

## MODULE 7 • TRAINER PRESENTATION

# Time Management

Notice where your time goes, protect rest, family and learning, and plan your week in small, flexible steps.

About 3 hours

3 units

Ages 18-30

B1-B2 English

### SMILE

Support Young Migrants Integration in the Labour market  
in Europe

Erasmus+ KA220-YOU · 2024-1-TR01-KA220-YOU-000256357



Empowerment Through Skills · Inclusion Through Opportunity



## HOW WE WORK TOGETHER

# Our agreement for this module



### Any English is good English

We listen to ideas, not grammar. Nobody corrects your language here. Mix words from other languages if it helps.



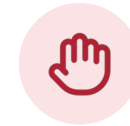
### Your story belongs to you

You never have to share your migration story. Our examples use invented characters.



### Listen to understand

One voice at a time. Every question is a good question.



### “Pass” is always OK

You can skip any activity or question. Take a break when you need one.

## MODULE MAP

# Three units, from awareness to practice

01

### Unit 1: Understanding time management

Taking control of time: definition, a life skill not pressure, plan, prioritise, focus, balance, myths. Time awareness activity.

≈ 50 min

02

### Unit 2: Time management in the reality of young migrants

Stress and waiting, procrastination, the phone, cultural time norms, well-being. Case study.

≈ 60 min

03

### Unit 3: Practical strategies and good practices

Time to put it into practice: awareness, priorities, flexible plans, focus, micro-actions, habits, reflection. Try one strategy.

≈ 55 min

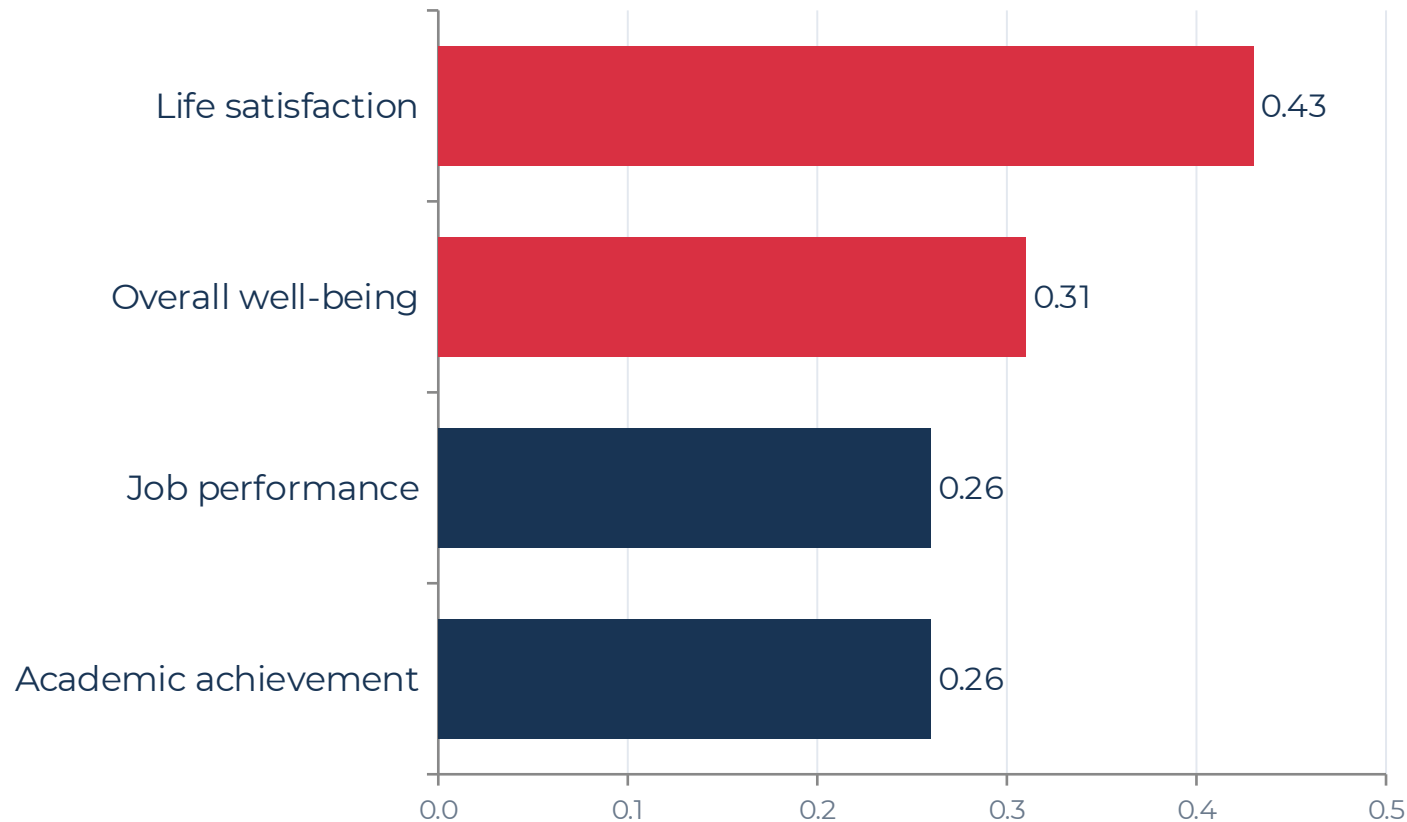
## LEARNING OUTCOMES

# By the end of this module, you will be able to

- 1 Explain what time management means and why it is important for daily life, education and employment.
- 2 Identify the factors that affect your personal use of time, including stress, emotions and digital environments.
- 3 Recognise common time management challenges such as procrastination, overload and distraction.
- 4 Apply simple and realistic tools for prioritisation, planning and attention management.
- 5 Develop small, sustainable routines that support balance and well-being.
- 6 Reflect on your own progress (carry out a self-assessment) and adapt your time management strategies over time.

## WHY THIS MATTERS

# It helps how you feel more than how much you do



- **Bigger bar = stronger link.**  
Time management goes together with feeling good more than with doing more.
- **Less stress too:**  $r = -.29$  with stress and  $-.36$  with psychological distress.
- **Be careful:** most studies measure once, so these are links, not proof of cause.

Source: Aeon, Faber & Panaccio (2021), PLOS ONE, Tables 4-7: meta-analysis of 158 studies, 53,957 participants (students and employees)

## WHY THIS MATTERS

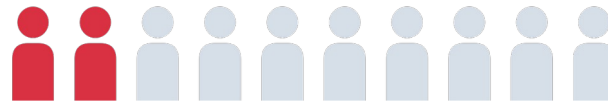
# Many young workers do not choose their hours

## 7 in 10



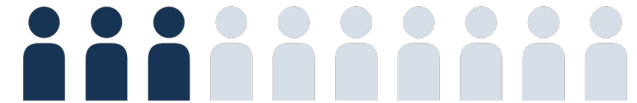
young employees (15-34) say their employer mainly decides their working time (69.6%). Only 7.7% decide fully.

## 1 in 5



young employees (15-29) work shifts (20.6%). In Greece it is 37.2%.

## 1 in 3



young employees (15-34) were contacted about work in their free time: 12.4% several times, 21.4% occasionally.

**For many of us, time management means managing the time around a schedule that others set, and knowing its legal limits.**

Source: Eurostat Ifso\_19fxwt01 and Ifso\_19fxwt14 (2019, EU-27) · Eurostat Ifsa\_ewpshi (2025, EU-27). All young employees, not only migrants.

# 01

UNIT 1 · ≈ 50 min

## Understanding time management

Taking control of time: what time management is, what it is not, and how to balance a full week.

Definition

Not pressure

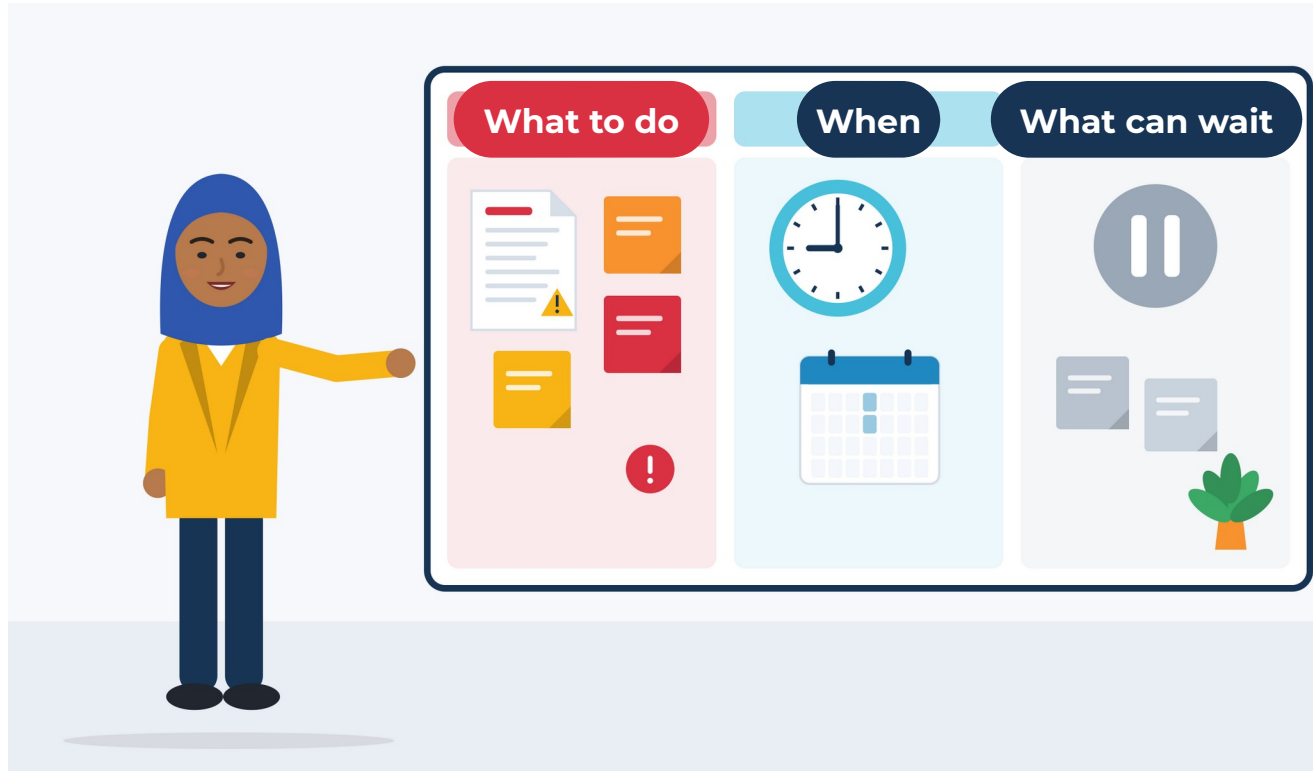
Plan, prioritise, focus

Balance and myths



## DEFINITION OF TIME MANAGEMENT

# What is time management?



*Research definition: decisions that “structure, protect, and adapt” your time.*

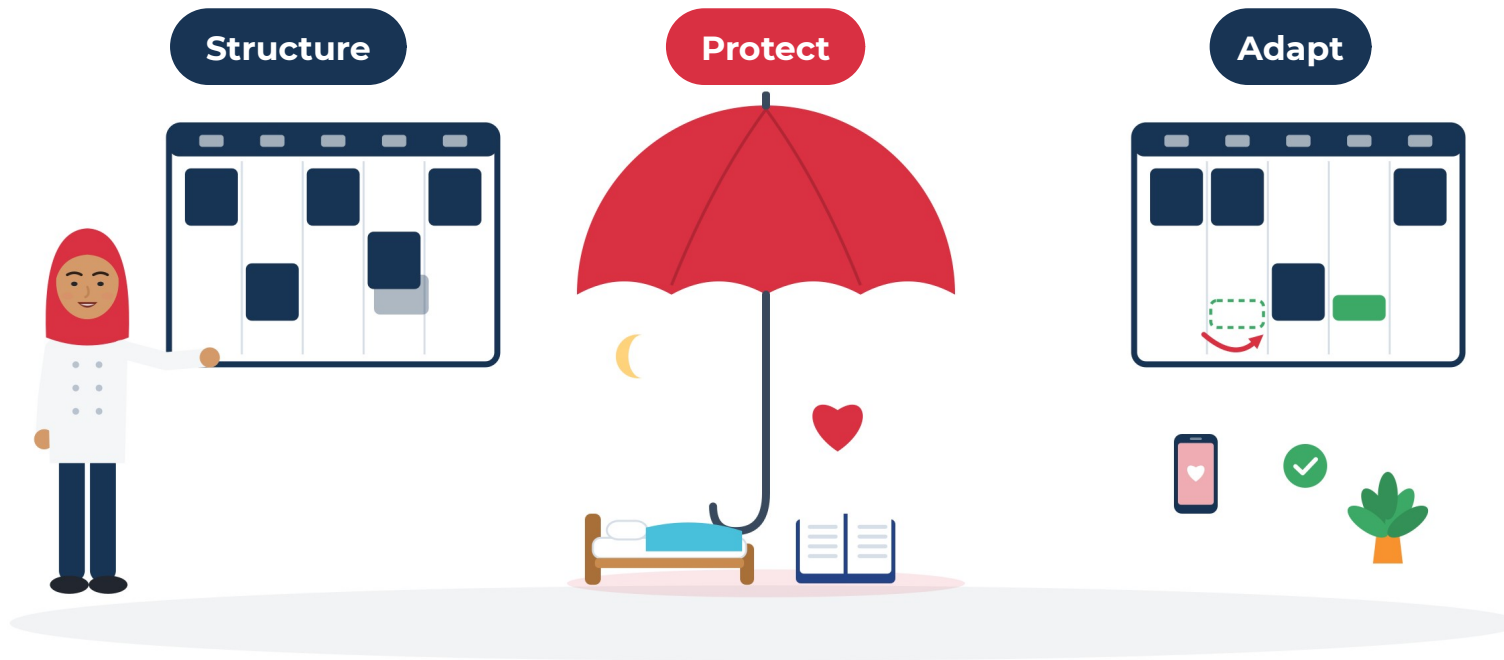
### In short

- **Time management:** small daily decisions. What to do, when, and what can wait.
- **Control, not speed:** you decide how to use the time you have.
- **EU key competence:** "effectively manage time and information".
- **CV skill (ESCO):** "manage time", "prioritise tasks", "plan deadlines".

Source: Aeon & Aguinis (2017), p. 311, as quoted in Aeon et al. (2021) · Council Recommendation on key competences (2018), in Sala et al. (2020), LifeComp, p. 11 · ESCO skill "manage time"

## TAKING CONTROL OF TIME

# Three verbs: structure, protect, adapt



### Control of time

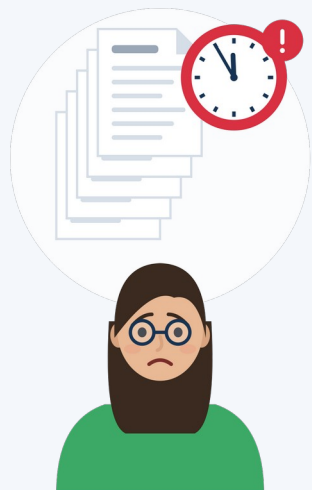
- **Structure:** fixed blocks first: shifts, course, appointments.
- **Protect:** sleep, family and learning, like appointments.
- **Adapt:** life changes, the plan changes. No guilt, just a new version.

Source: Aeon & Aguinis (2017) via Aeon et al. (2021) · Macan (1994) process model, via Claessens (2004) and Claessens et al. (2007)

## NOT PRODUCTIVITY PRESSURE, BUT A SKILL THAT SUPPORTS LIFE

# Time management is not a race

### Productivity pressure



- Do more, faster, every day.
- Rest is wasted time.
- A bad day means you failed.
- One perfect system for everyone.

### A skill that supports life



- Feel more in control and less stressed.
- Rest, family and learning are part of the plan.
- Plans change: you adapt and try again.
- Small tools that fit your situation.

**In a German trial, training raised the feeling of control and lowered stress. Performance did not change.**

Source: Häfner & Stock (2010), *The Journal of Psychology*: randomised trial with 71 employees (training n = 35, waiting list n = 36)

## PLANNING, PRIORITISATION AND ATTENTION MANAGEMENT

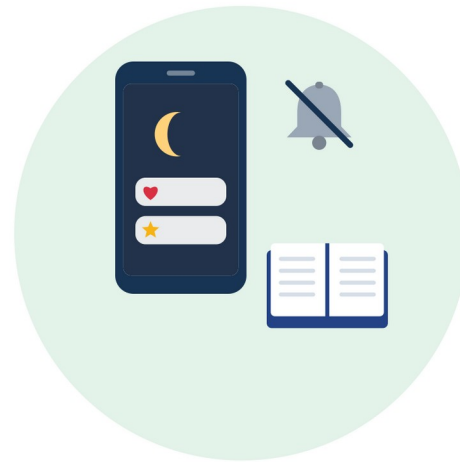
# Three everyday skills: plan, prioritise, focus



Plan



Prioritise



Focus

- **Plan:** decide when, and write it down so your head does not have to hold it.
- **Prioritise:** what matters most? Important tasks often feel less urgent, so give them a time.
- **Focus:** alerts pull attention away, even when you do not answer them.
- **All three:** a feeling of control. That feeling lowers stress.

Source: Claessens (2004); Claessens et al. (2007) · Stothart, Mitchum & Yehnert (2015), notifications and attention

## BALANCING WORK, LEARNING, REST AND PERSONAL NEEDS

# Work, learning, rest and personal needs



### Work

Shifts, commute, overtime. Often set by others: plan around them, know the limits.



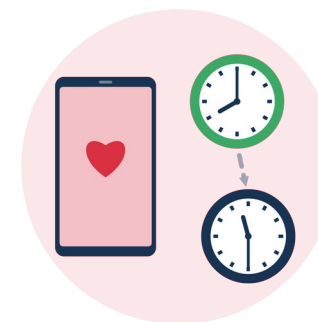
### Learning

Language course, homework, exams. Finishing language courses goes with higher employment.



### Rest

Adults (18-60) need 7 or more hours of sleep. Rest is part of the plan, not a reward.



### Personal needs

Family, friends, faith, care duties. 20:00 in Berlin is 23:30 in Kabul in winter.

Source: CDC, About Sleep (citing Watson et al., 2015) · Brücker et al. (2024), IAB-Kurzbericht 10/2024 · time zones from the IANA time-zone database

## ILLUSTRATIVE SCENARIO

# The 06:00 start and the long bus ride

**Darius, 22**

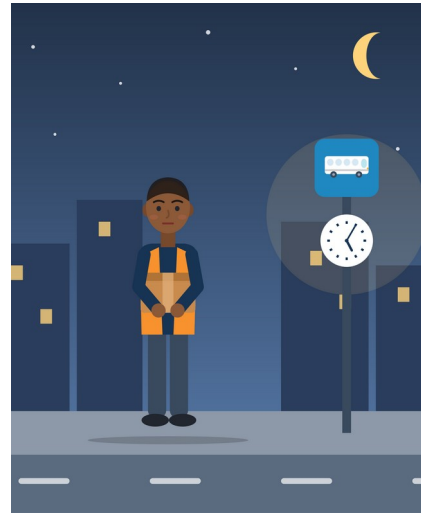
First job in a distribution centre near Rotterdam

Logistics

Netherlands

Early shift

Darius's shift starts at 06:00. The night bus takes 55 minutes, so he wakes up at 04:40. In the evening he often talks to friends and family until late. In week one he is late twice. He thinks: "I am lazy. Other people can do this."



## DISCUSS

1. Is Darius lazy? What does his situation ask of him?
2. What could he prepare the evening before?
3. Which part is his responsibility, and which part is the employer's (rota, transport)?

*Grounded in: 20.6% of young EU employees work shifts, 22.0% in the Netherlands (Eurostat lfsa\_ewpshi, 2025); about 8% of young workers commute 60+ minutes (Eurostat, 2019); adults need 7+ hours of sleep (CDC).*

## MYTH OR FACT?

# Common misconceptions about time management

✗ **“Time management means working more and faster.”**

✓ It is linked more to life satisfaction ( $r = .43$ ) and well-being ( $r = .31$ ) than to job performance ( $r = .26$ ).

✗ **“A good plan always works.”**

✓ People usually underestimate how long their own tasks take. Good plans include buffer time.

✗ **“If you delay things, you are lazy.”**

✓ Delay is often about bad feelings: unpleasant tasks and low confidence are strong predictors of procrastination.

✗ **“Be hard on yourself and you will stop delaying.”**

✓ Students who forgave themselves for procrastinating procrastinated less before the next exam.

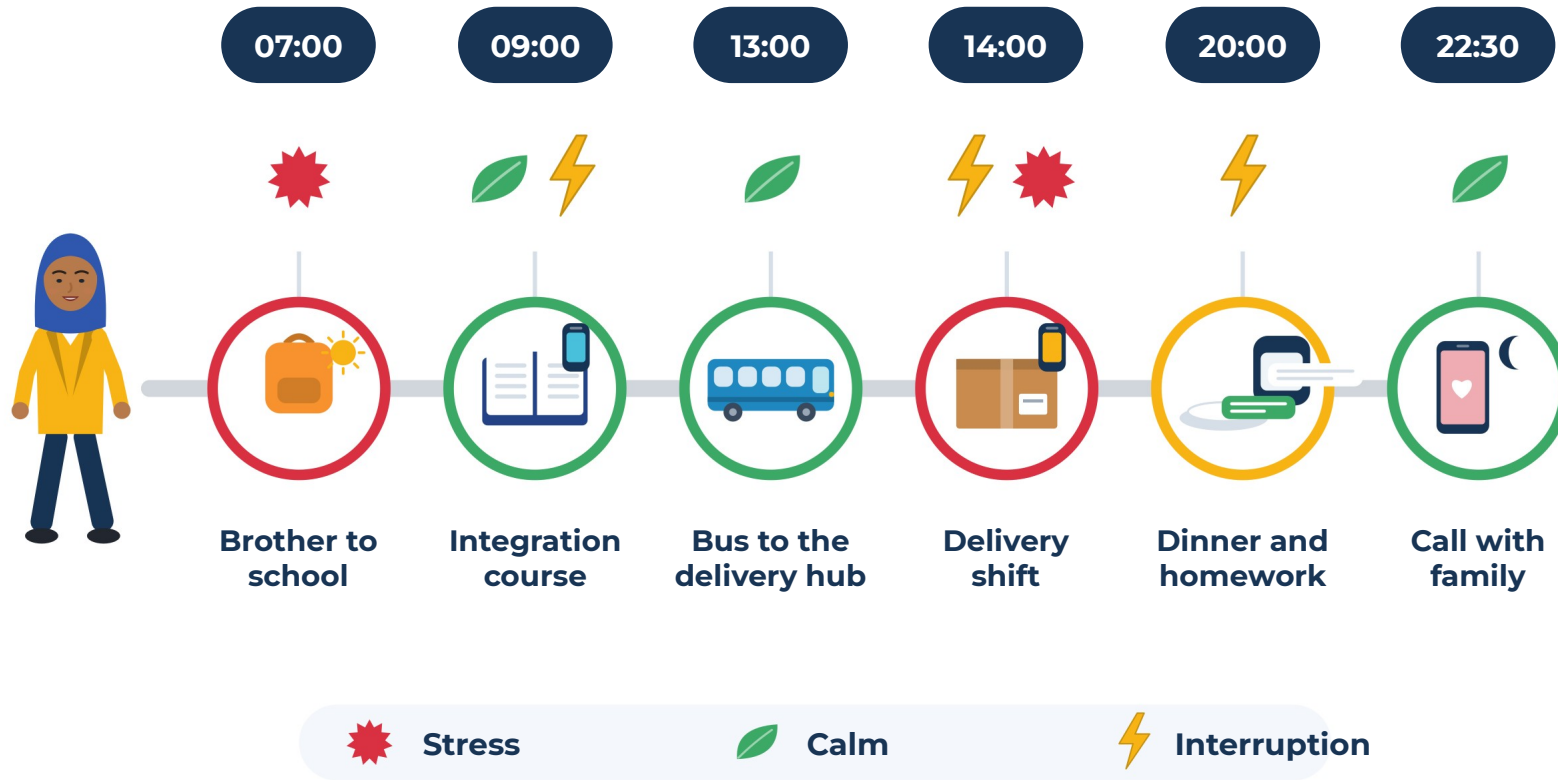
✗ **“My willpower is used up by the evening.”**

✓ A 23-lab replication found this effect close to zero. Tiredness from shifts and short sleep is real, though.

Source: Aeon et al. (2021) · Buehler, Griffin & Ross (1994) · Steel (2007); Sirois & Pychyl (2013) · Wohl, Pychyl & Bennett (2010) · Hagger et al. (2016),  $d = 0.04$

## MINI ACTIVITY: TIME AWARENESS

# Example: Nour's day on a time awareness chart



### Who decides?

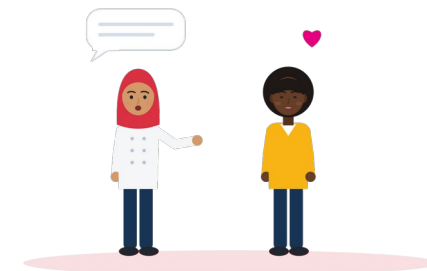
- **07:00 stress:** rushing, no breakfast. The school.
- **09:00 calm,** but the phone buzzes 12 times. Mixed.
- **13:00 calm:** 30 minutes of music. Nour.
- **14:00 stress:** the rota changes by message. The employer.
- **20:00 interrupted** by group chats. Mixed.
- **22:30 calm and important,** but late. The time zone.

## ACTIVITY

# Time awareness: my day on one line

 **TIME**  
25-30 min **GROUP**  
Individual, then pairs, then whole group **MATERIALS**  
Time awareness chart (24-hour line), coloured pens, persona cards **GOAL**  
Notice stress, calm and interruptions in a day, without judging**STEPS**

1. Choose what to draw: yesterday, a typical day, or a persona card. You decide what you show.
2. Draw blocks on the 00:00-24:00 line with words or icons: bed, bus, work, course, phone, family.
3. Colour it: red = stress, green = calm, lightning = interruption.
4. Pairs: share one calm moment and one interruption, only if you want to.
5. Group: what creates calm? What interrupts us? Sort the answers into “others decide”, “I decide” and “mixed”.

**DEBRIEF**

- Where in your day do you feel most in control?
- Which interruption could you reduce a little?
- Which part of your day is not your responsibility?

# 02

UNIT 2 · ≈ 60 min

## Time management in the reality of young migrants

How migration, stress and uncertainty shape the way time feels and how days are organised.

Stress and waiting

Procrastination

The phone

Culture and well-being



## PERCEPTION OF TIME UNDER STRESS AND UNCERTAINTY

# Waiting time is real time

614,295



people aged 18-34 were waiting for an asylum decision in the EU at the end of 2025, about half of all 1.22 million.

4-5 points

lower later employment for each extra year of waiting in the asylum process (refugees in Switzerland).

21 months

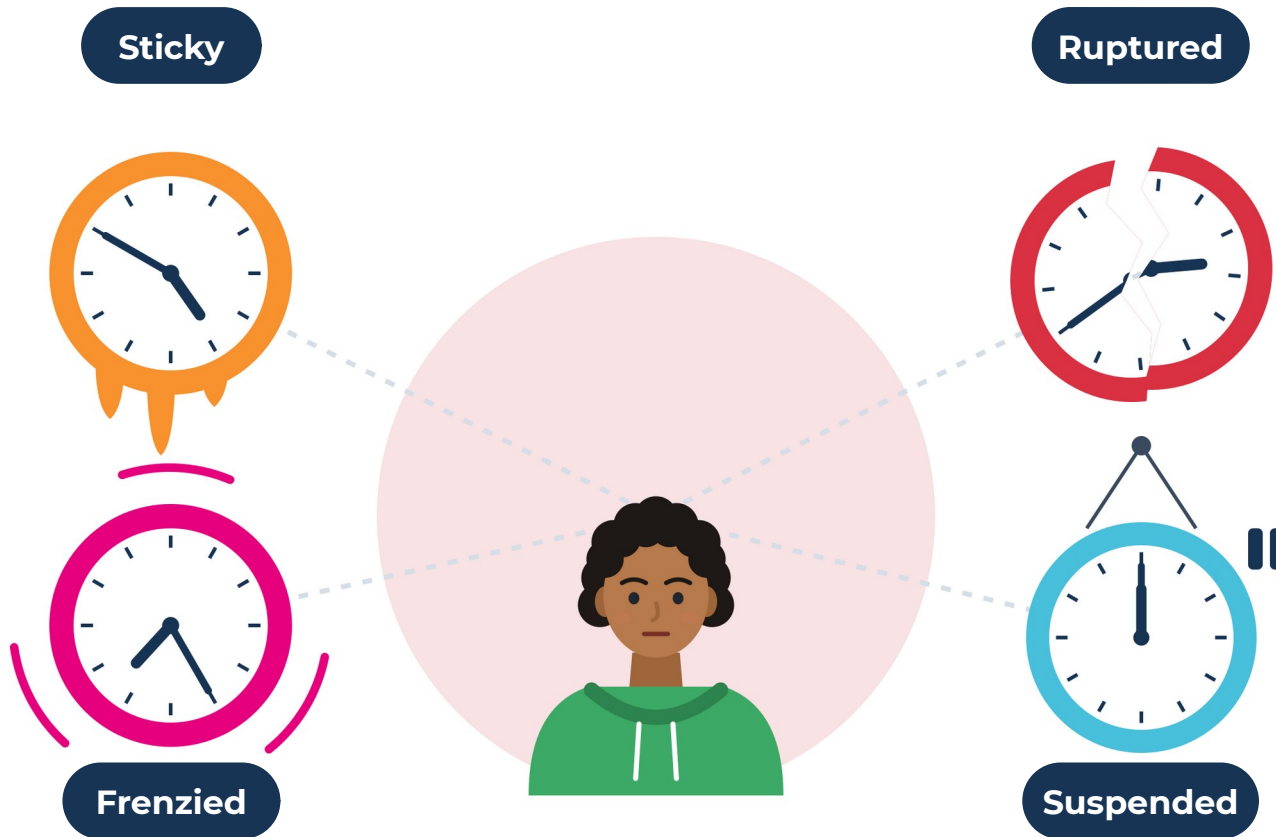
Long asylum waiting harmed emotional health, still 21 months after settlement (UK data).

**Much "lost time" is structural. Waiting is not your fault, and small routines can still protect you.**

Source: Eurostat migr\_asypentzm (end of December 2025, EU-27) · Hainmueller, Hangartner & Lawrence (2016), Science Advances · Phillimore & Cheung (2021), Social Science & Medicine

## PERCEPTION OF TIME UNDER STRESS AND UNCERTAINTY

# Stress changes how time feels



- **Time can feel strange:** people waiting for asylum decisions called it “sticky, suspended, frenzied and ruptured”.
- **Feelings change time:** it flies when we have fun, drags when we worry.
- **A full mind:** worries take up space. Planning feels harder. This is normal.
- **Short horizons help:** plan today and this week, not five years.

Source: Griffiths (2014), JEMS · Droit-Volet & Meck (2007) · Mani et al. (2013), “scarcity”; mixed replications: Carvalho et al. (2016), O'Donnell et al. (2021)

## ILLUSTRATIVE SCENARIO

# My life is on pause

**Samir, 25**

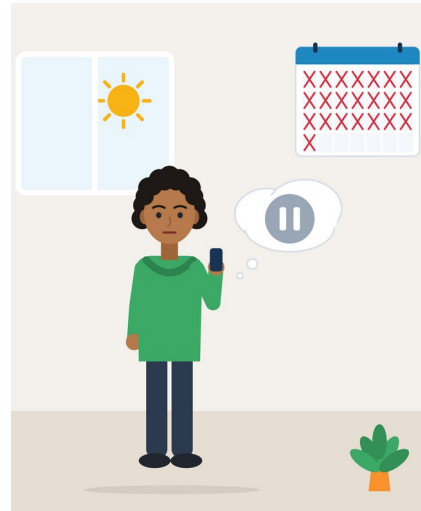
Waiting for an asylum decision in Greece, month 22

Waiting

Greece

Daily structure

Samir has waited 22 months for a decision on his asylum application. “My life is on pause. Why plan anything?” He sleeps until noon and spends most evenings on his phone. Some weeks he misses the free Greek class. Friends tell him to “just be more disciplined”.



## DISCUSS

1. What would Samir NOT need to hear?
2. Which parts of his situation are not in his control?
3. What could be three small “anchors” in his day?

*Grounded in: each extra year of asylum waiting cut later employment by 4-5 points (Hainmueller et al., 2016); people waiting in Glasgow filled time with routines (Rotter, 2016).*

## EMOTIONAL BARRIERS AND THE HABIT OF PROCRASTINATION

# Procrastination is a mood problem, not laziness



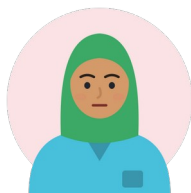
### Around the loop

- **Heavy task:** a form in a second language, an official letter.
- **Bad feeling:** fear, shame or confusion, right now.
- **Escape:** scroll, clean, sleep. Quick relief for a moment.
- **Guilt:** “What is wrong with me?” Self-criticism adds stress.
- **Heavier task:** next time it feels even worse.
- **Break it:** be kind to yourself, then one tiny step.

Source: Sirois & Pychyl (2013) · Steel (2007) · Sirois (2014); Wohl, Pychyl & Bennett (2010)

## ILLUSTRATIVE SCENARIO

# The form that waits for months

**Rania, 27**

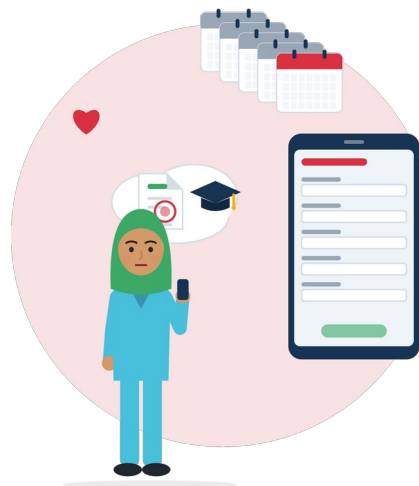
Nurse trained in Syria, now living in Germany

Recognition

Germany

Procrastination

Rania has a nursing degree from Syria. For five months the recognition application has been saved on her phone. When she opens it, she feels shame and closes it again. She will do it “when things are calmer”. Meanwhile she works in a warehouse.



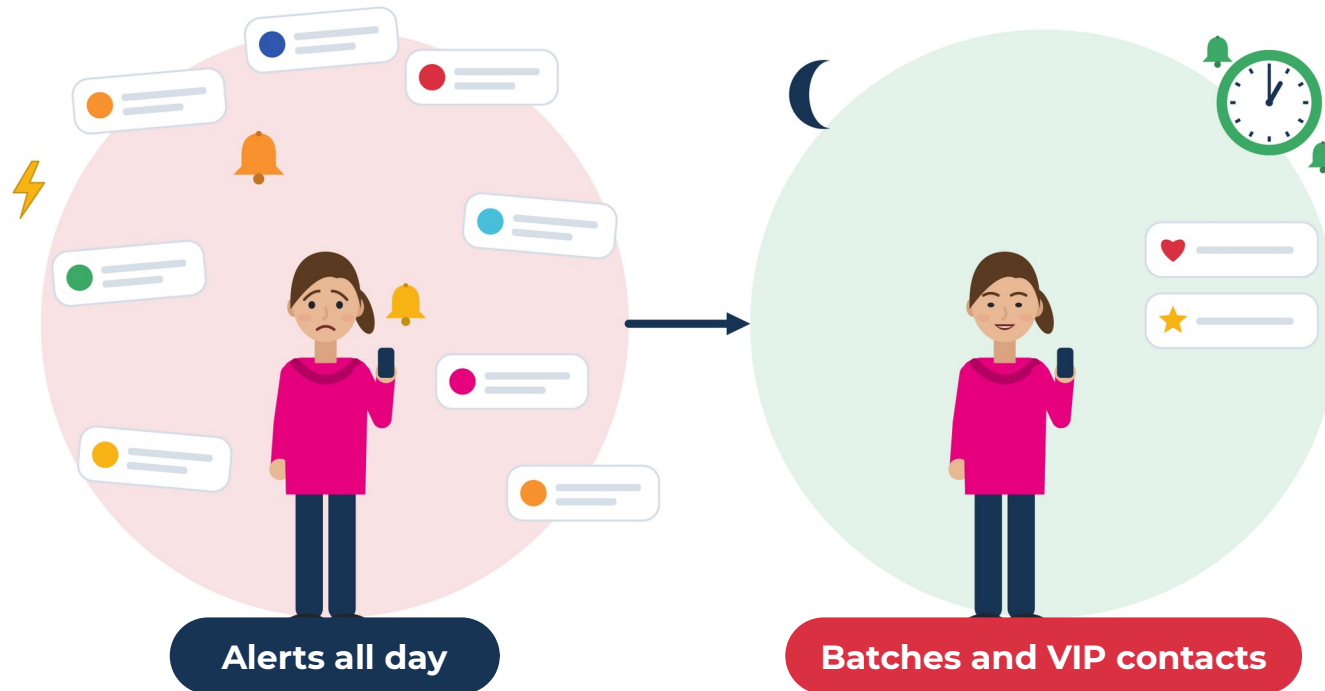
## DISCUSS

1. What feeling is Rania avoiding?
2. What would a harsh inner voice say? What would a kind friend say?
3. What could she do in 10 minutes today?

*Grounded in: only 22.5% of young people (15-29) with a non-EU qualification had applied for recognition (Eurostat Ifso\_21educ02, 2021); task aversiveness strongly predicts procrastination (Steel, 2007).*

## DIGITAL DISTRACTION AND DIVIDED ATTENTION

# The phone: lifeline and distraction



- **A lifeline:** family, offices, shift changes. Design it, do not ban it.
- **Alerts pull attention** even when people do not touch the phone (experiment).
- **Batching helps:** alerts 3 times a day gave better attention, mood and control. No alerts at all: more anxiety (n = 237).
- **Phone on the desk?** the "brain drain" finding did not replicate. Pooled effect: small (g = -0.14).

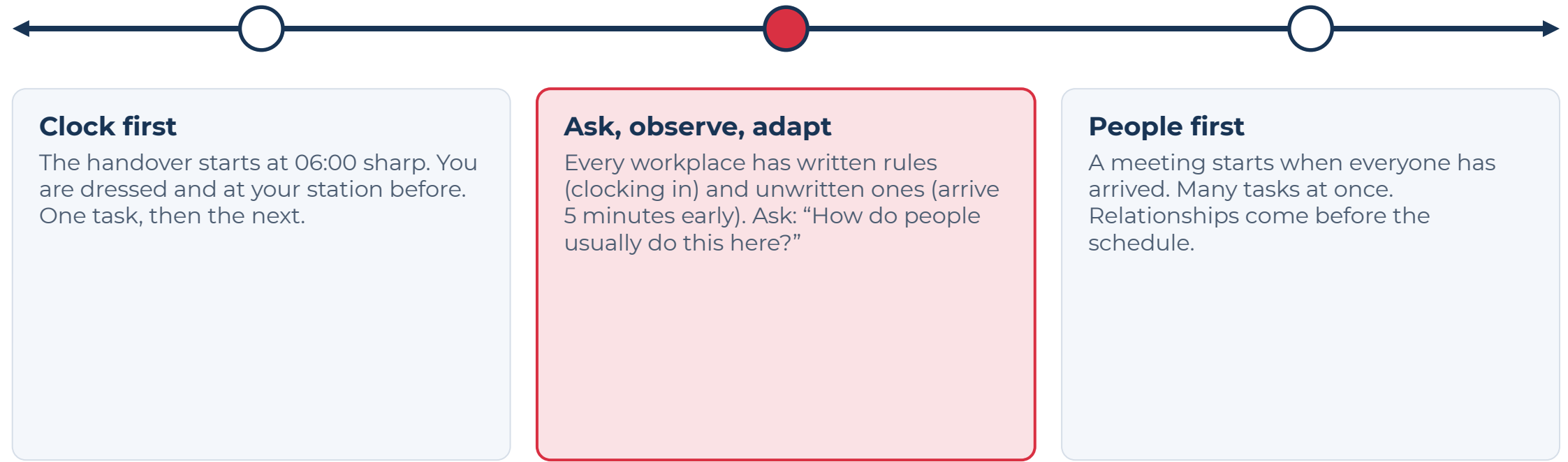
Source: Stothart, Mitchum & Yehnert (2015) · Fitz et al. (2019), randomised field experiment · Böttger, Poschik & Zierer (2023), meta-analysis of 22 studies

## CULTURAL DIFFERENCES IN THE PERCEPTION OF TIME

# Time norms belong to places, not to peoples

One thing at a time, fixed times

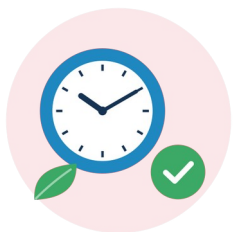
Many things at once, people first



Source: Hall's monochronic and polychronic time, as described by Sedlmeier et al. (2020) · Korabik et al. (2017) · Levine & Norenzayan (1999) · BAMF (2016), integration-course curriculum

## LINKS BETWEEN TIME MANAGEMENT, PROBLEM SOLVING AND WELL-BEING

# Small structure, more control, better well-being



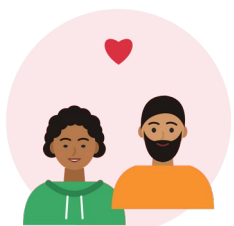
### RCT · Time-management training, Germany

71 employees in a randomised trial. Training raised the feeling of control and lowered stress. Performance did not change.



### Field study · Active waiting, Glasgow

Asylum seekers who waited 2-9 years filled their time with routines, activities and projects. Waiting was “not an empty interlude”.



### RCT · Problem Management Plus, Netherlands

Syrian peer helpers taught stress management, problem solving and planning small activities. Depression and anxiety fell more ( $d = 0.41$ ).



### RCT · Self-Help Plus, Türkiye

A 5-session stress course for Syrian refugees. After 6 months, 21.69% had a mental disorder, against 40.73% without it.

Source: Häfner & Stock (2010) · Rotter (2016), *Time & Society* · de Graaff et al. (2023), *BMJ Mental Health* (206 adults) · Acarturk et al. (2022), *World Psychiatry* (642 adults)

## ACTIVITY

# Case study: what makes time hard, what helps?

 **TIME**  
30 min

 **GROUP**  
Groups of 3-4

 **MATERIALS**  
Case study texts with a short glossary, flipchart, sticky notes

 **GOAL**  
See how stress, mental load and phone habits affect time, and find one small change

## STEPS

1. Each group takes one case: Mariam (course vs shift), Hamid (scrolling before an exam), Rania (the form that waits) or the real “active waiting” study.
2. Answer: what feelings or thoughts make time hard here?
3. Which parts are structural, beyond the person's control?
4. What one small change could give back a bit of control? Who could help?
5. Present in 2 minutes. The trainer links each case to a model from today.



## DEBRIEF

- What did the person NOT need to hear?
- What would a kind friend say?

# 03

UNIT 3 · ≈ 55 min

## Practical strategies and good practices

Time to put it into practice: small tools that fit real lives, tried today and adapted over time.



Priorities

Flexible plans

Focus and micro-actions

Habits and reflection



## DEVELOPING AWARENESS OF TIME USE

# From timeline to pattern to one small change

|  | What I noticed                                                 | What it may tell me                        | One small change to try                                              |
|--|----------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------|
|  | <b>I lose two hours after late calls with family.</b>          | Late calls cost sleep before early shifts. | Two protected call slots a week: my day off and before a late shift. |
|  | <b>My calmest time is the morning.</b>                         | My head is freshest early.                 | Do the hardest task (a form, homework) before 10:00.                 |
|  | <b>The 30 minutes after messages from the office are hard.</b> | Worry takes my attention.                  | Read official messages once a day, with a friend if needed.          |
|  | <b>The bus ride is 40 minutes of scrolling.</b>                | This is time I can choose how to use.      | Vocabulary app for 10 minutes, then music.                           |

**You cannot change what you cannot see. Observe first, without judging.**

Source: Time assessment as the first part of time management: Claessens (2004), p. 19 · examples constructed for SMILE

## PRIORITISING UNDER COGNITIVE AND EMOTIONAL LOAD

# Urgent or important? Sort before you start



**1 · Urgent and important**

**Do it today.**

**2 · Important, not urgent**

**Give it a time and a place.**

**3 · Urgent, not important**

**Keep it short, batch it or ask.**

**4 · Neither**

**Drop it or leave it for later.**

- **Examples:** 1 permit papers due Friday · 2 diploma recognition, B1 practice, a CV · 3 most group-chat messages · 4 endless scrolling.
- **Kofi, 26 (constructed):** permit papers due Friday, a job ad closes Thursday. He freezes and does neither.
- **Both are box 1:** small steps, buffer time, ask a support organisation about the permit.
- **A thinking aid, not a law:** people often choose what feels urgent over what matters.

Source: Eisenhower (1954), Evanston address, quoting "a former college president" · Zhu, Yang & Hsee (2018), the mere urgency effect · Claessens (2004), p. 165

## FLEXIBLE AND REALISTIC PLANNING TOOLS

# A week in three layers, with buffers

|                                                                                   | Layer                           | Monday                   | Tuesday                   | Wednesday       | Thursday                               | Friday                   |
|-----------------------------------------------------------------------------------|---------------------------------|--------------------------|---------------------------|-----------------|----------------------------------------|--------------------------|
|  | <b>Fixed: others decide</b>     | Course 9-12, shift 14-18 | Shift 7-13                | Course 9-12     | Municipality 10:00                     | Course 9-12, shift 15-19 |
|  | <b>Protected: I guard it</b>    | Sleep from 23:00         | Brother from school 15:30 | Call home 21:00 | Rest in the afternoon                  | Call home 21:00          |
|  | <b>Flexible: I choose</b>       | Homework, 30 min         | Shopping, homework        | Friends, sport  | Homework, 30 min                       | Free evening             |
|  | <b>Buffer: space for delays</b> | Lunch and travel 12-14   | Rota changes              | Spare afternoon | Leave 08:50, nothing else before lunch | Weekly check, 10 min     |

**Plan less than the full day. People usually underestimate how long their own tasks take.**

Source: Buehler, Griffin & Ross (1994), the planning fallacy · three-layer plan: constructed SMILE tool · example week invented (persona Nour)

## PLANNING TOOL: WOOP AND IF-THEN PLANS

# WOOP: from a wish to an if-then plan



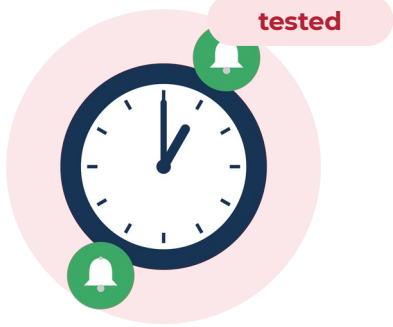
- **Wish:** pass the B1 exam this year.
- **Outcome:** I can apply for nurse training. I feel proud.
- **Obstacle:** after late shifts I am exhausted and skip class.
- **Plan:** if I had a late shift, then I sleep until 10:00 and do 20 minutes of homework on my phone before class.

Your turn: "If \_\_\_, then I will \_\_\_." Across 94 tests, if-then plans helped people reach their goals ( $d = .65$ ).

Source: Gollwitzer & Sheeran (2006), meta-analysis · Oettingen, Kappes, Guttenberg & Gollwitzer (2015) · [woopmylife.org](http://woopmylife.org) (free materials)

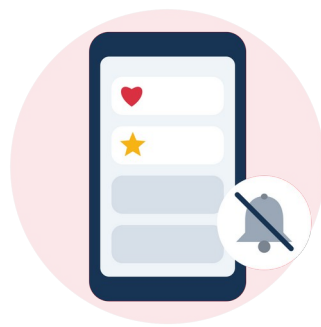
## MANAGING ATTENTION AND DIGITAL DISTRACTIONS

# Design your phone, do not ban it



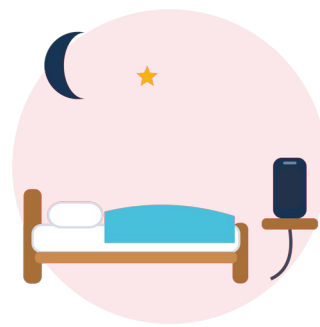
### Batch your alerts

Check messages at set times, for example 13:00 and 19:00. Mute busy groups.



### VIP exceptions

Let your supervisor and your family through. Everything else can wait.



### Bedtime mode

Phone quiet from 23:00. Charge it away from your bed.



### Focus block

Work about 25 minutes, then a short break. Evidence: one day, 87 students.

Source: Fitz et al. (2019) · Biwer et al. (2023), Pomodoro-style breaks · Google Android Help (Digital Wellbeing: Focus mode, Bedtime mode) · Apple iPhone User Guide (Focus)

## OVERCOMING PROCRASTINATION THROUGH MICRO-ACTIONS

# Make the first step tiny

### BIG AND HEAVY

*"Do my diploma recognition."*

*"Study German more."*

*"Sort out all my papers."*

*"Find a better job."*

*"I am lazy, I never finish anything."*



### TINY FIRST STEP

**Open the Recognition Finder, type "nurse", screenshot the document list. 10 minutes.**

**If I sit down on the bus after my shift, then I open the vocabulary app for 10 minutes.**

**Tonight: put every letter in one folder. Nothing else.**

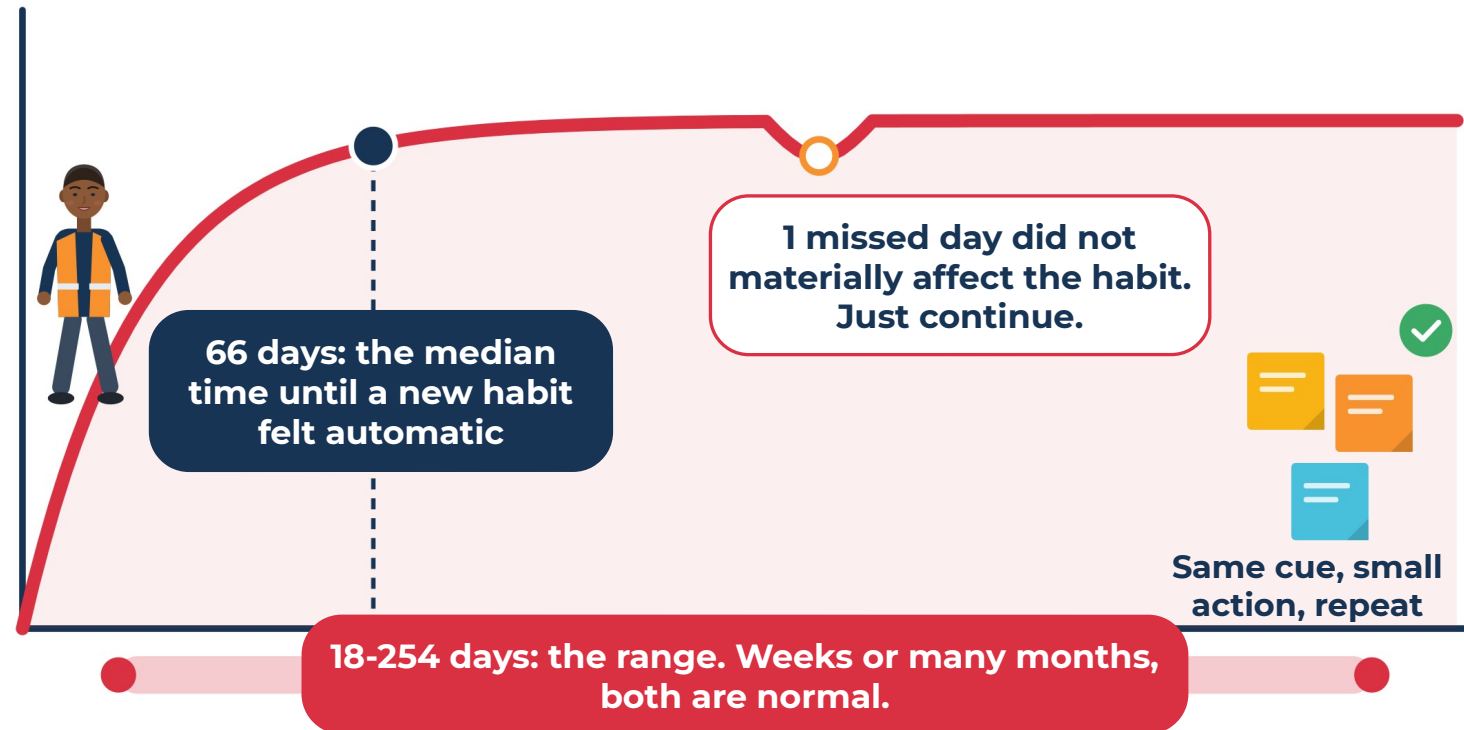
**Read one job ad, save it and write one question about it.**

**"This is hard for many people. Today I do the first small step."**

Source: Steel (2007), temporal motivation theory · Gollwitzer & Sheeran (2006) · Anerkennung in Deutschland portal (Recognition Finder)

## BUILDING SMALL ROUTINES AND HABITS

# New habits take time, and a missed day is OK

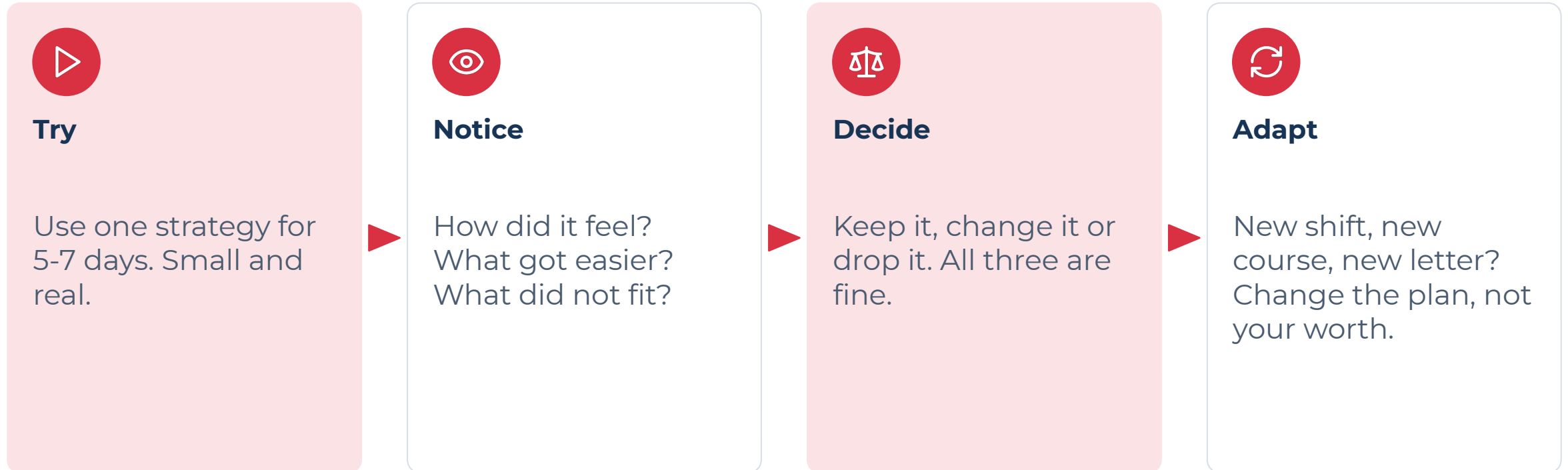


Example: "After I brush my teeth, I write tomorrow's 3 tasks on a sticky note."

Source: Lally, van Jaarsveld, Potts & Wardle (2010), *European Journal of Social Psychology*, p. 1002 (39 of 96 UK volunteers with good model fit)

## REFLECTION AND ADAPTING TO THE SITUATION

# Try it, notice it, keep it or change it



**Effects of stress skills can fade without follow-up. Check in with a peer after one week.**

Source: Purgato et al. (2021), *Self-Help Plus in 5 Western European countries: effect at the end of the course, not at 6 months* · Häfner & Stock (2010)

**ACTIVITY**

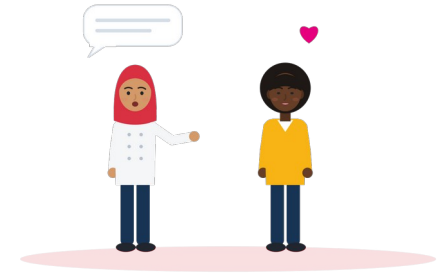
# Try one small strategy and reflect

**TIME****30 min (+ check after 7 days)****GROUP**

Individual, then pairs

**MATERIALS**Strategy cards, planning and  
prioritising templates,  
optional focus-mode guides**GOAL**Choose, try and reflect on one  
strategy that fits your life**STEPS**

1. Look at the menu: urgent/important sort, if-then plan, WOOP, 2-minute starter, focus block, notification check, evening routine, week with buffers, hours log.
2. Choose ONE. Write when and where you will use it: "If \_\_\_, then I will \_\_\_."
3. Try it now for 10 minutes: set up Focus mode, start the delayed task or draft your week.
4. Rate it with a partner: how did it feel? What got easier? What did not fit?
5. After 7 days: keep it, change it or drop it?

**DEBRIEF**

- What surprised you when you tried it?
- What could make it easier next week?
- One missed day: what will you say to yourself?

## ILLUSTRATIVE SCENARIO

# Six hours on paper, seven and a half in reality

**Ali, 20**

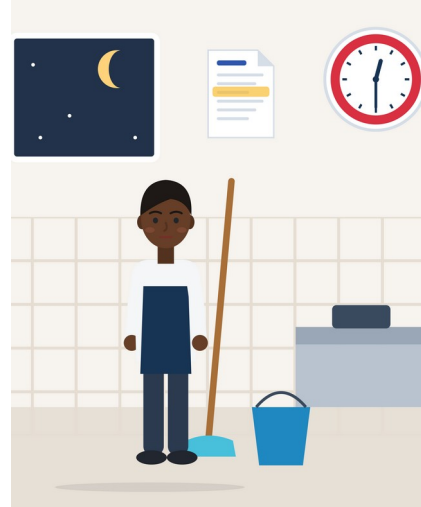
Kitchen assistant in a restaurant, Germany

Hospitality

Germany

Unpaid hours

The rota says Ali works 17:00-23:00. Most nights he stays until 00:30 to clean the kitchen. His payslip shows six hours a day. He does not want problems with the chef, so he says nothing. He is tired at his language course and thinks his time management is the problem.



## DISCUSS

1. Is this a time-management problem, or something else?
2. What could Ali write down every day?
3. What could he say, and who could he ask for advice?

*Grounded in: 80% of 237 exploited migrant workers reported excessive, irregular hours (FRA, 2019, p. 45); German hospitality employers must record daily working time (§ 17 MiLoG).*

## TOOL: PERSONAL HOURS LOG

# Write down your real hours, every shift

|                                                                                    | Day        | Rota says   | Real start and end | Breaks | Place and supervisor  | Notes and proof                             |
|------------------------------------------------------------------------------------|------------|-------------|--------------------|--------|-----------------------|---------------------------------------------|
|   | <b>Tue</b> | 17:00-23:00 | 17:00-00:30        | 15 min | Kitchen, chef on duty | Cleaning after closing. Photo of the rota.  |
|   | <b>Wed</b> | 17:00-23:00 | 16:45-00:15        | none   | Kitchen, chef on duty | Asked by message to come early. Screenshot. |
|  | <b>Fri</b> | 17:00-23:00 | 17:00-01:00        | 20 min | Kitchen, chef on duty | Busy night. Payslip later shows 6 hours.    |

**Keep it private and safe. If hours or pay do not match, ask a counselling service or a union.**

Source: Constructed tool (SMILE research note) · CJEU C-55/18, CCOO v Deutsche Bank (2019) · Directive 2003/88/EC, Art. 4 (break if the day is longer than 6 hours)

## KNOW YOUR BASICS

# Six things every worker in the EU should know



### Job information in writing

Your employer must give you the main information about your job in writing within 7 days: place, pay, hours, notice.



### Probation has a limit

A probation period can last at most 6 months in general.



### Required training is free

Training the employer requires is free for you and counts as working time.



### Working time has limits

On average no more than 48 hours a week, 11 hours rest every day, at least 4 weeks paid holiday a year.



### Unpaid wages can be claimed

Even without papers, workers can claim unpaid wages, also through a union or another organisation.



### Keep your own record

Write down your hours, breaks and payments every day. Photos of rotas and messages help too.

## USEFUL PHRASES

# Phrases for shifts, deadlines, rest and hours



### Shifts and clashes

"Could you tell me my shifts for next week, please?"

"I attend a language course from Monday to Friday until 12:45. Could I work afternoon shifts?"



### Rest and boundaries

"Could you send changes to the rota before 20:00?"

"I need my break now; I've been working for six hours."

"In the evening I usually don't check work messages."



### Priorities and deadlines

"I have three tasks. Which one should I do first?"

"I can finish this by Friday. Is that OK, or is it urgent?"

"Could I have one more day for this? I want to do it properly."



### Hours and pay

"I'd like to check my hours for last week."

"I worked until 00:30 on Tuesday, but the payslip shows six hours. Could we look at it together?"

## BE FAIR TO YOURSELF

# Skills open doors, but they are not the whole story

### What this skill can change



- Notice where your time goes, without judging yourself.
- Protect sleep, family and learning in your week.
- Plan with buffers, and adapt when life changes.
- Keep a record of your hours and ask about them.

### What it cannot fix alone



- Identical CV, different name: 55 of 100 got a positive answer with a Dutch name, 40 of 100 with a Turkish name.
- Asylum waiting times, permits and rotas are decided by offices and employers, not by your planning.
- Illegal hours and unpaid overtime are not a time-management problem. Report them to a labour inspectorate, a union or an NGO.

**Plan your time AND know your rights. Both protect your well-being.**

Source: Thijssen et al., 2021, JEMS (correspondence test, NL, applicants aged 23-25)

## WHERE TO GET HELP

# Official help points in the SMILE countries

|  | Country            | Jobs and training                                              | Diplomas and recognition                | Unfair or unsafe work                                |
|--|--------------------|----------------------------------------------------------------|-----------------------------------------|------------------------------------------------------|
|  | <b>Türkiye</b>     | İŞKUR (iskur.gov.tr), Public Education Centres                 | YÖK denklik, MEB e-Denklik              | Ministry of Labour (csgb.gov.tr), YİMER 157 helpline |
|  | <b>Greece</b>      | DYPA (dypa.gov.gr)                                             | DOATAP (doatap.gr)                      | Labour Inspectorate, phone 1555                      |
|  | <b>Italy</b>       | Centri per l'Impiego, SIISL                                    | CIMEA (free for protection holders)     | Ispettorato Nazionale del Lavoro                     |
|  | <b>Germany</b>     | Agentur für Arbeit, Jobcenter, Jugendmigrationsdienste (12-27) | Anerkennung in Deutschland, IQ Netzwerk | Faire Integration (free, multilingual)               |
|  | <b>Netherlands</b> | UWV, werk.nl, your municipality                                | IDW (idw.nl)                            | Nederlandse Arbeidsinspectie, Juridisch Loket        |

Save the number or website of one help point in your phone today, next to your hours log.

Source: Official websites, checked 1 October 2026 (SMILE research note, labour market)

## SELF-CHECK

# Self-diagnosis: my time compass (1/2)

|                                                       | Not like me              | A bit like me            | Quite like me            | Very like me             |
|-------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I know where my time goes on a normal day.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I notice when I am too tired to plan.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I write down my most important tasks.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I plan time for rest and family, not only for duties. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I add extra time around appointments.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When a plan fails, I change it instead of giving up.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## SELF-CHECK

# Self-diagnosis: my time compass (2/2)

|                                                             | Not like me              | A bit like me            | Quite like me            | Very like me             |
|-------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I check my plan at least once a week.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel I have some control over my time.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When I delay a task, I can be kind to myself and try again. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My phone helps me more than it distracts me.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know my rights about working hours.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I get enough sleep most nights.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## REFLECTION

# One small strategy, starting this week

Which strategy will I try?

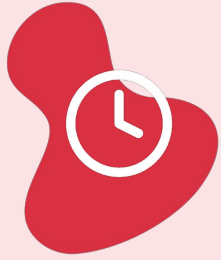
What will I protect this week:  
sleep, family or learning?

When and where exactly? “If  
\_\_\_, then I will \_\_\_.”

How will I know in two weeks  
if it helps?



*Write it on a card. Missed a  
day? Just continue.*



## KEY MESSAGES

# Your time, your control: small steps, kind restarts.

Time management is not about doing more. It helps you feel more in control, protect rest, family and learning, and adapt when life changes. Where others set your time, records and rights protect you.



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# Thank you

Questions, ideas, stories: the floor is yours.

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## MODULE

**7 · Time Management**

## PROJECT

**SMILE · Erasmus+ KA220-YOU**

## PROJECT NO.

**2024-1-TR01-KA220-YOU-000256357**



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## SKILLS = Opportunity

Empowerment Through Skills · Inclusion Through Opportunity