

# **Time Management**

# Time Scheduling

Students often find that work, family, and social responsibilities may limit their ability to succeed. Remember, if you're taking more than one class, you essentially have another job. A common student complaint, therefore, is that there is just not enough time to go around.

The work habits of people who have achieved outstanding success invariably show a well-designed pattern or schedule. When a person has several duties confronting him/ her simultaneously s/he often will fail to do any of them. The purpose of scheduling is not to make a slave of the student, but to free him/her from the inefficiency and anxiety that is, at least partially, a function of wasted time, inadequate planning, hasty, last minute study, etc.

**The most successful system for most students is to combine long-range and short-range planning. Thus, a student can make a general schedule for an entire semester and then prepare a more specific plan for two or three days a week at a time.**

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## 1. PLAN ENOUGH TIME FOR STUDY.

The University expects a student to average about two-three hours in studying (including library work, term papers, themes, etc.) for each hour spent in the classroom. This is an appropriate and realistic guideline. A genuinely high ability student may get by adequately with less.

However, many students would do well to plan for somewhat more than the two-for-one ratio.

## 2. STUDY AT THE SAME TIME EVERY DAY.

In so far as possible, a student should schedule certain hours which are used for studying almost every day in a habitual, systematic way. Having regular hours at least five days a week will make it easier to habitually follow the schedule and to maintain an active approach to study.

## 3. SPACE STUDY PERIODS.

Fifty to ninety minutes of study at a time for each course works best. Relaxation periods of ten or fifteen minutes should be scheduled between study periods. It is more efficient to study hard for a definite period of time, and then stop for a few minutes, than attempt to study on indefinitely.

## **4. PLAN FOR WEEKLY REVIEWS.**

At least one hour each week for each class (distinct from study time) should be scheduled. The weekend is a good time for review.

## **5. LEAVE SOME UNSCHEDULED TIME FOR FLEXIBILITY.**

This is important! Lack of flexibility is the major reason why schedules fail. Students tend to over-schedule themselves.

## **6. ALLOT TIME FOR PLANNED RECREATION, CAMPUS AND OTHER ACTIVITIES, etc.**

When students plan their schedule, they should begin by listing the activities that come at fixed hours and cannot be changed. Work, sleep, classes and laboratories, and eating are examples of time uses which the student typically cannot alter. Next, they can schedule flexible time commitments. These hours can be interchanged with other hours if they find that the schedule must be changed during the week. Recreational activities are planned last.

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### Schedule Grid

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12 Mid – 1:00							
1:00 – 2:00							
2:00 – 3:00							
3:00 – 4:00							
4:00 – 5:00							
5:00 – 6:00							
6:00 – 7:00							
7:00 – 8:00							
8:00 – 9:00							
9:00 – 10:00							
10:00 – 11:00							
12:00 – 1:00							
1:00 – 2:00							
2:00 – 3:00							
3:00 – 4:00							
4:00 – 5:00							
5:00 – 6:00							
6:00 – 7:00							
7:00 – 8:00							
8:00 – 9:00							
9:00 – 10:00							
10:00 – 11:00							
11:00 – 12 mid							

# A Personal Time Survey

## OBJECTIVES:

To help students to estimate how much time they currently spend in typical activities.  
To help students get a better idea of how much time they need to prepare for each subject.  
To assist students in identifying time wasters.

## 1. MANAGING YOUR TIME

To begin managing your time you first need a clearer idea of how you now use your time. To get a more accurate estimate, you might keep track of how you spend your time for a week. But for now complete the Personal Time Survey to get an estimate. The following survey shows the amount of time you spend on various activities. When taking the survey, estimate the amount of time spent on each item. Once you have this amount, multiply it by seven. This will give you the total time spent on the activity in one week. After each item's weekly time has been calculated, add all these times for the grand total. Subtract this from 168 (the total possible hours per week).

1. Number of hours of sleep each night \_\_\_\_\_ X 7 = \_\_\_\_\_

2. Number of grooming hours per day \_\_\_\_\_ X 7 = \_\_\_\_\_

3. Number of hours for meals/snacks per day -  
include preparation time \_\_\_\_\_ X 7 = \_\_\_\_\_

4a. Total travel time weekdays \_\_\_\_\_ X 5 = \_\_\_\_\_

4b. Total travel time weekends \_\_\_\_\_

5. Number of hours per week for regularly scheduled  
functions (clubs, church, get-togethers, etc.) \_\_\_\_\_

6. Number of hours per day for chores, errands,  
extra grooming, etc. \_\_\_\_\_ X 7 = \_\_\_\_\_

7. Number of hours of work per week \_\_\_\_\_

8. Number of hours in class per week \_\_\_\_\_

9. Number of average hours per week socializing,  
dates, etc. Be honest! \_\_\_\_\_

**TOTALS:** \_\_\_\_\_

Subtract the above number from 168 168 - \_\_\_\_\_ = \_\_\_\_\_

The remaining hours are the hours you have allowed yourself to study.

## 2. Study Hour Formula

To determine how many hours you need to study each week to get A's, use the following rule of thumb. Study two hours per hour in class for an easy class, three hours per hour in class for an average class, and four hours per hour in class for a difficult class. For example, Basket-Weaving 101 is a relatively easy 3-hour course. Usually, a person would not do more than 6 hours of work outside of class per week. Advanced calculus is usually considered a difficult course, so it might be best to study the proposed 12 hours a week. If more hours are needed, take away some hours from easier courses, i.e., basket weaving.

Figure out the time that you need to study by using the above formula for each of your classes.

Easy class credit hours	_____ x 2 = _____
Average class credit hours	_____ x 3 = _____
Difficult class credit hours	_____ x 4 = _____
Total	_____

Compare this number to your time left from the survey. Now is the time when many students might find themselves a bit stressed. Just a note to ease your anxieties. It is not only the quantity of study time but also it's quality. This formula is a general guideline. Try it for a week, and make adjustments as needed.

## 3. Daily Schedules

- Write down all of the necessities; classes, work, meals, etc.
- Block in your study time (remember the study time formula presented earlier).  
Note: Schedule it for a time when you are energized. Also, it's best to review class notes soon after class.
- Make sure to schedule in study breaks, about 10 minutes each hour.

Be realistic on how many courses to take. To succeed in your courses you need to have the time to study. If you find you don't have time to study because of other responsibilities, you might want to consider lightening your load. Some tips on how to schedule and budget your time when it seems you just don't have enough.

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# Tips for Time Saving



## 1. Don't be a perfectionist

Trying to be a perfect person sets you up for defeat. Difficult tasks usually result in avoidance and procrastination. You need to set achievable goals, but they should also be challenging. There will always be people both weaker and stronger than you.

## 2. Learn to say no

For example, an acquaintance of yours would like you to see a movie with you. You made social plans for tomorrow with your friends and tonight you were going to study and do laundry. You really are not interested. You want to say no, but you hate turning people down. Politely saying no should become a habit. Saying no frees up time for the things that are most important.

## 3. Learn to Prioritize

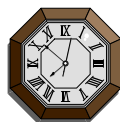
Prioritizing your responsibilities and engagements is very important. Some people do not know how to prioritize and become procrastinators. A "to do list" places items in order of importance. One method is the "ABC list." This list is divided into three sections; a, b, or c. The items placed in the "A" section are those needed to be done that day. The items placed in the B section need completion within the week. The "C" section items are those things that need to be done within the month. As the "B," "C" items become more pertinent they are bumped up to the "A" or "B" list. Try it or come up with your own method, but do it.

## 4. Combine several activities

Another suggestion is to combine several activities into one time spot. While commuting to school, listen to taped notes. This allows up to an hour or two a day of good study review. While showering make a mental list of the things that need to be done. When you watch a sit-com, laugh as you pay your bills. These are just suggestions of what you can do to combine your time, but there are many others, above all be creative, and let it work for you.

## 5. Conclusion

After scheduling becomes a habit, then you can adjust it. It's better to be precise at first. It is easier to find something to do with extra time than to find extra time to do something. Most importantly, make it work for you. A time schedule that is not personalized and honest is not a time schedule at all.



# Putting A Stop to Putting It Off: Procrastination

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## I. Identify your particular Symptoms of Procrastination

1. How do you know you are procrastinating?
2. What do you do to procrastinate?
3. Identify situations or areas in which you procrastinate, (e.g., social relationships, school, finance, household, etc.)
4. When do you procrastinate?

## II. Identify Underlying Issues or Causes of Procrastination:

1. Lack of relevance.
2. Lack of interest.
3. Perfectionism: having extremely high standards, which are almost unreachable.
4. Evaluation anxiety: concern over other's responses to your work.
5. Ambiguity: uncertainty of what is expected to complete task.
6. Fear of failure and self-doubt.
7. Fear of success: (e.g., if succeed, concern over having to maintain same level of performance; concern over jealousy from others.)
8. Inability to handle the task: lack of training or skill necessary to complete task.
9. Lack of information needed to complete task.
10. Environmental conditions:
  - Orderliness of work area
  - Availability of needed materials
  - Adequate lighting
  - Distractions
  - Temperature
11. Physical conditions (e.g., fatigue).
12. Anxiety over expectations that others have of you (e.g., high pressure to succeed; expectations that you will fail).
13. All-or-nothing thinking (e.g., seeing one setback as total failure).
14. Task seems overwhelming or unmanageable.
15. You are actually overextended, trying to manage too much.

## III. Management Strategies

1. Identify what is necessary to accomplish a task in a given amount of time. Get a sense of the entire project and what is required to complete it.
2. Set goals for what is to be accomplished
3. Break goals into smaller sub-goals (e.g., concentrate on one section of a paper at a time)
4. Accept that there are no magical cures.

5. Fear of Failure:
  - Acknowledge strengths skills.
  - Recall previous successes.
  - Work on weaknesses.
  - Take risks.
6. Fear of Success:
  - Get accurate perspective of what your success will mean.
  - Focus on your own needs and expectations rather than those of others.
7. Perfectionism:
  1. Examine your standards. Are they realistic? Are they set so high that they are causing you distress?
  2. Adjust your expectations and set realistic goals.

## **Behavioral Strategies to Overcome Procrastination**

Identify your diversions:

- identify them.
- note when and where you use them.
- plan how to diminish and control their use.

### **Bits and Pieces:**

**Break large tasks into small ones.**

**Prioritize work and set deadlines.**

Suggestions:

#### **1. The Ten-Minute Plan:**

Work on a dreaded task for ten minutes, then decide whether or not to continue.

#### **2. Bugged in the Middle:**

Change location or position; take a break; switch subjects or tasks.

**3. Contracts:** Make them with yourself or someone you see regularly.

**4. Premark Principle:** Reward yourself for accomplishment.

Watch for mental self-seductions into behavioral diversions, (e.g., "I'll do it tomorrow," "What's the harm of a half-hour of TV now? I've still got time," or "I deserve some time for myself," or "I can't do it.")

Dispute mental diversions, (e.g., "I really don't have that much time left, and other things are sure to come up later," or "If I get this done, I'll be better able to enjoy my time," or "Once I get started, it won't be that bad.")