“Examine the Relationship between Thinking Styles and Individual and Organizational Skills of Time Management in Managers of Mashhad Water and Sewerage Company”

Noori Bayghi, Roya
"Department of Management, Mashhad Branch, Islamic Azad University, Mashhad, Iran"
(Corresponding author)

Shekary, Gholam Abbas
(Ph.D) "Department of Management, Mashhad Branch, Islamic Azad University, Mashhad, Iran"

Khayat moghadam, Saeed
(Ph.D) "Department of Management, Mashhad Branch, Islamic Azad University, Mashhad, Iran"

(Postal Address of Corresponding Author: Iran, Mashhad, Bahar Street, Samen 12 Street, Number 20.
Postal Code: 91747-54465)

Abstract
This study aims to assess if there is a relationship between managers thinking styles with their individual and organizational skills of time management. The examined sample was including 82 persons of managers of Mashhad Water and Sewerage Company. In this research, Harrison and Bramson I, Q scale (thinking styles questionnaire) and two questionnaires in the field of organizational skill and individual skill of time management assessment were used. Research findings showed that there is no significant relationship between thinking styles and organizational and individual skills of time management. Results also showed that there is a positive significant relationship between organizational and individual skills of time management and some of their aspects.

KEYWORDS: THINKING STYLES, INDIVIDUAL SKILLS OF TIME MANAGEMENT, ORGANIZATIONAL SKILLS OF TIME MANAGEMENT

1. Introduction
Time is a precious element that wasting it will lead to irreparable damages to individuals, organization and society in general, because time is only source that should be consumed as soon as is obtained and what is required by managers more than everything is effective use of time period that is available. In other words, managers can not use their abilities and skills effectively without considering effective use of time that is expressed by concept of “time management”. (Javaheryzadeh and Charmian, 2009, 134). On the other hand, individual variables or personal variables are influential on how to understand the concept of time and ultimately on his behavior in relation to time. Dominant thought attitude on a collection is under influence of managers thought philosophy and because in organizations, responsibilities and powers are naturally at the hand of managers, with their behavior, performance
and/or policy makings, they push organizations in a direction that matches their mental approach and this is undeniable (Hatefi, 2003, 24). This means that people with different thinking styles are inclined to use their capabilities in different ways and provide different reactions that are appropriate for their type of thinking (Sternberg, 2002, 19-23).

1.1. Theoretical Framework of the Research

1.1.1. Thinking styles
At the beginning of 20 century, many researches of different sciences discussed about human being nature in order to find why people are different. Different concepts are provided about styles to explain individual differences among people. Some researchers explained individual differences by the concept of character. Others have tried to examine individual differences through explaining cognitive ability. While style researches are designed for understanding individual differences, most researches done in the field of cognitive is related to how well people act and how they could act better in performance cognitive fields. However, thinking style approach focuses on how people are different while thinking and not how they think.

Even if people have the same abilities, they may have different performances due to different methods of evaluation and judgment, and have different reactions to situations, that this depends on their preferred thinking style. The main hypothesis of thinking style theory is that people are incompatible with each other, because they are different, not because one is better than others (Azad, 2003, 67). Albert believes that personal behavior is most depended on his belief system and interpretation ways of situations not objective status of that situation (Sallak and Atashpour, 2005).

It can be stated that, thinking styles are considered as a pioneer of behavior and performance and they form internal mental programs that guide solving problems, decision makings, and next visible behavior. Thinking style can also raise consciousness and awareness and change how to follow a pattern of purposeful thinking that lead to change more positive behavior and performance improvement (Vance et al, 2008, 233).

1.1.2. Harrison and Bramson thinking styles model
For all people, even before the brain and thought processes start to work, the world is a different place (Harrison and Bramson, 2002, 6). All people think about issues in a way that they see that right. When they face a situation or make a decision, they use consciously or unconsciously a set of specific strategies. Each person gives priority to a limited set of thinking strategies (Harrison and Bramson, 2002, 1). Individual preferences for one or more thinking strategies form their approach toward problems and greatly their general behavior (Harrison and Bramson, 2002, 6). In other words, it derives from their preferred thinking style, because everyone sees the world through the lens of his personal preferences (Clayton and Kimbrell, 2007, 927).

Harrison and Bramson define thinking style as: "how to collect and process information, how to use this information to make decisions and doing decisions, and the type of information that the mind is absorbed in them” (Jones, 2006, 3). According to Harrison and Bramson, thinking styles are an integrated set of perceptual and conceptual strategies, an interactive combination of innate tendencies and behavioral conditioned responses from early life experiences (Golian, 1999, 1) and a fixed preference to approach, troubleshooting and solving problems and situations that greatly influenced on how analyzing issues, accompanying others, facing situations, organizing acts, making relations, solving problems, matching environment and different situations, leading and management (Harrison and Bramson, 2002, 6). Based on this, each person is interested in a specific thinking style and/or clear combination of thinking styles (Jones, 2006, 3). They also believe that there is a difference among cognitive styles, learning, personality and thinking.

Based on their research and through study of works by Churchman (1968), Buchler (1971), Jung (1971), Kelly (1963), Kolb (1976) and Neisser (1976), Harrison and Bramson identified five different approaches that
people use in order to perceive, making meaning to different situations, and relationships. These five approaches are what form five thinking styles of iQ (Jones, 2006, 39). These five styles are: synthesist, idealistic, pragmatist, analysis-oriented and realistic. Each person has a certain degree of five styles of thinking, but independent existence of each style of thinking depends on the amount that individual is confronted with data; understand problems and makes decisions about them. Techniques that a person uses to identify problems, to use of information and to select solutions for daily proceedings depend, in part, to the extent that any thinking style will run by a person (Jones, 2006, 52).

**Synthesist thinking style:** Synthesists are integrators. They have conflicting ideas in mind and they can make a new idea and offer innovative and new solutions by combining them. Synthesists are not particularly interested in compromise, consensus or agreement on the best solution to a problem, and instead, they are looking for views that will create the solution of "best fit". (Harrison and Bramson, 2002, 11). From synthesists thinking style point of view, any person has his/her own viewpoint and special point of view and there is no two people who see reality the same. Based on this belief, synthesists people are ready to face and to listen to conflicting views and viewpoints (Keshtkaran et.al. 2009, 34). Synthesists are always looking for conflict, disagreement, change and novelty (Harrison and Bramson, 2002, 21). Generally, this thinking style is challenging, integrative, subjective and process-oriented (Jones, 2006, 101).

**Idealist thinking style:** Idealists like to have an overall view of issues, to be future-oriented and to think about goals, methods and plans: "Where are we going and why?" Idealists are interested in values and social standards and have a value attitude toward issues and people. They believe in existence of a great plan for the world and its subjects (Jones, 2006, 40). Idealists are looking for making agreement, cooperation and assimilation among people (Keshtkaran et.al, 2009, 34). Thoughts and thinking processes of idealists are receptive. When there is a problem that must be solved or a decision that should be taken, they say welcome to different views and different alternatives. What they like to do is assimilation of all these viewpoints and alternatives and proposing a solution that benefit all people. An instance of idealism solution can be an umbrella: a solution that is comprehensive and satisfying all stakeholders (Harrison and Bramson, 2002, 13). In general, this thinking style is assimilative, receptive and need-oriented (Golian, 1999, 2).

**Pragmatist thinking style:** Pragmatists believe that they need to focus on tactics and strategies that lead to final result and they are often looking for shortcuts that have immediate and quick results for them (Jones, 2006, 54). Pragmatists’ chanting is "whatever work". They consider what is right and what is wrong in terms of direct personal experience (Harrison and Bramson, 2002, 14). They are not those with long-term and large programs but they tend to be short-term and practical thinkers and to have a step by step tendency toward life, because they believe that issues will gradually happen in this world that means one thing in one time. (Keshtkaran et al. 2009, 34). They believe in efficiency and effectiveness as a sign for being beneficial and being effective. In pragmatist viewpoint, the world is a highly variable phenomenon, unpredictable and non-understandable and as a whole, is much less manageable. Approach of pragmatisms is flexibility and adaptability (Harrison and Bramson, 2002, 14) and they have more innovativeness than other styles (Jones, 2006, 54). In general, pragmatic style is often associated with being non-traditional, incremental and experimental acts, being adaptive and payoff-oriented (Golian, 1999, 2).

**Analyst thinking style:** Analyst style is defined with an emphasis on formal logic and analyze. They stress on theory as a basis for decision making (Jones, 2006, 4). Analysts face with problems in exact, logical and methodical way, and they attention to details (Harrison and Bramson, 2002, 16). For carefully planning, they collect data as much as possible before making a decision, and they often are very successful in complex planning and modeling. (Jones, 2006, 53). Analysts see the world as something logical, rational, orderly and predictable (Harrison and Bramson, 2002, 17). As analysts are interested in formulation and method, they argue that a “best way” exists or should exist to perform every task and duty (Jones, 2006, 40). Analysts have a step by step and gradual approach
toward life and conservativeness is one of their important policies (Keshtkaran and colleagues, 2009, 34). In total, thought processes of analysts are prescriptive, method-oriented, deductive and analysis (Harrison and Bramson, 2002, 1, 8).

**Realist thinking style:** Realists believe to look for solutions that meet current needs. They make their decisions based on the facts and opinions of experts. Realists are inductive and have mental models that are derived from personal observation and experience. They want to have a clear picture of the goal to achieve (Jones, 2006, 41). Realists focus on the facts and data that are directly identifiable, and solutions that are practical and effective (Jones, 2006, 4). Realists are empiricists. It means for them, what is a real thing that can feel, smell, touch, see, hear, see or personally experience. Realists’ motto is: "facts are facts". Realists tend to achieve real and objective results and have a desire to make things perfect, proper and tight in order to make sure that every time they do something, it has done in the best way. The style of realism, in general, is inductive, practical and task-oriented (Harrison and Bramson, 2002, 18).

1.1.3. The concept of time management
Concentrating on time management returns to early twentieth century and the beginning of classical theory of management, (Sapkauskiene and Leitoniene, 2010, 205). However, there is no accepted definition among scholars for time management, (Claessens et. al., 2007, 256). In this study, time management is defined as follows: "The act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity. Time management could be used by a wide variety of skills, tools and techniques to manage time when accomplishing tasks, projects and specific objectives that this collection includes a wide range of skills."

1.1.4. Time Management Skills
Various scholars such as Walter (1982), Britton and Tesser (1991), Murphy (1992), Mackenzie (1993), Mccan (1994), Gafarian, Heiby, Blair and Singer (1999), Laket (1373), Davis and Newstrom (1996), Ferner (1994), Brian Tracy (2005), Islami (1994), Khakie (2007), Alvani (2006) and Mahdikhany (2000), have different approaches to introduce time management skills. By studying these scientists works, we can realize that time management skills are a lot and different. The most important of these skills that is included in this study is: goal setting, prioritizing goals and activities, planning, commitment to program conducting, discipline and self-organized, procrastination avoid, communications management, meetings management, delegation and the ability to say "no".

**Goal setting:** goal setting is the first effective step in time management (Saidi, 2005, 75), which is exact designation and specifying goals for achieving desired favorite. Goal means "predetermined result or ultimate" which the key word in this definition is "predetermined" (McKenzie, 1997, 35). In fact, the goals are things that will draw and lead people into proper action. Having clear goals will lead individual force to focus on realistic goals and points, and ultimately it will make a great focus for him and will prevent to waste time (Khaki, 2001, 48).

**Prioritizing:** Prioritizing is associated with task through influencing decision-making. When in a certain time frame, several tasks must be done; it should be made decision in what will be done first and what can be done later (Claessens et al, 2009, 5). Prioritizing is a part of planning and refers to the order in which tasks or goals, planning are processed or conducted (Claessens, 2004, 59). Three factors of importance of the tasks, urgency of the tasks and attractiveness of the tasks are effective on prioritizing goals and activities.

**Time planning:** planning skill or behavior can be considered as an especial method of goal setting (Claessens, 2004, 39). Planning includes a complex set of mental and behavioral operations that gather and use cognitive, affective, and motivational resources to achieve desired goals (Claessens, 2004, 58). Time planning is setting a list ofactable activities along with personal or professional goals, thinking about doing them in a period of time which a person
has (Saketi and Taheri, 2010, 294) and preparing facilities, resources and equipment for activities (Khaki, 2001, 55). In fact, planning is implementation of time management (Islamie, 1994, 152).

**Commitment to implement a program:** includes to be committed to do time management techniques and improving them on their own. This skill involves five principles which are: a) considering the importance of time. B) Discarding a lot of compliments that waste the time. C) Determination of changes for former habits and methods related to time in long run. D) Problem solving through continuous practice on the field of time setting and permanent planning for proper use of time. E) Permanent examination of performance and solutions (Islami, 1994, 175).

**Discipline and self-organization:** One of the factors that cause managers and in general people to waste time is non-observing self-discipline. Skill of discipline and self-organization is as follows: Methods for observing discipline and self-organization such as concentration on doing works, observing discipline about works and personal and professional devices, the use of organizing coherent systems such as a calendar, diary, to-do list in hand, phone book, plan control papers, long-term planning papers and ....

**Procrastination avoidance:** Procrastination is a person tendency to postpone a to-do act up to the last possible moment, or even not doing the activity. There are many reasons for this delay that some personal features and characteristics is among the most important reasons (Gafni and Geri, 2010, 115). Procrastination avoidance skill is the ability of a person in managing himself for doing a special job in planned time. People who have the procrastination avoidance skill are those that have the ability to control themselves. People naturally tend to postpone things and it should be noticed that this is a person himself that has an ability to change himself. (Mackenzie, 1997, 143). These people are also planning their diary and make a deadline for doing them and they remain committed to it (Nasre Isfahani, 2002, 88).

**Communication Management:** Communication management skill is one of the most important skills required for effective and appropriate use of time. On the other hand, the use of time and time management are from basic skills that everyone, especially managers needs them to interact and communicate (Tsakiri, 2002, 185). Purpose of communication management in this study is an appropriate treatment of a person or manager in communicating through phone, clients, friendly communications and making effective communication with others. These four cases are requirements of social nature of human being that in case of excess, it can be harmful relationships and wasting time (McKenzie, 1376, 171).

**Meetings management:** One of the problems that most managers are faced is meetings management correctly in a determined time limit (Najafi, 2004, 286). According to surveys, in average each manager per week spend 10 hours of his time in meetings and most managers say that half of this time is wasted (McKenzie, 1997, 147). Also, 7 to 15 percent of an organization personnel budget is spent on meetings (Islami, 1994, 87). So meeting management is one of the most important skills required for managers, time management and financial management of organizations. In this research, meeting management skill is the ability to hold and control meeting effectively and efficiently and presence in suitable and necessary meetings.

**Delegation:** is a process that by which a manager or supervisor transfer a part of his legitimate power to subordinate without transferring his ultimate responsibility. Delegations, in fact, is a kind of progressive training for subordinates and a kind of saving time for managers (Nasre Isfahani, 2002, 87). Researches show that in some companies, 97% of managers in day-time spend doing works instead of managing affairs. Furthermore, half of managers’ time is spent on works that a secretary could do it with more efficiency (Maliki, 2005, 28). It should be noted that, delegation only when prevent manager time wasting that knows when, where, how and to whom transfer power. (Lewis, 1998, 26).
The ability to say "no"; a powerful tool for time management is a little two-letter word "no". There are lots of reasons and factors that people can not respond "no" to other people wishes, but the result is always the same and that is accepting extra work and responsibility and its pressure and also wasting manager time. Those who accept extra responsibility, suffer "great confidence". They do think that they can do anything (McKENZIE, 1997, 133). Therefore, the ability of saying “no” is the ability, mentality and mental courage required to reject others unreasonable requests and ectopic. Vecchio believes (2000) that rejecting others demands require a little finesse that need to do politely but firmly. Generally, for saying “no” to others request, following stages could be considered:

First stage: listen carefully to request of an individual to understand what is required by him
Second stage: the answer of "no" to the other side, without hesitation and with complete certainty, but in perfect politeness
Third Step: Provide rationale for rejecting the application side
Fourth stage: offering a reasonable solution or useful suggestion to the other side to show his goodwill (McKenzie, 1997, 135).

1.1.5. Individual skill and management skill of time management
With inference of studies and researches of management professionals, time management skill can be divided in two general categories of Individual Skill and organizational skill of time management.

A- Individual Skills of Time Management: includes some of general patterns of behavior that all people including ordinary people and professional people use in personal and family file in using time and managing it. in fact, an environment where this kind of skill is done is individual family and private environment. (Hafezi et. al., 2008, 186).

B- Organizational Skills of Time Management: It is said to those skills that a manager use in organizational environment for desired use of time in order to meet organizational goals and in relation to doing his professional tasks (Yazdanpanah et. al, 2009, 158). Office and organizational environment is an environment that this kind of skill is used in it (Hafezi et al, 2008, 186).

According to the definition above mentioned about individual skill and organizational skill of time management, as well as where the person uses it (privacy and family or corporate environment), and also according to previous researches on this context {Soroush (1993), Afjeh (1997), Karami Moghaddam (1998), Hedayati (2006), Mohammadian et al (2006), Hafezi et al (2008), Keshtkaran et al (1998), Yazdanpanah et al (2009), Mott (1980), Meredith (1992), Ferner (1994), Patterson, Woody and Cook (2001)) time management skills are classified in this research. In this study, individual skill of time management is goal setting, prioritizing goals and activities, time planning, commitment to implement a program, personal discipline, procrastination avoidance; and organizational skill of time management is goal setting, prioritizing goals and activities, time planning, commitment to implement a program, personal discipline, procrastination avoidance, communication management, meetings management, delegation and the ability to say “no”.

2. Conceptual Framework of Study
In line with the literature review and the aim of study as described at the start of the paper, the conceptual framework of the study was configured as demonstrated in Fig. 1

2.1. Objectives and questions of study
The purpose of this study is: 1) examination of presence or absence of a relationship between managers thinking styles with individual skill and organizational skill of their time management 2) examination of presence or absence of a relationship between time management individual skill with time management organizational skill. This study is based on this belief that thinking style as an individual difference factor is effective on behavior of people facing different situations and problems. This study seeks to answer these questions:
2.1.1. The main questions:
1. Is there a significant relationship between thinking styles of managers in Water and Sewage Company, Mashhad (Iran) with individual skill and organizational skill of their time management?
2. Is there a significant relationship between individual skill and organizational skill of managers’ time management?

2.1.2. Sub-questions:
1. Is there a significant relationship between Synthesist thinking style with individual and organizational skills of time management of managers in Water and Sewage Company Mashhad (Iran)?
2. Is there a significant relationship between Idealist thinking style with individual and organizational skills of time management of managers in Water and Sewage Company Mashhad (Iran)?
3. Is there a significant relationship between Pragmatic thinking style with individual and organizational skills of time management of managers in Water and Sewage Company Mashhad (Iran)?
4. Is there a significant relationship between Analyst thinking style with individual and organizational skills of time management of managers in Water and Sewage Company Mashhad (Iran)?
5. Is there a significant relationship between Realist thinking style with individual and organizational skills of time management of managers in Water and Sewage Company Mashhad (Iran)?

3. Materials and Methods
This study is applied in terms of aim and it is a descriptive research of a kind of survey-analysis in terms of method.

3.1. Statistical sample and sampling method
Sample under study was 82 people of Mashhad Water and Sewerage Company. A stratified random sampling method was used.

3.2. Data collection tools and methods
Two tools were used to collect data.

3.2.1. Thinking styles questionnaire (i, Q)
Thinking styles questionnaire (i, Q) of Harrison and Bramson were used to review and assess thinking styles. This questionnaire is a set of 18 questions with 5 items in the form of a description. Every item is related to a person's thinking styles and every person based on his preferences ranked them from 1 to 5. Questionnaire result is five scores that each one is related to one thinking style. Score of each person in any thinking style show his preference for the use of that style (Jones, 2006, 106).

3.2.2. Assessment Questionnaire of Time Management Skills
Two questionnaires were used to measure individual skill and organizational skill of time management. These questionnaires were designed according to measuring and studying books and related materials with time management, questionnaires designed in books and different articles of time management and also opinion of management professors. The questionnaire of individual skill of time management has 15 questions and questionnaire of organizational skill of time management containing 30 questions. Likert scale was used in these questionnaires. Questionnaires reliability was measured by Alpha Cronbach. In individual skill questionnaire, alpha Cronbach is equivalent to 83% that show its high reliability and in organizational skill questionnaire, alpha Cronbach is equivalent to 74% that show its acceptable reliability.

Formal validity was used to test questionnaire validity of individual skill and questionnaire validity of time management organizational skill.
4. Results

4.1. Data statistical description

4.1.1. Thinking styles: based on thinking styles of Harrison and Bramson that has been used in this study, thinking styles include five styles of Synthesist, idealistic, pragmatic, analyst and realistic styles. These five styles exist in all people, but one of these styles is more controlled in each person. In this study, 14.11% of individuals that were examined had synthesist thinking style, idealist thinking styles 8.97%, pragmatic thinking style 6.41% , analyst thinking styles 57.69% and realistic thinking styles 12.82%.

4.1.2. Individual Skill of Time Management: Based on the findings of this study, this skill in 0% people is very low, in 4.88% people is low, in 26.83% people is average, in 67.07% people is high and in 1.22% people is very high. Score average in this skill is 3.64 and standard deviation is 0.51.

4.1.3. Organizational Skill of Time management: Based on the findings of this study, this skill in 0% people is very low, in 0% people is low, in 37.80% people is average, in 62.20% of respondents is high and in 0% of respondents is very high. Score average in this skill is 3.58 and standard deviation is 0.35.

4.2. Testing research questions

4.2.1. Main question 1
For answering to main question 1, ANOVA test was used due to quantifying distance and also normality of individual skill of time management, after classifying respondents based on thinking style, with respect to maximum score.

Table 1 show variance analysis test to assess relationship between thinking styles and individual skill of managers time management and table 2 shows variance analysis test to assess relationship between thinking styles with organizational skill of managers time management.

According to results obtained from tables 4 and 5, it can be deduced that the answer to main question 1 is negative, which means that, there is no significant relationship between managers thinking styles with individual skill and organizational skill of managers' time management.

4.2.2. Main question 2
To answer this question, due to quantifying distance and being normality of research variables, Pearson correlation coefficient was used. Table 3 show Pearson correlation coefficient to examine the relationship between individual skill and organizational skill of managers’ time management.

According to the result obtained from table 3, we can deduce that the answer is positive, namely there is a significant positive relationship between individual skill with organizational skill of managers time management.

In table 4, the relationship between individual skill dimensions and organizational skill dimensions of time management is described. This relationship is studied in three levels of 0.1%, 1% and 5%. As it is observed, there is a positive significant relationship among most dimensions.

4.2.3. Sub-questions
Five sub questions of this study examined the relationship between five thinking styles with individual skill and organizational skill of managers’ time management. To answer these questions, according to quantifying distance and being normality of research variables, Pearson correlation coefficient was used. Table 5 shows Pearson correlation coefficient test to investigate the relationship between five thinking styles (synthesist, idealistic, pragmatic, analyst and realistic) with individual skill and organizational skill of time management.
In this table, due to correlation coefficients and estimate values (5%), it can be concluded that the relationship between five thinking styles with individual skill and organizational skill of time management is no statically significant. Therefore, answer of these ten sub-questions is negative, i.e.: there is no significant relationship between anyone of five thinking styles with individual skill and organizational skill of managers’ time management. Table 6, shows Pearson correlation coefficient for relationship between thinking styles and individual skill dimensions of time management and table 7 shows Pearson correlation coefficient for relationship between thinking styles and organizational skill dimensions of time management. As it can be seen, according to tables and estimate values, there is no significant relationship between individual skill and organizational skill dimensions of time management with five thinking styles. Just, there is a negative significant between Planning in individual skill and organizational skill of time management with synthesis thinking style.

5. Discussion
According to the results obtained from studies and statistical assesses, it can be seen that the answer to the first main question and also all five sub-questions of this study is negative, and only the answer to main question 2 of this study is positive, this means there is a positive significant relationship between individual skill and organizational skill of managers time management.

It is proven in several studies that examined the relationship between thinking styles with different individual and organizational variables that thinking styles are associated with creativeness processes, problem-solving, decision making, achievement, intelligence, learning, education, personality and psychological factors ... and factors such as culture, gender, age, major, work experience, parents styles, occupation and , ..., influenced their thinking styles (Emamipoor and Saif, 2003, 36). Ali Keshtkaran et al, and also Hashemi (2009), for example, showed in their research a relationship between thinking styles and organizational innovation. Also, findings of Marita V. Malone researches (1992) showed that preferred modes of thinking iQ influence directly on styles of management and individual planning (Jones, 2006, 74). Linda Marie Golian (1998) concluded in his project research that: there is a relation between gender and thinking style and also between executive responsibility field and thinking style (Golian, 1999, 1-8). Tomas Eduardo Ramirez (2006) found in his studies that, among the most important factors influencing how managers make decisions about setting direction and structure is individual demographic characteristics, psychological characteristics, and also their thinking style (Ramirez, 2008, 2750). Herbst and Maree (2008) in their research indicated that thinking style and emotional intelligence can be potentially useful predictors for development of leadership behaviors (Herbst and Maree, 2008, 32).

In this study, it was also expected that there is a relationship between thinking styles and individual and organizational skills and time management that did not happen. Because many factors such as individual characteristics, organizational factors, ICT and external peripheral factors affect using time management skills by people, and one of the most important factors of such factors is culture and ethnic-social factors and time orientation of people.

In culture of the Middle East what cause to lack of attention to time and time important is social status that ruled that time is not an important factor in everyday life and work of people. Some of these social conditions are (Pouya, 2005, 69):

- Lack of understanding of productivity principle and its impact on personal, economic and social development
- Lack of awareness of the value of time and lack of sensitivity to time passed
- Lack of proper goal setting and exact planning for future personal and career
- Lack of familiarity and lack of ability to distinguish between goal setting and long and short-term planning
• Care for the relationships opposite to scheduling observance
• Lack of proper allocation of time for start and end of functions or business meetings. In Iran's case, by other cultural values, including a lot of attention to relationships, the need for coordination and hierarchy is influenced.
• Having a mind and a great willingness to close
• Great believe in destiny and its involvement in professional and organizational tasks
• Strong mentality of self and escaping teamwork

These factors and cultural roots make no significant relationship between thinking styles and time management skills.

6. Recommendations
By evaluation and comparison of the averages obtained from sample scores under study about individual skill of time management, it can be seen that the subjects have these skills, respectively:
Prioritizing (4.16); Commit to implement the program (3.85); Goal setting (3.73); Discipline and self-organization (3.54); Planning (3.47); Procrastination avoidance (3.10)

In this ranking, planning and avoiding procrastination skills are the latest ratings.

Also comparison of averages obtained from sample scores under study about organizational skill of time management show that people have these skills respectively:
Meetings management (4.14); Commit to implement program (4.04); Delegating (4.01); Goal setting (3.85); Planning (3.83); Management communication (3.39); Discipline and self-organization (3.35); Procrastination avoidance (3.27); Prioritizing (3.08); The ability to say "no" (2.88)

This rating shows that under study managers gained an average in moderate in half of skills (communication management, discipline and self-organization, procrastination avoidance, prioritizing objectives and activities and the ability to say "No"). Also, skills of goal setting, time planning, procrastination avoidance and prioritizing goals and activities that are among most important time management skills and having these skills make time management optimized, in ranking of skills, acquired lower ranks. Since these skills, especially procrastination avoidance and prioritizing goals and activities are largely related to the planning and goal setting, and three skills of goal setting, prioritizing and planning are aligned and supplement each other and among the most important time management skills, holding Introductory courses of planning and goal setting basics for managers can be useful. Because thereby managers will be familiar with basic and simple principles of goal setting, prioritizing and planning and they can use them in their personal and organizational life.

Also being low of managers average, in communication management and the ability to say "No" skills indicates that most managers studied are low in these two skills, because these two skills are related to communications and interactions of people with each other, and it is rooted in the culture. Thus it is suggested that briefings and training courses should be hold for managers and they show the time wasted as result of these two factors, however, they should be taught to treat others honorable.

However, according to the results obtained from surveying questions in this study and with regard to time management has a highly individualistic nature, i.e. a time management unit method is not suitable for all people and any person should use an especial time management style due to the condition and character of individual and its surrounding environment; so most recommendations and suggestions offered in this area refer to a person himself. It means that people with any thinking style should attempt to identify their weaknesses in relation to appropriate use of time, to reinforce time management skills, and also have more self-control on their behavior and performances in relation to time and how to use time.
Figure 1: Conceptual Framework

Table 1. Variance analysis test to (thinking styles and individual skill of time management)

<table>
<thead>
<tr>
<th>Thinking styles</th>
<th>Average</th>
<th>s.d</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesist</td>
<td>3.42</td>
<td>0.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idealist</td>
<td>3.65</td>
<td>0.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pragmatist</td>
<td>3.89</td>
<td>0.47</td>
<td>1.231</td>
<td>0.305</td>
</tr>
<tr>
<td>Analyst</td>
<td>3.68</td>
<td>0.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realist</td>
<td>3.47</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 2. Variance analysis test (thinking styles and organizational skill of time management)

<table>
<thead>
<tr>
<th>Thinking styles</th>
<th>Average</th>
<th>s.d</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesist</td>
<td>3.35</td>
<td>0.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idealist</td>
<td>3.67</td>
<td>0.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pragmatist</td>
<td>3.83</td>
<td>0.40</td>
<td>2.181</td>
<td>0.079</td>
</tr>
<tr>
<td>Analyst</td>
<td>3.59</td>
<td>0.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realist</td>
<td>3.56</td>
<td>0.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 3. Pearson correlation coefficient test to (individual skill and organizational skill of time management)

<table>
<thead>
<tr>
<th>Correlation</th>
<th>estimate value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.654</td>
<td>&lt;0.001</td>
</tr>
</tbody>
</table>
Table 4. Pearson correlation coefficient (individual and organizational skills dimensions of time management)

<table>
<thead>
<tr>
<th>Dimensions of Individual skill of time management</th>
<th>Goal Setting</th>
<th>Prioritizing Activities</th>
<th>Scheduling</th>
<th>Commitment to Perform</th>
<th>Personal Discipline</th>
<th>Avoiding Procrastination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>0.765***</td>
<td>0.585***</td>
<td>0.339**</td>
<td>0.595***</td>
<td>0.292**</td>
<td>0.469***</td>
</tr>
<tr>
<td>Prioritizing Activities</td>
<td>0.187</td>
<td>0.304**</td>
<td>0.369***</td>
<td>-0.019</td>
<td>0.18</td>
<td>0.394***</td>
</tr>
<tr>
<td>Scheduling</td>
<td>0.417***</td>
<td>0.432***</td>
<td>0.432***</td>
<td>0.284**</td>
<td>0.256*</td>
<td>0.382***</td>
</tr>
<tr>
<td>Commitment to Perform</td>
<td>0.468***</td>
<td>0.519***</td>
<td>0.337**</td>
<td>0.581***</td>
<td>0.358***</td>
<td>0.394***</td>
</tr>
<tr>
<td>Personal Discipline</td>
<td>0.267*</td>
<td>0.33**</td>
<td>0.308**</td>
<td>0.301**</td>
<td>0.303**</td>
<td>0.252*</td>
</tr>
<tr>
<td>Avoiding Procrastination</td>
<td>0.157</td>
<td>0.181</td>
<td>0.244*</td>
<td>-0.087</td>
<td>0.157</td>
<td>0.261*</td>
</tr>
<tr>
<td>Management of Relationship</td>
<td>0.353**</td>
<td>0.39***</td>
<td>0.152</td>
<td>0.234*</td>
<td>0.391***</td>
<td>0.307**</td>
</tr>
<tr>
<td>Management of Meetings</td>
<td>0.309**</td>
<td>0.312**</td>
<td>0.225*</td>
<td>0.232*</td>
<td>0.297**</td>
<td>0.217*</td>
</tr>
<tr>
<td>Delegation</td>
<td>0.114</td>
<td>0.15</td>
<td>0.000</td>
<td>0.23*</td>
<td>0.148</td>
<td>-0.024</td>
</tr>
<tr>
<td>Ability to Say “no”</td>
<td>0.199</td>
<td>0.131</td>
<td>0.281*</td>
<td>-0.049</td>
<td>0.035</td>
<td>0.221*</td>
</tr>
</tbody>
</table>

* Significant at level 0.1%
* Significant at level 1%
* Significant at level 5%

According to table and estimate values, there is no significant relationship between organizational and individual skill dimensions of time management.
Table 5. Pearson correlation coefficient test to (five thinking styles with individual skill and organizational skill of time management)

<table>
<thead>
<tr>
<th>Thinking styles</th>
<th>Individual skill of time management</th>
<th>Organizational skill of time management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correlation</td>
<td>estimate values</td>
</tr>
<tr>
<td>Synthesist</td>
<td>-0.153</td>
<td>0.18</td>
</tr>
<tr>
<td>Idealist</td>
<td>-0.082</td>
<td>0.477</td>
</tr>
<tr>
<td>Pragmatist</td>
<td>0.102</td>
<td>0.374</td>
</tr>
<tr>
<td>Analyst</td>
<td>0.122</td>
<td>0.287</td>
</tr>
<tr>
<td>Realist</td>
<td>0.007</td>
<td>0.948</td>
</tr>
</tbody>
</table>

Table 6. Pearson correlation coefficient test (thinking styles with individual skill dimensions of time management)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Synthesist</th>
<th>Idealist</th>
<th>Pragmatist</th>
<th>Analyst</th>
<th>Realist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>Correlation</td>
<td>Correlation</td>
<td>Correlation</td>
<td>Correlation</td>
<td>Correlation</td>
</tr>
<tr>
<td>estimate values</td>
<td>estimate values</td>
<td>estimate values</td>
<td>estimate values</td>
<td>estimate values</td>
<td>estimate values</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>-0.005</td>
<td>-0.115</td>
<td>0.160</td>
<td>0.038</td>
<td>-0.049</td>
</tr>
<tr>
<td></td>
<td>0.965</td>
<td>0.317</td>
<td>0.161</td>
<td>0.742</td>
<td>0.672</td>
</tr>
<tr>
<td>Prioritizing Activities</td>
<td>-0.130</td>
<td>0.043</td>
<td>0.004</td>
<td>0.184</td>
<td>-0.084</td>
</tr>
<tr>
<td></td>
<td>0.258</td>
<td>0.706</td>
<td>0.969</td>
<td>0.107</td>
<td>0.466</td>
</tr>
<tr>
<td>Scheduling</td>
<td>-0.235</td>
<td>0.038</td>
<td>0.159</td>
<td>0.027</td>
<td>-0.022</td>
</tr>
<tr>
<td></td>
<td>0.038</td>
<td>0.741</td>
<td>0.165</td>
<td>0.815</td>
<td>0.847</td>
</tr>
<tr>
<td>Commitment to Perform</td>
<td>0.027</td>
<td>-0.037</td>
<td>0.063</td>
<td>-0.029</td>
<td>-0.018</td>
</tr>
<tr>
<td></td>
<td>0.817</td>
<td>0.745</td>
<td>0.582</td>
<td>0.801</td>
<td>0.873</td>
</tr>
<tr>
<td>Personal Discipline</td>
<td>-0.212</td>
<td>-0.094</td>
<td>-0.010</td>
<td>0.210</td>
<td>0.078</td>
</tr>
<tr>
<td></td>
<td>0.062</td>
<td>0.415</td>
<td>0.93</td>
<td>0.065</td>
<td>0.497</td>
</tr>
<tr>
<td>Avoiding Procrastination</td>
<td>-0.080</td>
<td>-0.155</td>
<td>0.085</td>
<td>0.068</td>
<td>0.085</td>
</tr>
<tr>
<td></td>
<td>0.484</td>
<td>0.176</td>
<td>0.46</td>
<td>0.554</td>
<td>0.462</td>
</tr>
<tr>
<td>Dimensions</td>
<td>Synthesist</td>
<td>Idealist</td>
<td>Pragmatist</td>
<td>Analyst</td>
<td>Realist</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td>Possibility</td>
<td>Correlation</td>
<td>Possibility</td>
<td>Correlation</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>-0.045</td>
<td>0.699</td>
<td>-0.085</td>
<td>0.46</td>
<td>0.019</td>
</tr>
<tr>
<td>Prioritizing Activities</td>
<td>-0.201</td>
<td>0.078</td>
<td>0.109</td>
<td>0.344</td>
<td>0.070</td>
</tr>
<tr>
<td>Scheduling</td>
<td>-0.231</td>
<td>0.042</td>
<td>-0.013</td>
<td>0.91</td>
<td>0.095</td>
</tr>
<tr>
<td>Commitment to Perform</td>
<td>-0.115</td>
<td>0.316</td>
<td>-0.061</td>
<td>0.594</td>
<td>0.209</td>
</tr>
<tr>
<td>Personal Discipline</td>
<td>-0.149</td>
<td>0.192</td>
<td>-0.085</td>
<td>0.459</td>
<td>0.155</td>
</tr>
<tr>
<td>Avoiding Procrastination</td>
<td>-0.106</td>
<td>0.358</td>
<td>0.009</td>
<td>0.938</td>
<td>0.002</td>
</tr>
<tr>
<td>Management of Relationship</td>
<td>-0.010</td>
<td>0.93</td>
<td>-0.014</td>
<td>0.904</td>
<td>0.021</td>
</tr>
<tr>
<td>Management of Meetings</td>
<td>-0.142</td>
<td>0.214</td>
<td>0.010</td>
<td>0.928</td>
<td>-0.049</td>
</tr>
<tr>
<td>Delegation</td>
<td>-0.199</td>
<td>0.08</td>
<td>-0.099</td>
<td>0.387</td>
<td>-0.006</td>
</tr>
<tr>
<td>Ability to Say “no”</td>
<td>-0.014</td>
<td>0.9</td>
<td>0.109</td>
<td>0.344</td>
<td>0.073</td>
</tr>
</tbody>
</table>
References

19. Lewis, David (1998), *Time management (How to add 10 hours to your time each week)*, Tehran, Phoenix Publications.


