

Sophomore (October / Unit 2): Time Management

Objectives: Explore the concept of time management.

To successfully complete this unit and receive your stipend, complete the following activities:

- Complete all activities in this unit.
- Complete and include your **Student Grade Check** form.
- Include your parent/guardian’s signature on the **Evaluation Sheet**.
- Complete the **Stipend Request** form.
- **Have site sponsor sign the Mid-Month Check-In (even if not fully finished) by _____.**
- **Be prepared to review it with UB staff on _____.**

Stipend Requirements

Stipend Amounts	Possible Portfolio Completions
Complete = \$40.00	<ul style="list-style-type: none"> • Unit 100% complete: turned in on-time, parent/guardian signature, and site sponsor signature.
Partial = \$30.00	<ul style="list-style-type: none"> • Unit 75% complete: includes parent/guardian and site sponsor signatures. • Unit 100% complete: includes parent/guardian signature; <u>does not</u> include site sponsor signature.
Partial = \$20.00	<ul style="list-style-type: none"> • Unit 100% complete: <u>does not</u> include parent/guardian signature. • Unit 50% complete: includes parent/guardian and site sponsor signatures.
Incomplete = \$0	<ul style="list-style-type: none"> • Unit less than 50% complete (even if unit includes parent/guardian and site sponsor signatures)

What to do if you are absent on portfolio visit days!

Planned Absences (e.g. sports games, field trips, etc.)	Unplanned Absences (e.g. sick, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>before you leave</u>. UB staff will review your work, and you are eligible for a full \$40 stipend. • If you forget to leave your binder with your site sponsor before you leave but turn it in to your sponsor the <u>first day you return</u>, you are eligible for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>. 	<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>the day you return to school</u>. You are still eligible for a full \$40 stipend. • If you forget to give your binder to your site sponsor <u>the day you return</u>, you have <u>24 hours</u> to turn in your unit for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>.

Upward Bound Contacts

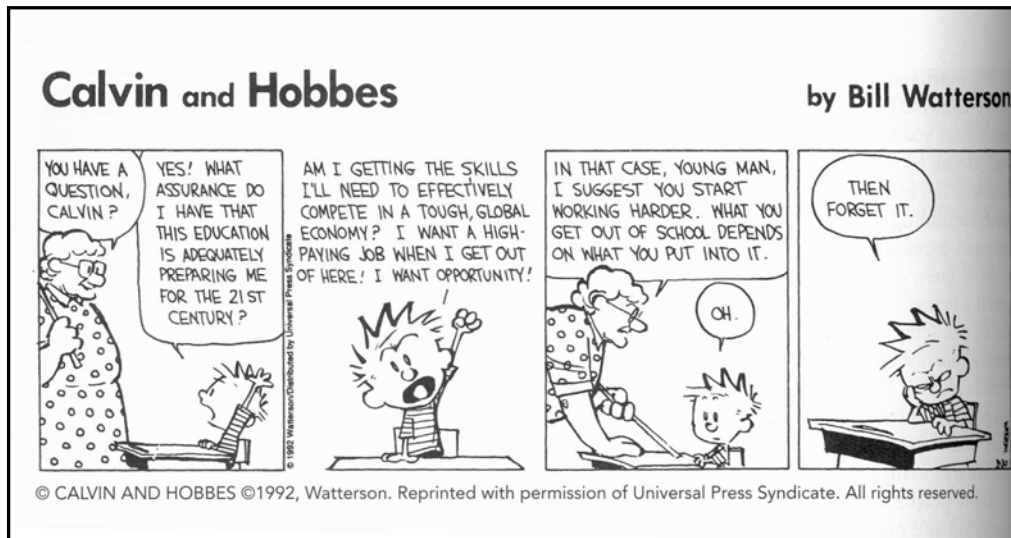
Diana.betoney@nau.edu
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www.nau.edu/ub

Personal Affirmation

Rewrite your affirmation by describing who you are – or strive to be!

“I am a/an _____, _____, and _____.”
(adjective) (adjective) (adjective) (your role)

Don't forget your affirmation – and your commitment to yourself. You will write it each month!



Step 1: The Power of Quadrant II

(Excerpted from “On Course: Strategies for Creating Success in College and Life” Skip Downing)

According to Stephen Covey’s book, “The 7 Habits of Highly Effective People”, our actions fall into 1 of 4 quadrants, depending on their importance and urgency.

Only you can choose the importance and urgency of your actions. Others will have their opinions on what is valuable. However, if an action will help you achieve what you value, then it’s important, and you would be crazy to not do it. Likewise, others will set deadlines for you, such as teachers and your family, but they won’t be motivating unless you make them personally important.

You’ll hear the excuse of “I couldn’t get the assignment done because I didn’t have time”. But if you asked this student if they could have met the deadline if it was worth \$1 million, they would surely say, “Yes!”

It wasn’t that they “couldn’t” meet the deadline: they just didn’t make it valuable enough to do what needed to be done. **Creators** choose their own goals and meet deadlines – even those set by others – because it’s what *they* want and because it is important to creating the life *they* want.

As you read on about the 4 quadrants, ask yourself, “In which quadrant am I choosing to spend most of my time?” No quadrant is “better” than others, but the choice you make will dramatically affect the outcome and experiences you create!

	Urgent	Not Urgent
Important	Quadrant I <i>Example: Staying up all night cramming for an 8:00am test.</i>	Quadrant II <i>Example: Creating a study group in the first week of the semester</i>
Not Important	Quadrant III <i>Example: Attending a hastily called meeting that has nothing to do with your goals.</i>	Quadrant IV <i>Example: Mindlessly watching TV until 4:00am.</i>

Quadrant I (Important and Urgent) are important activities done under the pressure of nearing deadlines. Procrastination is the choice to do unimportant tasks while neglecting important tasks. At the last minute, procrastinators dive desperately into Quadrant I to handle an action that has always been important but is now urgent. People who spend their lives in Quadrant I are constantly dashing around putting out “brush fires” in their lives, and is the one in which people experience stress, develop ulcers, etc.

Quadrant II (Important and Not Urgent) are important activities done *without* the pressure of looming deadlines. When you engage in an important activity with time enough to do it well, you can create your greatest dreams. Quadrant II is where you will find **Creators!** No external urgency motivates them to take purposeful actions. Instead they create their own urgency by a strong commitment to their valued goals and dreams.

Quadrant III (Not Important and Urgent) are unimportant activities done with a sense of urgency. Have you agreed to something because you can’t bring yourself to say “no”? If so, you are allowing someone else’s urgency to talk you into an activity unimportant to your own goals and dreams. **Victims** spend much of their time here.

Quadrant IV (Not Important and Not Urgent) are simply time wasters. Everyone wastes time, so it’s not something to judge yourself. However, become more conscious of your choices, and minimize wasting the irreplaceable hours of each day. A college professor once surveyed his class and found that many of his students watched 40+ hours of TV each week. That’s equivalent to a full-time job! **Victims** spend much of their time here.

If you want to know which quadrant you are in at any moment, stop and ask yourself this question:

“Will what I’m doing right now positively affect my life one year from today?”

If the answer is “yes”, you are in Quadrant I or II. If the answer is “no”, you are probably in Quadrant III or IV.

Step 2: Which Quadrant Am I Using?

(Excerpted from “On Course: Strategies for Creating Success in College and in Life” by Skip Downing)

Now it is time to investigate your use of time! For the following activity, write a list of 15+ specific actions you have taken in the past two days. *For example, a specific action is anything someone could have recorded you doing with a video camera, such as attend cross country practice or take a Chemistry test.*

15+ Actions in the Last 2 Days		

Now fill in the above activities in the following chart. With each action, include the approximate amount of time you spent in the activity. *For example, Quadrant IV might be filled with actions like, “Watched TV / Played video games (2 hours)” or “Walked around the mall (2 hours)”.*

	URGENT	NOT URGENT
IMPORTANT	<p style="text-align: center;">Quadrant I</p>	<p style="text-align: center;">Quadrant II</p>
NOT IMPORTANT	<p style="text-align: center;">Quadrant III</p>	<p style="text-align: center;">Quadrant IV</p>

Now that you have mapped out your activities, reflect on your answers.

1. In which quadrant(s) do you spend the most time? _____
2. In which quadrant(s) do you spend the least time? _____
3. What exactly did you discover after analyzing your time?

4. How do you feel about seeing the quadrant(s) you spend most of your time?

5. What choices do you intend to make about how you use time?

Step 3: Student Success Tips

Current students often have some of the best advice! Go to the following blog and choose 3 students' advice that you particularly liked.

<http://www.mycollegesuccessstory.com/success-stories/time-management.html>

Student Name	What You Learned and What Helped

Step 4: A Few Time Management Tips

Excerpted from "On Course: Strategies for Creating Success in College and in Life" by Skip Downing)

The secret to effective time management is making choices that maximize the time you spend in Quadrants I and II. Remember that there's no "right time management tool that you must use. There are many tools you can experiment with! You'll know you've found your best time management system when you start achieving more of you desired outcomes and experiences with less stress. As a bonus, when you find the system that feels right for you, your expectations of success in school (and elsewhere) will go up because now you'll be confident you can get the required work done.

Now you will need to be more specific about how you manage and use your time for assignments!

Choose one assignment for one of your classes that you need to complete this month. For example, this could be, “Write an essay about William Shakespeare’s play, ‘Hamlet’ from English class” or “Study and take my Geometry test on the Pythagorean Theory in 2 weeks”.

Now visit the following website: The University of Minnesota’s “Assignment Calculator” to map out one of your school assignments this month: www.lib.umn.edu/help/calculator

Fill out the date you will begin and end your assignment, and pick the subject of the assignment, such as Math or English Literature. Once you have submitted your assignment, make sure you also follow the links under each suggested step, such as “Refine Your Topic”. These links will take you to other website – many of them at universities – that provide more in-depth information on the topic. These will be wonderful resources for you! Make sure you fill out the chart below with the steps you needed to take and what happened. *Use the back of this paper if you need more room.*

Click “Printer-Friendly Version” and print a copy to include with the table below.

My Assignment:	
Step Number	What I Did
1.	
2.	
3.	
4.	
5.	
6.	

From the suggested steps in your assignment schedule, which suggestions do you currently use on assignments? Which ones had you not used before? Do you have other tools you use instead? If you do, are you successful with your tools? Be specific in your answers.

Step 5: Case Study – What Have You Learned?

Now let’s put your new skills to use! Read the following scenario and think about how the two students have made good and/or bad choices in their pursuit of higher education.

Critical Thinking: “The Procrastinators”

(Excerpted from "On Course: Strategies for Creating Success in College and in Life" by Skip Downing)

Two students from Professor Hallengren's English composition class sat in the cafeteria discussing the approaching deadline for their 4th essay.

"There's no way I can get this essay done on time," **Tracy** said. "I've turned in every essay late, and I still owe him a rewrite on a second one. Professor Hallengren is going to be furious!"

"You think you're in trouble?!" **Ricardo** said. "I haven't even turned in the last essay. Now I'm going to be two essays behind."

"How come?" Tracy asked. "I would have thought a young guy right out of high school would have all the time in the world."

"Don't ask me where my time goes," Ricardo answered, shrugging. "Deadlines keep sneaking up on me, and before I know it, I'm weeks behind. I live on campus, and I don't even have to commute. But something always comes up. Last weekend, I was going to write that other essay and study for my sociology test, but I had to go to a wedding out of state on Saturday. I was having such a good time, I didn't drive back until Monday morning. Now I'm even further behind."

"So that's why you missed class on Monday," Tracy said. "Professor Hallengren lectured us because so many students were absent."

(continued)

"I know I miss too many classes. One time I stayed home because I didn't have my essay ready. And sometimes I stay up late talking to my girlfriend on the phone or playing video games. Then I can't get up in the morning."

"My situation is different," Tracy said. "I'm in my thirties, and I'm a single mom. I have three kids: five, seven, and eight. I work twenty hours a week, and I'm taking four courses. I just can't keep up with it all. Every time I think I'm about to catch up, something goes wrong. Last week, one of my kids got sick. Then my refrigerator broke, and I had to work overtime for money to get it fixed. Two weeks ago, they changed my schedule at work, and I had to find new day care. Every professor acts like his class is all I have to do. I wish! The only way I could do everything is give up sleeping, and I'm only getting about five hours a night as it is."

"What are you going to do?" Ricardo asked.

"I don't think I can make it this semester. I'm considering dropping the class."

"Maybe I should drop, too."

1. Who do you think has the more challenging time management problem? – **Ricardo or Tracy?** Explain your choice below.

2. If this person asked for your advice on how to do better in school, what specific time management strategies would you recommend that he or she adopt?

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Student Name: _____

Directions: To obtain full credit complete this check-in sheet of your unit work.

- It is advisable that you take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.
- **Site Sponsor must sign Check – In Sheet by due date on the 1st page of your portfolio unit.** This is typically 1 week before your portfolio visit.

1. What parts of the unit have you completed?

- a) all of it
- b) half or more
- c) very little of it
- d) none of it

2. What parts of the unit do you still need to complete?

3. What part of this unit, if any, are you having difficulties with? Why?

4. What type of help do you need, if any, in order to complete unit by the due date?

FOR SITE SPONSOR TO COMPLETE:

Unit at least ½ complete: Y N

Site Sponsor Signature _____ Date _____

SOPHOMORE FEEDBACK AND EVALUATION SHEET

