



WORKPLACE CASE—Connecting to the Home Office Environment

Will worked as a mortgage broker in a large office in downtown Los Angeles. He hated the traffic and wanted to find a way to work more from home. He approached his boss who was supportive of the idea. Learning to work at home was new for Will, but he really wanted to make it succeed.

The problem is that Will is a good neighbor and a great car mechanic on the weekends. Whenever someone has car trouble, he stops what is doing to help. Now that he is home more often during the week, his neighbors have started calling and coming to his door more frequently with “just a little problem.” And, as usual, Will drops everything to help. After a few months, Will’s boss complains about his work. “You’re way behind in your customer calls, and when I try to call you, you’re never there,” said his boss. “What ARE you doing?!”

1. What would you advise Will to do to improve his ability to concentrate on his work without alienating his friends and neighbors?

2. What office work habits can Will bring into his new home office that would improve his effectiveness?

3. At what point do you think Will should go back to the downtown office?

4. What other concentration challenges do you think Will faces working from home? What might he do about them?

4

Learning Time Management

Terms

- academic calendar
- daily activity log
- goal
- learning goal
- long-term goal
- monthly calendar
- palmtop calendar
- procrastination
- productive time
- rewards
- short-term goal
- syllabus
- unproductive time
- weekly activity log
- weekly project planner

Chapter Goals

After studying and working with the information in this chapter, you should be able to:

- Identify several short-term and long-term goals so you can make smarter choices about where you spend your time.
- Use daily and weekly time logs to analyze how you spend your time.
- Understand how much time is needed for learning.
- Use a weekly project planner to track assignments and daily responsibilities, and use a calendar to schedule school deadlines, appointments, and social events.
- Define procrastination, identify several ways to overcome it, and use effective strategies to master your time.

It is Friday morning, and Juanita isn't thinking about the weekend. She is thinking about Monday, the day of her job interview at Wicks and Sticks, a wholesale candle and gift company she would really like to work for. Though Juanita has been on job interviews before, she feels this one is really important. She *loves* making her own candles and even has a few designs of her own. "What better way to make money than to do something I love!" she thinks.

She has put a lot of mental energy into wishing she had the job. She realizes that the more she knows about the company, the better her chances are for being hired. Though this interview has been scheduled for two weeks, she has been so busy with schoolwork, committee meetings, and work at the sandwich shop that she hasn't found the time to do any background research on the company.

To make matters even worse, she's in her cousin's wedding this weekend. Tonight is the rehearsal dinner, and tomorrow is the wedding.

On Sunday, she's expected to spend time with family and out-of-town guests. If she's lucky and not too exhausted, she may have a few hours Sunday evening to surf the Web for more information about the company. Unfortunately, she doesn't have enough time now to call the company and request the annual report or any other background information.

What could Juanita have done to be better prepared for this important interview?

How many hours are there in a day? The answer for most people is “not enough.” No matter how hard you try, you simply cannot get more than 24 hours out of a day, or 168 hours in a week.

Between school, family, and work responsibilities, each day seems to be filled with things to do. Yet you may not have set aside time for yourself or for learning. If you are a student involved in athletics, you must schedule practice and workout time *in addition to* class and study time. If you have a job, you must juggle your job and family responsibilities with learning and study time.

Many people who wish for more time don't realize that they are the *only* ones who can control where they spend it. If you take a good look at how you currently spend each 24 hours, you will probably find ways to make better use of your time.

On the following pages, you will take a specific look at how you spend your time. For now, think about how many hours per night you sleep. If you get an average of eight hours a night, that leaves just sixteen hours of awake time to prepare meals, get washed up and dressed, commute, attend school, go to work, watch TV, talk to friends, do the shopping, and so on. It is amazing how many things occupy our waking hours.

“Work smarter, not harder” is one of the important ideas expressed throughout this book. This chapter will help you discover how you currently spend your time and learn what choices you have for spending your time more wisely. Being smart about how you use your time is probably the most important step you can take toward making your learning, and life in general, easier.

We all know how to waste time, but not many of us know how to make the most of the time we have. As you begin this chapter, think about what you might already do that helps you *not* waste your time, or more specifically, spend your time wisely.

In this chapter, you will 1) identify how your time is spent, 2) recognize how much time you really need, 3) identify your goals so you can spend your time wisely, 4) learn helpful tips and suggestions for planning your time, and 5) learn strategies for overcoming procrastination and mastering your time.



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It doesn't matter how you keep track of your time; it's what you DO in that time that matters!

“It takes time to save time.”

—Alec McKenzie,
Popular time
management specialist

Do you know where
YOUR time goes?

Self-Check ✓

The following self-evaluation will give you an idea of how familiar, or unfamiliar, you are with some of the topics and terms discussed in this chapter. After reading each statement, circle the letter Y, S, or N to indicate the answer that is most appropriate for you. Answer honestly. Rate yourself at the end; then complete the information on your Self-Check Progress Chart.

Y = yes; frequently S = sometimes N = no; never

- | | | | |
|---|---|---|---|
| 1. I know what is important to me. | Y | S | N |
| 2. I make time for those things I feel are most important. | Y | S | N |
| 3. I know how I spend my time. | Y | S | N |
| 4. I know that learning requires time and repetition. | Y | S | N |
| 5. I keep and follow a monthly calendar. | Y | S | N |
| 6. I keep and follow a weekly planner. | Y | S | N |
| 7. I plan ahead for project due dates and future events (writing projects, tests, presentations). | Y | S | N |
| 8. I set goals for myself. | Y | S | N |
| 9. I reward myself when I reach a goal. | Y | S | N |
| 10. I know what procrastination is and how it affects my ability to manage my time. | Y | S | N |

Rate Yourself:

Number of Ys _____ × 100 = _____

Number of Ss _____ × 50 = _____

Number of Ns _____ × 0 = _____

Total _____

What Is Most Important to You?

If you know what is important to you today, tomorrow, or five years from now, you can budget your time wisely in order to meet your goals. Right now you probably make time for the most important activities and for the ones over which you have little or no control, such as a boss' request to meet a deadline. Being more active, conscious, and mindful about how you use your time will enable you to do those things that are truly most important to you.

So what *is* important to you? What are your goals? Do you desire academic success? Do you wish to be a good mother or father or daughter or son? Do you want to be active in your community? Do you aspire to be a first-rate nurse, electrician, or landscaper?

Setting Personal Goals

A **goal** is something you want to have, want to do, or hope to be. Goals may be short-term or long-term. A **short-term goal** is usually considered something you want to achieve within the next six months to a year. Examples include buying a car, choosing a major course of study, learning a new computer program, and planning a surprise party.

A **long-term goal** is usually something that takes longer than six months to a year to achieve. Examples include getting a college degree, becoming a medical assistant, and planning a wedding. Research shows that people who think about their goals tend to reach more of them than people who don't think about their goals. And individuals who take the time to write them down and look at them on a regular basis almost always reach their goals. Some people put their most important goals on a small card that they carry in their wallet. Some post them in their workspace or next to their computer where they will see them and be reminded of them on a regular basis. Let's test this theory and get you to start writing your goals. (After all, you do want success, right?)



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We spend our days in many ways. When each day is over, have you made time for the activities that are most important to you?

“Begin with the end in mind.”

—Stephen Covey, Author of *The 7 Habits of Highly Effective People*

ACTIVITY 1

On the first three blank lines below, list some of your short-term goals being as specific as possible. On the next three lines, list some of your long-term goals. Be as specific and realistic as possible. For example, if you say that one of your short-term goals is to earn a million dollars, you will find this goal somewhat unrealistic or difficult to achieve. If you find it difficult to come up with five goals, write at least one. You are being limited to five goals because working toward even one goal takes a lot of time and energy.

Identifying Short-Term Goals

Example: I want to plan my spring break trip.

1. _____
2. _____
3. _____

Identifying Long-Term Goals

Example: I want to get a college degree.

1. _____
2. _____
3. _____

Making Your Goal SMART

The goals you have written in Activity 1 are a great start toward achieving something important to you. Now let's make them a little smarter. A smart goal is one that answers most of these questions:

- What specifically is it? (**S**pecific)
- How much/many is it? (**M**easurement)
- How can you do it? (**A**ctions)
- Can you reach it? (**R**ealistic)
- When will you do it? (**T**ime)

Using the short-term goal example in Activity 1, the questions could be answered like this: What specifically is it? *A spring break trip to Daytona Beach.* How much/many is it? *Seven days.* How can you do it? *If I get two friends to share expenses.* Can you reach it? *Yes; by traveling on a plane and staying at a hotel on the beach.* When will you do it? *I will make reservations by February 15.*

The smarter goal then would be: *I'd like to make plane and beachfront hotel reservations for a seven-day, spring break trip to Daytona Beach by February 15, with two friends who can share expenses.* Now go back to your goals in Activity 1 and make them smarter!

ACTIVITY 2

You have identified your goals, which is the first step toward managing your time. The second step requires planning and taking action in order to achieve your goals. For each of your goals listed in Activity 1, write the actions you believe you need to take in order to achieve them. Be as specific as possible. Use the following examples as a model. Notice the detailed actions. Writing specific actions will help you reach your goals sooner.

Sample Short-Term Goals Action List

Example: To plan my spring vacation, I need to:

1. Know who's coming with me.
2. Decide where we want to go.
3. Decide how much money is needed.
4. Look on the Internet for travel deals.
5. Check my wardrobe.
6. Schedule my work projects and family events around my time away.

Short-Term Goals Action List

My Goal: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Sample Long-Term Goals Action List

Example: To get a college degree, I need to:

1. Research colleges with programs I am interested in.
2. Choose and apply to several colleges.
3. Secure loan(s).
4. Find and work with an academic advisor.
5. Do well in my classes.
6. Manage my time well.

Long-Term Goals Action List

My Goal: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Becoming aware of what you do and how it relates to your goals is a valuable step toward reaching your goals and getting what you want out of life.

Choices for Spending Time

Knowing what is important to you helps you plan your time according to *your* needs, not someone else's. Becoming aware of how you currently spend your time is the next step to planning how best to spend your time in the future. There are basically two ways to spend time: productively and unproductively. Spending **productive time** involves engaging in some activity that gets you closer to your goal(s). If learning a new computer program is one of your goals, then spending time at your computer trying out the program is a productive use of your time. If you intend to keep a clean house, then doing dishes and vacuuming is a good use of your time.

On the other hand, spending **unproductive time** is when you are *not* engaged in an activity that carries you toward your goal(s). Spending time at your computer aimlessly surfing the Web will not help you learn the new program and is an unproductive use of your time. (But surfing the Web for a project or for the answer to a question is a productive use of your time.) If you decide to watch TV or read the paper instead of cleaning the house, you are using your time unproductively. (However, if your intent is to relax, then those activities are a good use of your time.) In the end, what is considered productive depends entirely upon your goals and intentions.

Achieving a balance between the time you spend on productive versus unproductive activities is a daily challenge. We all know how easy it would be to ignore an alarm clock, get up when we want, and do only what we please all day. But reality dictates that we go to work or school and take care of our families and ourselves. Becoming aware of how what you do relates to your goals is a productive step in reaching your goals and getting what you want out of life.

Checkpoint

1 What is a goal?

2 What are some of your goals?

3 What makes your goals smarter?

Where Does Your Time Go?

Where *does* your time go? Actually, it doesn't go anywhere. Just like money, you spend it. You have 24 hours to spend each day, and each day you spend it in different ways.

Keeping a **daily activity log**, a list of the activities you do from the time you get up until you go to sleep (Figure 4-1), is a simple way to really see how you spend your time. It is also a good way to plan a daily schedule.

FIGURE 4-1

Sample Daily Activity Log

DAILY ACTIVITY LOG

6:00 a.m.	<i>Get up and shower</i>	4:00	"
6:30	<i>Eat breakfast</i>	4:30	<i>Commute home</i>
7:00	<i>Commute to work</i>	5:00	<i>Watch TV</i>
7:30	"	5:30	<i>Make dinner</i>
8:00	<i>Work</i>	6:00	<i>Eat dinner</i>
8:30	"	6:30	<i>Clean up</i>
9:00	"	7:00	<i>Phone calls</i>
9:30	"	7:30	<i>Fix window</i>
10:00	"	8:00	<i>Check e-mail</i>
10:30	"	8:30	<i>Read newspaper</i>
11:00	"	9:00	<i>Study</i>
11:30	"	9:30	"
12:00 p.m.	<i>Lunch / Go to class</i>	10:00	<i>Read in bed / Get snack</i>
12:30	<i>English class</i>	10:30	"
1:00	"	11:00	<i>Watch TV</i>
1:30	"	11:30	<i>Go to sleep</i>
2:00	<i>Talk with friends</i>	12:00 a.m.	"
2:30	<i>Science lab</i>	12:30	"
3:00	"	1:00	"
3:30	<i>Spanish class</i>	1:30	"

ACTIVITY 3

To get an accurate account of how *you* spend your time, complete this Daily Activity Log. Record every activity you do during the day. Be specific about your activities and the amount of time required for each. Use the log in Figure 4-1 as an example.

Daily Activity Log

6:00 a.m. _____	4:30 _____
6:30 _____	5:00 _____
7:00 _____	5:30 _____
7:30 _____	6:00 _____
8:00 _____	6:30 _____
8:30 _____	7:00 _____
9:00 _____	7:30 _____
9:30 _____	8:00 _____
10:00 _____	8:30 _____
10:30 _____	9:00 _____
11:00 _____	9:30 _____
11:30 _____	10:00 _____
12:00 p.m. _____	10:30 _____
12:30 _____	11:00 _____
1:00 _____	11:30 _____
1:30 _____	12:00 a.m. _____
2:00 _____	2:30 _____
3:00 _____	12:30 _____
3:30 _____	1:00 _____
4:00 _____	1:30 _____

A **Weekly Activity Log** is similar to a Daily Activity Log, except that it shows your activities for a full week.

FIGURE 4-2

Sample Weekly Activity Log

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 a.m.	Get up and shower						
6:30	Eat breakfast						
7	Commute to work						
7:30	"						
8	Work						
8:30	"						
9	"					Get up Read paper	Get up Read paper
9:30	"					"	"
10	"					Mow lawn	Check e-mail
10:30	"					"	Bake cookies
11	"					Shower	"
11:30	"					Shop	Brunch with Bob
12:00 p.m.	Lunch Go to class	Lunch	Lunch Go to class	Lunch	Lunch Go to class	"	"
12:30	Class	Work	Class	Work	Class	Unload groceries	"
1	"	"	"	"	"	Laundry	"
1:30	"	"	"	"	"	"	Study
2	"	"	"	"	"	Check e-mail	"
2:30	Get snack	"	Get snack	"	Get snack	Surf Web	"
3	Class	Work	Class	Work	Class	Surf Web	Study

Figure 4-2: Sample Weekly Activity Log—continued

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3:30	"	"	"	"	"	Nap	"
4	"	Go to gym	"	Go to gym	"	Study	"
4:30	Commute home	Workout and shower	Library research	Workout and shower	Meet Becca for dinner	"	"
5	Watch TV	"	"	"	"	"	Workout and shower
5:30	Make dinner	Commute home	Commute home	Commute home	"	"	"
6	Eat dinner	Watch TV	Make dinner	Volleyball	"	Phone calls	Watch TV
6:30	Clean up	Make dinner	Dinner	"	Go to movies	Meet Julia for dinner	"
7	Phone calls	Dinner	Clean up Phone calls	Go home Dinner	"	"	Get pizza
7:30	Fix window	Clean up	Phone calls	"	"	"	Dinner
8	Check e-mail	Phone calls	Study	Phone calls	"	John's party	Phone calls
8:30	Read newspaper	"	"	Watch TV	"	"	"
9	Study	Read newspaper	"	"	"	"	Study
9:30	"	Study	"	"	"	"	"
10	Read in bed Get snack	Watch TV	"	Study	Out for ice cream	"	Watch TV
10:30	"	"	Take bath	"	"	"	"
11	Watch TV	"	Watch TV	"	Go home Watch TV	"	"
11:30	Go to sleep	Go to sleep	Go to sleep	Go to sleep	Go to sleep	"	Go to sleep
12:00 a.m.						"	
12:30						Go to sleep	
1							
1:30							

ACTIVITY 4

To get an accurate account of how *you* spend your time, complete this Weekly Activity Log. Record every activity you do during the next seven days. Be specific about your activities and the amount of time required for each. Use the log in Figure 4-2 as an example.

Weekly Activity Log for the Week of _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 a.m.							
6:30							
7							
7:30							
8							
8:30							
9							
9:30							
10							
10:30							
11							
11:30							
12:00 p.m.							
12:30							
1							
1:30							
2							
2:30							
3							

ACTIVITY 4 (continued)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3:30							
4							
4:30							
5							
5:30							
6							
6:30							
7							
7:30							
8							
8:30							
9							
9:30							
10							
10:30							
11							
11:30							
12:00 a.m.							
12:30							
1:00							

ACTIVITY 5

Once you complete the Weekly Activity Log in Activity 4, answer the following questions. Use a calculator, if needed.

	Weekly Total	Average Number of Hours per Day
How much time did you spend in the following ways?		
Sleeping	_____	_____
Eating and Grooming	_____	_____
Commuting	_____	_____
Studying, Reading, or Learning	_____	_____
Writing E-mail—Outside of Work	_____	_____
Surfing the Web—Outside of Work	_____	_____
Exercising, Sports, or Leisure Activities	_____	_____
Socializing with Friends	_____	_____
Watching TV	_____	_____
Not Accounted for—Unknown	_____	_____
Other Ways You Spent Your Time	_____	_____

So, how well are you spending your time? Are you generally productive in your nonschool and work hours? Or do you waste time with nonproductive activities? Your Weekly Activity Log and your goals list are useful tools for identifying how you spend your time. You can use this knowledge to make better use of the time you have.

Checkpoint

1 What is a weekly activity log?

2 What did you learn from yours, and how might you spend your time differently?

“Start by doing what’s necessary; then do what’s possible; and suddenly you are doing the impossible.”

—St. Francis of Assisi

How Much Time Do You Need?

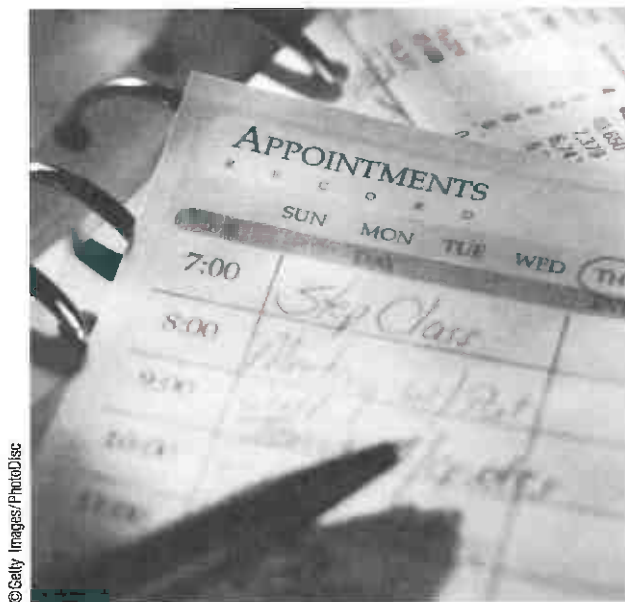
How much time do you need? Probably more than you currently have. For just a moment, imagine you are given an extra hour a day to spend in any way you want. Chances are the first thing that comes to mind isn’t school work! So, let this section help you make the time you need to do your school work so you can have that extra hour, or more, to do what you want to do. For the purpose of this section, you will concentrate on how much time you spend in class and how that relates to studying and doing school-related projects.

As a general rule, the amount of study time a student needs for studying or doing school work is based on the number of hours he or she attends class each week. For every hour you spend in a classroom, you should set aside in your weekly schedule *at least* an equal number of hours for doing homework, reviewing, practicing, or studying. For example, if you are in class for six hours a week, then you should allocate at least six hours of study time sometime during that week. If you require more time to learn—perhaps because you are not using effective or efficient learning strategies—you may need two hours of study time for each class hour. If you have a light amount of homework or are efficient at getting it done, you will find yourself with unexpected free time.

Individuals taking training for work can adapt this information to meet their training schedule. For example, you may be taking a two-day computer-training course, not a semester-long program. If so, you will need at least two more days of study time, which is usually broken up over several weeks for you to review, practice, and study the new concepts.

Taking the total number of hours per week you are in class (see Activity 6), look at your Weekly Activity Log and see if you scheduled *at least* an equal number of hours for homework and study time. If

you did, good for you! If not, start looking for ways to make room in your schedule for more homework and study time. If you find you don’t need the extra study time, you’ll have more free time. Just remember that any new learning requires additional time outside the classroom. Repeated exposure to and experience with the subject matter will solidify your knowledge.



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Adding up the hours you spend in class and comparing them to learning hours you spend outside of class will help you think smarter about planning your study time.

ACTIVITY 6

How many hours are you in class per week? You can use your Weekly Activity Log and the following equation to figure it out. An example has been completed based on a computer course that meets one and a half hours a day, three times a week.

Subject	Class Hours per Day	× Meetings per Week	= Hours per Week
Computer Science	$1\frac{1}{2}$	× 3	= $4\frac{1}{2}$
_____	_____	× _____	= _____
_____	_____	× _____	= _____
_____	_____	× _____	= _____
_____	_____	× _____	= _____
_____	_____	× _____	= _____
_____	_____	× _____	= _____
_____	_____	× _____	= _____

Total Classroom Hours per Week = _____

Now look at your Weekly Activity Log and see how much time you spend in learning activities (including reading, studying, researching, etc.) outside of class. Do the total number of classroom hours match your study hours on your log, or is one more than other? Remember, the idea is to schedule *at least* one hour of study time to every hour of classroom time.

Checkpoint

1 Why is scheduling enough time important for learning?

2 What did you discover about how much time you need for learning?

3 What can you do to ensure sufficient learning time?

“Plan your work for today and every day, then work your plan.”

—Dr. Norman Vincent Peale, Author of *The Power of Positive Thinking*

Planning Your Time

Incorporating school into your life means that you will spend time going to class and doing homework. But it also means that you will have to study for exams, do research, create projects, and write essays and papers.

The best way to plan everything you have to do and want to do is to use a combination of time management systems: a monthly calendar, a weekly project planner, and/or a daily project planner. Calendars are meant for the big picture, non-routine events such as appointments, meetings, sporting events, social events, birthdays, and deadlines. They are *not* meant for small project details and to-do's. A weekly or daily project planner is more appropriate for these activities.

Most people keep one of three common monthly calendar systems: an academic calendar (used primarily by students), a monthly calendar (used by many individuals including businesspeople and families), and a palmtop calendar (used mostly by businesspeople). Many people also use a weekly or daily project planner in addition to their monthly calendar to keep track of more detailed to-do's. This section discusses these different time management options. Decide which one or ones work best for you.

Focus on Ethics

You're a key member of your school's football team, which has gone undefeated all season and is about to enter the playoffs. You've worked hard in the classroom all year, but now you've fallen behind in one class that has a major paper due the week before the playoffs. The teacher is a real stickler for work being turned in on time, but you know there is no way you are going to be able to finish the paper and make all the football practices the coach has planned. The coach has told the team that anyone not showing up for practices will not be allowed to play in the game.

One of the other players tells you about an online service that, for a fee, will prepare papers written to your specifications. You realize that this may be cheating, but you're planning your college and your future around playing football. Is this your best option? What other choices can you make?

Using an Academic Calendar

An **academic calendar** is made up of 12 monthly calendars, typically from September to August. It is meant to be used by individuals going to school or taking training courses. Whether your school runs on a quarterly, trimester, semester, or yearly schedule, an academic calendar is flexible enough to accommodate everyone.

An academic calendar is where you keep track of large assignments, papers, projects, and other requirements due on a certain date. It acts as an engagement book for important school and personal activities for a school term or year. Alternately, you can use individual monthly calendars for the number of months in your term.

To set up an academic calendar, it helps to have a **syllabus** (plural: syllabi), or schedule of assignments, from the instructor of each class you take. These are usually handed out the first week of class. If the instructor does not have a syllabus, you can still complete an academic calendar using what you already know and making changes or additions as time goes on.

Once you have your syllabus, follow the steps in Activity 7 to complete an academic calendar. You may use Figure 4-3 as an example. Use a dark pencil or erasable pen so you can make changes. If assignments or dates change, you can easily make changes.

FIGURE 4-3

Sample Academic Calendar

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sept. 7 - 13	Labor Day	Classes begin					
Sept. 14 - 20							
Sept. 21 - 27			Trigonometry quiz			Julie & Jack's wedding	Family dinner
Sept. 28 - Oct. 4					Electronics quiz		
Oct. 5 - 11							
Oct. 12 - 18	Columbus Day - no classes					Coldplay concert	
Oct. 19 - 25			Trigonometry mid-term		Electronics mid-term		
Oct. 26 - Nov. 1	Blueprint reading quiz						
Nov. 2 - 8				Motor control demo			
Nov. 9 - 15	Veteran's Day		Trigonometry quiz				
Nov. 16 - 22		Nursing project due			To-Philadelphia	Philadelphia	Philadelphia
Nov. 23 - 29			Last day of classes	Thanks-giving break	Thanks-giving break	Thanks-giving break	Thanks-giving break
Nov. 30 - Dec. 6	Electronics final		Trigonometry final		School ends		

ACTIVITY 7

Complete your school calendar for the current term by following the instructions given in the steps below. You may opt to use individual monthly calendars instead of the format shown here.

Step 1: Identify the beginning and end of the term. Label the “Week” column in either of two ways. You may list the number of the term week (for example, 1, 2, 3) or the dates of the week (for example, Sept. 7–13).

Week column of term calendar

Week	Week
1	Sept. 7–13
2	Sept. 14–20
3	Sept. 21–27

Step 2: Fill in all school holidays and important school events.

Step 3: From the information provided on your syllabus, fill in important dates for tests, quizzes, research papers, and projects. (Daily assignments should not be written on this form; they will be included on the Weekly Project Planner explained in the next section.)

Step 4: Write the dates of any important social events you already know about, such as family get-togethers, parties, and concerts.



The best way to plan everything you have to do and want to do is to use a calendar. Choose the calendar system that's right for you!

ACTIVITY 7 (continued)

Date/Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

You can use your academic calendar to make out a schedule for completing papers and projects. Typically, you need a lot of time to complete papers and projects. For example, if today is Tuesday and you have a paper due six weeks from today, you can plan each of the steps you must do to complete the assignment.

Week 1: By Friday	Decide on a topic
Week 2: Tuesday	Start research
Week 3: Tuesday Thursday	Continue research Continue research
Week 4: Tuesday	Write outline of paper
Week 5: Tuesday	Write first draft
Week 6: Sunday Tuesday	Revise draft Hand in paper

Now that you have a calendar for keeping track of school-related dates and social events, you still need a way to keep track of daily assignments and responsibilities.

Using a Weekly Project Planner

A **weekly project planner** is like a detailed assignment pad. It contains a to-do list specific to one day. It looks like a calendar but is divided into 5 one-day periods with plenty of space to write. It is an effective way to keep track of assignments and plan study time according to the school calendar.

When you were in grade school, you might have carried a small notepad to write your assignments in. Or you might have written them

inside your notebooks or textbooks. Now that you are older, you should have one place to keep track of *all* your study demands.

One blank weekly project planner is shown in Activity 8. Since this page represents one week in a term, you will need to make enough copies of this form to equal the number of weeks in your term. For example, if your term consists of 12 weeks of classes, you will need 12 copies.

Many other people also use a weekly project planner, though it may look a little different. It, too, will consist of individual days with space to write notes.

If Ms. Gregory is running an important meeting on Monday, October 15, she might write a reminder in her weekly project planner on Wednesday, October 10, to begin her

NETBookmark

Many Internet sites offer free web-based calendars on which you can record your personal schedule. Look at one or two web calendars to find a calendar with features useful for you. Some even let you share your calendar with others, which is especially useful for families, school projects, and work teams. You can also do a web search using the key words "free web calendar."

For links to sites that provide web calendars, go to:

<http://sskills.swlearning.com>

preparation. If you are responsible for bringing a class snack on Tuesday, January 22, you might write a note in your weekly project planner on Sunday, January 20, to remind you to go shopping or to plan time for baking. See Figure 4-4 as an example. Use Activity 8 to complete your personal weekly project planner.

FIGURE 4-4

Sample Weekly Project Planner

Project Planner for Week No. 5

Subject → (List hardest to easiest)	Physics	Mechanical Drawing	Computer Programming	English Composition	Spanish
MON. <u>Oct. 5</u>	p. 62—Evans problems 1-4 Write complete solutions	Work on machine spec	No class	For Wed. — Write a one-page essay on my career goals	Review verbs
TUES. <u>Oct. 6</u>	p. 71—Evans problems 6-12 Write complete solutions	Make corrections to spec	Read Chap. 3 "How to Read Error Messages" Do ques. @ end of chapter	Work on essay due tomorrow	Review verbs Complete handout
WED. <u>Oct. 7</u> Lisa's b'day	No class	Finalize spec to hand in tomorrow	Go to lab and test program Keep journal of error msgs.	p. 36-40 Read Warriner's p. 41-42 Do exer. A, B, & D	Review verbs
THURS. <u>Oct. 8</u>	Review for quiz tomorrow	Begin wire drawing due Wed. next week	Go to lab and revise steps 6-24	No class	Quiz on verbs
FRI. <u>Oct. 9</u> 2 p.m. Dr. appt.	p. 76—Evans problems 1-3 Write complete solutions	No class Continue wire drawing	Read Chap. 4 "If/When commands" Do 20 ques. @ end of chapter	No homework	No class

ACTIVITY 8

Develop a Weekly Project Planner for yourself by following the steps below and completing the blank planner on page 101. Refer to the previous discussion as needed.

Step 1: Before you can use your Weekly Project Planner, you need to set up all of the daily and weekly information for the term. This is done once, at the beginning of the term. At the top left of the schedule, where it says "Weekly Project Planner for _____", you can fill in the blank in two ways—either by using the week number (for example, Week 1 through 12, if 12 is the number of weeks in your term) or by writing in the actual dates (for example, Sept. 7–13 or Sept. 14–20).

Step 2: In the boxes labeled MON _____, TUES. _____, and so on, fill in the weekly dates (such as MON. Sept. 7, TUES. Sept. 8, and so on). This schedule runs Monday through Friday, but you can adapt it if you are taking weekend courses.

Step 3: List the subjects you are taking, from the hardest, or most challenging, to the easiest, or least challenging, going across the top line of the planner. This is done so that you will pay attention to your hardest subject first. The subject order may change week-to-week, as some classes may be harder for you while others might become easier.

When doing homework, most students put off doing the hardest subject for last, when they are either too tired or just not willing to spend the time with it. However, if you do your hardest subject first, you will have a much better chance of succeeding in that class. If you are only taking one or two classes, you can create a modified version of the planner by covering up or eliminating several of the vertical lines so the boxes can be enlarged.

Step 4: Using your school calendar to assist you, bring forward to the Weekly Project Planner all important information, such as tests, paper and project deadlines, and school holidays. As the semester progresses, you can make changes to the planner. How you note the due dates of your assignments is up to you.

Step 5: Carry both the Weekly Project Planner and the Academic Calendar with you at all times, either in a folder with pockets or in a three-ring binder. When you are given a new assignment or if a date or an assignment changes, you can easily make changes to your planners. Most important of all, make the planner work for YOU.



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Tablet PCs offer special features, such as handwriting recognition, speech recognition capabilities, and a rotating screen.

ACTIVITY 8 (continued)

Weekly Project Planner for _____

Subject → (List hardest to easiest)					
MON. _____					
TUES. _____					
WED. _____					
THURS. _____					
FRI. _____					

Using a Monthly Calendar

In today's hectic world of doing more and doing it faster, people are turning to **monthly calendars** to help keep them on track. (Office supply stores have a variety of shapes and sizes from which to choose.) Working people use a monthly calendar to make and keep appointments. Some also use them to plan for long-term work projects. Parents and guardians track their children's appointments, lessons, and sports and social events, as well as their own activities. If you are a student, you could combine the concepts of either the academic calendar or the monthly calendar with a weekly project planner. If you plan to use just a monthly calendar, keep in mind that it is not meant to serve as a to-do list.

Using a Palmtop Calendar

A **palmtop calendar** is one of the most popular electronic handheld organizers available. It contains a daily calendar, an appointment scheduler, a location for a to-do list and memos, and an address book. Many business professionals like palmtop calendars, and software companies have made them even more powerful by adding telephone capabilities and wireless Internet access for doing e-mail and surfing the Web.

With a palmtop calendar, you see only one day's scheduled activities at a time. This is similar to using a Daily Activity Log (see "Where Does Your Time Go?") as your time planner. Palmtop calendars are great for planning day-to-day details, but they do not provide the user with a full view of a month or a week. Some people prefer just the daily view, while others prefer to have the benefit of the bigger picture to better plan their time. Try out different calendar systems to determine which one works best for you.

Checkpoint

1 Which calendar system is best for you? Why?

2 For what purpose might you use a Weekly Project Planner?

3 For what purpose might you use a Daily Log?

Finding Time

What you have been doing up to this point is figuring out how you actually spend your time and then discovering ways to keep track of it by using an Academic Calendar, Weekly Project Planner, Monthly Calendar, or Palmtop Calendar. What you haven't done yet is learn how to plan your schedule so you can do everything you need to do and still have time left for things you want to do.

There are three ways to make sure you have more time in a day. *The first and most important way to gain more time is to plan it!* It's like getting in a car and going somewhere. You need to know where you are going and have a plan to get there. Without a plan, you will waste your time and take longer to get to your destination—if you get there at all!

A second way to gain more time in a day is to do more in less time. You are discovering in this book how to learn more efficiently, which includes how to study effectively in less time. Using active learning strategies will help you gain more time. This can be as simple as doubling up on activities. For example, if you have three errands, you might try to combine them instead of doing one at a time, making one round-trip instead of three. If you commute on a bus or train or carpool, you can study during your ride. At lunch, you can review notes. Use your imagination, and think of how you can get more done in less time.

Yet a third way to gain more time is to use short periods of otherwise wasted time. Activities such as commuting or taking an overly-long lunch can be time wasters, but they can be used for dual purposes. For example, businesspeople often combine meetings with meals. You can use your waiting time productively by always carrying around some of your reading material or studying with you.

On your Daily or Weekly Activity Logs, see if you can locate any wasted, unproductive time that could be turned into productive time. Do you have a free half-hour between classes during which you can either socialize with friends or study? If your education is important to you, you might choose to spend that time studying instead of socializing.

Do you watch a lot of television, spend an excessive amount of time in aimless computer play, or talk frequently on the phone? Often,

3 Ways to Get More Time in Your Day:

1. Plan it!
2. Do more in less time.
3. Use short periods of otherwise wasted time.

Focus on Technology

Benefits of a Tablet PC: If you are thinking of buying a laptop or notebook PC, perhaps you should know the potential added benefits of a Tablet PC. Tablet PC's typically have the full functionality of a notebook, as well as some added features including: handwriting recognition (you can take notes directly on the screen with a special stylus, and the Tablet PC software will convert your handwriting to "typed" material), speech recognition capabilities, and a rotating screen. For students, this means that you can take your tablet to class with you, take notes (including diagrams and charts) directly on the screen and save them into a folder created for each class. And, when you get tired of writing, you can type!

Tablet PC software is being developed rapidly. If you want to check out what is available for the Tablet PC (including software for PDA's, Smart Phones, and mobile devices) search the Web for sites such as Microsoft, HP, Gateway, and Handango.

these times might be better spent by reducing your television and computer time and limiting your phone time. It is amazing to learn just how much time in our day these activities absorb.

If you decide to limit your phone conversations to 15 minutes instead of 30 minutes, in one week you will have an extra hour and forty-five minutes. And if you decide to cut out just 30 minutes of television per day, in one week you would have an extra three and half hours! See where you can limit unproductive activities and replace them with productive ones.

ACTIVITY 9

What can you do to do more in less time or use time that is otherwise wasted? Write your thoughts below.

Time management expert, Alan Lakein suggests, when faced with several things you want to do, ask yourself, "What's the BEST use of my time, RIGHT NOW?!"

Sometimes even the best-planned schedules must change because of unplanned events. When this happens and you must make a choice regarding what to do, ask yourself, "What is the best use of my time, right now?" Your honest answer will make sense based on the things that are truly important to you. Consider this scenario:

It's 12:00 p.m. and you have a one-hour break between classes. You have in mind to grab a sandwich and go to the quiet corner of the library to get some assigned reading done. You have no other time today to do it because you go to work right after school. Three friends see you and beg you to sit with them to plan one of your friend's birthday parties. What do you do?

This is a tough situation but ask yourself, "Is this the best use of my time, right now?" And if you honestly say no, then be aware that you have options. You can let them know you are interested in helping but can't right now. See if they would e-mail or call you with what they talked about so you can get caught up for the next meeting.

If you honestly responded "yes" to the question, then know that it was your conscious choice and you will have to find another time for the reading. Remember, you are *always* in charge of where you spend your time. It's up to you to make the smart decisions.

ACTIVITY 10

Working with a partner, discuss the following scenarios. What would you do in each of the following situations?

Situation No. 1

It's 6:30 p.m. on a Monday night. You have a test on Wednesday that you want to study for tonight between 6:30 and 7:15 p.m.

After that, you are planning to go to a community meeting that will not be over until at least 10:00 p.m. Your friend calls you on the phone to chat—nothing very important, just a casual conversation. What do you do?

Situation No. 2

It's 8:00 p.m. on a Sunday night. You have an oral presentation due on Tuesday. You have already done your research, but you still need several hours to prepare for the presentation. Because of work and other family commitments, you have no other time before Tuesday to complete this assignment. Your mother needs your immediate help moving furniture in the basement and can't do it without you. What do you do?

Procrastination and Other Time Wasters

Procrastination means putting off doing something unpleasant or burdensome until a future time. Most of us, unfortunately, are excellent procrastinators. We put work off until the last minute and cram to get it done, hoping not to do a slipshod job. The reality is that only a few people can cram well and do a good job. The others just think they can. (See Chapter 5 for more about cramming for exams.)

ACTIVITY 11

With a partner or on your own, list some reasons why you put things off until a future time. Then discuss what happens as a result of this procrastinating.

Success tip

Did you know that just by being aware of the top reasons why people procrastinate, you might not procrastinate as much?!

They are:

1. An assignment or project is too big or overwhelming.
2. The assignment is unpleasant.
3. Fear about doing the assignment, such as having to get up in front of people to make a presentation.

So now that you know, you just might procrastinate less!

REDUCING PROCRASTINATION. So how can you reduce procrastination? Since procrastination means doing nothing, simply doing something is the way to overcome it. Here are some actions to consider:

1. *Start small.* If you take your big assignment and break it down into smaller pieces, you will be able to break through your procrastination. It's like trying to eat a pizza whole; you can't do it. But you can eat it one bite at a time. For example, when studying for an exam, study a little each day instead of all at once. When you have to write an essay, break the project into manageable parts by first outlining your ideas, then writing a first draft, then editing the copy, and finally completing the final draft. Each step can be done at different times, making the job much more tolerable. You have also made time for writing a quality paper instead of one you crammed together the night before it is due. Your stress will be reduced and your brain will thank you for it.
2. *Realize how miserable you'll feel until the work is done.* If you don't want that annoying feeling hanging over you, remind yourself how good it will feel to be finished with the assignment. Then get started!
3. *Tell yourself you are wasting time.* You are wasting time if you are not working on your project. If time is valuable to you, why waste it?