WHAT THIS HANDBOOK IS ABOUT
This handout will ...

- help you understand how to plan and organize your time more effectively
- help you to assess your current time management habits so that you can make them more effectively serve your needs and goals
- help you to create calendars organizing and dividing tasks into specific time slots

WHAT ARE THE BASIC PRINCIPLES OF TIME MANAGEMENT?
There is no one ideal way to organize the hours of a day, a week, a month, a year; rather, the calendars and mind maps you create should reflect the goals you have defined for yourself. Once you have articulated your goals and objectives, you need to decide the order of your priorities. Then try to predict how many hours during the week you will need to successfully complete the most important of your goals. However, you should always keep in mind that you cannot devote all your waking hours to professional or career goals. Effective time management depends on acknowledging and respecting the need for balance and variety in your life and on realistically assessing the time you will need to complete a specific task or a long-term goal.

PLAN of HANDBOOK
I General Principles of Time Management
   A. Causes of Ineffective Time Management
   B. Four Step Process to Time Management
   C. Example: Self-assessment exercise
   D. Possible Answers
II Principles of Academic Time Management
   A. Getting the Semester off to a Good Start
   B. Ten Tips for Scheduling a Major Academic Project
   C. Four Phase Essay Writing Process: Calendar
   D. Example: Sample Academic Schedule
   E. Exercise: Creating your own Academic Schedule
   F. Answer
III Review

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I GENERAL PRINCIPLES of TIME MANAGEMENT

A. CAUSES of INEFFECTIVE TIME MANAGEMENT
   1. Practical Obstacles
      a. Failure to set aside a reasonable amount of time for a specific task
      b. Failure to take into account your own natural cycles of biorhythms (e.g. “morning person” working on projects at night)
      c. Miscalculation or unrealistic assessment of how long the task will take
      d. Assignment of a task that is not well suited to your own interests and abilities
      e. Transformation of a relatively simple and straightforward task into an overly complex project
      f. Failure to list the steps you need to take to complete the task
      g. Failure to set aside a comfortable, well-organized space in which to complete the task

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2. External Obstacles
   a. Assumption of an unrealistic workload
   b. Failure to prioritize, streamline, and delegate tasks
   c. Failure to eat, sleep, and exercise properly
   d. Failure to re-define and adjust goals during periods of transition

3. Psychological Obstacles
   a. Failure to clarify goals and priorities
   b. Failure to realistically match goals to the time available to you
   c. Tendency to put off unpleasant or difficult tasks
   d. Inability to conquer your fears of failure, success, or disrupting the status quo

B. FOUR STEP GUIDE to EFFECTIVE TIME MANAGEMENT
1. Recording and analyzing your current activities
   a. Use a blank calendar or appointment book with the days of the week across the top of the page and the hours of the day in the left-hand column.
   b. Start your schedule with the time you wake up in the morning, and end with the time you go to sleep at night.
   c. Include your regular mealtimes.
   d. Note the times of your regular meetings, appointments, and classes.

2. Observing and recording your life hour by hour
   a. Note the exact time of each day when you move from one activity to another (e.g. reviewing your history lecture notes to writing up your biology lab experiment)
   b. If your activities overlap, see if you can consciously combine them (e.g. incorporating your child’s response to a bedtime fairy story in a report you are writing for a Children’s Literature course).
   c. Note how long you spend on each activity.

3. Viewing and Re-viewing the Time Patterns of your Life
   a. As you review how you have spent each hour of the day during the past two weeks, ask yourself whether you have balanced your time well. Query yourself about how many hours of each day you have devoted to the four major life categories: health and personal maintenance, family, work, career and academic goals.
   b. Color in the block of time you devote to each category—blue for health and personal maintenance, green for family, red for work, and yellow for academic and career goals.
   c. Within each category, identify specific activities that you have outgrown or that are no longer necessary.
   d. Identify activities to which you are devoting too much time.

4. Adjusting your Current Calendar to your Ideal Calendar
   a. Review primary and supporting strategies
   b. If you have too little time devoted to any one life category, build more time into that portion of your calendar.
   c. After you have reviewed the time allotted to routine activities, figure out how many hours remain to achieve the goals you have defined for yourself (e.g. a new exercise regimen or development of your research skills).
   d. Within each activity zone (work, family, health, career goals), create more specific, limited time zones (e.g. one hour on Tuesday and Thursday afternoons to familiarize yourself with reference materials in the library).
   e. To insure that you are strong enough to complete all the activities that support your goals, schedule enough time to sleep, exercise, cook, eat, and amuse yourself.
EXERCISE: What is Helping me to Achieve My Goals and what is not

Directions: Complete the following sentences by filling in the blanks:

1. My goals are well defined when it comes to ____________________________________________
2. I am pretty clear about how long it takes me to __________________________________________
3. I never procrastinate about ___________________________________________________________
4. I am never late for _________________________________________________________________
5. I have no problem tackling difficult projects when ______________________________________
6. I always build in transition time between ____________________________________________
7. Meeting deadlines is easiest for me ____________________________________________________
8. I never have time to ________________________________________________________________
9. I spend way too much time on ________________________________________________________
10. I do not have well defined goals for __________________________________________________
11. I always underestimate how long it takes to _____________________________________________
12. I procrastinate whenever I have to ___________________________________________________
13. I am usually late for ________________________________________________________________
14. I have a hard time finishing _________________________________________________________

SAMPLE ANSWERS:
5. I have no problem tackling difficult projects when it is Saturday morning, I have enough free time, my workspace is organized, and I have the house to myself.
12: I procrastinate whenever I have to write an essay or study for a test.

SELF-ASSESSMENT QUIZ: FINDING YOUR TIME MANAGEMENT PREFERENCES

Ten Questions to Ask about how I Work Best:

1. Do I work best independently or collaboratively?
2. Do I concentrate best in short bursts or for long stretches of time?
3. Do I focus best on one thing at a time or on several things?
4. Do I work best with a fast, busy schedule or a slow, easy one?
5. Do I prefer plans and predictability or surprises and spontaneity?
6. Do I work best with tight deadlines or long lead times?
7. Do I tend to “stew” about things or make quick decisions?
8. Do I work best in silence or with background noise or music?
9. Do I prefer to complete one long, complex task or a series of simple ones?
10. Do I prefer to visualize a task or to think about it?

PART II: PRINCIPLES of ACADEMIC TIME MANAGEMENT

Ten Tips for Getting the Semester off to a Good Start

1. Arrive on time for your first class.
2. Purchase textbooks before the first class of the semester if possible, but no later than the second meeting.
3. Read carefully and annotate your syllabus, noting questions and comments.
4. Ask your instructor to explain any course policies, procedures, or requirements that you do not understand.
5. Note all due dates of major projects; enter these in your calendar or week-at-a-glance book.
6. After you have ascertained which assignments are due when, create a daily timeline for each of your assignments. First write down your work and family responsibilities, then schedule your study times. Be sure and leave time for rest and nutrition.

7. In consultation with your instructor and tutor, create a timeline for each of your major projects. Some instructors distribute prompts during the first two weeks. Read the prompts carefully as soon as possible after you receive them, underlining and annotating. Brainstorm with a friend or family member, or simply pose a series of questions to yourself. Take at least ten minutes to note in list format whatever ideas, images, memories, questions, or opinions immediately occur to you. Then bring your prompt and notes to discuss with your instructor during office hours.

8. Establish disciplined study habits early by completing reading or other homework assignments on time beginning with the first week of class.

9. Institute a filing system to organize prompts and other handouts as well as materials for essays-in-progress, returned assignments, and lecture notes.

10. Exchange your phone number and e-mail address with at least one other student in each of your classes.

TIPS for SCHEDULING a MAJOR ACADEMIC PROJECT

1. Week I
   a. **Mon-Tues:** Read carefully and analytically the prompt or assignment sheet distributed by your instructor. Underline key points, especially all direction words. Annotate in the margins, posing queries and briefly noting your opinions and responses.
   b. **Wed-Thurs:** Meet with your instructor to go over the prompt; this is the time to resolve any confusion you feel about the assignment. Now is also a good time to go over the prompt with a tutor. Before you meet with your instructor, you might want to jot down ideas for developing the topic assigned.
   c. **Fri-Sat-Sun:** Devote the first weekend of the four week period to Pre-writing or generating ideas and material for your project. Use the pre-writing techniques you were taught in your composition courses—jot listing, mind mapping, asking questions, brainstorming, interviewing and outlining. At the end of the weekend, review all your pre-writing materials and note repeated ideas or images. See if any patterns begin to emerge.

2. Week 2
   a. **Mon-Sun:** Devote all of week 2 to researching your project in libraries over the Internet. At the end of the week, go back over the evidence you have gathered, sifting and organizing it.

3. Week 3
   a. **Mon-Tues:** Formulate a tentative thesis that reflects both your own point of view on the topic and the evidence that has emerged in your research.
   b. **Wed-Sun:** Start drafting your paper.

4. Week 4
   a. **Mon-Tues:** Get feedback on your first draft from the instructor, tutors, fellow class members. Then read the draft yourself, first reading rapidly to gain an overall impression of what you have written, then reading a second and third time more slowly to ascertain how well you have organized your points, used evidence, and given supporting reasons.
   b. **Wed-Thurs:** Revise your essay.
   c. **Thurs-Fri:** Having “globally” revised your essay, now you must revise the smaller units of your essay (sentences, words, spelling, and punctuation). The day before the project is due proofread for typing/printing errors. Arrange the paper in the appropriate presentational mode.
MAXIMIZING YOUR TIME AND WRITING EFFECTIVE PAPERS

1. Use both monthly and weekly calendars to plan or map your projects. Consider using a monthly calendar like the one below to map out writing assignments.
2. Use your calendar to break down tasks and pace your project’s progress.
3. Add reminders to yourself to make time to speak with your instructor or a tutor and to meet with peers, so you can maintain your pace without getting boggled down with questions or concepts that you need clarification and so you can obtain useful feedback about your work.

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<tr>
<td>Receive assignment in class &amp; ask the instructor questions in class</td>
<td>Begin peer brainstorming. Ask instructor more questions if I get stuck</td>
<td>Organize ideas. Use mind maps, clusters, free writes &amp; journals. Have outline completed</td>
<td>Develop a thesis statement &amp; draft a tentative intro</td>
<td>Write a complete draft &amp; begin the revision process</td>
<td>Set Draft Aside</td>
<td>Work on other classes</td>
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<td>Re-read draft &amp; make Global/”Big Picture” Changes (Cutting; Expanding; Re-formulating thesis; Re-arranging Paragraphs)</td>
<td>Peer Edit Draft and see a tutor</td>
<td>Work on Assignments for Other Classes</td>
<td>Receive Draft Back from Instructor &amp; ask about comments</td>
<td>Re-read your Draft</td>
<td>Make additions, deletions and revisions to final draft</td>
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<td>Edit Final Draft for grammar, punctuation &amp; spelling. Proofread for surface errors too</td>
<td>Submit draft to Instructor for feedback</td>
<td>Take Some Time off:</td>
<td>Re-read comments and Peer Editing Suggestions</td>
<td>Make a List of final changes</td>
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<td>Take Some Time to Renew Spirit &amp; Body</td>
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Find “Free” Time or Your Best Times to Study

Find time to work on projects & to study by mapping out your weekly schedule and identifying your “free” time. Start by accounting for all the time that you are awake and see where you have blocks of “free” time.

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Fill in your “free” time with homework assignments and projects

Mon./7:00-9:15: Read chapters 1-5, One Hundred Years of Solitude
Tues./7:00-9:15: Read and annotate two articles for psychology
Tues./9:15-11:15: Complete Math Problems
Wed./7:15-9:15: Meet with Other Students for History Group Project
Wed./9:15-11:15: Review Notes and Assignments for Group Project
Thurs./7:15-9:15: Read Ch. 15 of Psychology text
Fri./4-5:15: Do pre-writing (Invention) for English essay
Sat./9-2: Work on first draft, English essay
Sun./11-4: Work on English draft
EXERCISE: NOW MAKE YOUR OWN CALENDAR:
1. Fill in work hours
2. Fill in family responsibility times
3. Fill in class meeting times
4. Designate remaining spaces as "free time"
5. Fill in "free time" slots with specific tasks

Daily Schedule:

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6. Now create a Homework/Project Schedule by listing what you need to work on during your free time. Remember to leave room for some time for yourself.

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