

A Time Management Knowledge Analysis of a Selected Organization

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Bachelor's thesis
2018/2019



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně

Fakulta humanitních studií

Ústav moderních jazyků a literatur

akademický rok: 2018/2019

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Bc. Jiřina Hynková**

Osobní číslo: **H15630**

Studijní program: **B7310 Filologie**

Studijní obor: **Anglický jazyk pro manažerskou praxi**

Forma studia: **prezenční**

Téma práce: **Analýza znalostí time managementu zaměstnanců vybrané organizace**

Zásady pro vypracování:

Shromáždění odpovídajících odborných materiálů k tématu time managementu

Studium problematiky time managementu

Stanovení cílů dotazníkového výzkumu na základě odborných materiálů

Realizace kvantitativního dotazníkového šetření

Vyhodnocení dotazníkového šetření a případné doporučení změn k lepšímu

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Koch, Richard. 2007. The 80/20 Principle: The Secret of Achieving More with Less. 2nd ed. London: Nicholas Brealey.

Newport, Cal. 2016. Deep Work: Rules for Focused Success in a Distracted World. London: Little Brown.

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Seiwert, Lothar. 2013. Simplify Your Time. Prague: Anag.

Vedoucí bakalářské práce:

Ing. Jana Matošková, Ph.D.

Ústav managementu a marketingu

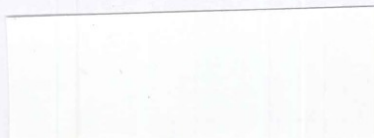
Datum zadání bakalářské práce:

9. listopadu 2018

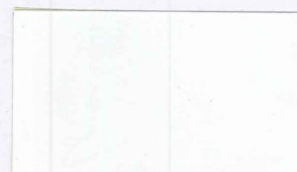
Termín odevzdání bakalářské práce:

3. května 2019

Ve Zlíně dne 11. ledna 2019



doc. Ing. Anežka Lengálová, Ph.D.
děkanka



Mgr. Libor Marek, Ph.D.
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ABSTRAKT

Time management je důležitý nejen pro optimální produktivitu práce zaměstnanců, ale také pro kvalitu jejich práce, jejich motivaci a spokojenost. Cílem bakalářské práce bylo analyzovat znalost time managementu zaměstnanců vybrané organizace (Magistrát města Zlína) a v případě nutnosti doporučit opatření ke zlepšení těchto znalostí. V teoretické části byly vymezeny základní pojmy spojené s time managementem. V analytické části byly popsány výsledky dotazníkového průzkumu, který proběhl ve vybrané organizaci. Výsledky výzkumu ukázaly, že existuje prostor pro zlepšení, a proto byly personálnímu oddělení navrženy kurzy time managementu a další opatření pro zlepšení.

Klíčová slova: time management, vyrušování od práce, prokrastinace, analýza využití času, veřejný sektor.

ABSTRACT

Time management is not only important for productivity, but also for the quality of work, the motivation of employees and job satisfaction. The aim of this thesis was to analyze time management knowledge of employees of a chosen organization (Zlín City Hall) and recommend measures for improvement if it is needed. In the theoretical part, basic terms related to time management were explained. In the analytical part, the results of an on-line questionnaire survey were presented. The results revealed that there is a space for improvement, thus time management courses and other actions for improvement were recommended to the organization.

Keywords: time management, interruptions of work activity, procrastination, analysis of the use of time, public sector.

ACKNOWLEDGEMENTS

I would like to thank my supervisor Ing. Jana Matošková, Ph. D. for her valuable advice, patience and willingness to help me. I would also like to thank Mgr. Roman Trušník, Ph.D. for his advice.

I hereby declare that the print version of my Bachelor's/Master's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

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INTRODUCTION

In the broadest sense, time management is as old as humanity itself. The time of our ancestors before the industrial revolution was influenced by the movement of the Sun, the natural rhythm of daylight and night-time and the weather. The industrial revolution brought a big change in the perception of time. Exact time on the clock started to become more important. The modern time management in a narrower sense was borne at the end of the 1950s. Since the 1960s the managers started to realize the importance of effective time management.

In today's world, many people wish that the day had more than 24 hours. Porvazník claims that according to the research carried out by experts in developed countries, only 27% of people complain about lack of money, while 73% of people complain about their lack of time (2008, 145). The managers and their subordinates might work under time pressure. This usually leads to stress which in many cases leads to diseases. Diseases lead to lower productivity of people. Not having enough time for your family or hobbies can lead to unhappiness. Not having enough time is a disease of our today's world. That is why time management has become important not only for managers but for many people.

One cannot influence the speed of the flow of time. However one can decide how one uses his time. Time management has something in common with self-planning. Time management is not only important for managers, but also for their subordinates, because every employee contributes to the success or failure of the whole organization. As Channar claims, effective time management plays a very important role in motivating the employees and it improves the performance of the organization. It also influences employee satisfaction and leads to high-quality work (2014, 47-48).

The aim of this thesis is to find out what the level of time management of the employees of the Zlín City Hall is (their strengths and weaknesses in this soft skill) and to tailor a project of education in time management to their specific needs. This organization was chosen because its personnel department expressed interest in this project. Another reason why this organization was chosen is that it plays an important part in the lives of local people. It influences such things as education, health care, environment and many other areas of life.

In the theoretical part of the bachelor thesis basic terms, topics and questions of the time management are defined. In the analytic part, the results of a questionnaire survey in

the Zlín City Hall are presented and analysed. Improvements for more effective time management are recommended to the organization.

I. THEORY

1 TIME MANAGEMENT

Time can be seen as the most precious of all resources because it cannot be bought, it cannot be substituted and we cannot stop its flow. Crkovská and Vácha point out that it is given (it cannot be enlarged or gained), it is irreversible (time which was wasted is lost) and it can be used in many different ways. Time is not only money, but our time is also life itself. ([1993], 12-13) Being aware of how precious time is creates a necessary precondition of efficient time management.

To manage one's time means to manage oneself. Having effective time management is a crucial skill nowadays. It influences the productivity of managers and every employee and it can influence the success or failure of the whole organization. According to Crkovská and Vácha, it requires, apart from the ability to make decisions, also self-discipline and consistency. In superficial concepts, the time management is seen as an effort to use every minute, as a way to perform more tasks all at once, as unnatural efforts to use one's time only for work, simply as a way to fill up more activities into the schedule than previously. However, these concepts of time management are wrong. To manage one's time means to choose the most important tasks and devote the energy and time to them without stress and it also means to put into the daily and long-term program activities that lead to the personal growth and are part of harmonious lifestyle ([1993], 8).

There are some **beliefs (myths)** that prevent people from paying their attention to effective time management. Based on a study of literary sources (Crkovská, Vácha, Porvazník and Seiwert) some of these of these myths are: belief that the time management is easy; belief that it is impossible to manage your time – you have to do what the day brings you; belief that the subordinates do not decide about their time, because their boss decides about it; belief that it is important to do things, not thinking about doing them; belief that someone has so little time that they do not have time for planning their time; belief that one will be able to manage their time better when their working conditions improve; belief that when someone gets better diary, their time management will improve; belief that everyone has too little time; belief that it is impossible to set priorities at work; belief that their work is changing all the time and that is why there cannot be any system in it; belief that people know what they devote their time to and know their time-traps; belief that it is because of the character of their work why people get overworked; belief that people will be like machines when they start to strictly follow the plans; belief that only lazy people idle; belief that doing things faster means doing them better; belief that the

breaks during work are unnecessary; belief that only people who manage to do a lot of things can be successful; belief that the internet and other modern technologies save time (Crkovská and Vácha [1993], 17; Porvazník 2008, 146; Seiwert 2013, 31-86).

People are usually not aware whether they use their time well or not. The easiest way to find it out is to look at some **symptoms of wrongly used time**. According to Godefroy, Clark, and Buckley, some of them are: having too many things on your schedule; often working at weekends and in the evenings; impossibility of taking time off to go on holiday; inability to meet the deadlines; impatience; procrastination; poor performance; lack of energy; indecisiveness; being late with projects; poor punctuality; constant feeling that one does not have enough time to fulfill one's duties; inability to deal with things in depths; hurried decisions; preferring short-term solutions to long-term solutions; having to sort out crises every day; long list of people who wait for appointment with you; stress and perfectionism; feeling of loss control of the situation; feeling of loss of awareness about your priorities and goals; inability to refuse a new tasks when the old ones have not been finished; having too little time for your family, entertainment and socializing (Godefroy and Clark 1989, 24-25; Buckley 2018).

Crkovská and Vácha think that the most common **mistakes in time management** are: preferring urgent tasks to important tasks; preferring short term priorities to long-term priorities; excessive perfectionism; doing what you like instead of what is objectively needed; getting used to stereotype and lack of creativity; lack of communication with colleagues; excessive caution and lack of courage ([1993], 110).

One of the biggest problems of our modern day office workers is **interruptions of work activity**. This phenomenon was researched by a computer science professor from Georgetown University Cal Newport who came to a conclusion that only deep uninterrupted work enables people to quickly learn complicated things (2016, 3) and have peak performance when it comes to quality and speed of work. These abilities are crucial in the digital age. In contrast with Newport's opinion are the results of research carried out by psychologists Mark from the University of California, Gudith and Klocke from Humboldt University (Berlin). This research (conducted in laboratory conditions) revealed that interruptions of work activity actually increase the speed of the work, but the cost of this increased speed is more stress, work pressure, and frustration experienced by the workers (2008, 4). Another research conducted by Bailey and Konstan which also measured effects of interruption of work activity showed that the participants needed "from 3% to 27% more time to complete the tasks, committed twice the number of errors across

tasks, experienced from 31% to 106% more annoyance, and experienced twice the increase in anxiety” (2006, 685).

Procrastination can be an enemy of efficiency for some people. It means putting off doing things one doesn't feel like doing. It is a complex psychological phenomenon which has been researched for more than a half century. Procrastination can be, according to Fernie et al., intentional or unintentional (2017, 136). Milgram and Tenne also distinguish behavioural (putting off activities) and decisional (putting off difficult decisions) procrastination (2000, 141-156). There are many ways to fight with procrastination and this thesis mentions only few of them.

Each person's activities include some which are not pleasant at first. Ludwig claims that the ability to perform these tasks depends on cognitive resources. The bigger those resources are, the more willpower one has. Willpower is like a muscle which can be trained, but it is important to replenish the cognitive resources at the same time. Cognitive resources depend to a large extent on nutrients, especially simple sugars and glucose that is why it is advisable to drink some fresh juice or eat some fruit. Ludwig also recommends to do some non-demanding physical activities (such as going for a short walk) to regenerate and replenished cognitive resources ([2016], 105).

One of the causes of procrastination, according to Ludwig, might be emotional aversion which leads to paralysis and inability to do the task, which was already rationally planned. This aversion creates an obstacle. The key to overcoming this obstacle is in lowering the pressure by starting with a task that is only that big that it is bearable. For example when writing a difficult book, one can tell himself that he will write a chapter a day and this creates so much aversion that the person will never start. But when he tells himself that he will write only three paragraphs a day, it becomes bearable and with regular repetition, it will lead to creating a habit and to the ability to gradually increase the amount of work ([2016], 107-109). This process is similar to Salami or Elephant Technique, which will be mentioned later in the chapter on time management techniques.

Another way how to stop procrastinate is, according to Scott, to register in an application like Lift.do, which enables people to establish a commitment and get support from members of this on-line community. The effectiveness of the use of this application is based on the fact that once a person publically announces his commitment, he is more likely to fulfill it. Of course, using the application is not the only option. One can also announce his commitment to his family or friends and get support from them. Another

option is to write his own blog or find support on on-line social networks or join a mastermind group (2014, 80-82).

Good **organization of the workspace** can also save time and contribute to the feeling of comfort of a worker. According to Heller and Hindle, the workspace should be organized according to the individual's needs. People should think about their work patterns and what takes place in their office and organize their workspace accordingly – e. g. if they have a lot of visitors, they should be able to see the door from their chair when they sit at their desk. (1998, 113). From the point of view of time management, the ergonomics also plays an important role. According to the HSACHannel (Health & Safety Authority, Ireland) video, the work station should have adequate lighting conditions, adjustable seat, adequate space for legs under the desk, computer monitor in a correct position (at the right height) and a telephone close to its user (HSACHannel 2018, 1:43-2:14). Colours used in the office are also important because they influence mood and ability to concentrate. Workers should be aware of the fact that the first impression that the visitors make about their office is important. As Heller and Hindle mention, it will be difficult to convince a visitor that a messy workspace is occupied by someone with an organized mind (1998, 110).

Meetings can also save time or waste it. Leading a meeting well is very important, because, as Porvazník states, “badly-led meetings can lead to a drop in morale, and productivity decreases; they can cause confusion, frustration, anger, passivity or the loss of opportunities” (2008, 173). According to Crkovská and Vácha, these steps should not be omitted when preparing a meeting: 1) clarify the goal of the meeting, 2) set a suitable time and place for meeting, 3) invite the participants well in advance, 3) send the materials for meeting to participants well in advance, 4) check the fulfilment of task from the previous meeting before current meeting, 5) negotiate in advance about the main problems of the meeting with those who are involved in it, 6) think about the organization of the main points of the meeting ([1993], 59).

The way managers hold meetings reveals their approach and management style. As Crkovská and Vácha claim, they should adhere to these principles: 1) start the meeting exactly on scheduled time, 2) at the beginning of the meeting briefly repeat its goal, program, schedule and the time of its end, 3) make sure meeting minutes are written down, 4) explicitly begin and finish each point on a program, 5) keep the time allocated to each point, 6) finish dealing about each point with a decision, 7) make breaks if the meeting is longer than one hour, 8) do not tolerate interruptions (phone calls, etc.), 9) it is purposeful

to let other colleagues to lead the meeting from time to time, 10) after the meeting check the meeting minutes and send it to participants and other people involved, 11) evaluate the meeting from the point of its benefits, use of time and mistakes ([1993], 60-61).

According to Brodský, some of the mistakes managers make when leading a meeting are: lack of introduction, toleration of non-attendance of key workers, discussion that is not moderated, toleration of interruptions, putting off unpopular decisions, avoiding sorting out conflicts, not giving space to all participants, repetition of things to the latecomers, lack of summery, and frustrating conclusion. Some of the mistakes the participants make during meetings are: being not prepared, coming late, lack of discipline (informal chats with colleagues, leaving during the meeting, sleeping, sorting out private matters, interruptions of the speech of others, reading newspapers and magazines), wordy contributions, settling one's accounts with others, caring for one's own interests (blackmailing, putting pressure on others, lobbying, backstage dealings) (2014, 91-92). Good leaders should avoid above mentioned mistakes and should be able to influence and discipline their subordinates when they disrupt the meetings in any way.

As for **time management and gender**, at least three studies claim that women are better at time management than men. Research carried out by Burke and Collins among accountants in the USA revealed that females scored higher in time management (2001, 252). Another research conducted by Kaya, Pallos, Küçük et al. among nursing and midwifery students in Turkey showed that "female students were able to manage time better than male students" (2012, 284). And another study carried out by Liu, Rijmen, MacCann et al. among 814 middle-school students in the USA confirmed that female students did better in time management than male students (2009, 174). It can be only speculated why this is so. A possible explanation is that women must balance their family and work life and might have more things to do than men (despite the attempts for gender equality women might still do more childcare and housework than men) and thus they must learn to manage their time better than men. However, this does not explain why middle-school female students did better in time management than male students.

2 GENERATIONS OF TIME MANAGEMENT

Since the 1950s the managers tried to solve out the question of how to use one's time effectively. That is why today we can think about several generations of time management. Every generation followed the previous generation and tried to come up with something new.

According to Porvazník, the **first generation** of time management was based on writing tasks in the notepads. The people in this generation used the principle of going with the flow, but nevertheless, they tried not to forget things with deadlines or of big importance such as taking parts in important meetings, etc. What was characteristic for this generation was the notepad with the list of things that needed to be dealt with (2008, 152).

Pacovský claims that the first generation tried to make it clear what tasks were ahead of people. That brought some stress relief because people put on paper what was in their heads. The result was a list of tasks connected with the sources which were needed to fulfil the tasks (2006, 29).

According to Porvazník, the **second generation** of time management was based on the use of calendars and on taking the minutes. The goals were effectiveness, a setting of goals, personal responsibility, planning ahead and choice of future activities. The managers made records of their duties, set the deadlines, planned their meetings, etc. The records could not only be on paper but they could also be on a computer or computer network. (Porvazník, 2008, 153). Pacovský claims that the second generation was not only about what should be done but also about when it should be done (2006, 29).

As Pacovský claims, the **third generation** tried to sort out the weaknesses of previous generations – mainly the inability to work on larger projects and problems with the use of the teamwork. It was necessary to set the priorities of the tasks. The third generation came with terms such as a goal, teamwork, priority, and delegation of the tasks. It not only focused on long-term tasks, but it also focused on everyday planning. It focused on what should be done, how and when (2006, 29-30). According to Pacovský and Porvazník, on one hand, the methods of the time management of the third generation could lead to higher performance, they were sophisticated and logical, but on the other hand, they were sometimes so elaborated that they became unnatural, rigid, too artificial and inhuman. (Pacovský 2006, 29-30; Porvazník 2008, 153-154).

The **fourth generation** of time management is connected with the digital age we live in now. This era requires different methods. According to Pacovský, everything is faster

than it was in the previous industrial age. The market is saturated with products and services and the businesses fight for gaining the customers. In such a situation the speed is a very important factor (Pacovský, 2006, 32).

Under such circumstances, a new way of thinking is needed. Pacovský claims that one of these new thoughts is that the goal is less important than finding the right way to this goal. The result is not only in reaching this goal but also in satisfaction of the person who worked on this goal. "The fulfilment of everyday human needs, friendly relationships, and pleasant experiences will in the long term bring better results than a dogmatic following of time schedule and reaching of goals" (2006, 36). When people are satisfied, balanced and motivated, they simply work better. That is why it is necessary to focus on the development of the whole human being and not only on their performance at work.

The time management of the fourth generation focuses on a whole lifestyle of a person. Porvazník mentions that the tools of the time management of the third generation left many people guilty when they were not able to keep to the schedules (2008, 154). And time management of the fourth generation is more than the previous generations about feelings of people – whether they feel good because they respect their system of values and act according to it.

Another expert on time management Gruber thinks that the fourth generation of time management is also the final generation because there will be no next generations. Final generation according to Gruber will not only use the latest methods, but also the mental formulas that Gruber came with. He thinks that his multi-methods and mental formulas have the same effect and validity as mathematical formulas or the laws of physics (2017, 19).

3 THE PRINCIPLES OF TIME MANAGEMENT

The fight for effective time management is a never-ending process. Crkovská and Vácha think that it is a continuous process, in which one should be aware of his needs and goals when using time, one should collect information about using one's time, one should analyze this information and plan steps for improvement of time management. The success of good time management depends on how well one knows his own habits, how well one set his goals, how well one forms his strategy and how disciplined one is when reaching his goals ([1993], 21). That is why so much attention to these activities is paid in this chapter.

According to Crkovská and Vácha, the first step in the effort for effective time management is **analyzing how one uses his time** ([1993], 21-28). In order to do so, one has to collect data about how one spends hour after hour of his day for a certain period of time. While Crkovská and Vácha recommend taking this "snapshot" of the day for at least ten days ([1993], 24), Urban thinks taking the "snapshot" for two or three days is enough (2015, 41). Only after analyzing this data one becomes aware of how he really uses his time and what his time-traps are. The results of such analysis can be surprising because people usually tend to perceive their time in a distorted way. (Research carried out by Ferreira and Estevez, which included 35 participants from a Portuguese information technology company showed that employees perceived the time they spent on non-work related activities inaccurately, their estimates of the time were lower than the actual real time (2016, 29).

One of the next steps of effective time management is **setting your goals**. According to Rao, when one set his goals it helps him to keep clarity and it also helps him to find the right direction. It will also help to eliminate negative thoughts and avoid time traps. Preparing a to-do list in this phase will help one "to prioritize, organize and schedule tasks and act accordingly" (2014, 279). Then one has to spend some time in careful planning. It is worth it to invest some time into planning first before one starts to execute tasks. When one prepares his list of tasks, it helps one to stay focused. Crkovská and Vácha state that setting goals is important for motivation. Clear goals help one to direct energy in the right way. It gives one clarity and decisiveness which is needed for selecting what is important and what is a waste of time. Setting goals not only increases one's strength and energy but also gives one peace of mind and self-confidence. The goals should be realistic and

measurable. When thinking about long-term goals, one should set intermediate goals and choose the right strategy for achieving them ([1993], 90-95).

To make the setting of goals easier, Crkovská and Vácha recommend to list the key areas of one's life, which one would like to focus on (it can be for example career, family life, relationships and friends, personal finances and property, personal growth, care for the health and well-being). Then they recommend keeping a file, where people will insert and write down every impulse, wishes, ideas and goals and their progress in every key area. Forming of goals is a demanding creative process, which can be divided into four steps: 1) gathering all ideas about possible goals; 2) detailed thinking about possible goals; 3) choosing the goals; 4) making plans for reaching the goals. When gathering the ideas it is advisable to give yourself questions (such as: What are my wishes in this area? What should I achieve in this area? How could I improve my weaknesses in this area?) and use brainstorming (Crkovská and Vácha, [1993], 97-104). In every case, the goals and the strategy for reaching them should be written down. A short overview of one's goals should be part of a diary or planning system that is used so that one can compare his daily program with his short-term and long-term goals.

The next step is **setting time for each task**. It is important to set a fixed time frame for each task to spend time in a wise way. One has to also count with some deviations from the time plan. The opinions on how much time should be planned and how much time should be left as a reserve time differs among authors. While Porvazník recommends to plan 90 percent of time and leave only 10 percent of it for unpredictable things (2008, 156), Pacovský and Bělohlávek think that only 60 percent of office worker's time can be planned and rest of the time (40 percent) should be a reserve time (Pacovský 2006, 208; Bělohlávek 2003, 8). Crkovská and Vácha suggest leaving as a reserve time 20 to 30 percent of the time ([1993], 125). It certainly also depends on the type of job position and type of work.

Some authors like for example Newport recommend to clearly set an exact time for individual tasks (2016, 179). On the other hand, Pacovský advises avoiding exact times whenever possible (with the exception of meetings). For example, if a worker has four important tasks per week, he should work on them continuously according to his liking. It is more important to create and protect longer time zones where one can work uninterrupted and do the important tasks in them according to a personal state and liking than to plan exact times for those important duties (2006, 208).

Rao and also Porvazník recommend to discover and **respect your biological clock**. Some people work well in the afternoon, some in the early morning and some in the evening (Rao 2014, 280; Porvazník 2008, 156). For example, if the peak of one's energy is in the afternoon, it is advisable to focus the most important tasks in that time to achieve the best results. Some authors (Porvazník; Crkovská and Vácha) also advise to group together small and similar tasks like phone calls, visits of colleagues, e-mails, etc. (Porvazník 2008, 156; Crkovská and Vácha ([1993], 124).

4 KEY ACTIVITIES OF MANAGERS AND OFFICE WORKERS FROM THE POINT OF VIEW OF TIME MANAGEMENT

Dealing with e-mails, telephone calls, paperwork and communicating with colleagues are typical activities of every manager and office workers in general. These activities can easily become time traps if one is not careful.

It is important to realize that in the workplace dealing with paperwork and **e-mails** takes a lot of time. Rao recommends to have separate e-mail addresses for one's personal and professional connections, use spam filters and delete unwanted e-mails immediately (2014, 280). Many authors advise not to check e-mails too often and set a fixed time to answer them. Hindle recommends not to open messages that are not significant for you (2002, 39). Perry suggests not answering e-mails at all. Although it might turn out later that some of the e-mails were really important, Perry thinks there will not be many of them. He supposes that people who really want his answer will call him or send him another e-mail when they do not get an answer to their first one (2013, 47-54).

Another thing one should avoid is according to Rao **information overload** (2014, 280). There is a huge amount of information on the internet these days. Many people find it difficult to differentiate which information they really need. Perry has a trick to resist the temptation of surfing on the internet: he connects to the internet to check the e-mail when he knows that there will be something else that will require his attention – for example when he starts to feel hungry or when he knows his wife will soon come and will disturb him (2013, 55).

When it comes to **telephone calls** there are certain rules to follow for effective time management: if one has a secretary, he should ask her or him to take all incoming calls and only put through the calls that really require attention. It is also advisable to group outgoing calls together and do them once or twice a day. Before calling someone one should decide how long they want the telephone call to be and have a watch on the table to check the time. Hindle also recommends preparing for the phone call as one would prepare for the meetings – write down the main points. One should also record a short and apposite message on the answerphone – it will subconsciously motivate callers to be short and apposite as well (2002, 44).

Paperwork is part of our working lives whether we want it or not. It is advisable to have on your table only those documents one currently works with. There should be only one place for keeping each document. It should be always clear where to find a particular

document. If there are huge amounts of documents in the company it is worthwhile to employ a professional archivist or to turn to the company that specializes in archiving of company documents.

A lot of precious time can be lost due to miscommunication. Rao stresses the importance of clear **communication**. It is important to be assertive and learn to say “No” firmly but with politeness (2014, 280). According to Crkovská and Vácha, the most common mistakes in communication are: not preparing for conversation; not directing the communication (speaking with people as they come to the office instead of choosing to whom one will speak); not keeping the times of the meetings; not setting a goal of communication; not letting a partner talk; inappropriate way of communication (e. g. ironic remarks); being in a hurry; leaving conversation without conclusion; not being able to finish the conversation in appropriate way and part with the partner etc. ([1993], 64-65).

5 TIME MANGEMENT TECHNIQUES

There exist many different time management techniques. They differ in their level of complexity. This chapter describes only those that Porvazník considers being the most popular ones: Pareto Principle, View from the Helicopter, Eisenhower Principle, ABC Principle, Elephant Technique, and Delegation of the tasks (2008, 147).

Pareto Principle is a technique, which was discovered in 1897 by Italian economist Vilfredo Pareto. Pareto Principle draws attention to the imbalance between the effort and results. In reality, 20% of effort brings 80% of results. Pareto Principle states that some things are much more important than others and this is valid at all times. The proofs of this principle can be found in all areas of life. According to Koch, for example, 80% of traffic accidents are caused by 20% of all drivers. Similarly, 80% of crimes are committed by 20% of all criminals and 80% of all property in the world is owned by 20% of the world's population. (2007, 4-6).

Porvazník thinks that many managers spend most of their time doing many relatively minor and unimportant activities instead of doing fewer things, but those that are the most important and significant. Pareto Principle in economy states that 20% of time and energy that was used strategically and in the right way can bring 80% of results. For example, 20% of customers brings 80% of sales; 20% of the time during a business meeting influence 80% of decisions; 20% of time spent working with the computer brings 80% of work success (2008, 148).

The View from the Helicopter is a theory about six levels that should help a man to decide about his priorities from the bird's eye view. According to Porvazník, the number of the level designates how much the approach to planning and executing task is elaborated. For example at the first level, an individual does the activities as they naturally occur and at the final sixth level, one asks a question of what is desirable to achieve in a wider perspective (Porvazník, 2008, 148-149). This technique does not seem to be very complex, because it does not take into account the level of importance and urgency of the tasks.

Setting priorities according to **ABC Principle** is another useful method. According to Porvazník, it is based on a percentage proportion of less important and more important tasks, which are stable. Using letters ABC the tasks are divided into three groups, according to their importance for achieving personal and professional goals. This method takes into account both the urgency and importance of the task, so it is quite complex.

The Eisenhower Principle is another method of time management, which is particularly useful for setting priorities. Porvazník states that according to this principle, the important tasks should be done earlier than urgent tasks. This method sorts the tasks into four groups according to the combination of their importance and urgency (Porvazník, 2008, 149). It reminds people that their natural tendency to first pay attention to urgent tasks is not always right. This technique looks at tasks from two aspects – their importance and their urgency so the view of tasks through this method is quite complex.

According to Porvazník, the **Elephant Technique** is a method that can be useful when dealing with large tasks (for example learning a new language). People are sometimes discouraged by the size of the task and that is why they avoid solving it. It can be helpful to divide this task into smaller parts, which can be solved every week or every day. That process can be compared to the eating of an elephant – it is too big to be eaten whole, but it can be eaten in smaller regular parts. (2008, 150). So this technique is useful for dealing with fear from huge tasks. However, it is not very complex, because it only deals with the size of the tasks.

A delegation of tasks is also a method of time management. Porvazník thinks that delegation of tasks is the basis of every management and it means that the task is dealt with by other people (subordinates). The manager who is not capable of this activity, cannot effectively lead other people. When delegating a task the manager should give that task to the employee in the lowest position who still has the professional capabilities to solve the task (Porvazník, 2008, 150). Schuster claims that managers who are not able to delegate tasks not only waste their time, but also endanger the jobs of their subordinates (2010, 66).

One of the latest time management methods is **“Zen to Done”** conceived by Babauta. He noticed that popular time management methods like “Getting Things Done” (author David Allen) and “First Things First” (author Stephen Covey) has many renegades because they are too complicated. He took these methods as his inspiration, simplified them and added some of his own ideas. The resulting method consists of ten habits. Babauta recommends not trying to learn all of them at once. He advises learning maximum two or three habits at the same time. (2010, 13) Every week one should write down what are his “big rocks” (the most important tasks) and every day one should write down one to three most important tasks of the day (which should include “big rocks”). These should be done as early in a day as possible. The revision of goals should be done once a week, once a month and once a year. The participants of this method should always have a notepad on them to jot down any idea that they may have. The tasks from this notepad should

regularly be transferred to the list of tasks, which should be as simple as possible. This is the core of Babauta's method. It is a very simple method and he claims that it is also highly effective.

6 SUMMARY OF THE THEORETICAL PART

Mankind and time have always been related although time management as we know it now was borne in the 1960s when managers started to realize how it is important for the efficiency and productivity of their employees. However, time management not only influences the efficiency and productivity, but also the well-being of workers and job satisfaction. And satisfied workers are more loyal to their organization; they are less likely to leave and thus save money of the employer which would be needed for initial training of new employees.

In the theoretical part, the question of what is the core of time management was clarified. Literary research of other topics related to time management was also carried out – it included topics such as the myths about time management, symptoms of wrongly used time, mistakes in time management, interruptions of work activity, procrastination, an organization of workspace, meetings, and time management and gender. The principles of time management were also researched. They included topics such as analyzing the use of time, setting goals, and setting time for tasks. Paperwork, use of e-mail, telephone and communication from the point of view of time management were also mentioned. Moreover, time management techniques and methods were described.

The development of time management can be seen in its generations. For the first generation, the most characteristic thing was a notepad with a list of things that needed to be done. The second generation of time management was about the use of calendars and taking minutes. It was not only important what should be done, but also when it should be done. The third generation came with such terms as teamwork, setting goals, priorities, and delegation of the task. The last generation is the fourth generation that is connected with our digital age where everything is faster than it used to be in previous generations. The fourth generation focuses on the whole human being and not only on his efficiency and productivity at work.

The topic of time management is very wide and it includes many areas of life. It was impossible to include all topics of time management in the survey in the analytical part because the questionnaire would be too long and it could discourage the respondents. For this reason, only five areas of time management were chosen for the survey among staff in the organization: planning of time, work-life balance, procrastination, interruptions of work activity, and setting of priorities.

II. ANALYSIS

7 ZLÍN CITY HALL

Zlín City Hall began its existence in the 1990s due to the Act No. 367/1990 Coll. on Municipalities. Its key activities, according to the European Commission, are: “issue general regulations for the city; co-ordinate territorial development; approve the territorial planning documentation for the city and announce its mandatory parts; determine the extent of basic transport services for the city; decide on the inter-regional or international co-operation; approve the budget of the city; establish and dissolve contributory organizations and regional departments; determine the amount of personal and material expenses for the activities of the organization and specialized agencies; prepare and implement city strategies; offer grants for the region subjects active in social services, culture, education, healthcare, etc.” (European Commission 2018).

The Zlín City Hall is divided into departments (including Personnel Department), which are divided into sections. The number of its employees was slowly growing over the years, but during last three years it did not change much – as it is stated in Annual Reports and e-mail message from the head of the Personnel Department to author - the number of employees was during the last three years at the end of each year (31st December): 2015 – 653 employees, 2016 – 648 employees, 2017 – 655 employees (Magistrát města Zlína – Výroční zpráva za rok 2015, 86; Magistrát města Zlína – Výroční zpráva za rok 2016, 80; Doležalová, October 22, 2018, e-mail message to author). As for the structure of employees, 38% of employees were men and 62% of employees were women on 31. 12. 2017. From the point of view of education, 40% of employees had a university degree, 45% had vocational/secondary school with a school leaving exam (“maturita”), 12% had vocational school without a school leaving exam, 2% had higher vocational school, and only 1% had elementary education on 31. 12. 2017. 60 employees were superiors (24 men and 36 women) on the same date (Doležalová, October 22, 2018, e-mail message to author).

The Zlín City Hall offers a wide range of benefits to its employees. According to the head of the Personnel Department, under the collective agreement, 22 benefits are financed from the Fund of Cultural and Social Needs. The benefits include for example catering allowance, pension insurance, supplementary pension savings, financial and material gift for the jubilee at the age of 50 and retirement, subsidized tickets to the Zoo Lešná and to the theatre, children’s day for the children of employees, subsidized children’s summer camp, St. Nicholas celebration for children, subsidized exercise with a physiotherapist,

subsidized yoga classes, subsidized trips to Holland and Bratislava, etc. Some employees also attend subsidized English courses. (Doležalová, October 22, 2018, e-mail message to author).

7.1 Education of employees of the Zlín City Hall

As for the education of the employees, according to e-mail message from the head of the Personnel Department to author, the educational needs of employees are assessed (in accordance with the Act No. 312/2002 Coll. on Officers of Territorial Self-Governing Units) at the beginning of employment and during yearly appraisal (after each year of employment) of each employee. The educational needs are assessed by a direct superior or his/her superior. Zlín City Hall not only uses the services of external educational institutions such as Institute for Public Administration Prague (Institut pro veřejnou správu Praha) but also internal lecturers. Internal lecturers teach for example “Information Technology Security” – the course that is compulsory for every employee who works with a computer. The forms of education at the Zlín City Hall are seminars, conferences, and workshops. E-learning courses are also used – for example for initial education of new officials, education of senior officials, and examination of drivers of employer’s vehicles. Mentoring and coaching are unofficially used during an adaptation process of new employees. The Zlín City Hall also supports employees who decide to broaden their knowledge by studying in combined form courses at university. The City Hall conclude an agreement to increase the qualification with these employees. Some senior officials already have some education in time management.

Some of the educational activities of the Personnel Department take place in a specially equipped classroom in Náměstí Míru in Zlín. This classroom can also be hired by external educators – for example since autumn 2017 this classroom has been regularly used by Club of Human Resources Officers of Moravia and Silesia (Klub personalistů Moravy a Slezska) who came with a project of “Education of Officials for the Prevention of Discrimination on the Job Market in Moravian-Silesian Region, South-Moravian Region, Olomouc Region, and Zlín Region.” The Zlín City Hall officials also participated in this course. In 2017 the cost of education of all employees was 1 545 thousand CZK, which is on average approximately 2 395 CZK for one employee (Doležalová, October 22, 2018, e-mail message to author). The educational activities are financed from the budget of the territorial self-governing unit. The sum that the Zlín City Hall spent on average for the education of one employee is significantly lower than the sum spent for the same purpose

by other three randomly chosen city halls in Moravian-Silesian region (city halls of Opava, Brno, and Olomouc). For example, Opava spent on average for the education of one employee 5911 CZK in the year 2017 (Majdanicsová, December 17, 2018, e-mail message to author; Rožcová, December 20, 2018, e-mail message to author; Veselá, December 19, 2018, e-mail message to author).

8 ANALYSIS OF THE LEVEL OF TIME MANAGEMENT OF EMPLOYEES OF THE ZLÍN CITY HALL

The aim of the analysis was to find out what an overall level of time management of the respondents is and how they do in various areas of time management. To gain the data for analysis a questionnaire survey was carried out among the employees. An on-line questionnaire was sent to the head of the Personnel Department who distributed the link to the questionnaire to employees via e-mail. The respondents were chosen randomly. The questionnaire is in the supplements S1 and S2.

The questionnaire consisted of 20 closed format questions. First 14 questions were designed to find out the level of time management of respondents. Question no. 15 aimed at finding out the level of overall job satisfaction. Question no. 16 asked if the respondents would find it useful to learn more about time management. Question no. 17 to 20 were used to collect personal data such as gender, age, level of education and superiority/subordination at work. Questions no. 1 to 16 used Likert preference rating scale – the respondents indicated their level of agreement with a statement (figure 1 meant “totally disagree”, figure 2 meant “slightly disagree”, figure 3 meant “I do not know”, figure 4 meant “slightly agree”, figure 5 meant “totally agree”).

This survey addressed the following **research questions**:

A: What is the overall level of time management of respondents?

A1: Do the respondents plan their time at all?

A2: Do the respondents manage to keep a work-life balance?

A3: Are the respondents successful in fighting with procrastination?

A4: Are the interruptions of work activity problem for respondents?

A5: Do the respondents think about their priorities and is it hard for them to set their priorities?

B: Do the following chosen characteristics (factors) have an influence on the level of time management?

B1: gender

B2: age

B3: level of education

B4: superiority/subordination

And if there is an influence, what is this influence?

C: What influence does the level of time management have on the feeling of job satisfaction?

D: Are the respondents interested in being educated in time management?

Some of the questions in the questionnaire were taken over from the questionnaire of Matošková (2018). For the creation and distribution of questionnaires software Google Forms was used. For further statistical analysis software JASP was used. The data was collected from 4th November till 11th November 2018. The questionnaire was sent to 365 employees and 163 of them filled it in – so the response rate was 45%. Lindemann claims in his blog that average response rate of e-mail survey is 30% and average response rate of on-line survey is 29% (Lindemann 2018) - so response rate 45% is relatively high for this type of survey.

8.1 Characteristics of Respondents

Of all 163 respondents, 33 respondents were men (20%) and 130 respondents were women (80%). This ratio only partially reflects the ratio of men and women in the organization (38% men and 62% women). It can be only speculated why this is so. Perhaps women (in general) are more willing than men to “help a stranger” and fill in a questionnaire for someone they do not know.

In terms of education, the majority of respondents – 100 (61%) had university education, 54 (33%) respondents had a vocational/secondary school with a school leaving exam (“maturita”), 6 (4%) respondents had a higher vocational school and 3 (2%) respondents had vocational school without a school leaving exam. There were no respondents with elementary education. These numbers only partially reflect the structure of employees of the organization. The possible explanation might be that people with a university degree might have had their own experience with researching during their years of studies and therefore they understand better than people with a lower level of education why the research might be important for a student.

As for the age structure of the respondents, the most respondents were of middle age (31-50 years old) as it was anticipated - it was 96 respondents and they comprised 59% of all respondents. 48 respondents (29%) were over 50 years old. The smallest age group were the young respondents (15-30 years old) - it was 19 respondents and they comprised 12% of all respondents.

As for the subordination and superiority, 33 (20%) respondents were superiors and 130 (80%) were subordinates.

8.2 The results of the survey

Question A: What is the overall level of time management of respondents?

The respondents could gain maximum of 70 points for their answers on statements about their time management. A minimum number of points that they could gain was 14. The respondent gained 49 points on average (with average standard deviation 6.34; minimum value 31 points and maximum value 66 points). The result is only slightly above average. Other research questions revealed how the respondents did in various areas of time management.

Question A1: Do the respondents plan their time at all?

Four statements (no. 1, 3, 6, 10) in the questionnaire aimed at finding out whether the respondents plan their time at all and whether they are skilful at it. Table 1 shows the results of average value, standard deviation, minimum value, and maximum value:

Table 1: Do the respondents plan their time at all?

Statement	Average value	Standard deviation	Minimum	Maximum
I use a diary.	3.79	1.41	1	5
I plan at least in outline what I will do every day.	4.21	0.91	1	5
At the end of the week I plan at least in outline following week.	3.51	1.21	1	5
It is not difficult for me to estimate how much time each work activity takes me and I plan my time schedule according to it.	3.88	1.3	1	5
Total	3.85	1.14		

From the results, it is obvious that although the majority of respondents do plan their time, there is still some space for improvement. The best results brought the statement about whether they plan their time daily. This statement also had the lowest standard deviation, which means that the answers were closest to the middle value more than answers to the other statements. The worst results brought the statement about weekly planning. The biggest standard deviation had the statement about the use of a diary which means that the answers deviated from the middle value a lot.

Question A2: Do the respondents manage to keep work-life balance?

Three statements (no. 2, 9, 13) tried to find out if the respondents manage to keep a work-life balance. Table 2 shows the results of average value, standard deviation, minimum value, and maximum value:

Table 2: Do the respondents manage to keep a work-life balance?

Statement	Average value	Standard deviation	Minimum	Maximum
Every year I have at least 14-day long holiday, when I do not do anything connected with my job.	3.3	1.56	1	5
At least one day of a weekend I devote to my family and hobbies.	4.59	0.83	1	5
I can tell myself STOP and do not worry about my home matters at work and do not worry about my job matters when I am at home.	3.32	1.15	1	5
Total	3.65	1.18		

The total average value and the total standard deviation are very similar to the Question A1 – it can be deduced that although the majority of respondents manage to keep a work-life balance, there is still some space for improvement. The best average value had the statement “At least one day of a weekend I devote to my family and hobbies” – 122 respondents representing 75% answered that they “totally agree” with this statement. This is also the best result of all fourteen statements aimed at finding out the level of time management. This statement also had the lowest standard deviation. The worst results had a statement about not worrying about one’s home matter at work and not worrying about one’s job matters at home.

Question A3: Are the respondents successful in fighting with procrastination?

Three statements (no. 5, 11, 14) aimed at finding out whether the respondents are successful in fighting with procrastination, whether they have a tendency to put off difficult tasks, and whether they know the technique of dividing big and demanding tasks into smaller ones on which they regularly work – which is a technique that is effective when fighting with procrastination. Table 3 shows the results of average value, standard deviation, minimum value, and maximum value:

Table 3: Are the respondent successful in fighting with procrastination?

Statement	Average value	Standard deviation	Minimum	Maximum
Every day or nearly every day I make myself do something I do not feel like doing.	3.35	1.9	1	5
I have a tendency to put off those activities which I do not feel like doing.	2.32	1.17	5	1
I can divide big and demanding task into smaller ones which I work on regularly.	3.89	0.95	1	5
Total	3.19	1.7		

The total average value was slightly above average and the standard deviation was similar to the Questions A1 and A2. The best results had a statement about dividing the big and demanding task into smaller ones. It seems the majority of the respondents has already have some experience with it. This statement also has the lowest standard deviation which means that the statement has the lowest variability in answers. The worst results had a statement about the tendency of putting off those activities which respondents do not feel like doing. 46 respondents (28%) totally agreed with this statement and 60 respondents (37%) admitted they “slightly agree” with this statement. However, this statement had the highest standard deviation which means there was the biggest variability of answers.

Question A4: Are the interruptions of working activity a problem for respondents?

Two statements (no. 4, 8) were designed with the purpose of finding out whether the interruptions of working activities are a problem for respondents and whether it is difficult for them to start to focus on their work again after the interruption. Table 4 shows the results of average value, standard deviation, minimum value, and maximum value:

Table 4: Are the interruptions of working activity a problem for respondents?

Statement	Average value	Standard deviation	Minimum	Maximum
I have a feeling that being often disturbed slows down the pace of my work.	2.21	1.12	5	1
When something disturbs me from work, it is difficult for me to start focus on it again.	2.99	1.16	5	1
Total	2.6	1.14		

From the result above it seems that the interruptions of working activity are a problem for respondents – the total average value is below average. The average value of the first statement is the lowest value of all fourteen statements which were aimed at finding out what the level of time management knowledge of respondents is. Both statements have a similar value of standard deviation which means the variability of answers was similar.

Question A5: Do the respondents think about their priorities and is it hard for them to set their priorities?

Two statements (no. 7, 12) aimed at finding out whether the respondents set their priorities and whether it is difficult for them. Table 5 shows the results of average value, standard deviation, minimum value, and maximum value:

Table 5: Do the respondents think about their priorities?

Statement	Average value	Standard deviation	Minimum	Maximum
When planning time at work, I also think about my priorities.	3.88	1.4	1	5
When I work on more than one task, it is easy for me to decide what is more important.	4.15	0.91	1	5
Total	4.1	1.16		

The above statements have the best total average value from all research questions. However, the total standard deviation is quite high which means the answers varied a lot, especially answer on the first of the statements (Table 5). The results of the second statement were better than the results of the first statement, but the results do not differ much. From these facts, it can be deduced that the respondents find setting priorities relatively easy.

Question B: Have the following chosen characteristics (factors) influence on the level of time management? And if it is so, what is this influence?

Two kinds of test were used to find out if the overall score of the first fourteen statements of the questionnaire (which show the level of time management) is influenced by various characteristics of respondents.

Question B1: Does the gender of the respondents have an influence on their level of time management? In this case, the Mann-Whitney test was used. The p-value was 0.326, which was higher than 0.05, which means that there was no dependency of the level of time management on gender.

Question B2: Does the age of the respondents have an influence on their level of time management? Kruskal-Wallis test was used. In this case, the p-value was 0,039, which was lower than 0.05, which means that age had some influence on the level of time management. The average score of the youngest age group (15-30 years old) was 46.47; the average score of middle age respondents (31-50 years old) was 48.57 and the average score of older respondents (over 50 years old) was 50.43. From these results, it can be deduced that time management skills slightly improved with age, which can be explained by the fact that older people are usually more experienced and that might also improve their time management.

Question B3: Does the level of education of respondents have an influence on their level of time management? Kruskal-Wallis test was used again. p-value was 0.109, which

was higher than 0.05, which means there was no dependency of the level of time management on the level of education.

Question B4: Does the superiority/subordination have an influence on the level of time management? The Mann-Whitney test was used. p-value was 0.001, which was lower than 0.05, which means that there is a dependency of the level of time management on superiority/subordination. The average score of the statements about the level of time management of the superiors was 52 whereas the average score of the subordinates was 48. It can be explained by the fact that some superiors have already been educated in time management. It is also possible that the superiors might experience more pressure and might have more demanding work than their subordinates, which might “force” them to learn to be also more skilful in time management.

Question C: What influence does the level of time management have on the feeling of job satisfaction?

Correlation Matrix - Pearson’s Correlations were used to find out if the level of time management has an influence on job satisfaction. p-value was 0.005, which was lower than 0.05 and that means there is a correlation between the level of time management and job satisfaction. Average value of job satisfaction of respondents whose overall score of time management level was between 14 and 33 points (14 was the minimum possible score; 70 was the maximum possible score) was 3.5. Average value of job satisfaction of respondents whose overall score of time management level was between 34 and 52 points was 3.92. The average score of job satisfaction of respondent whose overall score of time management level was between 53 and 70 points was 4.17. From these results, it is obvious that the feeling of job satisfaction grows with the rising level of time management skills.

Question D: Are the respondents interested in being educated in time management?

The average value of the statement no. 16 (“I would find it useful to learn more about time management”) was 3.37 (with a standard deviation 1.2), which is slightly above average, so it can be deduced that the interest in the education of this soft skill prevailed. To find out if there is a correlation between the gender and this interest, the Mann-Whitney test was used. p-value was 0.559, which was higher than 0.05, which means this interest was not influenced by the gender of respondents. To find out whether there is a correlation between this interest and the age of respondents, the Kruskal-Wallis test was used. p-value was 0.079, which was higher than 0.05, which means this interest was not influenced by the age of respondents. To find out if this interest is influenced by the level of education of

respondents, the Kruskal-Wallis test was used again. p-value was 0.888, which was higher than 0.05, which means that the interest was not influenced by the level of education of the respondents. To find out if the interest of respondents was influenced by their superiority/subordination, the Mann-Whitney test was used. p-value was 0.632, which was higher than 0.05, which means the interest was not influenced by the superiority/subordination. The interest in education in time management was not influenced by any characteristics of the respondents.

From the above results, it can be concluded that the overall result of the level of time management was only slightly above average, which means there is a space for improvement. The best results brought the questions about the setting of priorities so it can be deduced that the respondents are able to prioritize. The worst results brought questions about dealing with the interruptions of work activity. These results were below average, which means this area of time management definitely needs to be improved. Questions about planning time, work-life balance and fighting with procrastination brought result only slightly above average so these areas of time management need to be improved as well. For this reason, a course which would focus on these four areas was recommended to all employees of the Zlín City Hall. The courses should be preferably offered to the younger employees (below 30 years old) and middle-aged employees (31-50 years old) who had worse results than the elderly employees (over 50 years old) and to the subordinates who did worse in the survey than the superiors.

A positive fact is that the majority of respondents are interested in being educated in time management and the Zlín City Hall showed interest in this survey. Another positive thing was the response rate of 45%, which is more than what is usual for this type of survey. The survey did not confirm that there is a difference between the level of time management of men and women as the literary research suggested. The survey confirmed that job satisfaction grows with the rising level of time management skills. This is one of the reasons why time management should be important for the Zlín City Hall - satisfied employees are usually less likely to leave the organization.

9 RECOMMENDATIONS FOR THE ORGANIZATION

The analysis of the level of time management of the Zlín City Hall employees revealed that there is a space for improvement especially in four areas of time management – planning of time, work-life balance, fighting with procrastination and dealing with interruptions of work activity. Four different courses in time management that would cover these topics were recommended to the organization. The courses should be preferably offered to the younger employees (below 30 years old) and middle-aged employees (31-50 years old) who had worse results than the elderly employees (over 50 years old) and to subordinates who did worse in the survey than their superiors. Four organizations that offer courses in time management were chosen – ictPRO, ADMIS CZ, Scholaservis, and ACSA. The chosen organizations are all from the Moravian region, which is why they were chosen.

ictPRO is on the market since 1992 and it provides courses mainly in soft skills. It offers a course with a title *Time Management – Personal Development - Self-Development*. It is 16 hours long (2 days). It does not include all desired topics, but ictPRO can design the content of this course for the needs of a client. The cost of the course is 8 349 CZK including VAT. The cost includes the materials of the course. The course can take place on the premises of the client. References of satisfied clients of this company are on their website (ictPRO 2018). The advantage of this course is its length. It is the longest of all suggested courses so one can expect that all topics will be taught in depth. The disadvantage is the price, which is the highest of all the suggested courses. It might be too high for the organization.

ADMIS CZ is a company which was founded in 1996. It focuses primarily on sale and services of hardware and software. Its specialty is for example software for opticians. It provides courses for example in computer literacy, accounting, and workplace safety. It offers 7 hours (one day) long course in time management, which does not include all desirable topics, but they are willing to tailor a course for the needs of a client. The course cost 2 999 CZK which includes course materials, lunch, and refreshments. The main advantage of this company is that they have a classroom in Zlín. The disadvantage is a small capacity of this course – only 15 people at one time (ADMIS CZ 2018).

Scholaservis.cz is a company from Prostějov and it primarily focuses on providing services to town halls, municipalities, regional offices, funded organizations (especially schools) and the general public. It offers a course on time management, which is one day long and costs 3 400 CZK. They would be willing to design its content for the needs of the

client and teach on the premises of the client (Scholarservis.cz 2018). This course is similar to what ADMIS CZ offers and it is only slightly more expensive.

ACSA (Academic Centre of Students' Activities) used to be a part of VUT Brno, but since 2009 it exists independently. It offers e-learning course with a title *E-learning – Effective Self-Management*. Approximately 90% of this course focuses on time management and 10% focuses on dealing with stress. This course includes all the desired areas of time management. It is 14 hours long and it costs 833 CZK. ACSA has already organized over 350 courses and has had more than 5500 satisfied clients. Average evaluation of the clients was 1.4 on the scale from 1 to 4, with 1 as the best mark. On the website of this company, clients can look at some of the materials that are taught in the course (ACSA 2018).

An e-learning course seems to be an ideal choice. It not only saves a lot of money (e-learning courses are usually cheaper than courses with physical attendance), but also it usually has unlimited capacity (which is not true for courses with physical attendance where the capacity is limited by the size of the classroom and other factors), so a lot of people can participate in it at the same time and at any time that is convenient for them. The disadvantage of an e-learning course can be a low motivation of participants. The motivation could be increased by rewards offered to those employees who will do well in the final test of the course.

Another way to improve time management is to buy books on the topic, offer them in the organization's library and encourage employees to borrow them. They could, for example, buy books such as *Zen a hotovo (Zen to Done)* by Leo Babauta, *Člověk a čas (A human and time)* by Petr Pacovský, and *Time management* by David Gruber. The employees could find inspiration and valuable advice in these books. This is a very cheap action and it can also be highly effective. Another cheap measure can be sending an e-mail to all employees with recommended websites (e.g. www.mitvsehotovo.cz, www.coachingpositiveperformance.com, ekonom.ihned.cz/tagy/time-management-237363) and videos (e. g. www.vimvic.cz/kurz/5-jednoduchych-triku-time-managementu, www.youtube.com/watch?v=Wrr6n8FXO3o (video of a lecturer Petr Mára: Getting Things Done) on the topic of time management or sending them a set of recommendations on time management created by the personnel department (they could include advice in simple steps such as for example: 1) number your tasks according to their importance, 2) set exact time for activities you do not like doing, 3) estimate how much time each activity takes

you and plan your time according to it, 4) learn to say No, 5) do not be afraid to delegate the tasks which can be delegated etc.)

CONCLUSION

The aim of this thesis was to analyze time management level of a chosen organization and recommend a course in time management which would be suitable for the needs of its employees. To achieve this aim literary research was carried out in the theoretical part of the thesis. This research was necessary for understanding the topic in a wider context.

In the analytical part, a questionnaires survey was conducted among 163 employees of the Zlín City Hall. One of the reasons why this organization was chosen for the project was that their personnel department showed an interest in it. The return rate was surprisingly high (45%) for an on-line questionnaire. The results of the survey revealed that the overall level of time management of the employees is only slightly above average. One area of time management - dealing with interruptions of work activity - brought results below average. Three other areas - planning time, work-life balance, fighting with procrastination - brought results only slightly above average. The research confirmed that the level of time management of employees influence their feeling of job satisfaction (the better people did in time management, the bigger was their feeling of job satisfaction). The survey did not confirm the influence of gender on the level of time management as the literary research suggested. From these results, it can be deduced that these four areas of time management mentioned above need to be improved and a course in time management (that would include all four desired areas of time management) was recommended to the employees of the Zlín City Hall. For this purpose, four courses were suggested in four different educational institutions. They differ in length and in price. One of the courses is an e-learning course. Other actions recommended to Zlín City Hall were buying books on time management and offer them in organization's library or sending e-mail with recommended websites and videos on time management to the employees or sending them a set of advice on time management created by the personnel department.

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APPENDIX S1: QUESTIONNAIRE IN THE CZECH LANGUAGE

Time management - dotazník

Věnujte prosím několik minut na vyplnění tohoto dotazníku týkajícího se umění hospodařit s časem. Dotazník je zcela anonymní a je součástí projektu k bakalářské práci na UTB. U odpovědí prosím vyberte jednu z čísel: 5 = zcela souhlasím, 4 = spíše souhlasím, 3 = nevím, 2 = spíše nesouhlasím, 1 = zcela nesouhlasím.

1. Používám diář.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

2. Každý rok mám nejméně 14 dnů dovolené vcelku, kdy dělám všechno, jen ne to, co souvisí s mým zaměstnáním.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

3. Alespoň rámcově si plánuji, co mám každý den udělat.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

4. Mám pocit, že mě časté vyrušování brzdí v práci.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

5. Každý nebo téměř každý den se přinutím udělat něco, do čeho se mi vlastně nechce.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

6. Na konci týdne si alespoň rámcově naplánuji následující týden.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

7. Při plánování svého času v práci přemýšlím i o svých prioritách.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

8. Když mě něco vyruší při práci, je pro mě těžké se potom do ní znovu ponořit.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

9. Alespoň jeden den víkendu věnuji své rodině a koníčkům.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

10. Nedělá mi potíže odhadnout, kolik času mi která práce zabere, a podle toho si plánuji svůj časový rozvrh.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

11. Mám někdy tendenci odkládat ty úkoly, do kterých se mi nechce.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

12. Když pracuji na víc jak jednom úkolu, pro mě snadné určit si v práci priority (co je pro mě více důležité a co méně).

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

13. Umím říct STOP a netrápit se v práci úkoly, které na mě čekají doma, a naopak doma nemyslet na to, co mě čeká v práci.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

14. Dokážu si velký a náročný úkol rozdělit na menší části, na kterých postupně pravidelně pracuji.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

15. Cítím se v práci celkově spokojený/á.

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

16. Připadalo by mi užitečné dozvědět se více o time managementu (umění hospodařit s časem).

	1	2	3	4	5	
zcela nesouhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	zcela souhlasím

17. Jaký je váš věk?

- 15 - 30
- 31 - 50
- více než 50

18. Jste muž nebo žena?

muž

žena

19. Jaké je vaše nejvyšší dosažené vzdělání?

základní

střední odborné

středoškolské s maturitou

vyšší odborné

vysokoškolské

20. Zastáváte v práci vedoucí pozici?

ano

ne

APPENDIX S2: QUESTIONNAIRE IN THE ENGLISH LANGUAGE

Time management - English version

Could you please give a few minutes of your time and fill in this questionnaire? The questionnaire is anonymous and it is a part of a bachelor thesis on TBU. Please select one of the numbers as an answer: 5 = I totally agree, 4 = I slightly agree, 3 = I do not know, 2 = I slightly disagree, 1 = I totally disagree.

1. I use a diary.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

2. Every year I have at least 14-day-long holiday when I do not do anything connected with my job.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

3. I plan at least in outline what I will do everyday.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

4. I have a feeling that being often disturbed slows down a pace of my work.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

5. Every day or nearly every day I make myself do something I do not feel like doing.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

6. At the end of the week I plan at least in outline the following week.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

7. When planning time at work, I also think about my priorities.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

8. When something disturbs me from work, it is difficult for me to start to focus on it again.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

9. At least one day of a weekend I devote to my family and hobbies.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

10. It is not difficult for me to estimate how much time each work activity takes me and I plan my time schedule according to it.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

11. I have a tendency to put off those activities which I do not feel like doing.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

12. When I work on more than one task, it is easy for me to decide, what is more important.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

13. I can tell myself STOP and do not worry about my home matters at work and do not worry about my job matters when I am at home.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

14. I can divide big and demanding task into smaller tasks which I work on regularly.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

15. I feel overall satisfaction with my job.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

16. I would find it useful to learn more about time management.

	1	2	3	4	5	
I totally disagree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I totally agree.

17. What is your age?

- 15-30
- 31-50
- more than 50

18. Are you a man or woman?

- man
- woman

19. What is your level of education?

- elementary education
- vocational school without a school leaving exam
- vocational/secondary school school with a school leaving exam ("maturita")
- higher vocational school
- university

20. Are you a superior at work?

- yes
- no