

Sophomore: Fall/October/Unit 2

Time Management

Objectives:

- Explore the concept of time management.
- Evaluate what you have learned.
- Contact Site Teachers and NAU Upward Bound office for help as needed.
- Assist in the development of the portfolio program.

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

1. Complete all of the activities in this unit.
2. Obtain and complete a grade check for all of your classes. Place a copy of the grade check with the work/information required for this unit.
3. Fill out the evaluation sheet when you have completed the unit assignments
4. Fill out the Honorarium/Stipend Request form.
5. Complete this unit and be prepared to review it by _____.

Once you have completed this unit, you should meet with an Upward Bound staff member to go review it and receive the next unit.

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How much will I earn this month?	
C = \$40.00 complete	<ul style="list-style-type: none"> • Unit 100% complete • Unit turned in on time
P = \$20.00 partial	<ul style="list-style-type: none"> • Unit more than 50% complete • Unit turned in on time
0 = \$0.0 incomplete	<ul style="list-style-type: none"> • A unit turned in late is considered incomplete • A unit less than 50% complete is considered incomplete

What to do if you are absent on the day Portfolio's are to be reviewed by Upward Bound staff members?

Planned Absences (e.g., basketball games, track meets, etc.)	Unplanned Absences (e.g., sickness, flat tires, abduction by aliens, etc.)
<ul style="list-style-type: none"> ◆ Give your binder to your site teacher before you leave for the planned absence. ◆ If you give your binder to your site teacher before you leave, then the UB staff can review your work and you are still eligible for the full \$40.00 stipend. ◆ If you forget to leave your binder with your site teacher before you leave, then your work is late and you are no longer eligible for a stipend. 	<ul style="list-style-type: none"> ◆ Give your binder to your site teacher As Soon As You get back to school. ◆ If you give your binder to your site teacher As Soon As You return from an unplanned absence, then you are still eligible for the full \$40.00 stipend. ◆ If you forget to give your binder to your site teacher As Soon As You return, then your work is late and you are no longer eligible for a stipend.

You will need to keep the following Time Monitor / Time Plan sheets with you every minute you are awake for the next week. Take a few minutes every two or three hours to record what you've done, or you can enter a note each time you change activities. Completing an entire day's worth of activities at the end of the day will not work.

The Time Monitor/Time Plan Process

from: *Becoming a Master Student*, ninth edition –
written by Dave Ellis

The purpose of this exercise is to transform time into a knowable and predictable resource. You can do this by repeating a two-phase cycle of monitor-plan, monitor-plan, monitor-plan.

This exercise takes place over two weeks. During the first week, you will monitor your activities to get a detailed picture of how you spend your time. Then you will plan the second week thoughtfully. At the end of each day, revisit your plan and see if you stuck to it.

During the first week, monitor your time in 15-minute intervals, 17 hours a day, recording how much time you spend sleeping, eating, studying, traveling to and from class, working, watching television, listening to music – everything.

If this sounds crazy, hang on for a minute. This is not about keeping track of the rest of your life in 15-minute intervals. After you complete this unit, use the monitor-plan cycle only as long as it is helpful to you. Most of us have little idea where our time really goes. This unit offers you an opportunity to find out how you spend your time and your life.

The point is to become conscious of how you can use time. When you know how your time is spent, you can find ways to adjust and manage it so that you spend your time doing the things that are most important to you. Monitoring your time is a critical first step toward putting you in control of your time.

Step 1: Monitor your time for one week

Look at the Time Monitor/Time Plan example on this page. Notice that each table has two columns, one labeled “plan” and another labeled “monitor.”

During the first week, use only the “MONITOR” column.

To become familiar with the form, look at the example. When beginning an activity, write it next to the time you begin. Round off to the nearest 15 minutes. If, for example, you begin eating at 7:06, enter your start at 7:00. Over time, it will probably even out.

(The example includes only 12 hours. Your sheets, however, will contain all 17, and, yes, you'll have to monitor all 17 of them.)

Monday 09 / __ / 2009	
PLAN	MONITOR
	get up
7:00	7:00 shower
7:15	↓
7:30	breakfast
7:45	walk to school
8:00	8:00 1 st period
8:15	↓ math
8:30	↓
8:45	↓
9:00	9:00 2 nd period
9:15	↓ science
9:30	↓
9:45	↓
10:00	10:00 3 rd period
10:15	↓ English
10:30	↓
10:45	↓
11:00	11:00 lunch
11:15	↓
11:30	↓
11:45	↓
12:00	12:00 4 th period
12:15	↓ P.E.
12:30	↓
12:45	↓
1:00	1:00 5 th period
1:15	↓ yearbook
1:30	↓
1:45	↓
2:00	2:00 6 th period
2:15	↓ history
2:30	↓
2:45	↓
3:00	3:00 track practice
3:15	↓
3:30	↓
3:45	↓
4:00	4:00 ↓
4:15	home
4:30	study
4:45	↓
5:00	5:00 ↓
5:15	dinner
5:30	↓
5:45	↓
6:00	6:00 dishes
6:15	talk on the phone
6:30	↓
6:45	↓
7:00	7:00 study

You will need to keep the following Time Monitor / Time Plan sheets with you every minute you are awake for the next week. Take a few minutes every two or three hours to record what you've done, or you can enter a note each time you change activities. Completing an entire day's worth of activities at the end of the day will not work.

Monday ___ / ___ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Monday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

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Tuesday ___ / ___ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Tuesday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

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Wednesday ____ / ____ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Wednesday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

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Thursday ____ / ____ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Thursday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

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Friday ____ / ____ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Friday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

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Saturday ____ / ____ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Saturday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

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Sunday ____ / ____ / 2009	
PLAN	MONITOR
5:00 a.m.	5:00 a.m.
5:15	
5:30	
5:45	
6:00 a.m.	6:00 a.m.
6:15	
6:30	
6:45	
7:00 a.m.	7:00 a.m.
7:15	
7:30	
7:45	
8:00 a.m.	8:00 a.m.
8:15	
8:30	
8:45	
9:00 a.m.	9:00 a.m.
9:15	
9:30	
9:45	
10:00 a.m.	10:00 a.m.
10:15	
10:30	
10:45	
11:00 a.m.	11:00 a.m.
11:15	
11:30	
11:45	
12:00 p.m.	12:00 p.m.
12:15	
12:30	
12:45	
1:00 p.m.	1:00 p.m.
1:15	
1:30	
1:45	
2:00 p.m.	2:00 p.m.
2:15	
2:30	
2:45	
3:00 p.m.	3:00 p.m.
3:15	
3:30	
3:45	
4:00 p.m.	4:00 p.m.
4:15	
4:30	
4:45	

Sunday Continued	
PLAN	MONITOR
5:00 p.m.	5:00 p.m.
5:15	
5:30	
5:45	
6:00 p.m.	6:00 p.m.
6:15	
6:30	
6:45	
7:00 p.m.	7:00 p.m.
7:15	
7:30	
7:45	
8:00 p.m.	8:00 p.m.
8:15	
8:30	
8:45	
9:00 p.m.	9:00 p.m.
9:15	
9:30	
9:45	
10:00 p.m.	10:00 p.m.

Step 2: Summarize the time you spent during the last week

After you've monitored your time for one week, group your activities together by categories. The form below includes the categories "sleep," "class," "study," and "meals." You might also use a "travel" category, which would include such things as walking, driving, taking the bus, and riding a bike. "Getting ready" might include showering, putting on makeup, brushing teeth, and getting dressed. Write the categories that work for you, and then add up how much time you spent in each of your categories during the last week. Make sure the grand total of all the categories is 119 hours (17 hours/day x 7 days = 119 hours).

Week of ____ / ____ / 2009	
CATEGORY	HOURS SPENT
<i>sleep</i>	
<i>class</i>	
<i>study</i>	
<i>meals</i>	
Grand Total	119 hours

2. I want to spend more time on...

3. I want to spend less time on...

4. I was surprised that I spent so much time on...

5. I was surprised that I spent so little time on...

Step 3: Reflect on how you spent the last week

1. After one week of monitoring my time, I discovered that I...

6. Please feel free to add any additional observations or comments below.

Step 4: Plan and monitor your time for one week

Okay. It should be Sunday evening, and you should have just finished reflecting on how you spent your time last week. Now you need to make a plan for the coming week. Record your plan in the “Plan” column for each day on last week’s chart.

You should schedule as much of your time as possible. Include such things as getting ready in the mornings, eating breakfast, traveling to school, going to classes, eating lunch, eating dinner, working, studying, hanging out with friends, going to practice, etc.

Again, the example includes only 12 hours of the day, whereas, your sheets will include 17 hours. Try to plan for as much of the week as possible, up to the full 119 hours.

Once you make your plan, enjoy the rest of the evening. Tomorrow morning you will start monitoring how you are spending your time.

At the end of each day, look over your “Plan” column for the day. How did you do? Briefly evaluate yourself and the difference between your “Plan” for the day and the path your day actually took, and the way your day was spent last week. Keep a journal recording your observations each day all week.

Notice the differences between the two columns in the example on the right. The example shows that this person did not spend his or her time exactly as he or she had planned. Instead of going home to study after track practice, he or she went to a friend’s house. This type of variation is perfectly okay, even expected.

The goal is to learn about the way you spend your time and to help you spend it more effectively. Make your plans as best as you can. Then accurately keep track of how you really spend your time. It’s all part of the learning process.

Monday 09 / 26 / 2009		Monday 09 / 26 / 2009	
PLAN		MONITOR	
	<i>get up</i>		<i>get up</i>
7:00	<i>shower</i>	7:00	<i>shower</i>
7:15	<i>get dressed</i>		↓
7:30	<i>breakfast</i>		<i>get dressed</i>
7:45	<i>walk to school</i>		<i>walk to school</i>
8:00	<i>1st period</i>	8:00	<i>1st period</i>
8:15	↓		↓
	<i>math</i>		<i>math</i>
8:30	↓		↓
8:45			
9:00	<i>2nd period</i>	9:00	<i>2nd period</i>
9:15	↓		↓
	<i>science</i>		<i>science</i>
9:30	↓		↓
9:45			
10:00	<i>3rd period</i>	10:00	<i>3rd period</i>
10:15	↓		↓
	<i>English</i>		<i>English</i>
10:30	↓		↓
10:45			
11:00	<i>lunch</i>	11:00	<i>lunch</i>
11:15	↓		↓
11:30			
11:45	↓		↓
12:00	<i>4th period</i>	12:00	<i>4th period</i>
12:15	↓		↓
	<i>P.E.</i>		<i>P.E.</i>
12:30	↓		↓
12:45			
1:00	<i>5th period</i>	1:00	<i>5th period</i>
1:15	↓		↓
	<i>yearbook</i>		<i>yearbook</i>
1:30	↓		↓
1:45			
2:00	<i>6th period</i>	2:00	<i>6th period</i>
2:15	↓		↓
	<i>history</i>		<i>history</i>
2:30	↓		↓
2:45			
3:00	<i>track practice</i>	3:00	<i>track practice</i>
3:15	↓		↓
3:30			
3:45	↓		↓
4:00		4:00	
4:15	<i>home</i>		<i>friend's house</i>
4:30	<i>study</i>		↓
4:45	↓		↓
5:00		5:00	<i>home</i>
5:15	<i>dinner</i>		<i>dinner</i>
5:30	↓		↓
5:45			
6:00	<i>dishes</i>	6:00	<i>dishes</i>
6:15	<i>watch television</i>		<i>talk on the phone</i>
6:30	↓		↓
6:45			
7:00	<i>study</i>	7:00	<i>study</i>

Step 5: Reflect on how you spent the last two weeks

1. Compare the second week's observations with the first week's record. Do you think you made better use of your time the second week than you did the first week?
2. Look back at step 3 and reread your answer to question number 2. Were you able to spend more time on these activities during the second week? How do you feel about this?
3. Look back at step 3 and reread your answer to question number 3. Were you able to spend less time on these activities during the second week? Please explain your answer.
4. Is there anything you would like to do differently with your time in the coming week? If so, what? Please be specific.
5. What have you learned about yourself and the way you spend your time so far?
6. Please feel free to add any additional observations or comments below.

Step 6: Read the “Time Management” hand out and do the exercise on the provided website. Record what you discovered by doing the exercise. Any surprises? Write your responses in the space below.

<http://www.studygs.net/schedule>

Step 7: Use the University of Minnesota website’s “Assignment Calculator” to map on of your school assignments this month. <http://www.lib.umn.edu/help/calculator/> Follow the schedule it provides. Did it help you complete this assignment in a more efficient manner? Please write your response in the space below.

Step 8: Read “Time Management Principles” and think about which ones you could use. Write the ones you think would be useful below.

Time Management

Time discovers truth
Annaeus Lucius Seneca

Developing time management skills is a journey

that may begin with this Guide, but needs practice and other guidance along the way.

One goal is to help yourself become aware of how you use your time

as one resource in organizing, prioritizing, and succeeding in your studies in the context of competing activities of friends, work, family, etc.

First: try our exercise in [time management](#)

<http://www.studygs.net/schedule/>

Strategies on using time:

- **Develop blocks of study time**
About 50 minutes? How long does it take for you to become restless?
Some learners need more frequent breaks for a variety of reasons
More difficult material may also require more frequent breaks
- **Schedule weekly reviews and updates**
- **Prioritize assignments**
When studying, get in the habit of beginning with the most difficult subject or task
- **Develop alternative study places free from distractions**
to maximize concentration
- **Got "dead time"?**
Think of using time walking, riding, etc. for studying "bits"
- **Review studies and readings just before class**
- **Review lecture material immediately after class**
(Forgetting is greatest within 24 hours without review)
- **Schedule time for critical course events**
Papers, presentations, tests, etc.

Try the University of Minnesota's [Assignment Calculator](#)

<http://www.lib.umn.edu/help/calculator/>

Develop criteria for adjusting your schedule to meet both your academic and non-academic needs

Effective aids:

- **"To Do" list**
Write down things you have to do, then decide what to do at the moment, what to schedule for later, what to get someone else to do, and what to put off for a later time period
- **Daily/weekly planner**
Write down appointments, classes, and meetings on a chronological log book or chart.
If you are more visual, sketch out your schedule
First thing in the morning, check what's ahead for the day
always go to sleep knowing you're prepared for tomorrow
- **Long term planner**
Use a monthly chart so that you can plan ahead.
Long term planners will also serve as a reminder to constructively plan time for yourself

See also:

Mindquest Academy's free course "[Managing College Success](http://www.mindquestacademy.org/success/MODULE_1/FMST1TOP.htm)" (http://www.mindquestacademy.org/success/MODULE_1/FMST1TOP.htm) with sections on Managing Time, Goal Setting, Motivation, Procrastination, and Health and Wellness.

(From "Study Guides and Strategies" <http://www.studygs.net/timman.htm>)

TIME MANAGEMENT PRINCIPLES

(From the University of Minnesota at Duluth)

http://www.d.umn.edu/kmc/student/loon/acad/strat/time_man_princ.html

As a student, there are some basic Principles of Time Management that you can apply.

1. **Identify "Best Time" for Studying:** Everyone has high and low periods of attention and concentration. Are you a "morning person" or a "night person". Use your power times to study; use the down times for routines such as laundry and errands.
2. **Study Difficult Subjects First:** When you are fresh, you can process information more quickly and save time as a result.
3. **Use Distributed Learning and Practice:** Study in shorter time blocks with short breaks between. This keeps you from getting fatigued and "wasting time." This type of studying is efficient because while you are taking a break, the brain is still processing the information.
4. **Make Sure the Surroundings are Conducive to Studying:** This will allow you to reduce distractions which can "waste time." If there are times in the residence halls or your apartment when you know there will be noise and commotion, use that time for mindless tasks.
5. **Make Room for Entertainment and Relaxation:** College is more than studying. You need to have a social life, yet, you need to have a balance in your life.
6. **Make Sure you Have Time to Sleep and Eat Properly:** Sleep is often an activity (or lack of activity) that students use as their time management "bank." When they need a few extra hours for studying or socializing, they withdraw a few hours of sleep. Doing this makes the time they spend studying less effective because they will need a couple hours of clock time to get an hour of productive time. This is not a good way to manage yourself in relation to time.
7. **Try to Combine Activities:** Use the "Twofer" concept. If you are spending time at the laundromat, bring your psychology notes to study. If you are waiting in line for concert tickets, bring your biology flashcards to memorize.

Last Modified: Monday, 17-Jul-2006 09:19:34 CDT

Page URL: http://www.d.umn.edu/kmc/student/loon/acad/strat/time_man_princ.html

Page Coordinator: Achievement Center

Sophomore Mid-Month Portfolio Check-In Sheet Fall/October/Unit 2 Time Management

Student Name: _____

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

- It is advisable to 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.

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. When do you work on your unit?
 - a. at home in the evening
 - b. on the weekends
 - c. during class
 - d. on the bus going to/from school
 - e. other (*please explain*):

3. Rate the difficulty of this unit. 1 is easy and 5 is very hard.

1	2	3	4	5
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4. From whom did you/will you seek help for this unit?
 - a. teacher
 - b. friend
 - c. parent
 - d. other adult (*please identify*)
 - e. other (*please explain*)

5. How well did you manage your time during this unit?

a. very well	c. not great
b. ok	d. poorly

6. Look at your answer to number 5, how could you improve the way you manage your time? Or if you answered “a. very well”, what else could you do to be a more efficient time manager?

STUDENT GRADE CHECK

Instructions: Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she should sign and date next to each grade in the appropriate column. Include this form in your Portfolio Unit for review by Upward Bound staff at your next Portfolio visit.

Student's Name: _____

Name of Class	Grade	Teacher's Name (Printed)	Teacher's Signature	Date	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

STUDENT: Please give an explanation for any grade that is a C+ or lower in the space provided below. Feel free to use an additional page if necessary.