Lýdia Lešková
Uniwersytet Katolicki w Rużomberku, Słowacja

APPLYING OF TIME-MANAGEMENT AT STUDENTS OF FIELD OF SOCIAL WORK

ZASTOSOWANIE ZARZĄDZANIA CZASEM PRZEZ STUDENTÓW NA KIERUNKU PRACA SOCJALNA

Introduction

Every person applies several manager competences when performing its profession. He uses time management[1]– control of the effective use of time (planning of time use). Self-management, management of personal and work life belongs to big challenges, we should manage, when we want to be successful. Time in human life has big value and therefore we should learn to handle with – learn to rational use if time. Future helping worker has this role more complex if he wants to meet goals he is setting up. His rational planning is aimed not only itself (planning of its time) but his role is to help to learn its clients to plan their time so they are able to meet their goals.

In context of high requirements on helping profession, on social worker too, we meet high load which is put on them. A long duration of this condition may lead to complete exhaustion or so-called burnout. [2] To prevent this situation, we need that future social worker has in its competences feature the competence which can be fully applied in manager role.[3]

We use self-management at manager role applying (self-management – realizes through functions which content includes elements such as self-acceptance,

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[1] See. Morgenster J. 2004. *Time Management from the Inside Out.* 2. ed. Henry Holt and Company, New York; porov. T, Brian. 2013. *Time management.* American Management Association / www.amanet.org: The Brian Tracy Success Library.

[2] See. Jankowský J. 2003. *Etika pro pomáhající profese.* Triton, Praha, s. 158–159; porov. Gabura J. 2005. *Sociálne poradenstvo*. Občianske združenie Sociálna práca, Bratislava, s. 203.

[3] See. Lešková L. 2009. *Uplatňovanie manažérskych čŕt práce v sociálnej oblasti.* [in:] Žilova A., Janigova E. (edit.) *Sociálna práca, manažment a ekonómia – prepojenie a spolupráca: zborník referátov z vedeckej konferencie s medzinárodnou účasťou.* PF KU, Dolný Kubín, s. 143–153; See. Mesárošová M. et al. 2008. *Komunikačné a manažérske spôsobilosti pre prax.* 1. vyd. VÚSI, Košice, s. 127–131.

self-applying, self-development, and self-education) and time-management. [4] It is essential to learn manager role during studying, because profession of social worker moves on several positions, for example, a case, personal manager or task manager too.

Case manager (broker) [5] establishes contact between concrete client ant is potential sources, services, and opportunities which he can use to solve social problem. *The social worker* as personal manager is needed to understand as qualifying competent manager with ability to work not only conceptually when organizing adequate qualified social workers but creatively too. The future social worker must learn priority *manage itself* to be able to manage those activities.

We use time-management in all fields of social work. It has its use not only in direct, indirect or excessed work with client but it its place during preparation of future social workers direct in education process.

Time management – theoretical basis

Time management [6] is a modern scientific discipline which studies human from view of his activities in time. It represents file of psychological knowledge which we use to know to set priorities and time. Basic idea of TM is to organize and perform everything based on priorities. We assign personal and work goals at TM, but its role is to secure goals achieving, stress elimination, whose source is lack of time and gain space for creative activity.

If we want to think about application of time management into social work, it is necessary to mention that we can spread its evolution in several generations: *1. generation* – answers on question: what has to be done (system of reminders). TM counts that for fulfilling the tasks, which human meets in personal and work life it is necessary to know to set priorities and delegate time. II. generation – when to do it (using of calendars and diaries); *III. generation* – how to do it, the basis is time and goals (importance and priority); IV. generation – deals not only what and how to plan. It is about acceptance of whole philosophy in form of creating new lifestyle in which our time related to task will be transferred to the whole context of life: effectivity, relationships, condition, satisfaction.

We can use SMART method to set goals. [7] This method has presented George T. Doran in journal *Management Review* George in 1981. According to Armstrong[8]

[4] See. Porvazník J. 1999. *Celostný manažment. Piliere kompetentnosti v riadení.* 1. vyd. SPRINT vfra, Bratislava, s. 412, 429.

[5] See. Rothman J, Sager J. S. 1998. 2. ed. *Case Management. Intgrating Individual and Community Practice.* Allyn and Bacon, Boston. See. Beckwith S. 2006. *Unleash Your PDA's Power. In* Black Enterprise, Vol. 36, Issue 12, p. 66.

[6] See. Darr K. 1987. *Ethics in Health Services Management.* Greenwood Press, London, s. 211–219; See Knoblauch J., Wöltje H. 2006. *Time management: Jak lépe plánovat a řídit svůj čas.* 1. vyd. Grada Publishing, Praha, s. 54–57.

[7] See. Cejthamr V., Dedina J. 2010. *Management a organizační chování.* 2. vyd. Grada Publishing a.s, Praha, s. 19.

[8] See. Armstrong M. 2011. *Řízení pracovního výkonu v podnikové praxi.* 1. vyd. Fragment, Praha.

word SMART / SMART-ER itself means first letters of following criteria: (Table 1):

Table 1
SMART[9]

S	*specific*	concrete, clear, obvious
M	*measurable*	measurable when it goes about time, quality, quantity
A	*achievable*	executable
R	*relevant*	important from organization goals of view – connection of goals of the organization with goals of individual
T	*time framed*	Achievable in time milestone
E	*evaluate*	subject to assessment
R	*reevaluate*	continuously evaluated

Based on description of generations evolution of time management it is clear, that not only time is important for time management, but importance and urgency for individual task we set in life are important too.

There are several techniques for set-up of priorities. The most famous are:

-Pareto analysis (Pareto principle), [10]

-ABC (ABCDE) analysis (method),

-Eisenhower principle.

Eisenhower principle that all tasks can be divided into four quadrants according to their importance and urgency. More authors apply this principle int their works (Table 2).

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[9] See. Yemm G. 2012. *Essential Guide to Leading Your Team: How to Set Goals, Measure Performance and Reward Talent. Pearson Education.* FT Publishing, Harlow, United Kingdom, pp. 37–39; see. Lawler J., Bilson A. 2013. *Social Work Management and Leadership: Managing Complexity with Creativity.* Routledge, London, pp. 84–85; see. Ryals L., McDonald M. 2012. *Key Account Plans: The practitioners' guide to profitable planning.* Routledge, p. 268; see. Piskurich G. M. 2015. *Rapid Instructional Design: Learning ID Fast and Right.* John Wiley & Sons, p. 132.

[10] See. Knoblauch J., Wöltje H. 2006. *Time management: Jak lépe plánovat a řídit svůj čas.* Grada Publishing, Praha, s. 23.

Table 2
Eisenhower principle (Matrix of time management) [11]

	URGENCY			
	REACTIVE TASKS	*Urgent*	*Not urgent*	*PROACTIVE TASKS*
IMPORTANCE *Important*		I.Urgent and important (do it yourself and as soon as possible)	II. Not urgent, but important (do it yourself and give more time to this activities)	*Important*
Not important		III. Urgent and not important (try to delegate it)	IV. Not urgent and not important (try to constrain it as much as possible)	*Not important*
PRIORITIES SOMEONE ELSE		*Urgent*	*Not urgent*	*CHARGES TIME*

Importance and urgency matrix is commonly used for organization of personal time. It is planning matrix in IV. generation TM. Persons decide about their priorities with help of this matrix in quadrants of urgency and importance.

Methodology of empirical research
   Research problem
   The inability of students to consider tasks importance and urgency what causes unthrift of time use.

   The research objective
-in the empirical plane: clarify definitions, which relates to time management issues, identify basic problems related to ineffective use of time,
-in application plane: based on results of research show on possibilities for better effectiveness of time use of social work students.
   Hypothesis 0: Respondents of control group know better to evaluate priorities (importance and urgency) in the frame of tasks and activities they perform.
   Hypothesis 1: Respondents of control group consider fulfilling of study tasks/activities more important than respondents of experimental group.
   Hypothesis 2: Respondents of control group consider voluntary activities more important than respondents of experimental group.

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[11] See. Covey S. R. 1994. *7 návyků vůdčích osobností pro úspěšný a harmonický život: návrat etiky charakteru*. 1. vyd. Pragma, Praha, s. 149; See. Bischof A., Bischof K. 2003. *Aktivní sebeřízení: jak získat kontrolu nad svým časem a prací*. Grada, Praha, s. 54–55; See. Packovský P. 2006. *Člověk a čas: time management IV. generace*. 2. aktualiz. vyd. Grada Publishing, Praha, s. 201–204.

Hypothesis 3: Respondents of control group consider activities dedicated to family / joined with family more important than respondents of experimental group.

Hypothesis 4: Respondents of control group consider personal communication face to face more important than respondents of experimental group.

Research methods and organization of research

In the frame of quantitative research, we have decided for the realization of quasi-trial on selected sample of respondents (students of field of social work). Gavora[12] characterizes it as trial in which trial and control group were not selected on casualness basis and it was realized in natural conditions.

Chart 1
Genuine trial and quasi-trial
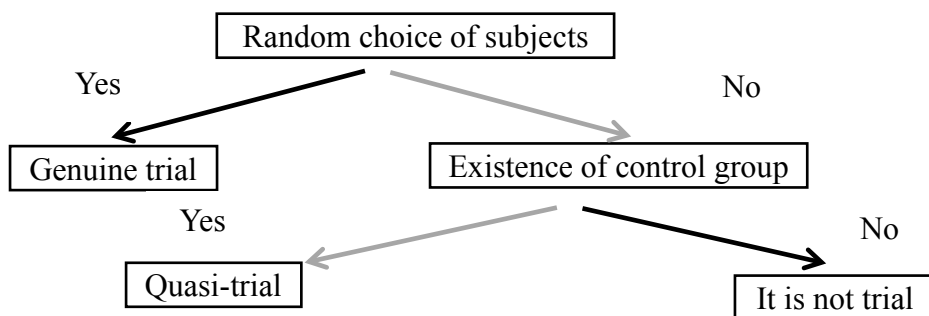
Research methods used in study – analysis, synthesis, semantic differential, percents, average, comparison.

Semantic differential is research method oriented to detect how people see objects. Every object has besides denotative meaning a connotative meaning too. We have modified (adjusted) this method to defined research problem and to basis theme of theoretical recourses, *Eisenhower principle*.

We have monitored four basis dimensions in research – education, volunteering, family and friends, social communication. We have investigated how respondents in single dimensions see assertions (12 assertions together) while we have evaluated their importance and urgency.

I. Dimension of *education* (school tasks / education + self-education) (theory – practice)

      1) study during semester is for me ...

      2) preparation for exams – in exam period is for me ...

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[12] See. Gavora P. et al. 2010. *Elektronická učebnica pedagogického výskumu.* [online]. Univerzita Komenského, Bratislava. Dostupné na: http://www.e-metodologia.fedu.uniba.sk/.

3) professional practice is for me ...

II. Dimension of *volunteering* – donation of time and knowledge for other persons (volunteering „mandatory" – „unbounded")

    4) volunteering arranged by school/faculty is for me ...

    5) volunteering arranged on my own is for me ...

III. Dimension *family and friends*

    6) home works (helping in family and for family – for them) are for me ...

    7) shared free time (trips, holidays ...) – with family is for me ...

    8) shared free time (trips, holidays ...) – with friends is for me ...

IV. Dimension *social communication* - personal and mediated communication

    9) chatting and telephony with family is for me ...

    10) chatting and telephony with friends is for me ...

    11) personal communication (face to face) – with family is for me ...

    12) personal communication (face to face) – with friends is for me ...

Every dimension was evaluated based on value assignment in two bipolar scales (4 quadrants of Eisenhower matrix):

    -scale 1 – tasks importance: important – not important;

    -scale 2 – tasks urgency: urgent – not urgent.

Research sample – basic characteristic

Basic file: students of all classes of field 3.1.14 social work in the academic year 2016-2017 at Faculty of theology in Košice on bachelor´s and master´s degree of study.

Selected file: students of field of social work in the academic year 2016-2017 at Faculty of theology in Košice: 1. and 2. class of master's degree study.

Table 3
Basic and selected file (quantitative research) – according to classes

	BASIC FILE			SELECTED FILE		
	Number (N)			Number (N)		
	Total	Daily form of study	External form of study	Total	Daily form of study	External form of study
1. bachelor	3	3	0	-	-	-
%	100	100	0	-	-	-
2. bachelor	2	2	0	-	-	-
%	100	100	0	-	-	-
3. bachelor	13	12	1	-	-	-
%	100	92,30	7,70	-	-	-
1. master	19	7	12	19	7	12
%	100	36,84	63,16	100	36,84	63,16
2. master	29	16	13	29	16	13
%	100	55,17	44,83	100	55,17	44,83

SPOLU	66	40	26	48	23	25
%	100	60,61	39,39	100	47,92	52,08

Source: Own. Processed according to statistics of field 3.1.14 social work

The selected file contained 48 respondents, from which 23 of daily form of study and 25 of external form of study.

Table 4
Selected file – basic characteristic

	FORM OF STUDY							
	Daily form of study				Daily form of study			
	Gender							
	MEN		WOMEN		Total	MEN		WOMEN		Total
TOTAL	N	%	N	%	Total	N	%	N	%	Total
	2	8,70	21	91,30	**23**	5	20,00	20	80,00	**25**
of this										
Minor children in own upbringing	-	-	-	-	**-**	4	22,22	14	77,78	**18**
Employment – full time	-	-	-	-	**-**	5	27,78	13	72,22	**18**
Maternity leave	-	-	-	-	**-**	-	-	6	100	**6**
Marrieds – Partners	-	-	-	-	**-**	5	26,32	14	73,68	**19**
Employment – agreement	2	15,38	11	84,62	**13**	-	-	1	100	**1**

Table 4 shows on fact that respondents from daily form of study do not have full-time job, they do not have responsibilities in form of children or they do not live in partnership or marriage. Opposite, the students of external form of study have in 18 cases from 25 children in own upbringing, 18 have full-time job too and 6 respondents are on maternity leave.

The subject of research: tasks/requirements which are put on students of field of social work during study at university during school- and personal life.

The object of research: students of field of social work at Faculty of theology Košice, which are divided into 2 groups:
-*trial group* – students **from daily form of study** of field social work
  ✓ students, who daily attend lessons, live with parents,
  ✓ are not permanently employed; they can work on brigade or on the agreement – irregular job,
  ✓ do not have marrieds and partners with whose they could live independently,

✓ do not have minor children;

-*control group* – students of **external form of study** of field social work

✓ students, who have modified education (education during weekends or individual consultations),
✓ are employed (full-time), or are on maternity leave,
✓ live in marriage or partnership and have or not minor children,
✓ live independently, but have minor children in upbringing,
✓ other students, who satisfy conditions to place into external form of study (for example health reasons).

Research evaluation according to dimensions
Dimension of education

Table 5
Assertion 1 - Study during semester is for me ...

Scale	Trial group	Control group	Ø
1 (importance)	3,30	2,44	2,87
2 (urgency)	2,52	2,96	2,74
Ø	2,91	2,70	2,81

The trial group considers study during semester as quite important (3,30 points, next as "P") while urgency is for them only average. On the contrary, study is for the control group quite urgent (2,96 P).

Table 6
*Assertion 2 **-** Preparation for exams – in exam period is for me ...*

Scale	Trial group	Control group	Ø
3 (importance)	2,48	2,00	2,24
4 (urgency)	2,09	1,64	1,87
Ø	2,29	1,82	2,06

Respondents of both groups consider preparation on exams as less to average important (2,24 P). Result of urgency to preparation on exams is interesting, which respondents consider as less urgent (2,06 P)

Table 7
*Assertion 3 **-** Professional practice is for me ...*

Scale	Trial group	Control group	Ø
5 (importance)	2,91	2,48	2,70
6 (urgency)	2,39	1,96	2,18
Ø	2,65	2,22	2,44

Importance of professional practice is on level of 2,07 P, while trial group added higher average value 2,91 P than control group (2,48 P). On the contrary, urgency of fulfilling this obligation is in both groups lower than average value (2,18 P)

Dimension of volunteering

Table 8
Assertion 4 - Volunteering arranged by school/faculty is for me ...

Scale	Trial group	Control group	Ø
7 (importance)	3,61	2,68	3,15
8 (urgency)	2,48	2,88	2,68
Ø	3,05	2,78	2,92

Both groups consider volunteering provided by school as important (Ø 3,15 P), while trial group has assigned 3,61 P for importance. The urgency of volunteering was evaluated by respondents above average (2,68 P).

Table 9
Assertion 5 - Volunteering arranged on my own is for me ...

Scale	Trial group	Control group	Ø
9 (importance)	4,52	3,20	3,86
10 (urgency)	4,48	3,96	4,22
Ø	4,50	3,58	4,04

Big differences have been observed in comparison of volunteering arranged by school and by volunteering arranged on their own (in average, difference more than 1 P) in positive perception. Trial group Ø 4,50 P and control group Ø 3,58 P. Trial group and control group consider importance and urgency of volunteering during study as very significant.

Dimension family and friend

Table 10
Assertion 6) Home works (helping in family and for family – for them) are for me ...

Scale	Trial group	Control group	Ø
11 (importance)	3,44	1,76	2,60
12 (urgency)	2,83	1,88	2,36
Ø	3,14	1,82	2,48

Control group considers home works as quite important and urgent (Ø 1,82 P), while trial group does not consider home works as important and urgent (Ø 3,14 P).

Table 11
Assertion 7 - Shared free time (trips, holidays ...) – with family is for me ...

Scale	Trial group	Control group	Ø
13 (importance)	2,09	1,56	1,83
14 (urgency)	2,57	1,68	2,13
Ø	2,33	1,62	1,98

Shared free time with family is considered by both groups as important and urgent (trial group – 2,33 P and control group – 1,62 P).

Table 12
Assertion 8 - Shared free time (trips, holidays ...) – with friends is for me ...

Scale	Trial group	Control group	Ø
15 (importance)	1,91	2,32	2,12
16 (urgency)	2,00	2,48	2,24
Ø	1,96	2,40	2,18

Shared free time with friends is evaluated as positive by both groups but a little lower than with family. It is interesting that for trial group is more important to be with friends (1,91 P) than for control group (2,32 P).

Dimension social communication

Table 13
Assertion 9 - Chatting and telephony with family is for me ...

Scale	Trial group	Control group	Ø
17 (importance)	1,65	1,52	1,59
18 (urgency)	1,65	1,56	1,61
Ø	1,65	1,54	1,60

Chatting and telephony with family is for both groups not only important but urgent too (Ø 1,60 P).

Table 14
Assertion 10 - Chatting and telephony with friends is for me ...

Scale	Trial group	Control group	Ø
19 (importance)	1,52	1,92	1,72
20 (urgency)	1,61	2,00	1,81
Ø	1,57	1,96	1,77

Respondents have stated about chatting and telephony with friends similarly (Ø 1,77 P). It is needed to see fact that trial group gives higher importance and urgency to chatting and telephony when compare assertions 9 and 10.

Table 15
Assertion 11 - Personal communication (face to face) – with family is for me ...

Scale	Trial group	Control group	Ø
21 (importance)	1,82	1,44	1,63
22 (urgency)	1,87	1,48	1,68
Ø	1,85	1,46	1,66

Table 16
Assertion 12 - Personal communication (face to face) – with friends is for me ...

Scale	Trial group	Control group	Ø
23 (importance)	1,74	1,48	1,61
24 (urgency)	1,78	1,60	1,69
Ø	1,76	1,54	1,65

Trial and control groups give importance to personal communication face to face with family(Ø 1,66 P) and with friends too (Ø 1,65 P). More significant differences between groups were not observed.

Conclusion

All 4 established hypothesis we have verified by research have been confirmed.

Table 17
Evaluation of hypothesis 1

Importance in assertions	Trial group	Control group
1	3,30	2,44
2	2,48	2,00
3	2,91	2,48
Ø	2,90	2,31

Respondents of control group consider fulfilling of study duties / activities as more important (2,31 P) than respondents of trial group (Ø 2,90B). This fact relates to fact that respondents of control group have in addition to study other duties which relates to the job, upbringing about family and minor children. These activities are more important for them.

Table 18
Evaluation of hypothesis 2

Importance in assertions	Trial group	Control group
4	3,61	2,68
5	4,52	3,20
Ø	4,07	2,94

Respondents of control group consider volunteering activities more important (Ø 2,94 P) than respondents of trial group (Ø 4,07 P). We see there considerable reserve, as volunteering should be a natural part of activities not only for helping professions but general public too. Aged older respondents consider volunteering as a possibility of next realization.

Table *19*
Evaluation of hypothesis 3

Importance in assertions	Trial group	Control group
6	3,44	1,76
7	2,09	1,56
8	1,91	2,32
Ø	2,77	1,66

Respondents of control group consider activities related to family / joined with family as more important (Ø 1,66 P) than respondents of trial group (Ø 2,77P). The difference was quite big (+1,11 P). This fact comes out from respondents age and reality, that they do not have responsibility for the running of household, while students of daily form of study want to "enjoy" this period.

Table *20*
Evaluation of hypothesis 4

Importance in assertions	Trial group	Control group
9	1,65	1,52
10	1,52	1,92
11	1,82	1,44
12	1,74	1,48
Ø (11, 12)	1,78	1,46

Respondents of control group consider personal communication face to face as more important (1,46 P) than respondents of trial group (Ø 1,78B). This difference is not so significant but shows on fact that phenomenon if internet a survival of "virtual life" penetrate into life more and more.

From results flows that it is necessary to be more consistent when taking care of time-management at preparation of future social workers. Time management is needed not only in personal life of students of social work but at study too, as effective sorting of tasks according to their importance and urgency can eliminate stress and following burnout syndrome. It is essential to learn students to build priorities in study and personal life in order:

- urgent and important,
- not urgent, but important,
- urgent and not important,
- not urgent and not important.

Due to the fact that presented issues are quite extensive, single areas – dimensions are only short excursion and they offer space for next wider discussion.

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SUMMARY

The study focuses on applying of time-management at students of the field social work. Every person uses time management – control of the effective use of time. Self-management, management of personal and work life belongs to big challenges, we should manage, when we want to be successful. In context of high requirements on helping profession, on social worker too, we meet high load which is put on them. A long duration of this condition may lead to complete exhaustion or so-called burnout. To prevent this situation, we need that future social worker has in its competences feature the competence which can be fully applied in manager role. We use time-management in all fields of social work. It has its use not only in direct, indirect or excessed work with client but it its place during preparation of future social workers direct in education process.

STRESZCZENIE

Badanie koncentruje się na stosowaniu zarządzania czasem przez studentów w dziedzinie pracy socjalnej. Każdy korzysta z zarządzania czasem, efektywnego wykorzystania czasu. Samodzielne zarządzanie – życiem osobistym i zawodowym – należy do wielkich wyzwań, którym powinniśmy sprostać, gdy chcemy odnieść sukces. Wysokie wymagania stawiane w każdym zawodzie, również w przypadku pracownika socjalnego, prowadzą do dużego obciążenia. Długi czas trwania tego stanu może doprowadzić do całkowitego wyczerpania lub tak zwanego wypalenia. Aby temu zapobiec, przyszły pracownik socjalny powinien posiadać w swoich kompetencjach również te, które mają zastosowanie w pracy menedżera.

Key words: Social worker, management, managerial competences, time management, planning of his time.

Słowa kluczowe: pracownik socjalny, zarządzanie, kompetencje menedżerskie, zarządzanie czasem, planowanie swojego czasu.

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