

Surviving College 101

Time Management

Student Workbook



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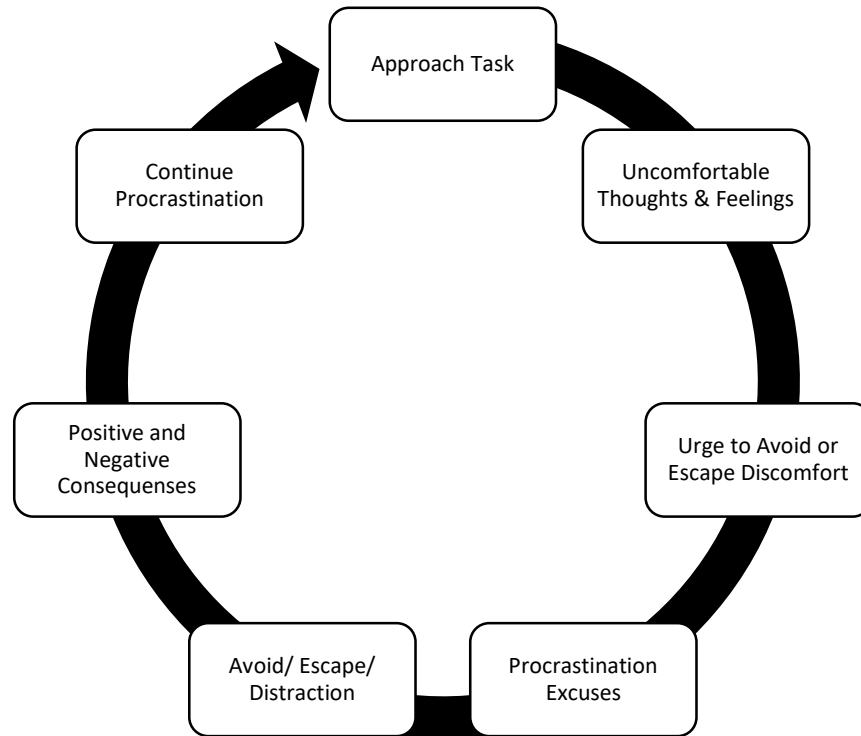
Time Management 101

Welcome! This session will review information about common reasons behind procrastination, including thoughts and behaviors that perpetuate this habit, motivational factors, and techniques to minimize roadblocks. You will learn about effective time management and self-care. Allow yourself to be open-minded when implementing changes. Remember to practice these skills in order to gain full benefit. In fact, think of this as an act of **survival** that is essential for your overall health! The more that you apply these skills, the more efficient you will be at recognizing your needs and set in place an effective practice that is your own.

Procrastination

When we think about procrastination, the word itself may bring up many images and perhaps even unpleasant feelings associated with it. We have all at one time or another pushed our duties off until they could no longer be ignored, and we were left with the choice of not doing the task all together or pulling an all-nighter to get it all done. After the fact, we probably experienced feelings of shame and a resolve to never do it again...only for the cycle to repeat itself once more. Sound familiar? Below you will find a visual representation of the **Procrastination Avoidance Cycle**.

Procrastination Cycle



So, why do we procrastinate? This is a complicated question because there may be many different factors driving this unhealthy habit. We will discuss some of the more common reasons why people procrastinate and help unravel some of the behaviors associated with procrastination. Can you think of why you have procrastinated in the past? Below you will find a list of frequent reasons people procrastinate. Please take a moment to circle those that are common for you. You will find that there are some blank spaces for you to fill out reasons that are unique to you.

- Obligations feel like a burden
- Vague goals/ values
- Stress
- Anxiety
- Sadness
- Other strong emotions
- Indecisiveness
- Self-critical
- Poor confidence
- Perfectionistic
- Discomfort with the task
- Unfamiliar or unsure about expectations

- Procrastination is rewarding; alleviates acute stress
- Feelings of resentment
- Task is too big, unsure where to start
- Task is boring or unsatisfying
- Self-preservation
- Poor organization
- Tired, exhausted
- Need for a greater sense of urgency before starting task
- Other priorities or commitments
- Spreading self too thin
- Working in the wrong environment
- Easily distracted
- Old habits get in the way
- Poor motivation, lack of desire
- Other: _____
- Other: _____

Take a moment to answer the following questions:

1. Reasons I procrastinate:

2. Procrastination excuses I make:

3. Procrastination activities I engage in:

Motivation

One of the most common complaints we hear from students especially during finals time is the limited or complete lack of motivation many people experience. For many, this means a complete shut-down of productive behaviors and subsequent feelings of helplessness. For some, it may even affect how they feel about themselves, the world around them, and their future.

Motivation is simply defined as the desire to do something. There are many theories on factors that affect our motivation. But for today, let's focus our attention on **extrinsic** variables, or external rewards, and **intrinsic** variables, or personal drives.

Both extrinsic and intrinsic motivators can have a profound effect on how we view a challenge and the actions that we take thereafter. It is important to remember that we all have individual preferences and values. Therefore, finding the right motivator that works for you may take some trial and error.

Common myths and misconceptions

Oftentimes when approaching a difficult task, we are stuck before we even get started. Let's address some of the common myths and misconceptions about motivation that can impede our progress. Mark any myths that seem relevant to you.

Myth	Reality
I have to be motivated to get started on a task	If you are waiting for the mood to strike, you might find yourself waiting for a long time. Motivation can actually be built by getting started and sticking to committed course of action.
Set-backs cause demotivation.	While it's true that set-backs can be stressful, how we chose to respond to these can make a huge difference on our continued level of motivation.

Motivation depends solely on external variables.

Motivation is affected by our environment, but that's not the whole story. Although it can be stressful and overwhelming to respond to outside stressors (e.g., a demanding professor, numerous deadlines,) the way that you respond to these stressors can also impact motivation. The good news is that you have greater control of your response.

I need to feel fear to feel motivated.

Although fear can be a great motivator, sometimes it can also be paralyzing. Using fear as your only mode of motivation can be limiting and exhausting.

I can just try my best!

While this may sound like helpful advice, this is simply not enough. It is helpful to be specific about behaviors that you want to address in order to see clear results.

The science of motivation

To better understand motivation, let's talk about the brain and some of the neuroscience involved.

The main structure in the brain responsible for motivation is the **mesolimbic pathway**, often referred to as the **reward pathway**. Motivation happens when dopamine, a brain chemical, spikes when you **anticipate** a reward.

The cool thing is that your brain can be trained to take advantage of these bursts of dopamine sparked by a rewarding experiences that works for you. That means you can create dopamine spikes by setting up a system of rewards! One way to achieve that is by setting incremental goals, in other words, setting small goals along the way. We will review these strategies in greater detail later in our workshop.

Addressing Self-Talk

Okay, so we've spent a lot of time understanding procrastination and motivation. Now let's talk about ways to address these concerns.

It's essential to be aware that what we say to ourselves influences how we feel and react to pressure. Self-talk is the conversation we have in our mind; most of the time we may not necessarily be conscious of it. With practice, we can learn to become more attentive to this internal monologue. Self-talk is learned and may not be always accurate or rational, but it can often sound like the truth. Unfortunately, we often believe negative self-talk and can experience panic, self-doubt, and discouragement.

When it comes to procrastination and motivation, there are common themes that come up. Let's take a look at some of these:

- **Rules and Assumptions:** These are conditional beliefs that shape our experience. They often follow an "If... then..." format. For example, while worrying about your upcoming exams; you might say to yourself, "*If I don't get started on this right now, then I will never get finished!*"

Now that might seem like a harmless statement to make, but think about how that actually makes you feel...You might feel anxious, stressed, or overwhelmed...

Many times, the conditions we place on ourselves suggest a loss of control and external pressure to succeed that can be counterproductive.

- **"Should" statements:** are a form of unhelpful thinking that includes words such as "should," "ought to", "have to", or "must". These are rules that we place on ourselves that induce feelings of guilt and shame. An example of this would be, "*I should be able to understand this!*" The underlying message implies that there is something inherently wrong with you for not understanding the material when there could be other reasons at play.
- **Catastrophizing:** is when we create a mountain out of a molehill. I think we have all been guilty of this from time to time. You might start with a

simple unpleasant thought that escalates quickly into the worst possible scenario. For example, you might tell yourself: *“I can’t concentrate...”* which then leads to, *“I’ll never pass this test...I’m going to fail this class... I’ll never graduate on time... I am going to be a 40-year-old who lives with my mother!”*

- **All-or-nothing thinking:** also referred to as **“black-and-white thinking”**, is a type of thinking style assumes that things are either “good” or “bad”, “right” or “wrong” and it is common for people that are perfectionistic or rigid. An example of this would be, *“If this doesn’t get done the right way, then I’ll be a complete failure.”*
- **Fortune-telling:** is predicting an outcome before considering all of the information. For example, you might tell yourself, *“I’ll never pass the test”* before you even began to review the study material.

So, by now, you are probably asking yourself, ***“What can I do about my self-talk?”***

As mentioned earlier, it is important to first: become aware of your thoughts. Start by monitoring and labeling your self-talk when it occurs. Once you become more familiar with your self-talk, you can then move to reframing your internal monologue. Below you will find a list of helpful reframing statements and follow-up questions that will guide you through this process.

Reframing Statements & Questions:

- Instead of *“I should...”* or *“I have to...”*
Use: *“I choose to...”*, *“I decided...”*, *“I would like to”*, or *“I will”*
Example: *“I have to finish this paper today or I’m screwed”*
“I would like to get this paper finish”
- Instead of *“I must finish”*
Use: *“When can I start?”*
- Instead of *“This project is too big”*
Use: *“I can take one small step.”*
- Instead of *“I must be perfect...”*

Use: *“What can I reasonably ask myself to do right now?”* or *“I can be human and make mistakes.”*

- Instead of *“I don’t have any time to relax”*
 - Use: *“I will make time for myself”*
- Instead of *“If this is not perfect, then I have failed”*
 - Use: *“I can try my best and still do well”* or *“I don’t have to be perfect to succeed”*
- Instead of *“I will never pass this test”*
 - Use: *“I would like to do well, I can study and get help”*
- Instead of *“My professor will think I’m stupid”*
 - Use: *“My professor is there to help me”*
- Instead of *“My parents are going to be disappointed”*
 - Use: *“I can talk to my parents and they could be understanding”*
- Instead of *“I am such an idiot”*

If you are feeling stuck when trying to reframe your self-talk, it could be helpful to ask yourself the following questions:

1. What are other ways of looking at this situation?
2. Am I looking at the whole picture?
3. What might be a more helpful way of picturing this situation?
4. What is the probability that my thoughts will happen? What are some other things that could happen that are equally or more probable?
5. Have I had any experiences in the past that suggests that this thought might not be *completely* true *all* of the time?
6. Can I really predict the future? Is it helpful to try? What can I do instead?

7. Could I be exaggerating how bad the result might be? What might be more realistic?

8. Can I read people's minds? What else could they be thinking?

9. What would I tell a friend if they had this thought?


On the next page you will find the *Reframing your Thoughts Worksheet* where you can monitor and challenge your self-talk throughout the week. We have provided a more comprehensive list of unhelpful thinking styles on **page 14** to help you through the process. You will have additional copies of the worksheet in the **Appendix**.

Reframing Your Thoughts Worksheet

Thought	Type of unhelpful style	Evidence for this thought	Evidence against this thought	Reframe
<i>I will never understand this</i>	Fortune Telling	<i>The book is hard to read</i> <i>My peers are struggling as well</i>	<i>Last time I thought this, I just needed to take more time.</i> <i>When I ask for help, I am more likely to get it.</i>	<i>I just need to step back before I give up.</i> <i>I can continue trying.</i> <i>I am feeling nervous, but I can handle this.</i>

Unhelpful Thinking Styles

All or nothing thinking




Sometimes called 'black and white thinking'

If I'm not perfect I have failed


Either I do it right or not at all

Over-generalizing



Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

Mental filter



Only paying attention to certain types of evidence.

Noticing our failures but not seeing our successes

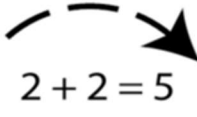
Disqualifying the positive



Discounting the good things that have happened or that you have done for some reason or another

That doesn't count

Jumping to conclusions



There are two key types of jumping to conclusions:


- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

Magnification (catastrophizing) & minimization



Blowing things out of proportion (catastrophizing), or inappropriately shrinking something to make it seem less important

Emotional reasoning



Assuming that because we feel a certain way what we think must be true.


I feel embarrassed so I must be an idiot

should must

Using critical words like 'should,' 'must,' or 'ought' can make us feel guilty, or like we have already failed

If we apply 'shoulds' to other people the result is often frustration

Labeling



Assigning labels to ourselves or other people

I'm a loser

I'm completely useless

They're such an idiot

Personalization

"this is my fault"

Blaming yourself or taking responsibility for something that wasn't completely your fault. Conversely, blaming other people for something that was your fault.

Time management

Now let's move on to time-management. Managing your time effectively may seem like an impossible task when you think about the amount of work you have and the time you have to complete it! It's **normal** to feel overwhelmed.

Time management involves a few key components including planning, setting goals, prioritizing tasks, and monitoring and revising your plan as needed. When creating your plan, please keep in mind that this may be a new process for you and you may not always make the most accurate prediction of how long something will actually take. It's important to account time for learning, adapting, and building confidence with each step of your task(s). In other words, be compassionate with yourself and set realistic, flexible standards.

Behavioral Concepts

Effective time management involves creating new habits. Let's review some basic behavioral principles. We create habits, or **behavioral patterns**, through **repetition** and **reinforcement**. Essentially, we do things because we get used to them and they feel good. But this may not always be a conscious process. Behaviors are largely influenced by the consequences that follow them.

For example, some people develop the habit of procrastination because, by putting things off, they experience some form of **reward or reinforcement**:

- The deadline may have been extended and they avoided the consequences of their behaviors.
- They got to spend time doing things that they enjoyed instead having to work on this dreaded task, activating the **reward pathway** in their brain.
- Or they were able to pull off completing the task at the last possible moment and were subsequently **praised** for their ability to do so.

These habits are hard to break because they have constantly been reinforced. However, the consequences of procrastination are not always free of complications. In order to create new habits, we have to establish... you

guessed it... **reinforcement and repetition**. This means finding the **right incentives** and **practice, practice, practice!**

Goal-Setting

Let's move on to goal-setting. There are a few things to consider when developing your goals. First, **let go of unachievable goals**. Now this doesn't mean that you don't set any standards and simply become complacent. This means that you are thoughtful in creating **realistic** standards that you are capable of investing your time and energy in.

Next, **break down** your goals into **small, incremental steps**. Having small, incremental goals allows you to keep your eye on the prize and builds momentum. Remember those dopamine spikes? Dopamine is released every time you complete a step and meet a challenge as a result of your brain's reinforcement. Also, you are no longer overwhelmed with the immensity of your task and can focus your attention to one thing at a time.

Then, make sure your goals are **observable and concrete**. It's impossible to assess your progress when you don't know what you're looking for! Lastly, **be flexible** with your expectations. Sometimes we may misjudge the demands and resources it takes to complete a goal. It's okay to readjust!

Remember:

- Realistic
- Small, incremental
- Observable, concrete
- Flexible

An example of this would be: choosing to read 2 pages for 15 minutes before moving to the next step.

Got it? Awesome! Now, when goal-setting, make sure you dedicate some time each day to review your goals and adapt your plan as needed.

Okay, so before setting your goals, let's get an idea of what you have going on this week.

1. Things I need to do today:

2. Things I need to do this week:

Great! Now that you know what you need to complete this week, create a daily goal for each day of the week.

Remember:

- Realistic
- Small, incremental
- Observable, concrete
- Flexible

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Prioritizing

Now, creating effective goals is not enough; it is also helpful to prioritize. Here are some questions to think about:

- What is most **important** to me right now?
- What needs immediate attention? What's **urgent**?
- What goals do I need to complete before I can move on to other tasks?
- Are there any items on my to-do list that can wait until tomorrow?

Now that you thought about this question, you can create a category system for yourself that reflect your priorities using the worksheet below.

Time period _____

	URGENT	NOT URGENT
IMPORTANT	DO IMMEDIATELY _____ _____ _____ _____ _____ _____ _____ _____ _____	DECIDE: PLAN OR SCHEDULE _____ _____ _____ _____ _____ _____ _____ _____ _____
NOT IMPORTANT	DELEGATE IF POSSIBLE _____ _____ _____ _____ _____ _____ _____ _____ _____	DUMP _____ _____ _____ _____ _____ _____ _____ _____ _____

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Setting up a System of Rewards

One more thing, let's revisit motivation. We talked earlier about extrinsic and intrinsic motivators. These are important! Oftentimes, we get so bogged down with goal-setting and results that we completely forget about creating a balance that will sustain your work and effort. A critical part of your process must include **self-care, leisure**, and incorporating a **system of rewards**. After all, **you are putting in all the work!**

“Guilt-free play” is essential in renewing your motivation, creativity, and energy. In order to be productive, you have to balance your time—this means prioritizing recreation, relaxation, and self-care, as it important to your overall mental and physical health. We are more likely to be productive when we can anticipate pleasure and success rather than stress. This means having immediate, definite, and tangible rewards that break up the monotony of work. In fact, to increase motivation, you must make the periods of work shorter (and less excruciating) and integrate these with more frequent and immediate rewards. This **might seem counterintuitive** to you, and that's understandable.

Let's look at this concept another way: this is an example of **quality vs. quantity** use of your time. When you have spent hours staring at the same problem, two things can happen. First, you start to feel fatigued and are unable to maintain the same caliber of work. In fact, you find that your work suffers. Second, your motivation decreases. Feelings of frustration and anxiety may begin to set in and cause you to feel overwhelmed. By giving yourself frequent breaks, you can ensure that your **efficiency** is maintained, and your work does not suffer.

Creating a system of rewards can facilitate this process. Let's take a look at an example of this on **page 20** and create your own plan on **page 21**.

Work and Play

Today	This Week
Tasks	
Group Presentation: <ul style="list-style-type: none"> ○ Outline ○ Power point slides ○ Personal notes ○ Revisions 	Study for 3 Finals <ul style="list-style-type: none"> ○ Create Study Guide ○ Set up study groups ○ Microbiology (personal deadline Wednesday) ○ Biology (personal deadline Friday) ○ Organic Chemistry (personal deadline next Tuesday)
Biology Readings <ul style="list-style-type: none"> ○ Pages 56-60 ○ Pages 60-65 ○ Pages 65-69 	Essay <ul style="list-style-type: none"> ○ Research ○ Outline ○ Intro ○ Body ○ Conclusion ○ Revisions ○ References
Meet with Professor	
Rewards	
15-30 minute break	Dinner with friends
Go for walk	Trip to the beach
Catch up with a friend via text	Buy yourself a treat
Play a game	
Take a soothing bath	
Watch an episode of your favorite television show	

**Daily rewards are scattered intermittently between task components; Weekly rewards are applied at end of week once most goals are met*

My Self-Care Plan

Rewards

Activities that are fun:

Activities that are relaxing:

Other incentives:

Today	This Week
Tasks	
Rewards	

**Daily rewards are scattered intermittently between task components; Weekly rewards are applied at end of week once most goals are met*

Monitoring Your Progress

Okay, so by now you may have a rough plan taking shape. That's great! But once you get started, how will you know that you are moving in the right direction? Monitoring your progress is a necessary piece of the puzzle. By monitoring yourself, you are more likely to remain focused. Tracking your goals also directs your attention to the relative successes, rather than perceived failures. In addition, it gives you important information about what is working for you and what isn't, so that you can adjust your plan as necessary.

You can track your progress in a variety of different ways. Here are a few ideas:

- Create a daily, weekly, and monthly log or chart to record your activities
- Create a checklist with your goals that you can check-off once it is completed
- Keep a journal to write down your progress each day
- Or talk it over with a friend/ parent/ significant other, by keeping them updated on your progress

Wrap-Up

So that concludes our session! Thank you for taking time to be present for yourself and focus on your well-being. Remember that creating new habits take practice and dedication. Be kind with yourself through this learning process. Keep in mind that **you are not in this alone** and you can enlist support from others. You can do so by making a public commitment to your plan and goals to trusted friends, family members, and/or significant other. You can recruit peers to work with you. We've all heard the saying, "*Misery loves company.*" Well, there is some truth to that! You are all on the same boat, so why go at it alone? In fact, you don't even have to be studying the same material to work together. Simply by being in the vicinity of others who are engaging the same amount of hard work as you are, you are more likely to stay motivated and productive.

APPENDIX

Supplemental Materials

Self-Care/ Leisure Activities

Acting	Amusing people	Attending a concert	Beachcombing	Being alone	Being with animals	Being at the beach
Being complimented	Being coached	Being counseled	Being in the country	Being at a family get-together	Being at a fraternity/ sorority	Being with friends
Being with happy people	Being in the mountains	Being with my roommate	Being with someone I love	Being told I am loved	Being with my parents	Bird-watching
Boating/ canoeing	Budgeting my time	Buying things for myself	Buying something for someone	Camping	Caring for plants	Canning/ Making preserves
Cheering for something	Collecting things	Combing/ brushing my hair	Completing a difficult task	Complimenting or praising someone	Cooking	Counseling someone
Dancing	Dating someone I like	Designing/ Drafting	Discussing my favorite hobby	Doing art work	Doing experiments	Doing favors for people I like
Doing housework	Dreaming at night	Driving long distances	Eating good meals	Exploring/ Hiking	Expressing love to someone	Feeling the presence of a Higher Power
Fishing	Fixing machines	Gardening/ Doing yardwork	Gathering natural objects	Giving gifts	Giving a party for someone	Getting up early
Getting massages	Giving massages	Going to an amusement park/ zoo	Going to a barber/ beautician	Going to a concert	Going to lectures	Going to a luncheon/ potluck
Going to a health club/ sauna/spa	Going to the movies	Going to a museum	Going on nature walks/ field trips	Going to a play	Going to a restaurant	Going to a reunion
Going to a spiritual/ peaceful place	Going to a sports event	Having coffee/tea with friends	Having daydreams	Having friends over to visit	Having a lively talk	Having lunch with friends
Having an original idea	Having spare time	Hearing jokes	Helping someone	Hiking	Horseback riding	Improving my health
Kicking sand/ pebbles/leaves	Kissing	Knitting/ crocheting	Laughing	Learning something new	Listening to the radio	Listening to music
Looking at the stars/ moon	Making charitable donations	Making food to give away	Making a new friend	Meditating/ Doing yoga	Planning or organizing something	Playing sports
Playing cards	Playing music	Playing with a pet	Playing in nature	Playing a board game/ chess	Photography	Repairing things
Reading	Reminiscing	Riding in a plane	Running/ jogging	Saying prayers	Seeing beautiful scenery	Seeing old friends
Sewing	Shaving	Singing	Sleeping late	Smelling a flower or plant	Seeing good things happen to people	Solving a puzzle/ crossword
Speaking a foreign language	Staying up late	Smiling at people	Taking a bath	Using my strengths	Watching TV	Writing in a journal

Reframing Your Thoughts Worksheet

Thought	Type of unhelpful style	Evidence for this thought	Evidence against this thought	Reframe (What are other ways of looking at this? What is the bigger picture?)
<i>I will never understand this</i>	Fortune Telling	<i>The book is hard to read</i> <i>My peers are struggling as well</i>	<i>Last time I thought this, I just needed to take more time.</i> <i>When I ask for help, I am more likely to get it.</i>	<i>I just need to step back before I give up.</i> <i>I can continue trying.</i> <i>I am feeling nervous, but I can handle this.</i>

Reframing your Thoughts Worksheet

Thought	Type of unhelpful style	Evidence for this thought	Evidence against this thought	Reframe (What are other ways of looking at this? What is the bigger picture?)
<i>I will never understand this</i>	Fortune Telling	<i>The book is hard to read My peers are struggling as well</i>	<i>Last time I thought this, I just needed to take more time. When I ask for help, I am more likely to get it.</i>	<i>I just need to step back before I give up. I can continue trying. I am feeling nervous, but I can handle this.</i>

Weekly Schedule (for planning or tracking)

Time	Monday Date:	Tuesday Date:	Wed Date:	Thursday Date:	Friday Date:	Saturday Date:	Sunday Date:
6-6:59am							
7-7:59am							
8-8:59am							
9-9:59am							
10-10:59am							
11-11:59am							
Noon							
1-1:59pm							
2-2:59pm							
3-3:59pm							
4-4:59pm							
5-5:59pm							
6-6:59pm							
7-7:59pm							
8-8:59pm							
9-9:59pm							
10-10:59pm							
11-11:59pm							

Today	This Week
--------------	------------------

Tasks	
Rewards	

Today	This Week
Tasks	
Rewards	

Time period _____

	URGENT	NOT URGENT
IMPORTANT	DO IMMEDIATELY _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	DECIDE: PLAN OR SCHEDULE _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
NOT IMPORTANT	DELEGATE IF POSSIBLE _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	DUMP _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

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Time period _____

	URGENT	NOT URGENT
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NOT IMPORTANT	DELEGATE IF POSSIBLE _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	DUMP _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

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