Документ подписан простой электронной подписью
Информация о владельце:
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Должность: директор департамента по образовательной политике
Дата подписания: 18.09.2025 18:16:23
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION**

Federal State Autonomous Educational Institution of Higher Education

**"Moscow Polytechnic University"**

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"27" февраля 2025

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"28" февраля 2025

# WORKING PROGRAM OF THE DISCIPLINE

## "Self-management and Time Management"

Field of study
**38.03.02 Management**

Educational program (profile)
**"Business Process Management"**

Qualification (degree)
**Bachelor**

Form of study
**Part-time**

Moscow 2025

**Developer(s):**

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**Agreed:**
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## 1. Goals, objectives and planned learning outcomes in the discipline

The main goals of mastering the discipline "Self-management and time management" should include the formation in students of basic knowledge of theoretical foundations and practical skills in the field of time management as an intangible resource, which is the basis for organizing effective activities both at the personal and corporate level, mastering the basic skills of creating personal accounting system, time planning, personal goal setting and task prioritization

The main objectives of mastering the discipline "Self-management and time management" include:

- familiarity with the basic concepts, definitions, categories in the field of time management;
- gaining knowledge about modern concepts, approaches, technologies for the rational organization of the use of time as an intangible resource for professional development;
- study of technologies for effective time management at personal and corporate levels.

Training in the discipline "Self-management and time management" is aimed at developing the following competencies in students:

| **Code and name of competencies** | **Indicators of Competency Achievement** |
|---|---|
| UK-6. Able to manage his time, build and implement a trajectory of self-development based on the principles of lifelong education | IUK-6.1. Uses time management tools and methods when performing specific tasks, projects, and achieving goals<br>IUK-6.2. Determines priorities for own activities, personal development and professional growth<br>IUK-6.3. Demonstrates readiness to build a professional career and determine a professional development strategy based on an assessment of the requirements of the labor market, offers of the educational services market and taking into account personal capabilities and preferences |

## 2. Place of discipline in the structure of the educational program

The discipline refers to the part formed by the participants in educational relations, block B1 "Disciplines (modules)".

The discipline "Self-management and time management" is logically, substantively and methodologically interconnected with the following disciplines and practices of the EP:

- Project activities
- Cross-cultural management
- Basic Management

## 3. Structure and content of the discipline

The total labor intensity of the discipline is 4 credit units (144 hours).

### 3.1 Types of educational work and labor intensity

(according to forms of study)

3.1.1. Part-time education

| **No.** | **Type of educational work** | **Quantity hours** | **Semesters** | |
|---|---|---|---|---|
| | | | **3** | |
| **1** | **Auditory lessons** | **36** | 36 | |
| | Including: | | | |
| 1.1 | Lectures | 18 | 18 | |
| 1.2 | Seminars/practical sessions | 18 | 18 | |
| **2** | **Independent work** | **108** | 108 | |

| | | | | |
|---|---|---|---|---|
| **3** | **Interim certification** | | | |
| | Test/differential test/exam | **Exam** | Exam | |
| | **Total** | **144** | 144 | |

### 3.2 Thematic plan for studying the discipline

(according to forms of study)

3.2.2. Part-time education

| No. p/p | Sections/topics disciplines | Labor intensity, hour | | | | | |
|---|---|---|---|---|---|---|---|
| | | Total | Classroom work | | | | Independent work |
| | | | Lectures | Seminars/practical sessions | Laboratory exercises | Practical training | |
| 1.1 | Topic 1 Goal setting | | 2 | 2 | | | 12 |
| 1.2 | Topic 2 Timing as a personal time tracking system | | 2 | 2 | | | 12 |
| 1.3 | Topic 3 Planning | | 2 | 2 | | | 12 |
| 1.4 | Topic 4 Review of tasks and its role in decision making | | 2 | 2 | | | 12 |
| 1.5 | Topic 5 Priorities. Time optimization | | 2 | 2 | | | 12 |
| 1.6 | Topic 6 Technologies for achieving results | | 2 | 2 | | | 12 |
| 1.7 | Topic 7 Corporate time management | | 2 | 2 | | | 12 |
| 1.8 | Topic 8 Technical tools for effective time management | | 2 | 2 | | | 12 |
| 1.9 | Topic 9 Time management technologies | | 2 | 2 | | | 12 |
| **Total** | | | **18** | **18** | | | **108** |

### 3.3 Contents of the discipline

**Topic 1.**Goal setting

The concept and essence of time management, the history of the formation of domestic time management, modern time management, time management as a system: basic levels.

Values as the basis for goal setting. A memoir as a tool for determining your basic values. Approaches to defining goals. “Life management” and life goals. Formulation of goals: SMART criteria. SMART goals and supergoals: two strategies for achieving goals.

**Topic 2.**Timing as a personal time tracking system

Features of time as a resource. Time sinks: definition of the concept, main types of time sinks. Ways to minimize wasted time. Definition of the concept, essence and tasks of timing. Full timing technique. Abbreviated timing technique. Analysis of personal effectiveness based on chronocard data. Classification of time expenditure.

**Topic 3.**Planning.

Heterogeneity of time: linear and nonlinear time. Two types of tasks. Definition of context. Basic types of contexts. Definition of the concept and task of contextual planning. Context planning

technique. Contextual planning tools. Planning the day. Three types of daily tasks: rigid, flexible, budgetary. Algorithm for planning daily tasks of various types.

**Topic 4.**Review of tasks and its role in decision making

The essence of task review is time management. Basic concepts and definitions. Tools for creating task overviews: features and advantages of each group of tools. Checklists. 2D graphs.

**Topic 5. Priorities. Time optimization**

Prioritization methods. Basic ways and methods of prioritization: Eisenhower matrix, multi-criteria assessment matrix, priority criteria. Pairwise comparison method for prioritization. Prioritize daily tasks using multi-criteria evaluation.

**Topic 6. Technologies for achieving results**

Proper distribution of workload. Rules for organizing effective rest. Effective sleep. Self-tuning for problem solving: methods, methods. Efficiently solve large, time-consuming problems. Techniques for working with “elephant” tasks. Using SMART criteria for subtasks. Solving small unpleasant problems.

**Topic 7. Corporate time management**

Delegation of powers. Basics of delegation. Basic goals and situations of delegation. Advantages and disadvantages of delegation of authority. Diagnostics and certification of TM skills: methodology. Corporate TM standards.

**Topic 8. Technical tools for effective time management**

Emergency time management. Analysis of time “sinks” and their elimination. Determining the duration of unproductive work.

**Topic 9. Time management technologies**

Flexible and rigid planning. Prioritization. Setting up a custom view. Convenient grouping of tasks.

### 3.4 Topics of seminars/practical and laboratory classes

3.4.1. Seminars/practical sessions

| | |
|---|---|
| Topic 1 Goal setting | Seminar lesson 1 |
| Topic 2 Timing as a personal time tracking system | Seminar session 2 |
| Topic 3 Planning | Seminar session 3 |
| Topic 4 Review of tasks and its role in decision making | Seminar session 4 |
| Topic 5 Priorities. Time optimization | Seminar session 5 |
| Topic 6 Technologies for achieving results | Seminar session 6 |
| Topic 7 Corporate time management | Seminar session 7 |
| Topic 8 Technical tools for effective time management | Seminar session 8 |
| Topic 9 Time management technologies | Seminar session 9 |

## 4. Educational, methodological and information support

### 4.1 Main literature

1 Slinkova, O. K. Personal management: a textbook for universities / O. K. Slinkova. — 2nd ed., revised. and additional - Moscow: Yurayt Publishing House, 2023. - 116 p. - (Higher education). — ISBN 978-5-534-16189-2. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/530582

2 Spivak, V. A. Leadership: a textbook for universities / V. A. Spivak. - Moscow: Yurayt Publishing House, 2023. - 301 p. - (Higher education). — ISBN 978-5-9916-6921-4. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/511178

### 4.2 additional literature

3 Management: textbook for universities / Yu. V. Kuznetsov [etc.]; edited by Yu. V. Kuznetsov. - Moscow: Yurayt Publishing House, 2023. - 448 p. - (Higher education). — ISBN 978-5-534-03372-4. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/511207

4 Korotkov, E. M. Management: textbook for universities / E. M. Korotkov. — 3rd ed., revised. and additional - Moscow: Yurayt Publishing House, 2023. - 566 p. - (Higher education). — ISBN 978-5-534-07327-0. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/510549

5 Malyuk, V.I. Modern problems of management: textbook for universities / V.I. Malyuk. - Moscow: Yurayt Publishing House, 2023. - 195 p. - (Higher education). — ISBN 978-5-534-08338-5. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/514274

### 4.3 Electronic educational resources

An electronic educational resource on the discipline is under development.

## 5. Logistics support

Auditorium for lectures and seminars of the general fund. Study tables with benches, a blackboard, a portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

## 6. Guidelines

### 6.1 Methodological recommendations for teachers on organizing training

A presentation (from the English word - presentation) is a set of color pictures-slides on a specific topic, which is stored in a special format file with the PP extension. The term “presentation” (sometimes called “slide film”) is associated primarily with the information and advertising functions of pictures, which are designed for a certain category of viewers (users).

In order for the presentation to be well received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

In addition to the correct arrangement of text blocks, we must not forget about their content - the text. Under no circumstances should it contain spelling errors. You should also take into account the general rules of text formatting.

After creating a presentation and its design, you need to rehearse its presentation and your speech, check how the presentation as a whole will look (on a computer screen or projection screen), how quickly and adequately it is perceived from different places in the audience, under different lighting, noise, in an environment as close as possible to real performance conditions.

### 6.2 Guidelines for students on mastering the discipline

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to subsequently recall the studied educational material, supplement the content when working independently with literature, and prepare for the exam.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

Since the student's activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. During interactive classes, students must be active.

Guidelines for students on organizing independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. When working independently, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

# 7. Appraisal Fund

## 7.1 Methods for monitoring and assessing learning outcomes

### Indicator of the level of competence development

| **Self-management and time management** | | | | | |
|---|---|---|---|---|---|
| Federal State Educational Standard of Higher Education 38.03.02 "MANAGEMENT" | | | | | |
| In the process of mastering this discipline, the student forms and demonstrates the following: **competencies**: | | | | | |
| **COMPETENCIES** | | **List of components** | **Technology for developing competencies** | **Form of assessment tool**** | **Degrees of levels of mastering competencies** |
| **INDEX** | **FORMULATION** | | | | |
| **UK-6** | Able to manage his time, build and implement a trajectory of self-development based on the principles of | **IQR 6.1.**<br>- conceptual apparatus of the course: definitions, concepts, terms related to the time management system; | lecture, independent work, seminar classes | DS, T, Z | **A basic level of:**<br>- knows the features of using time management technologies in |

| | | | | | |
|---|---|---|---|---|---|
| | lifelong education | - elements of a time management system; - areas of application of time management technologies;<br>- features of the use of time management technologies in personal and corporate activities.<br>**IQR 6.2.**<br>- see the relationship between individual elements of the time management system;<br>- formulate goals and plan actions to achieve them, using time management tools;<br>- integrate the acquired knowledge in the field of time management into the practice of their daily activities.<br>**IQL 6.3.**<br>- goal setting skills;<br>- tools for goal setting and planning actions to achieve them;<br>- skills of collecting, analyzing, systematizing information on the topic of time management. | | | personal and corporate activities<br><br>**Increased level:**<br>- able to formulate goals and plan actions to achieve them using time management tools |

## 7.2 Scale and criteria for assessing learning outcomes

Scales for assessing the results of intermediate certification and their description:

***Interim certification form: test.***

Interim certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the interim assessment, the student is given a "pass" or "fail" rating.

*Only students who have completed all types of academic work provided for by the work program in the discipline "Self-management and time management" are allowed to take the intermediate certification (passed the intermediate control)*

| Grading scale | Description |
|---|---|
| Passed | All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance with the knowledge, skills and abilities given in the tables of indicators, operates with acquired knowledge, skills and abilities, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made. |
| Not accepted | One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, and skills with those given in the tables of indicators; significant mistakes are made; a lack of knowledge, abilities, and skills is evident in a number of indicators; the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations. |

## 7.3 Evaluation tools

**List of assessment tools for the discipline**
**"Self-management and time management"**

| OS No. | Name of the assessment tool | Brief description of the evaluation tool | Submission of the assessment tool to the Federal Fund |
|---|---|---|---|
| 1 | Report, message (DS) | A product of a student's independent work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic | Topics of reports, messages |
| 2 | Test (T) | A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student. | Test task fund |
| 3 | Test (G) | Final form of knowledge assessment. In higher education institutions they are held during examination sessions. | Questions for testing |

7.3.1. Current control

**Topics of reports on the discipline**
**"Self-management and time management"**
**(formation of competenceK-6)**

1. Goal setting in the enterprise competitiveness management system.
2. The main functions implemented in the enterprise competitiveness management system.
3. Goals of strategic management of competitiveness.
4. Organizational development system.
5. Tasks of managing the competitiveness of an enterprise.
6. The main elements of the mechanism for managing the competitiveness potential of an enterprise.
7. The process of forming a competitive strategy.
8. The role of the organization's strategy in the risk management process.
9. Stages of risk management, risk management strategies.
10. Information support for the risk management process.
11. The concept and goals of managing the safe development of an enterprise.
12. Stakeholders in ensuring the safe development of enterprises.
13. Economic security of the activity and development of the enterprise.
14. Signs of a non-strategic enterprise.

**Report evaluation criteria**

| No. | Criterion | Grade | | | |
|---|---|---|---|---|---|
| | | ex. | chorus | satisfaction | unsatisfactory |

| | | | | | |
|---|---|---|---|---|---|
| 1 | Structure of the report | The report contains semantic parts balanced in volume | The report contains three semantic parts, unbalanced in volume | One of the semantic parts is missing from the report | The report does not show the presence of semantic parts |
| 2 | Contents of the report | The content reflects the essence of the problem under consideration and the main results obtained | The content does not fully reflect the essence of the problem under consideration or the main results obtained | The content does not fully reflect the essence of the problem under consideration and the main results obtained | The content does not reflect the essence of the problem under consideration or the main results obtained |
| 3 | Mastery of the material | The student has complete command of the material presented, is problem oriented, and answers questions freely | The student knows the material presented, is oriented in the problem, finds it difficult to answer some questions | The student is not fluent enough in the material being presented and is poorly oriented in the problem | The student does not know the material being presented and has poor understanding of the problem |
| 4 | Matching theme | The presented material fully corresponds to the stated topic | The presented material contains elements that are not relevant to the topic | The material presented contains a large number of elements that are not related to the topic. | The material presented is slightly relevant to the topic |

**Tests by discipline**
**"Self-management and time management"**
**(formation of competenceK-6)**

Decisions made on the basis of logical conclusion, devoid of subjectivity and emotional overtones, are:

A) rational decisions
B) decisions based on judgment
C) intuitive decisions
Answer: A
Nighttime activity is harmful:
A) physical health
B) mental health
C) both physical and mental health
Answer: C
Jet lag is:
A) a state in which a person is so deeply involved in the process that extraneous factors cannot distract him, and the sense of time at this moment is lost
B) a state of the body characterized by emotional and physical stress caused by exposure to various unfavorable factors
C) conflict at the physiological level, which is a source of stress, insomnia and many health problems
Answer: C
A stressful state is:

A) a state in which a person is so deeply involved in the process that extraneous factors cannot distract him, and the sense of time at this moment is lost

B) a state of the body characterized by emotional and physical stress caused by exposure to various unfavorable factors

C) conflict at the physiological level, which is a source of stress, insomnia and many health problems

Answer: B

The thread state is:

A) a state in which a person is so deeply involved in the process that extraneous factors cannot distract him, and the sense of time at this moment is lost

B) a state of the body characterized by emotional and physical stress caused by exposure to various unfavorable factors

C) conflict at the physiological level, which is a source of stress, insomnia and many health problems

Answer: A

The result of the assessment using the timing technique according to the Lyubishchev system to reflect the dynamics of changes will be the construction:

A) graphics

B) matrices

C) tables

Answer: A

This technique is based on the idea that every material object is capable of causing a certain emotional state and, if necessary, can provoke it:

A) anchor setting technique

B) full timing technique

C) shortened timing technique

Answer: A

The perception of time for each individual is considered:

A) objective

B) subjective

C) standard

Answer: B

The active learning method, which is aimed at developing knowledge, skills and social behavior within the corporation's employees, is:

A) training

B) master class

C) event

Answer: A

The essence of corporate time management is:

A) movement from the individual organization of labor of the organization’s personnel to the organization of labor of the entire company

B) processes of increasing the efficiency of the entire organization to increasing the efficiency of individual employees

C) uniform rules of conduct or performance of work by company employees

Answer: B

Modern science owes the development of time management, first of all, to:

A) scientists

B) managers

C) occasion

Answer: B

Which personal effectiveness skill is the ability to concentrate thoughts on one's plans for the future, regardless of external factors and circumstances?

A) self-development
B) mental focus
C) planning
Answer: B

The ability to achieve personal goals with optimal expenditure of various types of resources is:
A) personal effectiveness or personal effectiveness
B) self-organization and self-motivation
C) self-control and self-management
Answer: A

Which prioritization method is based on the idea that 20% of the effort will produce about 80% of the results?
A) ABC timing
B) Eisenhower matrix
C) Pareto principle
Answer: C

Which priority setting method was developed by the 34th President of the United States?
A) multi-criteria evaluation matrix
B) Eisenhower matrix
C) Pareto principle
Answer: B

The set of technologies for accounting, planning and distribution of one's own time resources, as well as technologies that ensure the efficiency of organizing and using time, is:
A) time management
B) life management
C) time tracker
Answer: A

Which review tool in time management is also called mind management?
A) checklists
B) 2D graphics
C) smart cards
Answer: C

An example of which time management review tool is a Gantt chart?
A) checklists
B) 2D graphics
C) smart cards
Answer: B

Among all time management review tools, this tool is the most common:
A) checklists
B) 2D graphics
C) smart cards
Answer: A

When drawing up a daily routine, tasks whose execution does not depend on the time of day, but require a preliminary calculation of the time expected for their completion, are called:
A) hard tasks
B) flexible tasks
C) budgeted tasks
Answer: C

Planning for a period of one to five years is usually referred to as:
A) medium-term planning
B) short-term planning
C) long-term planning

Answer: A

A method that allows you to solve the problem that has arisen in front of you using minimal resources, by performing this task in the most suitable conditions for it, is:

A) planning

B) flexible tasks

C) context planning

Answer: C

To denote time, in the linear, continuous sense that is familiar to us, the Greeks used the concept:

A) chronos

B) chronophages

C) kairos

Answer: A

In the time management system, the process of accounting for personal time expenditure by simple written recording, providing material for analysis and decision-making, is usually called:

A) chronophages

B) kairos

C) timing

Answer: C

Ineffectively organized processes that lead to wasted time are:

A) time sinks

B) time-intensive activities

C) timing

Answer: A

What type of resource in economics is time considered to be?

A) to non-renewable resources

B) to renewable resources

C) time is not considered a resource

Answer: A

Which of the characteristics of a goal is that the goal has the vitality necessary for it:

A) acceptability

B) flexibility

C) consistency

Answer: B

Higher-order goals, the implementation of which is a significant achievement for a person, are:

A) operational goals

B) tactical goals

C) strategic goals

Answer: C

Which component of the “time management” system is characterized by a set of methods and tools for achieving maximum results:

A) efficiency

B) technology

C) topic

Answer: B

What approach to life is to live as it happens, without managing your life, but only reacting to external circumstances?

A) reactive approach

B) proactive approach

C) effective approach

Answer: A

7.3.2. Interim certification

**Questions for testing in the discipline**
**"Self-management and time management"**
**(formation of competenceK-6)**

1. The concept and essence of time management
2. Difficulties in using and distributing working time
3. External reasons for lack of time
4. Internal reasons for lack of time
5. “Sinks” of time in time management
6. Proactive and reactive approaches to life
7. Context Planning Tools
8. Rules for organizing the working day
9. Prioritizing time management
10. Results-based planning
11. Control stages
12. Planning stages
13. Eisenhower Matrix
14. Pareto rule
15. Timing. Key indicators of timing technique
16. Mutually supporting goals
17. External Goal Constraints
18. Internal Goal Constraints
19. Contextual planning
20. Typical difficulties in timekeeping and ways to overcome them
21. The Importance of Delegating Authority
22. Limits of delegation
23. What work should be delegated?
24. Barriers to Delegation
25. Advantages of delegation
26. The need for corporate implementation of time management
27. Corporate time management standards
28. Leadership styles
29. Structure of interaction with colleagues
30. Balance of strengths and weaknesses