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AUTHOR Holloway, William H.
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ABSTRACT

A prevailing concern of leadership development is the extent to which performance-oriented training increases the ability of an individual to define and implement a process to accomplish stated objectives. The systems approach provides an analytic strategy for task decomposition into sequentially, temporally ordered activities without necessarily dictating the process by which distinct activities are to be accomplished. The planning techniques discussed in this paper are modified versions of the Program Evaluation and Review Technique and, like PERT, descend from network and graph theory. However, combined use of the time file and the procedural timetable appear to provide a definite, practical approach to significant increases in management performance as well as several advantages not associated with the use of PERT. (Author/WM)

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CONCEPT PAPER
PLANNING AND MANAGING TASK AND TIME IN PERFORMANCE ORIENTED MANAGEMENT

KU/KCPS CONSORTIUM
William H. Holloway
Coordinator

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WILLIAM H. HOLLOWAY
DIRECTOR, AIDS OFFICE
School of Educa
Univer ity

Preface

The ideas and techniques presented in this paper are not new nor can the author take any credit for their development. Good secretaries have for many years been aware of the value of a "Tickler" file for task and time planning and to this has been added a simple device akin to the Gant Chart. The author, however, accepts responsibility for any errors of interpretation or writing.

A debt of gratitude is owed to an excellent, executive secretary who first revealed this technique to me and unknowingly saved me from that unusual and often fatal malady known as "Trivia-in-Triplicate."

PLANNING AND MANAGING TASK AND TIME IN PERFORMANCE ORIENTED MANAGEMENT

William H. Holloway, Ph.D.
The University of Kansas

A prevailing concern of leadership development is the extent to which performance oriented training increases the ability of an individual to define and implement a process to accomplish stated objectives. When the in-service participants are inexperienced principals and vice-principals, the training task is compounded by their overwhelming preoccupation with day-to-day concerns. It is believed that failure to deal effectively with this problem immediately and continually throughout the duration of in-service training could well result in marginal growth.

Recognition of this problem resulted in the design of a training sequence (see Appendix A for a list of topical areas) which focused on the planning and management of task and time with a common thread of "systems approach" undergirding all phases of the program. It is believed that the time and effort planning techniques and strategies that were emphasized early in the program provided participants a means of increasing their performance in terms of both efficiency and effectiveness and simultaneously assisted them to deal with both long range and immediate responsibilities.

Dimensions of the Problem

The problem of time and effort allocation has been acknowledged and elaborated by other writers who have stated essentially that we must somehow help new building administrators (and in many cases the experienced ones as well) move from the "reactive" extreme closer to the "proactive" pole. The requirements of conceptual and operational juxtaposition must accommodate the

needs of the individual (at least so far as "in-service" training is concerned) to the extent that longer range task planning is accomplished almost in spite of the concern for daily activities. That is, since the management of daily concerns also enters into the performance equation, it cannot be totally neglected.

Where special training is not provided, individual and professional development frequently transpires over a period of years in which the individual accumulates a backlog of experiences that eventually become the "operations manual" for that particular person in that particular setting. Some individuals move through such a transition rapidly, others never escape the reactive whirlpool. Thus, effective in-service training ought to collapse the time requirements of administrator transition and at the same time make allowance for and improvement in all factors in the performance equation.

An associated problem is that of task assignable priorities. That is, to what extent are immediate tasks given greater priority than longer range concerns either as a function of demand intensity or as more frequently happens, by ommission or failure to plan. Failure to employ some scheme for priority assignment and to allocate appropriate time and effort can result in an all too frequent operations pattern. Building administrators, for example, often work on larger tasks during periods of relative inactivity, that is, before and after school and into the evening hours. Or, mental plans are made to begin a larger task as soon as the daily emergencies subside. However, this often results in a predominance of time and effort devoted to the so-called "daily emergencies" and the hurried completion of larger responsibilities.

Another dimension of the problem relates to individual ability to change from more immediate tasks to longer range responsibilities. Practitioners use

the phrase "switch gears" to describe the problem of minimizing the time required to terminate one task and pick up the pieces of another. All too often, the "down time" is unnecessarily prolonged because the systematic analysis and planning of longer range tasks has not occurred previously. Consequently, picking up the pieces requires recollection and review of recent past efforts and re-examination of overall direction.

Over a period of years, the successful principal (at least by a time-in-service criterion) becomes adept at the process of switching gears and hence gains increased efficiency through the conservation of time and energy. However, increased effectiveness (unlike efficiency) is not necessarily related to accumulated experience unless systematic efforts are made to analyze, evaluate, and record the outcomes of periodic responsibilities. In this respect, perhaps more than any other, a systems approach coupled with appropriate facilitating devices can reduce the period of time required to markedly improve administrative performance in terms of both efficiency and effectiveness.

Classifying Administrative Tasks

Since the techniques to be addressed are to some extent task dependent, it is necessary to consider some means of task classification. Contemporary administrator preparation too often neglects the need for task classification as a prerequisite for an intelligent selection of appropriate process strategy. Granted, the state of our knowledge is lacking in definitive tools and strategies for a wide array of responsibilities; however, it seems that currently there is room for improvement.

Numerous schemes for task classification exist. In a systems sense, we might look at system maintenance versus systemic development. Or, we might employ the Bloom taxonomy that suggests division along the lines of cognitive,

affective, and psychomotor requirements. A social-psychological perspective would provide a number of dichotomous dimensions such as group tasks versus individual tasks or formal versus informal requirements. Also, we should at least consider the functional approach suggested by Gulick and Urwick which resulted in the well known acronym POSDCORB for planning, organizing, staffing, etc.

However, for the purpose stated, a different scheme is necessary--one that relates periodicity and complexity. That is, we need to be able to formulate three categories from simple to complex and to determine whether or not certain tasks are periodic or not. The following table shows the way such a crude scheme might be operationalized given that task complexity is viewed as a continuum and three categories can be defined.

Table 1. A Task Classification Matrix

Periodicity	Complexity		
	Simple	Moderately Complex	Complex
A Non- periodic	A_1 Give a talk to the local Lions group	A_2 Re-direct the thrust of the counseling program	A_3 Accept complete responsibility for a 1 year funded instructional effort

Table 1. (Continued)

Periodicity	Complexity		
	Simple	Moderately Complex	Complex
Periodic	B_1 Handling daily correspondence	B_2 Student scheduling; staff evaluation; program evaluation	B_3 Accept complete responsibility for a multi-year instructional change effort

The classification scheme above is arbitrary and to a considerable extent dependent upon personal strengths and interests. However, it will serve the intended purpose of illustrating the partitioning of tasks into categories that may well demand different approaches to time and effort allocation. Note that "non-periodic" is used in the sense that for the foreseeable future (one year, possibly more) there is little reason to expect to confront the task again and "periodic" may be regular or erratic.

Cells A_1 and B_1 of the table can be accommodated by lengthy time and effort planning techniques but to do so would be a form of planning "overkill." The primary problem in this category is to accommodate such tasks along with more complex responsibilities. For example, B_1 should have a known standard procedure that could be implemented by a number of different individuals. However, while neither requires direct use of a technique, each will be affected by correct time and effort planning.

Cells A_3 and B_3 are sufficiently complex to require a more powerful

strategy such as PERT (Program Evaluation and Review Technique). However, as before, if the necessary expertise were not available so that PERT could be utilized, then the techniques to be discussed could be employed to considerable advantage. Cells A_2 and B_2, and in particular B_2, contain the type of tasks that are believed to be most amenable to the proposed planning techniques. That is, if efforts are concentrated on the type of task that is represented in cell B_2 of the matrix the greatest immediate payoff will be obtained since these are tasks that are not only moderately complex but also periodic. Hence, any effort devoted to systematic analysis and planning will pay greater dividends.

Planning and Managing Periodic Time-Sequenced-Tasks

There are two relatively simple techniques which if employed concurrently with a systems approach to task analysis, will make possible a quantum advance in administrative performance. Like many techniques, they will work to the extent that an individual utilizes each. However, unlike many other tools, they are inexpensive, simple to construct and require minimum effort to use.

First of all, let's begin with the device referred to as the "Time File." The time file is a revolving file calendar which keeps separate elements of a task in selected chronological order. The file is easily constructed of standard manila folders as shown in Figure 1.

The time file requires forty-three folders (12 for months and 31 for days) and best results may be achieved if the heavier, hanging type of folder is used. The folders are labeled in two component sections. The first, from "1st" to "31st" to represent all possible days of the month. The second is labeled from "January" to "December" respectively to represent all months of the year. Upon completion of the file, it is recommended that it be placed in a desk drawer,

near at hand. It is believed that close proximity will foster continuing use; therefore, accessibility is important to the beginning user.

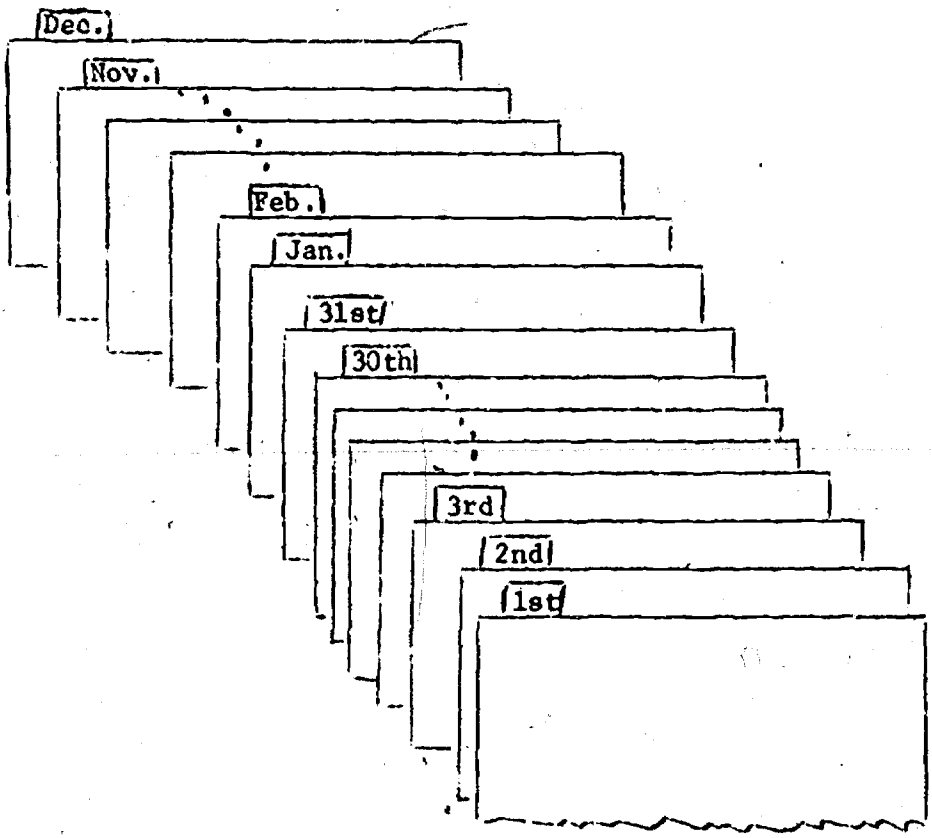

Figure 1. Construction of a Time File

The second technique for planning and allocating time and energy is the "Procedural Calendar." Those who are familiar with the Gant Chart will recognize the similarity of the procedural calendar. Simply stated, it is a rectangular array which relates sequentially ordered steps in the accomplishment of a task to a time schedule. Many different arrangements of the table may be constructed. Figure 2 depicts one such arrangement, Figure 3 an alternative version.

Unified Public School District # ___ Page ___ of ___

Procedural Calendar

Originator_____ School_____

Task Description_____

Phase Ident. & Explana.	Activity Description	January 1 2 3 4	February 1 2 3 4	March 1 2 3 4	April 1 2 3 4	Remarks
I Pre-scheduling decisions	1. Determine starting and ending times for the instructional day.	X				
	2. Determine student population levels.	X				
	3. .	X X				
	.	X	X X			
	.		X			
	10. Review completed decisions.		X X			
II Materials Preparation	1. etc. . . .					

Figure 2. Sample Format for a Procedural Calendar

Unified Public School District # ___

Procedural Calendar

Originator _____ School _____

Periodicity _____/ year _____/ month _____/ _____

Task Description _____

Task/Phase	Activity Description	Start	Complete	Remarks
I	1.			
	2.			
	3.			

Figure 3. Alternate Format for a Procedural Calendar

By now, the strategy should almost be apparent. That is, by trial and error, prior experience, use of advocate task teams (see a previous concept paper on the use of advocate task teams), or as occurred in this case as a part of planned in-service training exercises, a task is decomposed into a time sequenced set of activities (systems analysis). If the task is lengthy, it may be helpful to group associated activities into phases. Next, a time estimate must be determined for each activity from which starting and completion dates can be approximated (see Appendix B for a sample breakdown of student scheduling). The formulation of accurate and realistic time estimates should not be taken lightly. Known deadlines, existing policy, and past experience are the basis from which such estimates are made. They should include a margin of "slack time" (5 - 10%) and should be revised after each complete run through the process.

The time file and the procedural calendar are constructed to be used in conjunction with one another for best results. Quite simply, the procedural calendar gives the manager an overall glimpse at the planned task. He (she) can perceive how all the pieces fit together to form a whole, and where the last effort was directed and where the next must be focused. If, as happens many times, the task requires parallel efforts (activities that take place simultaneously); the concurrent activities are readily apparent.

If the individual were only required to be concerned with one large task or responsibility at a time, the procedural calendar would be sufficient by itself (Note: this is seen to be a major distinction in the use of PERT). However, this is almost never the case in public school work. In this respect, the time file provides an important addition to the technique, since there is a need for some means of organizing and integrating the activities of many complex tasks as well as the activity reminders that relate to very simple tasks. Thus, the time file contains reminders of numerous activities, some of which may relate to a specific procedural calendar and others which do not.

The Routine of Daily Use

Let's consider the technique as a part of regular routine. On the first day of a new month (March 1st, for example), the file labeled "March" is opened and the "activity reminders" (see Figure 4 for a proposed format) are distributed over the "day file" (files labeled from "1st" to 31st"). Thus, one might find one activity reminder that related to the overall task of Staff Evaldation, and would be a reminder that on the 25th of the month final staff reports would be due to be sent in to the central office. Presumably, other activities that preceded the final completion of reports would have already been scheduled and completed. The individual would then place this reminder into

the file labeled "20th" on the basis of past experience that indicated that about five working days would be needed to complete that activity.

(Standard 3 x 5 card)

Activity Description: Month _____

_____ Start _____

_____ Compl _____

Task: _____

Special Remarks: _____

_____

_____

Figure 4. A Suggested Format for a Formal Activity Planning Reminder

When the monthly distribution is complete (Note: the monthly distribution is not a daily event), daily planning begins. That is, the file labeled "1st" is pulled and the individual examines the demands on his (her) time for that day. One note may remind the individual of a monthly "principal's meeting" which is reaffirmed by a calendar note. Another may remind that a non-certified employee work report is due. The individual then plans his time and energy for the day. Some activities are given higher priority than others. In some cases, the demands may exceed a reasonable daily load and certain activity notes will need to be moved ahead a few days. Re-distributing the daily work load in this manner is realistic and emphasizes the original comment about the importance of allowing a margin of slack time. The assignment of priorities is facilitated by more complete knowledge of the many time and effort requirements associated with a multitude of tasks.

The narrative description of the process of using these techniques may sound overly complicated. However, past experience has shown that the time required for daily planning seldom exceeds twenty minutes per day; and, of course, it is best if this takes place in the first part of the day before the individual becomes lost in a maze of "daily emergencies."

There are two additional steps that are important to the process. The first step is additional planning allocations that become necessary throughout a given day. The mail, for example, will often result in one or two additional tasks, as will telephone calls. For such tasks, additional reminder notes are written and added to the file. A mailed memorandum, for example, may request a special report on student absenteeism later in the month. Several quick reminders are generated to insure that the overall task and steps leading up to task completion are completed on time. The activity notes in many cases require the manager to check on the progress of others who have been assigned responsibility for specific activities in the sequence. Not every reminder, nor even a majority, relate to specific efforts of the individual manager.

The second step is less periodic but is just as important. From time to time, throughout the month (the first part of the week has proven to be a good time) attention is directed to the time and effort requirements on a longer range basis. Once again, past experience has shown that the individual should look ahead to avoid overloading the calendar in terms of required large outputs of time and energy in a short period of time. This is exactly the type of "crunch" that can be avoided if the system is used with regularity.

Concluding Remarks

The prevailing concern of inexperienced building administrators for day-to-day emergencies (brush fires) posed a serious threat to in-service training

directed toward task process planning. Most participants appeared incapable of comprehending the need for and potential value of time and effort planning for moderately complex, periodic responsibilities such as staff evaluation, program evaluation, and student scheduling. In short, they were incredulous at the thought of additional responsibilities, particularly the kind that would transcend longer periods of time.

Recognition of the gravity of this problem in terms of the stated objectives of in-service resulted in early plans for constructive training activities to counteract individual concern. The first phase of training, for example, focused on performance objectives which directed attention and effort away from immediate concerns and toward longer range individual and organizational objectives. An important part of this phase was an introduction to the technique of planning which relies on the use of a time file, individual activity planning cards, and the procedural calendar. Together, the devices provide a means of handling daily planning and priority setting of the separate activities of a multitude of long and short range tasks.

The advantages of such an approach to both training and individual performance are numerous. The planning technique and devices provide:

1. A strategy for efficiently and effectively integrating both long and short range concerns and tasks into a manageable daily work load.
2. An efficient means of prioritizing daily demands for time and energy.
3. An efficient means for minimizing so called "down time."
4. Increased satisfaction in performance fulfillment attributable to definitive knowledge of tasks completed and tasks on which progress is achieved. This is in contrast to a perceived myriad of expended energies without a sense of accomplishment.

5. An improved attitude toward the assumption of additional responsibilities and restoration of confidence in the belief that prior performance can be maintained and even upgraded.

In addition, one might consider the advantages that accrue to the organization as a result of most administrators employing such a technique. Consider, for example, the case where a new principal is named to succeed a prior individual in a large school. The objective of "transition without chaos" is facilitated by the existence of such a chronological file and yet does not dictate to the new administrator a particular brand of orthodoxy.

A proportionate amount of attention and credit should be devoted to the utility of the systems approach to planning for the purposes of in-service training. The systems approach provides an analytic strategy for task decomposition into sequentially, temporally ordered activities without necessarily dictating the process by which distinct activities are to be accomplished. In this respect, process alternatives (means) can be evaluated in terms of selected objectives (ends) and in the light of constraints, resources and potential trade-offs. Neither the systems approach nor the suggested planning aids would have been sufficient in and of themselves.

The planning techniques discussed in this paper are modified versions of the Program Evaluation and Review Technique; and like PERT, descend from network and graph theory. However, combined use of the time file and the procedural time-table appear to provide a definite, practical approach to significant increases in management performance as well as several advantages not associated with the use of PERT. To this end, Performance Oriented Management Techniques (POMT) should be given full consideration by the profession.

APPENDIX A

TOPICAL AREAS FOR ADMINISTRATOR IN-SERVICE TRAINING

1. Performance Oriented Management
2. Staff Evaluation
3. Computerized Student Scheduling
4. Program Evaluation
5. Financial Accountability at the Building Level

APPENDIX B

SEQUENTIAL TIME TABLE FOR STUDENT SCHEDULING

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
1 Make pre-scheduling decisions	A. Conduct meetings with students and staff to hear ideas re: curriculum changes and curriculum for next year.	11/15	12/7	3 weeks	
	B. Review data from meetings. Do ideas reflect philosophy of school? Student oriented? Teacher oriented?	11/15	12/7	3 weeks	A continuous process beginning with the meetings.
	C. Compile list of staff members and the courses they are certified to teach.	12/1	12/7	1 week	Could be done by an efficient secretary.
	D. Check limitations of facilities (no. of labs, gyms, room size) and equipment.	12/1	12/7	1 week	Information should be available.
	E. Check with central office on number of teachers allocated for next year.	12/15	12/20	1 week	Based upon projected enrollment.
	F. Determine courses to be offered, length of each (9-18-36 wks), length of school day, class periods (50-55 min.), extended classes (2-3 pds).	11/15	12/20	5 weeks	A continuous process during phase 1.
	G. Estimate number of students at each grade level.	12/15	12/20	1 week	

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
1	H. Develop a plan for scheduling late enrollees, new students, absentees.	12/15	12/20	1 week	Determine time, steps, responsibilities.
	I. Decide what kinds of enrollment materials you need or with to use (course descriptions, course listings, enrollment cards, etc.)	12/15	12/20	1 week	A review of previous materials is in order.
2 Complete enrollment materials.	A. Determine who is to write or review final course descriptions and assign this task to them.	12/20	1/15	3 weeks	
	B. Construct course guides for teachers and counselors' use in advising students. Should include list of courses, length of course, general guidelines on who should take each course (pre-req), and a list of course objectives and/or course outline.	12/20	1/15	3 weeks	To be done by teachers. Use a standard format for all.
	C. Prepare stencils and duplicate these materials.	1/15	1/30	2 weeks	Use a secretary.

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
2	D. Construct and duplicate enrollment bulletins for distribution to all students. Bulletin will contain course titles, course numbers, prerequisites, length of course (9-18-36 wks, 2-3 pds), graduation requirements, enrollment procedures. Tentative consideration of potential conflicts.	1/15	1/30	2 weeks	
	E. Design and duplicate the enrollment card which students will use to record their course requests.	1/2	1/9	1 week	
3 Complete student requests	A. Distribute enrollment information and materials to teachers and students.	2/1	2/7	1 week	Do through classrooms, counselors, homerooms, assemblies.
	B. Assist and advise students re the filling out and completion of their enrollment cards. Each student must list enough courses to make a complete schedule with alternatives. How many to be requested should be considered.	2/1	2/28	4 weeks	Do through classrooms, counselors, homeroom meetings, meetings with parents.
	C. Request parental signature on the enrollment card.	2/1	2/28		Do as a part of 3B.

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
3	D. Require counselor approval or all enrollment cards. Counselor to check for required courses, pre-reqs, eligibility, correct number of courses.	2/1	3/7	5 weeks	This will be a continuous process beginning 2/1 until enrollment deadline.
	E. Prepare enrollment information for data processing: (1) Record course requests on scanner sheets supplied by data processing. (2) Sort or arrange materials as requested by data processing	3/8	3/15	1 week	Can be done by students, counselors, or secretaries with checking.
	F. Send scanner sheets to data processing.	3/15	3/15	1 day	
4 Receive and analyze course tallies, requests, etc.	A. Review the tallies for each course offered.				
	B. Check for errors in student requests as reported by data processing: (1) boys in girls p.e. or visa versa (2) sophs in sr level courses (3) too many or too few courses (4) conflicts	3/20	3/27	1 week	
	C. Correct errors detected.	3/20	3/27	1 week	
	D. Make preliminary check of staff to see if present staff is certified to teach courses and sections needed. Survey needs.	3/20	3/27	1 week	

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
5 Construct your master schedule	A. Delete from program those courses which few student chose (15 or less).	3/20	4/1	1.5 weeks	
	B. Determine number of sections needed for each course retained.	3/20	4/1	1.5 weeks	
	C. Study conflict matrix to determine best placement or arrangement of courses in master schedule so that the fewest number of conflicts are created.	3/20	4/1	1.5 weeks	
	D. Identify and list those courses that conflict.	3/20	4/1	1.5 weeks	
	E. Identify those students whose course requests include conflicts, or where courses were deleted.	3/27	4/6	2 weeks	
	F. Recheck staff certification prior to making class/course assignments.	3/20	4/1	1.5 weeks	
	G. Assign teachers to classes listed in master schedule, exercising care to balance class loads, teacher preparations, and see that special teachers and classes are scheduled at the most appropriate time of day.	3/20	4/6	2 weeks	
	H. Place courses, section numbers, room numbers on master schedule format.	3/20	4/6	2 weeks	

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
	I. Check room assignments for errors and/or duplications	3/27	4/6	1.5 weeks	
	J. Check to make sure there are enough classes to handle student body (hourly totals).	3/27	4/6	1.5 weeks	
6 First schedule run	A. Review the planned master schedule with a management group in the school in an effort to identify possible errors or alternative configurations.	4/1	4/6	1 week	
	B. Code master schedule forms supplied by the data processing center.	4/1	4/6	1 week	
	C. Establish max number of seats per class/section in master schedule.	4/1	4/6	1 week	
	D. Reschedule those students whose programs contain a conflict or where a course was deleted.	4/1	4/6	1 week	
	E. Send to computer.	4/7	4/7		
7 Analyze first schedule run	A. Review student reject listing taking note of reasons for rejection; (1) conflicts (2) all courses full (all sections of any one course a student may have requested) (3) errors made in phase 6.	4/10	4/16	1 week	

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
7	3. Review master schedule along with the number of rejects (and the reasons for rejection) to see if changes in the master schedule might resolve some of these. Do not make bigger problems.	4/10	4/15	1 week	
	C. Recheck teacher assignments, room assignments, class size, for errors, duplications, inequalities, etc.	4/10	4/16	1 week	
	D. Take note of number of openings in each course and each section.	4/10	4/16	1 week	
8 Master schedule revision	A. After completing phase 7 you may choose to revise your master schedule by adding additional sections, rearranging some of the sections, increasing class size. You may be able to resolve some conflicts, rejects and and class overloads.	4/10	4/16		Exercise care! You may create more problems than you solve.
9 Schedule run #2	A. Resolve conflicts/rejects by switching to alternate course selections.	4/10	4/16	1 week	
	B. Increase class size where necessary.	4/10	4/16	1 week	
	C. Send to computer.				

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
10 Analyze run #2	A. Review reject list.				
	B. Check for any problems that may have resulted from change in master schedule.				
	C. Check for classes/sections which are closed.	4/21	1 4/28	1 week	
11 Final run	A. Repeat phase #9.				
	B. To resolve rejects you may need to call the students insso that they may choose a different course.	4/			
	C. Send to computer.	4/21	4/28	1 week	
12 Lock up computer	A. Review data from final run.	5/3	5/8	1 week	
	B. Hand schedule any rejects.	5/3	5/8	1 week	
	C. Correct class sizes on master schedule so that you will be ready for scheduling of new students in August and resched of students who failed courses.	5/3	5/8	1 week	
13	A. Determine staff replacements and/or reassignments.	May	Aug	4 months	
	B. Reschedule students who have failed.	June or August			

PHASE	ACTIVITY	BEGIN DATE	END DATE	TOTAL TIME TO COMPLETE	SPECIAL REMARKS
13	C. Reschedule summer school credits earned by students.	8/1	8/10	1 week	
	D. Prepare plans for enrolling new students in August.	5/1			
	E. Obtain from data processing center the date when student schedules will be available, when teacher roster will be ready, and sufficient forms to handle new enrollees.	8/1			
14	A. Loop back to phase 1 and prepare to repeat. (Note: offering of special thanks and burning of incense is appropriate administrative behavior at this point in time.)				