

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 ____ / ____ / 2008	
CATEGORY	HOURS SPENT
<i>sleep</i>	
<i>class</i>	
<i>study</i>	
<i>meals</i>	
Grand Total	119 hours

Step 3: Reflect on how you spent the last week

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

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...

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 / 2008			
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>
8:30			↓
8:45			↓
9:00	<i>2nd period</i>	9:00	<i>2nd period</i>
9:15			<i>science</i>
9:30			↓
9:45			↓
10:00	<i>3rd period</i>	10:00	<i>3rd period</i>
10:15			<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>
12:30			↓
12:45			↓
1:00	<i>5th period</i>	1:00	<i>5th period</i>
1:15			<i>yearbook</i>
1:30			↓
1:45			↓
2:00	<i>6th period</i>	2:00	<i>6th period</i>
2:15			<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.

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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

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
 - b. ok
 - c. not great
 - 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?

