

4. *Be accountable to someone else.* If you set a deadline with someone, you will be less likely to break it. For example, tell your friends you can't meet them until after you finish your research. Then, get to work.
5. *Add variety.* If you do not enjoy working on a certain subject, try creative learning methods such as using flash cards or studying with a friend. Or, alternate the unpleasant work with more pleasant work.
6. *Remember how good it feels when you are done.* Remember that great feeling you get when you finally complete a task that has weighed heavily on your mind.
7. *Promise yourself a reward.* When you finish doing your work, give yourself a reward.

Study Goals and Rewards

Doing activities according to the top priority sometimes means that you can't do what you want at the moment. Studying may be the last thing you want to do. Perhaps you would rather watch television, IM your friends, or go shopping. But if you want to do well in your classes, you must find time to study.

How often do you feel like studying? If you wait until you feel like it, you might never open a book! So how do you motivate yourself to study when you are tired? Or when you have other commitments?

If you set a learning goal and reward yourself for reaching the goal, learning will become easier. You will also have a higher level of concentration because you are determined to complete the work on time.

A **learning goal** means completing your projects and assignments in a reasonable time frame. A **reward** is something you give yourself in return for your effort. For example, suppose you are a nursing student who has to read a chapter in the nursing handbook and then write a patient report. You also need to review your medicine interactions for a quiz the following day. In your estimation, these tasks should take you no more than an hour and a half. If you begin doing your work at 6:30 p.m., your learning goal should be to complete the work by 8:00 p.m.

At 8:00 p.m., when the work is completed, you can reward yourself with a non-work-related activity, such as watching television, having a favorite snack, or reading a favorite magazine. You can plan to go out with friends or rent a new movie. You decide what will motivate you best.

By deciding on your reward ahead of time, you will be motivated to finish your work as quickly as possible, leaving you with more time to do whatever you want. This is one of the best ways to work smarter, not harder.

The next time you sit down to study, think about setting a learning goal and then rewarding yourself upon its completion. This way you will be less tempted to interrupt your learning time, thereby getting your work done efficiently.

ACTIVITY 12

Different people enjoy different rewards. How would you reward yourself for reaching a learning goal? Make a list.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Success tip

According to R. Alec MacKenzie—a time management guru—for every minute you plan, you save two minutes in execution. For example, if you take 15 minutes at the end of each day to plan the following day, you would then save 30 minutes that next day because of the forethought and planning. How might this affect your life?

Additional Ways to Master Your Time

What follows is a list of more ways you can use to master your time. See if any of them are useful to you.

1. *Prepare for the morning the evening before.* Put out your clothes, make lunches, pack your books.
2. *Get up 15 minutes earlier in the morning.* Use the time to plan your day, review your assignments, or catch up on the news.
3. *Don't rely on your memory.* Write your assignments, appointments, and due dates on a calendar.
4. *Schedule a realistic day.* Avoid planning for every minute. Leave extra time in your day for getting to appointments and studying.
5. *Leave room in your day for the unexpected.* This will allow you to do what you need to do, regardless of what happens. If the unexpected never happens, you will have more free time.
6. *Do one thing at a time.* If you try to do two things at once, you become inefficient. Concentrate on the here and now.
7. *Let things slide from time to time.* The world will not come to an end if you do your laundry on Sunday instead of Saturday.
8. *Learn to say "No!"* Say no to social activities or invitations when you don't have the time or energy.
9. *Get enough sleep.* When you are well rested, you are more capable of handling anything that comes your way.
10. *Learn to relax.* Take deep breaths, stretch, or exercise to relieve tension and stress.

ACTIVITY 13

What special methods are helpful when you need to control your time? List five ways you master time.

1. _____

2. _____

3. _____

4. _____

5. _____

Checkpoint

1 What is procrastination?

2 What is a learning goal?

3 Why is it important to reward yourself for reaching a learning goal?

CHAPTER SUMMARY

1. Every day has 24 hours, no more, no less. To spend your time productively means you must work toward a goal. To spend your time unproductively means you are engaged in an activity that is not working toward a goal.
2. Knowing what is important to you and having short-term and long-term goals will help you make wise choices about how you spend your time.
3. Students should plan at least one hour of study time per week for every hour in class.
4. There are three common calendar systems: Academic, Monthly, and Palmtop. An Academic Calendar helps you keep track of school and assignment-related dates and social events. A Monthly Calendar helps you track appointments, family activities, meetings, and birthdays. A Palmtop Calendar is best for planning the details of one day at a time.
5. A Weekly Project Planner will help you keep track of your daily responsibilities and assignments.
6. There are three things you can do to have more time in a day: plan the day, do more in less time, and use short periods of otherwise wasted time.
7. Procrastination means putting off doing something unpleasant or burdensome until a future time. Ways of overcoming procrastination include starting with small actions, adding variety to the task, and promising yourself a reward upon completing the task.
8. Setting a learning goal means planning to do a certain amount of work in a given time. When you have achieved your goal, give yourself a reward in return for your effort. Setting learning goals and planning for rewards can help you save time and make learning rewarding.

CHAPTER ASSESSMENT

Terms Review

Fill in the blanks with the appropriate key terms on the left.

- | | |
|------------------------|--|
| academic calendar | 1. A schedule of assignments is called a _____. |
| daily activity log | 2. A _____ is used by many business people to manage their time. |
| learning goal | 3. A(n) _____ consists of 12 monthly calendars, typically from September to August and used by those taking classes. |
| long-term goal | 4. A _____ is something you want to have, do, or be within the next 3 to 5 years. |
| monthly calendar | 5. The desire to complete a project or assignment within a specific time is considered a(n) _____. |
| palmtop calendar | 6. A _____ is something you want to have, do, or be within the next 6 months to a year. |
| procrastinating | 7. To see how you spend a day, you can use a(n) _____. |
| productive time | 8. You can keep track of appointments best on a(n) _____. |
| reward | |
| short-term goal | |
| syllabus | |
| unproductive time | |
| weekly activity log | |
| weekly project planner | |

9. When you put off doing something burdensome or overwhelming, you are _____.
10. A(n) _____ is like an assignment pad in that you track assignments and can plan your study time with it.
11. You are spending _____ in activities that lead to achieving goals.
12. A _____ is something you give yourself in return for your effort.
13. You are spending _____ in activities that do *not* lead to achieving a goal.
14. To see how you spend 7 days in a row, you can use a(n) _____.

Review

Based on the information you learned in this chapter, answer the following questions using your own words and thoughts.

1. Why is learning how to manage your time important?

2. Why is it important to know your goals?

3. For what purpose can a Daily Activity Log be used?

4. For what purpose can a Weekly Activity Log be used?

5. Describe the three calendar systems.

6. Describe a Weekly Project Planner.

7. What is procrastination, and what can you do to reduce it?

8. Describe how setting learning goals and then rewarding yourself for reaching them can help make studying easier.

9. Which of the time management formats explained in this chapter do you find most useful and why?

10. If you studied Chapter 2, do you think sequential or random-preferenced learners naturally manage their time better? Why do you think so?

11. As a result of working through this chapter, what are you going to do to manage your time better?

CASE STUDIES

for Creative and Critical Thinking



ACADEMIC CASE—Connecting to Academic Goals

Ashley was stressed as she skimmed through her study guide. As an advanced biology and chemistry student with aspirations of becoming a medical student, she needed to do well on her upcoming college entrance exams if she was going to get into a good school. However, preparing for the exams was only one of many responsibilities Ashley had to juggle. She carried a heavy course load of advanced courses, with mid-terms only 2 weeks away. Ashley also worked 25 hours a week as a server at a seafood restaurant to help save for college tuition. With all of this on her plate, she found it difficult to keep up with her student government responsibilities, or even keep her room in order. She wondered if she was ever going to get a break.

1. What are Ashley's short-term goals? How do they support her long-term goal?

2. Develop a time management strategy that Ashley might use to help her achieve her goals.



WORKPLACE CASE—Connecting to Managing Multiple Priorities

Royce expected to leave a message for his coworker, Lynda, but was surprised when she answered her phone. "We were supposed to meet 15 minutes ago," he said impatiently. "I forgot. I'm sorry," apologized Lynda. "I'll be there in a minute." When Lynda arrived five minutes later, Royce reminded her that she had also forgotten several department meetings, and when she did attend, she was usually late. Lynda explained, "I don't have a good memory for dates and times." She added that she didn't like team meetings and wouldn't attend when she had other things to do. "And I'm behind in my work right now. I think my project deadline is coming up soon."

1. Brainstorm to generate four or five ideas that might help Lynda meet her time commitments.

2. Which of the time planning tracking ideas in this chapter might work for Lynda? Why do you think so?

5

Studying Smart

Terms

- acronyms
- background knowledge
- CEUs
- cramming
- effective recall
- learning
- memorizing
- memory devices
- mnemonic sentences
- objective tests
- performance tests
- subjective tests
- testing success factor
- visualization

Chapter Goals

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

- Identify what a testing success factor is.
- Describe what to do to prepare for any test.
- Avoid cramming and distinguish between *memorizing* and *learning*.
- Identify active learning strategies that are needed for achieving successful testing results and anticipating test questions.
- Explain why learning from mistakes is the most important success factor.

Today is Saturday and Marco is already worrying about his upcoming English Literature test first thing Tuesday morning. He has read only half of the assignment and still has the other half of the reading and some reviewing to do. Between his work and school schedule and his lack of interest in the reading materials, he keeps putting off the assignments, secretly hoping they will just go away.

"If only I didn't have to take this English requirement, if only the stories were more interesting, if only I had more time..." Marco laments. Marco is scheduled to work today and Sunday from 10 a.m. to 6 p.m. at his uncle's restaurant. He has a date with his girlfriend Saturday night to go to the movies. The earliest he can start any substantial reading is Sunday evening.

He thinks about calling in sick to work today but then remembers the big party scheduled to come in the restaurant at 2 p.m. "Big parties mean extra tips," Marco thinks to himself smiling.

Marco estimates he might get through several chapters of the reading material on Sunday evening before he falls asleep, leaving several more still unread.

He mentally schedules time to do more reading during his lunch at work on Saturday and Sunday and then again on Monday after class. "Oh, no," he remembers, "I also have math homework and a science lab report due Monday."

What can Marco do to feel more confident and prepared for his upcoming test?