Learning**

The questions and answers at the end of each ELO serve as the check on learning for this lesson

SECTION V STUDENT EVALUATION

**Testing
Requirements**

You will receive a 40-question written examination that may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

**Feedback
Requirement**

NOTE: You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

Appendix A

INDEX OF VISUAL AID MASTERS

This Appendix Contains This Appendix contains the masters (or facsimiles) of the visual aids listed in this table--

Number	Title
VGT-1	Terminal Learning Objective
VGT-2	Company Leadership Team Mission-Box Responsibilities
VGT-3	Time Management and Mission-Box Success
VGT-4	Company Leadership Team (CLT) Time Management
VGT-5	Procrastination
VGT-6	Proactive Model
VGT-7	Circle of Concern
VGT-8	Four Generations of Time Management
VGT-9	Time Management Matrix

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Appendix D

Index of Student Handouts

**This
Appendix
Contains**

This Appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Student Slide Note Sheets	SH-2-1 thru SH-2-4
SH-3, Procrastination	SH-3-1 thru SH-3-5

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of three hours of small group instruction.

Overview Awareness of all the tasks to accomplish is one of the basics of effective time management. Though many people keep track of day-to-day activities in their heads, effective time managers facilitate planning and productivity by making a task list. If you develop the skill of listing tasks regularly, you will benefit in several ways:

- You will be less likely to forget even minor tasks.
 - You may procrastinate less when you have a realistic idea of the work that needs doing, and the time available to do it.

 - You will have more flexibility when deciding what to do and when to do it, because you determine which tasks have high priority.

 - You have both a short- and long-range view of work scheduled.
-

Learning Objective

Terminal Learning Objective (TLO)

Action: Develop a company level planning strategy.

Condition: As a first sergeant in a classroom environment, given UR 350-9, The 7 Habits of Highly Effective People, and SH-3.

Standard: Develop a company level planning strategy IAW UR 350-9, The 7 Habits of Highly Effective People, and SH-3.

ELO 1 Review doctrine responsibilities.

ELO 2 Control procrastination.

ELO 3 Manage effective time planning strategies.

Assignment

The student assignments for this lesson are:

Read: The 7 Habits of Highly Effective People, p 71 and 78, 81 thru 88, and 149 thru 154; SH-3; and UR 350-9, chapter , and Appendix P.

**Additional
Subject Area
Resources**

None.

Bring to Class

All reference material
Pen or pencil and writing paper.

**TERMINAL LEARNING
OBJECTIVE**

**Develop a company level planning
strategy**

 U.S. Army Recruiting Command W659R/OCT 02/VGT-1

**COMPANY LEADERSHIP TEAM
MISSION-BOX RESPONSIBILITIES**

- Providing leadership over station commanders and recruiters.
- Providing guidance for effective planning.
- Effectively analyzing the Station Production Management System.
- Maintaining sales through training and development.
- Identifying training needs through “choke” points.

 U.S. Army Recruiting Command W659R/OCT 02/VGT-2

**TIME MANAGEMENT AND
MISSION-BOX SUCCESS**

**Effective time management
=
Mission-box success**

 U.S. Army Recruiting Command W659R/OCT 02/VGT-3

COMPANY LEADERSHIP TEAM (CLT) TIME MANAGEMENT

- **General.**
- **Procedures.**
 - Daily.
 - Stick to the plan.
 - Weekly.
 - Monthly.
- **Analysis.**
 - Commander/1SG plan together.
 - CLT present to impact production.

 U.S. Army Recruiting Command W659R/OCT 02/VGT-4

PROCRASTINATION

- **Excuses.**
- **Causes.**
- **Remedies.**
- **Techniques to manage.**

 U.S. Army Recruiting Command W659R/OCT 02/VGT-5

PROACTIVE MODEL

- **Freedom to choose.**
- **Proactive language.**

 U.S. Army Recruiting Command W659R/OCT 02/VGT-6

CIRCLE OF CONCERN

- Proactive focus.
- Reactive focus
- Direct, indirect, and no control.
- Expanding the circle of influence.

U.S. Army Recruiting Command W659R/OCT 02/VGT-7

FOUR GENERATIONS OF TIME MANAGEMENT

- Notes and checklists.
- Calendars and appointment books.
- Current time management.
- Do not manage time, manage yourselves.

U.S. Army Recruiting Command W659R/OCT 02/VGT-8

TIME MANAGEMENT MATRIX

	URGENT	NOT URGENT
I M P O R T A N T	QUAD 1	QUAD 2
N O T I M P O R T A N T	QUAD 3	QUAD 4

U.S. Army Recruiting Command W659R/OCT 02/VGT-9

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This is a USAREC developed handout.

STUDENT HANDOUT 3

PROCRASTINATION: TEN WAYS TO "DO IT NOW"

Procrastination plagues us all at one time or another. For some, it is a chronic problem. Others find that it hits only some areas of their lives. The net results, though, are usually the same--wasted time, missed opportunities, poor performance, self-deprecation, or increased stress.

Procrastination is letting the low-priority tasks get in the way of high-priority ones. It's socializing with colleagues when you know that important work project is due soon, watching TV instead of doing your household chores, or talking about superficial things with your partner rather than discussing your relationship concerns.

We all seem to do fine with things we want to do or enjoy doing for fun. However, when we perceive tasks as difficult, inconvenient, or scary, we may shift into our procrastination mode. We have very clever ways of fooling ourselves. See how many of the following excuses hit home for you:

- I will wait until I am in the mood to do it.
- It is OK to celebrate ... besides, I will start my diet (sobriety) tomorrow.
- My health problem is not that bad. Time will heal this pain.
- There is plenty of time to get it done.
- Why does the boss give us so much to do? It is not fair.
- It is too hard to talk about. I do not know where to begin.
- I work better under pressure so I do not need to do it right now.
- I have too many other things to do first.

Once exposed, these self-defeating statements do not sound so convincing. However, when we privately tell ourselves these excuses, they seem quite believable. Do not fool yourself by how innocent they sound. They get us to postpone important tasks and duties.

CAUSES

Procrastination is a bad habit. Like other habits, there are two general causes. The first is the "crooked thinking" we employ to justify our behavior. The second source is our behavioral patterns.

A closer look at our crooked thinking reveals three major issues in delaying tactics-- perfectionism, inadequacy, and discomfort. Those who believe they must turn in the exemplary report may wait until they review all available resources or endlessly rewrite draft after draft. Worry over producing the perfect project prevents them from finishing on time. Feelings of inadequacy can also cause delays. Those who "know for a fact" that they are incompetent often believe they will fail and will avoid the unpleasantness of having their skills put to the test. Fear of discomfort is another way of putting a stop to what needs doing. Yet, the more we delay, the worse the discomforting problem (like a toothache) becomes. Our behavioral patterns are the second cause. Getting started on an unpleasant or difficult task may seem impossible. Procrastination is like the physics concept of inertia-- a mass at rest tends to stay at rest. To start a change rather than to sustain a change requires greater forces. Another way of viewing it is that avoiding tasks reinforces procrastination, which makes it harder to get things going. Not knowing what to do--not the lack of desire--may also be what sticks a person. Here are some things to break the habit. Remember, do not just read them, go ahead and do them!

REMEDIES

1. Rational Self-Talk. Those old excuses really do not hold up to rational inspection. The "two-column technique" will help. Write down all your excuses on one side of a piece of paper. Start challenging the faulty reasoning behind each of the excuses. Write down your realistic thoughts on the opposite side of each excuse. Here are two examples of excuses and realistic thoughts.

EXCUSE: I am not in the mood right now.

REALISTIC THOUGHT: Mood does not do my work, actions do. If I wait for the right mood, I may never get it done.

EXCUSE: I am just lazy.

REALISTIC THOUGHT: Labeling myself as lazy only brings me down. My work is separate from what I am as a person. Getting started is the key to finishing.

2. Positive Self-Statements. Incorporate a list of self-motivating statements into your repertoire of thoughts. Consider this:
 - "There is no time like the present."
 - "The sooner I get done, the sooner I can play."
 - "There is no such thing as perfectionism. It is an illusion that keeps me from doing what I have to do right now."

- "It is cheaper and less painful if I do it now rather than wait until it gets worse."
3. Don't make assumptions. Jumping to the conclusion that you will fail or that you are no good at something will only create a wall of fear that will stop you cold. Recognize that your negative predictions are not facts. Focus on the present and what positive steps you can take toward reaching your goals.
 4. Design Clear Goals. Think about what you want and what you need to do. Be specific. If it is getting that work project completed by the deadline, figure out a timetable with realistic goals at each step. Keep your sights within reason. Having goals too big can scare you away from starting.
 5. Set Priorities. Write down all the things that you need to do in order of their importance. The greater the importance or urgency, the higher their priority. Put "messaging around" (distractions) in its proper place - last! Start at the top of the list and work your way down.
 6. Break Down the Tasks. Big projects feel overwhelming. Break them down into the smallest and most manageable subparts. You will get more done if you can do it piece by piece. For example, make an outline for a written report before you start composing, or do a small portion of the job rather than doing it all at once. Breaking jobs down works especially well with the unpleasant jobs. Most of us can handle duties we dislike as long as they only last for a short time and we do them in small increments.
 7. Get Organized. Have all your materials ready before you begin a task. Use a daily schedule and have it with you all the time. List the tasks of the day or week realistically. Check off the tasks when you have completed them.
 8. Take a Stand. Commit yourself to doing the task. Write yourself a "contract" and sign it. Better still; tell a friend, partner, or supervisor about your plans.
 9. Use Prompts. Write reminders to yourself and put them in conspicuous places like on the TV, refrigerator, bathroom mirror, front door, and car dashboard. The more we remember the greater the likelihood we will follow through with our plans.
 10. Reward Yourself. Self-reinforcement has a powerful effect on developing a "do it now" attitude. Celebrate, pat yourself on the back, smile, and let yourself enjoy the completion of even the smallest of tasks. Do not minimize your accomplishments. Remember that you are already that much closer to finishing those things that you need to do. Go ahead, get started ... NOW!

Techniques to Manage Procrastination

Set Priorities.

Not: I do not know where to begin, so I cannot begin at all.

Not: I have to do EVERYTHING! Nothing less will do.

Instead: The most important step is to pick one project to focus on.

Break the Task down into Little Pieces

Not: There is so much to do, and it is so complicated. I am overwhelmed by my English term paper.

Instead: I do not have to do the whole project at once. There are separate small steps I can take one at a time to begin researching and drafting my paper.

Set Up Small, Specific Goals.

Not: I have to write my thesis within two months.

Instead: If I write two pages per day, Monday-Friday, I can finish a first draft in one month. I will have a revised final draft in 2 months.

Take One Small Step at a Time.

Not: It is too much. I will never get it all done.

Instead: What is the one next step on my list? I will concentrate on that step for right now

Reward Yourself Right Away when you accomplish a Small Goal.

Not: I cannot take any time out until I am completely finished.

Instead: I spent an hour working. Now I will call a friend.

Use a Time Schedule.

Not: I must devote the whole week to this project.

Instead: I can use these times this week to work on my project:
Monday 7-8; Tuesday 7-9; Saturday 10-12.

Learn How to Tell Time.

Not: Sorting through these papers and reorganizing my file cabinet will be a snap. It will not take me more than an hour, so I can do it any time.

Instead: Sorting papers always take longer than I expect, so I will start tonight. I will spend 1 hour filing one stack of papers.

Optimize Your Chances for Success.

Not: I will do my writing this weekend at home.

Instead: I will write during the week in a library. (Choose whatever conditions are optimal for you to get work done.)

Delegate, if possible.

Not: I am the only person in the world who can do this.

Instead: I do not have to do this all by myself. I can ask someone else to do part of the job and still feel a sense of accomplishment.

Just Get Started.

Not: I cannot write this speech until inspiration hits me.

Instead: I will write what first comes to mind, and then improve it later.

Look at What You Have Accomplished.

Not: I have barely made a dent in all there is to do.

Instead: I have reviewed my lecture notes and read three chapters. That will not guarantee me an "A," but it is more than I did yesterday.

Be Realistic!

Not: I should be able to work full-time, take 4 classes, be president of the Esperanto Club, spend more time with friends, and play tennis 2 hours a day with no trouble at all.

Instead: I have limits. I can take on fewer responsibilities and still like myself.

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