

4 Managing Your Time and Energy



YOU'RE ABOUT TO DISCOVER...

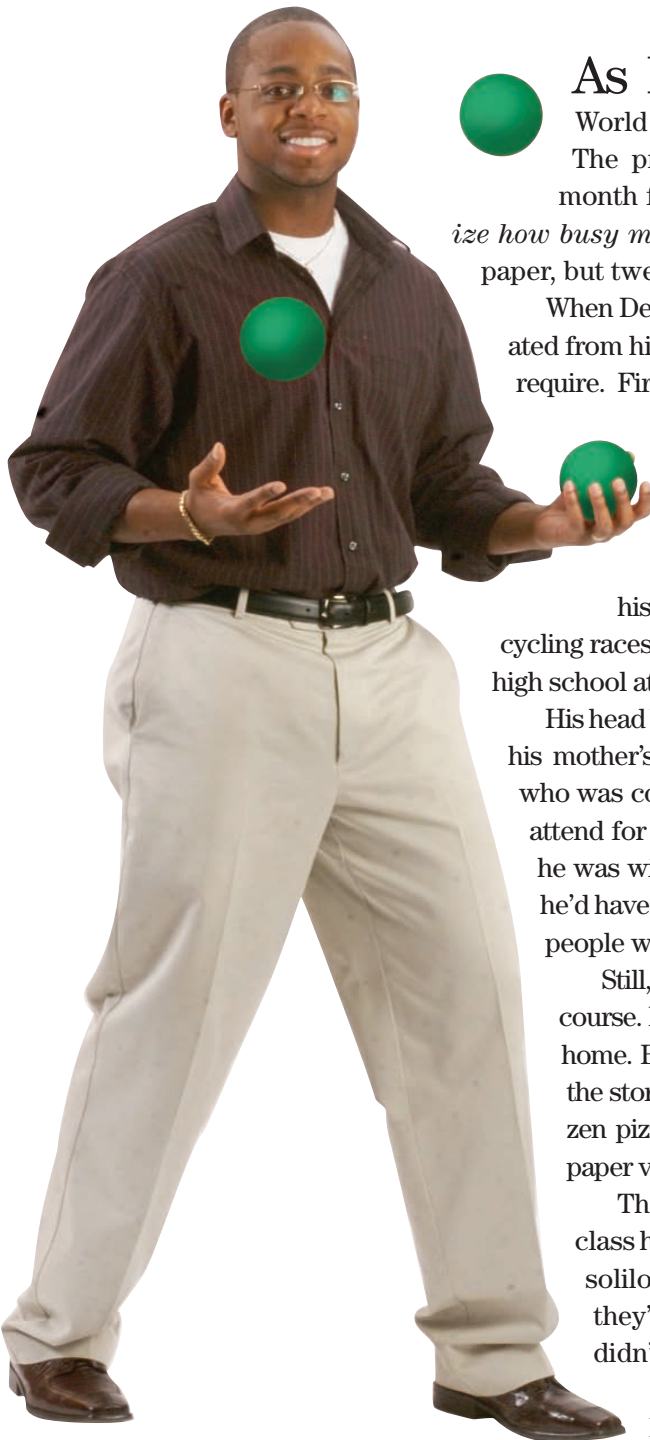
- Why time management alone doesn't work
- How time management differs from energy management
- How to calculate your study hours
- How to schedule your way to success
- How common time-wasters creep in, and how to bust them
- How the P word can derail you
- How to realistically balance work, school, and personal life

Teachable Moment This chapter is about one of the "hottest" topics in student success courses. Students and instructors talk about managing time, but not much about managing oneself and one's energy. Let students know that there is no "one size fits all" approach in figuring out how to stay on top of things; they need to factor in their strengths and challenges when learning about managing time and energy and ultimately themselves!

"Today is the tomorrow we worried about yesterday."

Anonymous

Derek Johnson



● As Derek Johnson walked out of his World Civilizations class on Wednesday evening, he felt panicked. The professor had just assigned a twelve-page paper, due one month from today. *How could he?* Derek thought. *Doesn't he realize how busy most returning students are?* The syllabus had mentioned a paper, but twelve pages seemed downright excessive.

When Derek had decided to go back to college five years after he graduated from high school, he hadn't quite realized what a juggling act it would require. First, there was his family—his wife, Justine, his four-year-old daughter, Taura, and another baby due before winter break. Then there was his job, which was really quite demanding for an entry-level marketing position. He hoped that a degree in business would help him move into the management ranks, where the salaries were higher. Add to that singing in his church choir, coaching the youth soccer league, competing in cycling races, and working out every morning at the gym. Derek had been a high school athlete, and physical fitness was a priority for him.

His head began to swim as he thought about all his upcoming obligations: his mother's birthday next week, his dog's vet appointment, his brother who was coming to town for a visit, the training class he was required to attend for work. Something had to go, but he couldn't think of anything he was willing to sacrifice to make time for a twelve-page paper. Maybe he'd have to break down and buy one of those planners, but weren't most people who use those slightly, well ... compulsive?

Still, the paper was to count as 25 percent of his final grade in the course. He decided he'd try and think of a topic for the paper on his way home. But then he remembered that his wife had asked him to stop at the store to pick up groceries. Somewhere on aisle 12, between the frozen pizza and the frozen yogurt, Derek's thoughts about his research paper vanished.

The following week, the professor asked the students in the class how their papers were coming along. Some students gave long soliloquies about their research progress, the wealth of sources they'd found, and the detailed outlines they'd put together. Derek didn't raise his hand.

A whole week has gone by, Derek thought on his way back to his car after class. *I have to get going!* Writing had never exactly



been Derek's strong suit. In fact, it was something he generally disliked doing. Through a great deal of hard work, he had managed to earn a 3.8 GPA in high school—a record he planned to continue. A course in World Civilizations—not even in his intended major—was *not* going to ruin things! The week had absolutely flown by, and there were plenty of good reasons why his paper was getting off to such a slow start.

It was true that Derek rarely wasted time, except for occasionally watching his favorite TV shows. But then again, with such a jam-packed schedule, he really felt the need to unwind once in a while. Regardless, he rarely missed his nightly study time from 11:00 p.m. to 1:00 a.m. Those two hours were reserved for homework, no matter what.

At the end of class two weeks later, Derek noticed that several students lined up to show the professor the first drafts of their papers. *That's it!* Derek thought to himself. *The paper is due next Wednesday. I'll spend Monday night, my only free night of the week, in the library. I can get there right after work and stay until 11:00 or so. That'll be five hours of concentrated time. I should be able to write it then.*

Despite his good intentions, Derek didn't arrive at the library until nearly 8:00 p.m., and his work session wasn't all that productive. As he sat in his library stall, he found himself obsessing about things that were bothering him at work. His boss was being difficult, and his team of coworkers couldn't come to an agreement on some important issues about their current project. Finally, when he glanced at his watch, he was shocked to see that it was already midnight! The library was closing, and he'd only written three pages. Where had the time gone?

On his way out to the car, his cell phone rang. It was Justine, wondering where he was. Taura was running a fever, and his boss had called about an emergency meeting at 7:00 a.m. *If one more thing goes wrong ...*, Derek thought to himself. His twelve-page paper was due in two days.

Sensitive Situation This case study is about a nontraditional student. Your class may or may not have many students like Derek, but chances are they all face challenges similar to his. Be sensitive to the fact that students like Derek may not have had choices in the way they are going through college. Circumstances may have led to a delayed entry. Despite their time management challenges, however, they can be highly motivated and focused students.

WHAT DO YOU THINK?

Now that you've read about Derek Johnson, answer the following questions. You may not know all the answers yet, but you'll find out what you know and what you stand to gain by reading this chapter.

1. Describe Derek's time management strategies. Are they working? Is time management Derek's only problem?
2. How could calculating his study hours improve his productivity?
3. Describe the time-wasters that are a part of Derek's schedule. Do you think procrastination is an issue for Derek? What's behind his failure to make progress on his paper?
4. Identify three effective time management techniques Derek should begin to use.
5. Suggest three realistic ways for Derek to balance work, school, and personal life.
6. What aspects of Derek's situation can you relate to personally? What other time management issues are you experiencing in your life right now?



Activity Option Break the class up into groups of two or three so that each group responds to one of the six questions. After working in small groups, ask students to report to the entire class.

READINESS CHECK

Before beginning to read this chapter, take two minutes to answer the following questions on a scale of 1 to 10. Your answers will help you assess how ready you are to focus.

1 = not very/not much/very little/low 10 = very/a lot/very much/high

Based on reading the “You’re about to discover...” list and skimming this chapter, how much do you think you probably already know about the subject matter?

1 2 3 4 5 6 7 8 9 10

How much do you think this information might affect your college success?

1 2 3 4 5 6 7 8 9 10

How much do you think this information might affect your career success after college?

1 2 3 4 5 6 7 8 9 10

In general, how motivated are you to learn the material in this chapter?

1 2 3 4 5 6 7 8 9 10

This book describes four key factors related to intrinsic, or internal, motivation: curiosity, control, career outlook, and challenge. The next four questions relate to these **C-Factors**:

How *curious* are you about the content you expect to read in this chapter?

1 2 3 4 5 6 7 8 9 10

How much *control* do you expect to have over mastering the material in this chapter?

1 2 3 4 5 6 7 8 9 10

How much do you think this chapter might help you develop your *career outlook*?

1 2 3 4 5 6 7 8 9 10

How *challenging* do you think the material in this chapter will be for you?

1 2 3 4 5 6 7 8 9 10

Before beginning any task, including studying, it’s important to check in with yourself to ensure that you’re physically, intellectually, and emotionally ready to focus. How ready are you, physically, to focus on this chapter? (Are you rested, feeling well, and so on?)

1 2 3 4 5 6 7 8 9 10

How ready are you, intellectually, to focus on this chapter? (Are you thinking clearly, focused on this course, interested in this subject?)

1 2 3 4 5 6 7 8 9 10

How ready are you, emotionally, to focus on this chapter? (Are you calm, confident, composed?)

1 2 3 4 5 6 7 8 9 10

If your answer to any of the last three questions is below a 5 on the scale, you may need to address the issue you’re facing prior to beginning this chapter. For example, if you’re hungry, get a quick bite to eat. If you’re feeling scattered, take a few moments to settle down and focus.

Finally, how long do you think it will take you to complete this chapter?
 _____ Hour(s) _____ Minutes

Teachable Moment Remember to refer back to the four C’s that were introduced in Chapter 1 (curiosity, control, career outlook, and challenge). Zero in on control, and emphasize to students that they do have control over what they learn and do. Ask students to report on how long they think it will take them to complete the chapter. Ask if they were responding based on what they predicted and actually did in previous chapters.

Time Management Isn’t Enough

CHALLENGE ↔ REACTION

Challenge: What is *time management* and how does it work?

Reaction: _____

Years ago, the Rolling Stones first belted out these lyrics: “Time is on my side—yes, it is.” The song was optimistic. It predicted that some fictitious woman would get tired of her new love and eventually come “runnin’ back.”

“In truth, people can generally make time for what they choose to do; it is not really the time but the will that is lacking.”

Sir John Lubbock, British banker, politician, and archaeologist (1834–1913)

Today, many of us are pessimistic about time. We feel that time is working against us. Like Derek, we are overwhelmed—school, job, family, friends. The list goes on and on, specific to each of us, but lengthy for all of us. How can we get it all done?

In college and in your career, time management will be one of your greatest challenges. Why? The pace of life is accelerating. Today's world is about high-speed technology, rapid transit, information overload, and a frenetic lifestyle. Leisurely fine dining or family meals around the table have deteriorated into grabbing fast food on the run. Many of us try to cram more into our lives: one more activity, one more experience, one more obligation.

Sometimes we'd like to be able to just hit "insert" on the toolbar, and click on "hours." But if we had more time, would we *really* be more effective? Or would we just find new ways to devour it? According to British historian and satirist C. Northcote Parkinson, "work expands so as to fill the time available for its completion"—what's become known as Parkinson's Law. Have you ever experienced that phenomenon? If you have two hours to finish a project, it takes two hours. But if you have four, that's how long it takes. And interestingly, time *feels* flexible when it really isn't. Have you noticed that some of your classes seem short and others seem long, when they actually last the same amount of time? You may be highly engaged in one class by a dynamic instructor and bored in another by subject matter you find uninteresting. No one sped up or slowed down the clock in those two situations. The five hours Derek intended to spend at the library trying to finish his paper seemed like it would be enough time to him, but the time raced by, and he accomplished very little.

When it comes to real-time time management, we're all dealt the same hand. No matter who you are, you have the same 24 precious hours in a day, 168 jam-packed hours in a week as everyone else. We may not be able to change the natural laws of the universe, but we can learn more about making conscious, productive decisions, and—at the same time—finding the key to balance in our lives.

First, let's really understand what we mean by effective time management. There's no secret to it. It's simply planning, scheduling, and structuring your time to complete tasks you're responsible for efficiently and effectively. Perhaps you're a natural planner. You crave structure and welcome organizing strategies. Or you may be a person who despises the idea of restricting yourself to a schedule. But no matter which of these categories you fall into, you can improve your time management skills.



"Don't confuse activity with accomplishment. 'Time = Success' is a myth."

Dr. Constance Staley, University of Colorado at Colorado Springs

Chapter Crossover Refer students back to what they learned about themselves in Chapter 2—their learning style preferences based on VARK and personality factors. See if you can get some students to volunteer to make some connections between their time and energy management skills and what they learned about themselves in Chapter 2. For example, since most teachers have read/write VARK preferences, read/write students may have less "translating" to do. Those who score as perceivers on MBTI-like instruments tend to start things late and then find themselves scrambling at the end. An activity comes later in this chapter, but it's good to get students thinking about this early on.

Emotional Intelligence (EI) Research Emotional intelligence is really an array of noncognitive abilities that strongly correlate with success in work and life. Even within the emotional intelligence realm, balance is important. For example, you could have tremendous skill in understanding yourself but still lack the ability to control your impulses. In this case, one might just think "Yup, I am really bad at delaying what I want." Remind students that it's the actual doing something about what you know about yourself that makes you successful.

Before delving into the details of time management skills, however, let's clarify one important point. There's a sense in which the phrase *time management* is misleading. Let's say you decide to spend an hour reading the assigned short story for your literature class. You may sit in the library with your book propped open in front of you from 3:00 to 4:00 o'clock on the dot. But you may not digest a single word you're reading. You may be going through the motions, reading on autopilot. Have you managed your time? Technically, yes. Your planner says, "Library, short story for Lit 101, 3:00–4:00 p.m." But did you get results? Time management expert Jeffrey Mayer asks provocatively in the title of his book: *If You Haven't Got the Time to Do It Right, When Will You Find the Time to Do It Over?* (1991). Now that's a good question!

It's not just about managing your time, it's about managing your attention. Attention management is the ability to focus your attention, not just your time, toward a designated activity so that you produce a desired result. Time management may get you through reading a chapter of your chemistry textbook, but attention management will ensure that you understand what you're reading. It's about *focus*. If you manage your attention during that hour, then you've managed your time productively. Without attention management, time management is pointless.

Succeeding in school, at work, and in life is not just about what you do. It's about what gets done. You can argue about the effort you put into an academic endeavor all you want, but it's doubtful your professor will say, "You know what? You're right. You deserve an A just for staying up late last night working on this paper." Activity and accomplishment aren't the same thing. Neither are quantity and quality. Results count. So don't confuse being busy with being successful. Staying busy isn't much of a challenge; being successful is.

The activity versus accomplishment distinction holds true in today's workplace as well. In terms of pay, there's been a shift of emphasis from *position* to *performance*, and from *status* to *contribution*. You don't simply make more money because of your title or your prestige within the organization. You're rewarded for results. Demands in today's fast-paced workplace make time management more important than ever.¹

Here's a list of preliminary academic time-saving tips. However, remember that these suggestions won't give you a surefire recipe for academic success. To manage your time, you must also manage yourself: your energy, your behavior, your attention, your attitudes, *you*. Once you know how to manage all that, managing your time begins to work.

- Have a plan for your study session; include time allotments for each topic or task.
- Keep track of what derails you. If you come to understand your patterns, you may be better able to control them: *Oops, there I go again. I'm not going to give in to that temptation!*
- Turn off your phone or tell other people you live with that you don't want to be disturbed if a call comes in for you. Let them know what time they can tell callers to call you back.

Chapter Crossover Take a look ahead to Chapter 12 and think about how time management, or lack of it, impacts career choices.

Emotional Intelligence (EI) Research Students who have low impulse control and reality testing are really at risk for managing time effectively. These students might jump at the chance to run over to the student center with the intention of coming back in an hour and then beginning to study. They may have the best intentions, but the reality of the situation may be that they will bump into many friends, lose track of time, and before they know it hours have gone by.

- If you're working on your computer, work offline whenever possible. If you must be online to check sources frequently, don't give in to the temptation to check your social networking account or e-mail every ten minutes.
- Take two minutes to organize your workspace before beginning. Having the resources you need at your fingertips makes the session go much more smoothly, and you won't waste time searching for things you need.
- If you are in a study group, make sure everyone is clear about assigned tasks for the next session. Lack of clear communication about expectations is a big time-waster for study groups.
- Learn to say no. Saying no to someone, especially someone you care about, can feel awkward at first, but people close to you will understand that you can't do everything. Life is about choices, and choosing requires the use of the word *no*. Practice now: "No, thanks." "Sorry, can't do it this time." See? It's not that hard.
- Focus. You can't do anything if you try to do everything. Multitasking may work for simple matters, such as scheduling a doctor's appointment while heating up a snack in the microwave. But when it comes to tasks that require brainpower, such as studying or writing, you need a single-minded focus. If your attention is not given 100 percent to studying, you will most likely need to repeat your efforts. Why not do it right the first time?
- Slow down. As they say, "haste makes waste." Working at something a million miles a minute will most likely result in mistakes, superficial thinking, and poor decisions. Ironically, if you rush, you may run out of time and end up settling for less than your best.
- Don't make a habit of putting other people's priorities above your own. In other words, don't let their *lack* of planning affect your attempts to plan. Those who truly care for you will understand you need to stay focused on your priorities. At the same time, be prepared to shift your priorities as needed. In an emergency, you might need to help out a friend, a neighbor, or even possibly a stranger. Know the difference between legitimate interruptions and time-wasters, and then act accordingly.

INSIGHT ➔ ACTION

1. How would you evaluate your time management skills right now? Would you give yourself an A, B, C, or below? Why?
2. Is attention management a challenge for you? When your mind wanders, where does it go?
3. What actions must you take to become a more effective time-attention manager?

Activity Option This is a great opportunity to get students to share with each other the letter grade they gave themselves and why. Pair up students, ask them to share with each other, and then give each other some tip that they think might help with a particular challenge. If time permits, let the entire class share. Students need to understand they are not alone in their challenges, but there are tips to get themselves refocused. You might bring up the topic of "flow." Once you get started and are on a roll, it can feel really good.

Energy, Our Most Precious Resource

CHALLENGE ↔ REACTION

Challenge: What's the difference between *time* management and *energy* management?

Reaction: _____

“We live in a digital time. Our rhythms are rushed, rapid-fire and relentless, our days carved up into bits and bytes...We're wired up but we're melting down.” So begins a bestselling book, *The Power of Full Engagement: Managing Energy, Not Time, Is the Key to High Performance and Personal Renewal* (2003). The authors, Jim Loehr and Tony Schwartz, have replaced the term *time management* with the term *energy management*. Their shift makes sense. Since most of us are operating in overdrive most of the time, energy is our most precious resource.

Energy management experts say you can't control time—everyone has a fixed amount—but you can manage your energy. And in fact, it's your responsibility to do so. Once a day is gone, it's gone. But your energy can be renewed. It's not just about managing your time or your attention, it's about having enough energy to do what you need to do.

It's clear that some things are energy *drains*, zapping your drive: bad news, illness, interpersonal conflict, bureaucratic hassles, a heavy meal, rainy days.

Likewise, some things are energy *gains*, giving you a surge of fresh vitality: a new job, good friends, music, laughter, fruit, coffee. It's a good idea to recognize your own personal energy drains and gains so that you know how and when to replenish your supply.² Energy management experts say it's not just about *spending time*, it's about *expending energy*:

- *physical* energy
- *emotional* energy
- *mental* energy
- *spiritual* energy

Energy is multi-faceted. Winning a 100-mile cycling competition would leave you physically drained, but mentally sharp and emotionally charged, right?

Of the four dimensions of energy, let's take a closer look at the first two. To do your very best academically, it helps to be *physically* energized and *emotionally* connected. Physical energy is measured in terms of *quantity*. How much energy do you have—a lot or a little? Emotional energy, on the other hand, is measured by *quality*. What kind of energy do you have—positive or negative? If you

Chapter Crossover Help students connect the concept of energy with wellness. Many of these same topics will be addressed in Chapter 13.



“Performance, health and happiness are grounded in the skillful management of energy.”

Jim Loehr and Tony Schwartz,
from *The Power of Full Engagement*

put them together into a two-dimensional chart with *quantity* as the vertical axis and *quality* as the horizontal axis, you get something like Figure 4.1.

When you're operating in the upper right quadrant with high, positive energy, you're most productive, which makes sense. The question is: How do you get there? How do you make certain you're physically energized and emotionally connected so that you can do your best, academically?

Get Physically Energized

To make sure you're physically energized, try these suggestions.

- 1. Go with the flow.** Have you noticed times of the day when it's easier to concentrate than others? Perhaps you regularly crash in the middle of the afternoon, for example. This is partly due to the patterns of electrical impulses in your brain, alpha rhythms that are unique to each individual. In other words, everyone has a biological clock. Paying attention to your body's natural rhythms is important. Plan to do activities that require you to be alert during your natural productivity peaks. That's better than plodding through a tough assignment when the energy just isn't there. Use low energy times to take care of mindless chores that require little to no brainpower.³
- 2. Up and at 'em.** What about 8:00 a.m. classes? Don't use your body's natural rhythms as an excuse to sleep through class! ("I'm just not a morning person...") If you're truly not a morning person, don't sign up for early morning classes. Some freshmen get into the *social* habit of staying up late into the wee, small hours, and then they just can't get up in the morning. Sleeping through your obligations won't do much for your success—and you'll be playing a continual game of catch-up, which takes even more time.

Emotional Intelligence (EI) Research Individuals who lack optimism have difficulty being the best they can be (as well as difficulty maintaining relationships). One simple suggestion is to take a moment to think about *why* one might feel pessimistic about a situation and make a conscious decision to think more positively and do a little problem solving. For example, if a student lacks optimism and feels that he is going to fail Biology no matter what, what positive steps could he choose to take? He could seek out a tutor or find a study buddy, for example. If he has tried everything he can think of to succeed and still fails, what is the absolute worst that will happen? He'll probably just have to repeat the course.

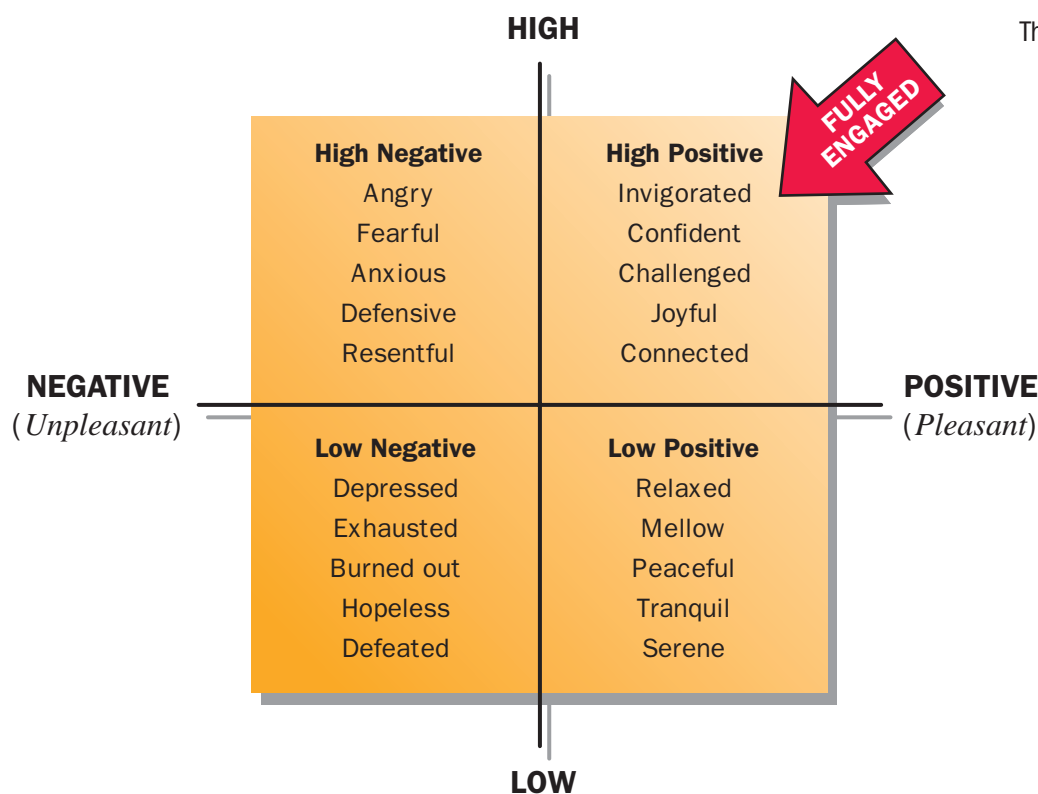


Figure 4.1
The Dynamics of Energy⁴

Teachable Moment It's a pretty complex picture when we think about all of the things that need to be in place to be at our peak. Get students thinking about both physical and emotional readiness. You can get enough sleep, eat well, and exercise regularly, but if you don't feel good about yourself, and your relationships with others are not good, you won't be able to be your best. It takes the whole person to really be focused.

- 3. Sleep at night, study during the day.** Burning the midnight oil and pulling all-nighters aren't the best ideas, either. It only takes one all-nighter to help you realize that a lack of sleep translates into a plunge in performance. Without proper sleep, your ability to understand and remember course material is impaired. Research shows that the average adult requires seven to eight hours of sleep each night. If you can't get that much for whatever reason, take a short afternoon nap. Did you know that the Three Mile Island nuclear meltdown in Pennsylvania in 1979 and the Chernobyl disaster in the Ukraine in 1986 took place at 4 a.m. and 1:23 a.m., respectively? Experts believe it's no coincidence that both these events took place when workers would normally be sleeping.⁵
- 4. "Prime the pump."** You've heard it before: Food is the fuel that makes us run. The better the fuel, the smoother we run. It's that simple. A solid diet of carbs—pizza, chips, and cookies—jammed into the fuel tank of your car would certainly gum up the works! When the demands on your energy are high, such as exam week, use premium fuel. If you don't believe it, take a look at how many of your classmates get sick during midterms and finals. Watch what they're eating and note how much sleep they're getting, and you'll get some clues about why they're hacking and coughing their way through exams—or in bed missing them altogether.

Get Emotionally Connected

Physical needs count, to be sure, but emotional connections are part of the picture, too. See if you agree with these suggestions.

- 1. Communicate like it matters.** Sometimes we save our best communicating for people we think we have to impress: teachers, bosses, or clients, for example. But what about the people we care about most in our lives? Sometimes these people get the leftovers after all the "important" communicating has been done for the day. Sometimes we're so comfortable with these people that we think we can let it all hang out, even when doing so is *not* a pretty sight. Vow to learn more about communicating at your best in valued personal relationships, and then do it. Communicate as if everything you said would actually come true—"Just drop dead," for instance—and watch the difference! Communicating with people we care about is one of our primary vehicles for personal renewal.
- 2. Choose how you renew.** Finish this analogy: junk food is to physical energy as _____ is to emotional energy. If you answered "TV," you're absolutely right. Most people use television as their primary form of emotional renewal, but, like junk food, it's not that nutritious and it's easy to consume too much. Try more engaging activities that affirm you: singing or reading or playing a sport.⁶
- 3. Let others renew you.** Remember that people don't just make demands on your time, they can provide emotional renewal. There's pure joy in a child's laugh, a friend's smile, a father's pat on the back. These small pleasures in life are priceless—prize them!

Manage Your Classroom Energy

Think of the implications of what you've been reading about—your energy management—on your in-class performance. When your attention meter is on empty and you can't concentrate on your instructor's presentation, energy management could be the problem—and the solution.

It's hard to manage your attention if you bring “High Negative” energy to class. Realistically, how easy is it to learn when you're feeling angry, fearful, anxious, defensive, or resentful? You may be terrified of the upcoming midterm exam or annoyed at the professor who lectures too quickly by simply reading PowerPoint slides as they whiz by. In order to confront your “High Negative” energy and regain control of your attention, you may need to talk with your instructor. Explain how the course is overwhelming you and ask what you can do to ensure success. Make sure you keep up your end of the bargain, though, and do what you can to lower your “High Negative” energy yourself. If your anxiety is stemming from your own lack of preparation, that's an issue you can rectify on your own.

It's also hard to manage your attention if you bring “Low Negative” energy to class. Realistically, how easy is it to learn when you're feeling depressed, exhausted, burned out, hopeless, or defeated? In fact, these are times when some students simply don't come to class, period. But that begins a negative chain reaction. Once you get behind on course material, you become more depressed and hopeless about a positive outcome, and so begins a downward spiral. Even “Low Positive” energy can be counterproductive in class. Imagine yourself so relaxed, mellow, peaceful, tranquil, and serene that you zone out and nod off.

Is it possible to have too much “High Positive” energy? What if you're too invigorated, confident, challenged, joyful, and connected? What if you're so thrilled about some exciting news that you can't sit still? As you sit in your seat, some part of your anatomy is continuously moving because of stored-up nervous energy. Things seem to be moving too slowly, and you'd give anything to be able to get up and run around the room. Instead of running around the classroom, run to class or work out beforehand so that you use up some of your spare energy. If you're the kind of person who gets distracted easily, make sure you sit up front. Jump into the discussion by asking questions, and channel your energy into content-related, focused activities. If you find it difficult to manage your attention in a classroom full of friends, meet beforehand for coffee and compare notes on the reading assignment. Do whatever you must to manage your energy productively. It's your responsibility, and it's a vital part of the learning process.

Begin noticing your own energy patterns. Think about the requirements of each day, and the energy that you'll need as you progress from one activity to the next. Working out early in the morning may energize you for the rest of the day. Your most challenging class may temporarily deplete you, but after lunch or dinner, you're refreshed and ready to go again.

Teachable Moment Some students with high positive energy are successful and some are not. What is the difference? Get students talking about situations where they used their high energy to accomplish something positive related to school. Can they also give some not-so-positive examples?



**“Make the most of yourself,
for that is all there is of you.”**

Ralph Waldo Emerson,
American author (1803–1882)

Activity Option Give students a chart with times for a full day (twenty-four hours). Have them quickly list their high-energy times. Come together as a group and compare. Are there common times among the group? You should see differences among the students. Now, ask students to volunteer to tell you when they typically study. Are they doing it during peak energy times?

Chapter Crossover It is really important to refer students back to Chapter 2 where they learned about their learning preferences in relation to personality type. Students should continually make connections about who they are and why they do what they do throughout this course.

Finally, although we've focused on physical and emotional energy here, remember that all four dimensions of energy—physical, emotional, mental, and spiritual—are interconnected. If you subtract one from the equation, you'll be firing on less than four cylinders. If you are fully engaged and living life to the fullest, all four dimensions of your energy equation will be in balance. Throughout this book, you'll read about all four dimensions of energy.

INSIGHT ACTION

1. Do you feel that your energy fluctuates throughout an average day? Describe your biological clock.
2. What actions can you take to regulate your physical and emotional energy for the sake of your own productivity?

YOUR Type is Showing

What does your psychological type say about your time management preferences? Fill in this quick assessment and see what your responses say about you.

- | | | | |
|-------------------|------------------|------------------|--------------------|
| 4 | 3 | 2 | 1 |
| Very much like me | Somewhat like me | Not much like me | Not at all like me |
1. I am most motivated when I work on active tasks that let me move around or talk to people. (E) _____
 2. I avoid tasks that don't fit my own personal value system. (F) _____
 3. I don't get around to things I enjoy doing as often as I should. (T) _____
 4. I often have to redo work, which takes time, because I've overlooked important details. (N) _____
 5. I am reluctant to make a schedule; I prefer to be spontaneous. (P) _____
 6. I sometimes get locked into a routine, even if it's not particularly productive. (S) _____
 7. I have a fairly long attention span and don't mind reading or studying on my own. (I) _____
 8. I am a natural at time management. I make schedules and stick to them. (J) _____
 9. I work at what's most important first, even if I'd really rather work on something I like. (T) _____
 10. I tend to avoid planning and jump right into things even if I make mistakes. (E) _____
 11. I like to make things I do my own by adding my own touches. (N) _____
 12. I prefer e-mail to face-to-face contact when scheduling events with other people. (I) _____
 13. I sometimes organize my schedule based on who I'm interacting with. (F) _____
 14. I often over-obligate myself with too many commitments. (P) _____
 15. I sometimes resist changing my schedule when I should because I already have it well organized. (J) _____
 16. I avoid schoolwork that seems too theoretical. (S) _____
 17. I enjoy the social connections made in study groups. (E) _____
 18. I usually work on the things I like first even if they're not the most urgent. (F) _____
 19. I tend to be good at prioritizing and construct schedules that make sense. (T) _____
 20. I dislike routines. (N) _____
 21. I like to think about things for a while before I get started. (I) _____
 22. If I were honest, I'd say I have quite a bit to learn about scheduling and prioritizing. (P) _____

23. I sometimes get bogged down in the details of a project. (S) _____
 24. I make schedules and stick to them. (J) _____

Now total your scores for each of the MBTI scales. (There are three items related to each scale.)

Totals: _____ E _____ I _____ S _____ N _____ T _____ F _____ J _____ P _____
 High Preference, 12–10 Medium Preference, 9–7 Low Preference, 6 or less

Does your score on this time management assessment reflect your SuccessType Learning Style Type Indicator? All aspects of psychological type can play a role in time management preferences.⁷ But take a close look at your scores on the most important scale that relates to time management: Judging versus Perceiving. If you scored high on the Judging scale of the MBTI or SuccessTypes Learning Style Indicator, you’ve probably already bought a planner before reading this chapter and have all your upcoming commitments entered—and color-coded, no less.

If you scored high on the Perceiving scale, the words *schedule* and *prioritizing* may not be part of your vocabulary. Why would anyone submit to the slavery of a planner? You just do things when you need to do them, and most things get done. The key word in the last sentence is *most*. As you’re responsible for more in an array of demanding college classes, what about all the things that will fall into the cracks? That could be a problem, couldn’t it?

It’s true that some people are natural planners and some aren’t. If you’re high on the Perceiving scale, you’ll have to develop your own coping strategies. Many with your psychological type are very successful business-people, physicians, teachers, attorneys—you name it. A high score on the Perceiving scale is no excuse for not planning. Some P’s who learn about their preferences make lists for everything. They realize that “Judging” is a requirement for success in most jobs, and they’ve learned coping mechanisms that serve them well. On the other hand, the spontaneity and curiosity that P’s bring to the table can lead to success, too.⁸ Take a look at some other possibilities for those for whom scheduling doesn’t come naturally.

1. **Hire a personal assistant.** This advice is mostly facetious, but the principle is a good one. If something isn’t a particular strength of yours, associate yourself with people for whom it is. A best friend who can call you and say, “Don’t forget that our history paper is due Friday” can be a good thing. You don’t want to over-rely on these people, but perhaps you can learn from them.
2. **Develop a routine that works.** Instead of managing time in increments by scheduling minutes and hours, think in terms of the flow of each day. Perhaps your days go something like this: Exercise (it won’t get done otherwise) → Shower → Class → Lunch → Class → Library (quality quiet time to study and write) → Errands (saved for a relatively low energy time of day) → Dinner → Study. For some people who think in terms of linking events and the reasons for ordering events on a daily basis, this approach can work well. There’s one caveat—you need to be able to estimate how long each event will take fairly accurately, so that the flow works.
3. **Identify one location you can always go to for reminders.** Some people use a well-located whiteboard, notes on the refrigerator, or messages taped to computer screens. Pick one place to go for reminders when you get off track. If you live with other people, you can share this space, and comment on other people’s schedules, too.

“I’ll Study in My Free Time” ... and When Is That?

CHALLENGE ⇌ REACTION

Challenge: How do you spend your time?

Reaction: Self-Assessment—Where Did the Time Go?

Fill in the number of hours you spend doing each of the following, then multiply your answer by the number given (7 or 5 to figure weekly amounts) where appropriate.

(continued)

Activity Option Get students out of their seats and lined up based on their personality types. For example, have students line up with strong E’s on one end and strong I’s on the other. Have them tell each other how they like to plan and what they use to help them plan based on this dimension. Students should be thinking about ways they can move themselves more toward the middle. What do J’s do that helps them stay organized? If I am a P, what do I know about myself and what can I learn from a J?

Teachable Moment Think about pairing up students based on opposite personality types to help each other stay organized for the week. Students can coach the other in person (the E’s would like that) or work on this task together online.

Activity Option Students can share their responses to this “Challenge → Reaction” with each other. If students are willing, you can line them up on a continuum for a quick class check. Have students line up from most hours spent studying to least. Why are they standing where they are? Are some students taking more classes than others? Are some students totally on their own financially? Remind students that time in the library does not always equate with learning. Line up students again with those who stay focused for most of the time they study on one end and those who are distracted throughout the time on the other. Have focused students share their tips with others.

Number of hours per day

Sleeping: _____ × 7 = _____

Personal grooming (for example, showering, shaving, putting on makeup): _____ × 7 = _____

Eating (meals and snacks; include preparation or driving time): _____ × 7 = _____

Commuting during the week (to school and work): _____ × 5 = _____

Doing errands and chores: _____ × 7 = _____

Spending time with family (parents, children, or spouse): _____ × 7 = _____

Spending time with boyfriend or girlfriend _____ × 7 = _____

Number of hours per week

At work: _____

In classes: _____

At regularly scheduled functions (church, clubs, etc.): _____

Socializing, hanging out, watching TV, talking on the phone, etc.: _____

Now add up all the numbers in the far right column and subtract that amount from 168. This is the number of hours you have remaining in your week for that ever-important task of studying.

You may wish to revise how much time you spend on other activities of your life, based on your reaction.

Ask ten students when they study, and chances are at least eight will reply, “in my free time.” The irony in this statement is that if you actually waited until you had free time to study, you probably never would. Truthfully, some students are amazed at how easily a day can race by without ever thinking about cracking a book. This is why you should actually *schedule* your study time, but to do that, you should first be aware of how you’re currently spending those twenty-four hours of each day.

Notice that the “Challenge → Reaction” activity you just completed places studying at the bottom of the list, even though it’s vital to your success in college. The exercise reflects a common attitude among college students, namely that studying is what takes place after everything else gets done. Where does schoolwork rank on *your* list of priorities?

If succeeding in college is a top priority for you, then make sure that you’re devoting adequate time to schoolwork outside the classroom. Most instructors expect you to study two to three hours outside of class for every hour spent in class. If it’s a particularly challenging class, you may need even more study time. You can use the following chart to calculate the total number of hours you ought to expect to study—effectively—each week:

Credit hours for less demanding classes: _____ × 2 hours = _____ hours

Credit hours for typical/average classes: _____ × 3 hours = _____ hours

Credit hours for more challenging classes: _____ × 4 hours = _____ hours

Expected total study time per week = _____ hours

Remember, just putting in the time won't guarantee that you'll truly *understand* what you're studying. You need to ensure that your study time is productive by focusing your attention and strategically selecting study techniques that work best for you.

Box 4.1 “It’s Too Darn Nice Outside” (and Other Lame Excuses for Blowing Off Classes)

Do you find yourself skipping class at times in order to do something else: getting an oil change for your car, soaking up the sun's rays, or socializing with some friends you ran into on the way to class? If so, ask yourself this: Would you walk into a gas station, put a \$20 bill down on the counter to prepay for a tank of gas, and then put in a dollar's worth and drive off? Absolutely not, you say?

Would you buy a \$10 movie ticket and then just toss it in the trash because you decided there was something else you'd rather do on the spur of the moment? No way!

Why, then, would you purchase much more expensive “tickets” to class—the average cost of an hour in class is roughly upwards of \$100 per hour—and then toss them in the trash by not attending? Don't you value your money more than that? More importantly, don't you value *yourself* more than that?

The next time you're tempted to opt out of your scheduled classes, ask yourself if you really want to throw away money, in addition to the opportunity. Check your priorities, then put one foot in front of the other and walk into that classroom. In the long run, it's the best investment in your own future.

Teachable Moment Share some of the excuses you have heard from students. Is there really a good excuse? Attendance policies may vary from teacher to teacher, but remind students to plan ahead if they know they will miss a class. For example, maybe they can't miss the rehearsal for a sister's wedding, but if they plan and communicate with their instructors, they're showing they are on top of things, and they will ultimately reduce stress and enjoy the wedding.



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“What may be done at any time will be done at no time.”

Scottish Proverb

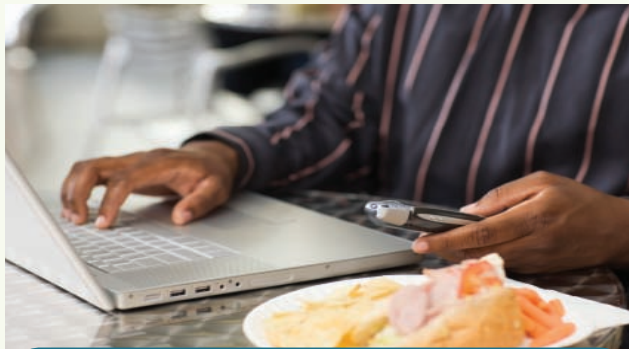
ARE YOU CAUGHT IN THE NET?

It's noon. You decide to check your online life while you chow down a giant burrito. Three pokes and five new requests from potential friends. *Who are these people?* you wonder. You decide to start a new group called, the "Why do you want to be my friend when you don't even know me?" group. By 1:30 it has fifty-five members on campus. You ask yourself how you can get that interesting student who sits behind you in your biology class to poke you back. At 2:00, you decide on a whim to update your photo albums by uploading several shots from your weekend adventures. At 2:30 the response you've been waiting for finally pops up. The clock ticks away as you continue to poke around. You check your watch and are amazed to find that it's already 4:30. You realize that while you've made online contact with the object of your desire from your biology class, you've *missed* your real-life biology class. So has your new friend, apparently. Four and a half hours have just vanished from your day.

Does this scenario sound uncomfortably familiar? A few stolen moments start a chain reaction that stretches out for several hours. You hate to admit it, but you're caught in the Net: a social networking epidemic that's sweeping the college scene everywhere.

Just why is social networking so addicting? Is it due to the pure novelty of the medium? Is it the curiosity generated by the minute-by-minute changes posted? Is it the drive to amass an outrageous number of new friends to pump up your image? Is it simply to hook up with other people? The good news is that Facebook, MySpace, Xanga, Flickr, and similar sites help students connect, and connections are important to college success.

But experts also agree that social networking has the potential to become a time-consuming addiction that can take over your life, "by far the biggest procrastination tool amongst college students" today.⁹ One addict confessed, "Sometimes I'll sign-off Facebook and just stare at the login screen like a cocaine addict looking at the edge of his coffee table, thinking to myself, 'Well, I've really got nothing better to do right now,' and then I sign right back on. That's when you know you're really addicted."¹⁰



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“The busier we are, the more important we seem to ourselves and, we imagine, to others.”

Wayne Muller, from *Sabbath: Restoring the Sacred Rhythm of Rest*

Are *you* addicted? Ask yourself these questions: Do you obsess about your social life and get nervous if you haven't checked your account for a while? Do you make a run for any idle computer on campus to log on between classes? Do you spend hours searching for people you've met whose names you can't remember? Do you inflate your friends list with people you don't know? Do you feel frustrated when you find out someone you'd really like to meet doesn't have an account yet? Do you spend more time with your online friends than your real friends? Do you check your account when you first wake up in the morning and right before you go to bed at night to see what's changed? Do you interrupt yourself constantly to check your account while doing online academic research for your course projects? If the answers to multiple questions in this paragraph are yes, are you ready to face the possibility of a social networking addiction?¹¹

Don't get caught in the Net. Instead of simply allowing yourself to drift off obsessively into cyberspace for hours on end, think about the impact of this obsession on your ability to manage your time and ensure your college success. Try these suggestions:

1. **Monitor your time online.** Estimate right now how much time you spend online per week. Then actually time yourself. Is your estimate accurate? Or are you way off base?
2. **Set limits.** Give yourself a hard-and-fast time limit, and stick to it.
3. **Shorten your social networking sessions.** Being online tends to distort time. You may think you've only been on for an hour when three hours have actually gone by. Set an old-fashioned timer, and when it goes off, get up and do something else.
4. **Separate work and play online.** It's easy to find yourself on a fun-seeking detour when you're supposed to be working on a research paper. When the two tasks are merged, it's easy to lose track of what's what. You end up wasting time because it feels as if you're doing something productive when you really aren't.
5. **Take a tech vacation.** Without getting freaked out, think about this option: Turn off your computer for a day, and then extend the time to a week or more. Use a computer lab on campus to complete your assignments, rather than tempting yourself to spend hours online in your room. Train yourself to withdraw, little by little.
6. **Get a life.** Take up yoga, chess, or swimming. Make some new friends, start a relationship, or join a club on campus. Occupy your time with real-time relationships and activities that are interesting and invigorating. Your real life might actually become more interesting if you open yourself up to other opportunities.
7. **Talk to people who care about you—a family member or a counselor on campus.** Recognizing the problem and admitting it are the first steps. Being one-sided isn't healthy, and secrecy and lies aren't a positive, productive way to live. There are experts and support groups available to help you overcome your addiction and make your real life more fulfilling.¹²



**“Take care in your minutes,
and the hours will take care
of themselves.”**

**Lord Chesterfield, British statesman
and diplomat (1694–1773)**

Schedule Your Way to Success

CHALLENGE ↔ REACTION

Challenge: Can you remember how you spent all your time yesterday?

Reaction: Using the following Time Monitor, fill in as much as you can remember about how you spent your time yesterday from 7:00 a.m. to 9:00 p.m. Be as detailed as possible, right down to fifteen-minute segments.

7:00 ____	9:30 ____	12:00 ____	2:30 ____	5:00 ____	7:00 ____
7:15 ____	9:45 ____	12:15 ____	2:45 ____	5:15 ____	7:15 ____
7:30 ____	10:00 ____	12:30 ____	3:00 ____	5:30 ____	7:30 ____
7:45 ____	10:15 ____	12:45 ____	3:15 ____	5:45 ____	7:45 ____
8:00 ____	10:30 ____	1:00 ____	3:30 ____	6:00 ____	8:00 ____
8:15 ____	10:45 ____	1:15 ____	3:45 ____	6:15 ____	8:15 ____
8:30 ____	11:00 ____	1:30 ____	4:00 ____	6:30 ____	8:30 ____
8:45 ____	11:15 ____	1:45 ____	4:15 ____	6:45 ____	8:45 ____
9:00 ____	11:30 ____	2:00 ____	4:30 ____		
9:15 ____	11:45 ____	2:15 ____	4:45 ____		

Now monitor how you use your time today (or tomorrow if you're reading this at night) on the following Time Monitor. Again, be very specific. You will refer back to this exercise later in this chapter.

(continued)

Sensitive Situation Keep in mind that there are still electronic and time divides. Some students may not have a computer at home, or not have the time to spend on electronic networking platforms because they're working three jobs to support themselves.

Activity Option Ask students to share with a partner how much time they spend online for things that are not school-related. How many times in the middle of working on the computer for some school-related activity do they respond to an IM or check their e-mail? Often? If this behavior is fairly typical, would they like to change? What could they do to improve their online habits? Give students about ten minutes and then have students report to the group. The goal will be to compare notes on how to improve online habits.

Teachable Moment It is really important that you stress that you are not looking for perfection but rather a realistic approach that makes good use of high-energy times during this activity.

7:00 _____	9:30 _____	12:00 _____	2:30 _____	5:00 _____	7:00 _____
7:15 _____	9:45 _____	12:15 _____	2:45 _____	5:15 _____	7:15 _____
7:30 _____	10:00 _____	12:30 _____	3:00 _____	5:30 _____	7:30 _____
7:45 _____	10:15 _____	12:45 _____	3:15 _____	5:45 _____	7:45 _____
8:00 _____	10:30 _____	1:00 _____	3:30 _____	6:00 _____	8:00 _____
8:15 _____	10:45 _____	1:15 _____	3:45 _____	6:15 _____	8:15 _____
8:30 _____	11:00 _____	1:30 _____	4:00 _____	6:30 _____	8:30 _____
8:45 _____	11:15 _____	1:45 _____	4:15 _____	6:45 _____	8:45 _____
9:00 _____	11:30 _____	2:00 _____	4:30 _____		
9:15 _____	11:45 _____	2:15 _____	4:45 _____		

There is no one right way to schedule your time, but if you experiment with the system presented in this book, you'll be on the right path. Eventually, you can tweak the system to make it uniquely your own. Try these eight steps, and schedule your way to success!

STEP 1: Fill Out a “Term on a Page” Calendar. Right up front, create a “Term on a Page” calendar that shows the entire school term on one page. (See Exercise 4.1.) This calendar allows you to see the big picture. You will need to have the syllabus from each of your classes and your school’s course schedule to do this step properly. The following items should be transferred onto your “Term on a Page” calendar:

Activity Option This is a great opportunity for students to share with each other their semester plans. Some students will have lots of details on their calendars while others will have just a few bullets. Pair up students with opposite personality types: S’s with N’s or J’s with P’s. What do they learn from each other? Ask students if they have a planner and if they use it every day. Students will begin to see that, like writing their name with the nondominant hand as in Chapter 2, even if something is not natural, with practice they can develop productive habits, like good planning.

- Holidays when your school is closed
- Exam and quiz dates from your syllabi
- Project or paper deadlines from your syllabi
- Relevant administrative deadlines (*e.g.*, registration for the next term, drop dates)
- Birthdays and anniversaries to remember
- Important out-of-town travel
- Dates that pertain to other family members, such as days that your children’s school is closed or that your spouse is out of town for a conference—anything that will impact your ability to attend classes or study

STEP 2: Invest in a Planner. While it’s good to have the big picture, you must also develop an ongoing scheduling system that works for you. Using the “It’s all right up here in my head” method is a surefire way to miss an important appointment, fly past the deadline for your term paper without a clue, or lose track of the time you have left to complete multiple projects. Oops!

Although your instructor will typically provide you with a class syllabus that lists test dates and assignment deadlines, trying to juggle multiple syl-

labi—not to mention your personal and work commitments—is enough to drive you crazy. You need *one* central clearinghouse for all of your important deadlines, appointments, and commitments. This central clearinghouse is a planner—a calendar book with space to write in each day. Derek Johnson in the “FOCUS Challenge Case” expressed his bias that planners are for nerds and neurotics. Not true! Most every successful person on the planet uses one.

EXERCISE 4.1 Term on a Page

Take a few minutes right now to create your own Term on a Page using the charts in Figure 4.2.

Summer, Fall, Winter, Spring Quarter (circle one) _____ (year)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Month:							

Figure 4.2
Term on a Page

Summer, Fall, Winter, Spring Quarter (circle one) _____ (year)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Month:							

(continued)

Figure 4.2
(continued)

Summer, Fall, Winter, Spring Quarter (circle one) _____ (year)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Month:							

Summer, Fall, Winter, Spring Quarter (circle one) _____ (year)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Month:							

Summer, Fall, Winter, Spring Quarter (circle one) _____ (year)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Month:							

When you go planner shopping, remember that you don't have to break the bank unless you want to. Of course if you want a PDA with bells and whistles, you will have to invest a substantial amount of money. But if you know you're more likely to use an e-version than a paper-and-pencil version, and you've planned for one in your budget, go for it! Many new college students find that an ordinary paper-and-pencil daily calendar from an office supply store works best. Having a full page for each day means you can write your daily to-do list right in your planner (more on to-do lists later), and that can be a huge help.

STEP 3: Transfer Important Dates. The next step is to transfer important dates for the whole term from your "Term on a Page" overview to the appropriate days in your planner. This may seem repetitious, but there's a method to the madness. While it's important to be able to view all of your due dates together to create a big picture, it's equally important to have these dates recorded in your actual planner because you will use it more regularly—as the final authority on your schedule.

STEP 4: Set Intermediate Deadlines. After recording the important dates for the entire academic term, look at the individual due dates for major projects or papers that are assigned. Then set intermediate stepping-stone goals that will ultimately help you accomplish your final goals. Working backward from the due date, choose and record deadlines for completing certain chunks of the work. For example, if you have a research paper due, you could set an intermediate deadline for completing all of your initial research and other deadlines for the pre-writing, writing, and rewriting steps for the paper.

STEP 5: Schedule Fixed Activities for the Entire Term. Next you'll want to schedule in all fixed activities throughout the entire term: class meeting times and reading assignments, religious services you regularly attend, club meetings, and regular co-curricular activities such as athletics or choir. It's also a great idea to schedule brief review sessions for your classes. Of course, sometimes you'll be going directly into another class, but ten-minute segments of time before and after each class to review your notes helps prepare you for any surprise quizzes and dramatically improve your understanding and retention of the material.

STEP 6: Check for Schedule Conflicts. Now, take a final look at your planner. Do you notice any major scheduling conflicts, such as a planned business trip smack dab in the middle of midterm exam week? Look for these conflicts now, when there's plenty of time to adjust your plans and talk with your instructor to see what you can work out.

STEP 7: Schedule Flextime. In all the scheduling of important dates, checking and double-checking, don't forget one thing. You do need personal time for eating, sleeping, exercising, and other regular activities that don't have a set time frame. Despite your planner, life will happen. If you get a toothache, you'll need to see a dentist right away. Several times each week, you can count on something coming up that will offer you a chance (or force you) to revise your schedule. The decision of how high the item ranks on your

Sensitive Situation It's important that we as instructors not tell students what we think is the best kind of planner. Some people do much better with a hard copy daily planner and others prefer the portability of a PDA. What is important is that students have a plan that works for them and that they stick to it.

Teachable Moment Some students may read the part about not skipping the review and revise part, and skip it anyway. Ask for some volunteers who are willing to share that they did step 8. Most likely, your J's and S's will volunteer. When students see that someone really did this, and it worked, it may motivate them to try. Another option: require students to send you an e-mail summarizing what they learned about their current time management practices and how they measure up.

priority list rests with you, but the point is to leave some wiggle room in your schedule.

STEP 8: Monitor Your Schedule Every Day. At this point, you've developed a working time management system. Now it's important to monitor your use of that system on a daily basis. Each night, take three minutes to review the day's activities. How well did you stick to your schedule? Did you accomplish the tasks you set out to do? Do you need to revise your schedule for the rest of the week based on something that happened—or didn't happen—today? This simple process will help you better schedule your time in the future and give you a sense of accomplishment—or of the need for more discipline—for tasks completed, hours worked, and classes attended. Don't skip this step. It's the perfect way to bring closure to your day's work as a college student. When you're done reviewing your day's activities, take another five minutes to preview and adjust (if needed) tomorrow's schedule. Mentally playing out the day in advance will help you internalize what must be accomplished and help you create a pace for each day.

FOCUS ON CAREERS: JUDITH CARA, Community and Government Relations Manager, Intel Corporation

Courtesy of Judith Cara



Q1: What do you do in your job? What are the main responsibilities?

In my position at Intel, I have four major responsibilities: Media Relations, Government Affairs, Education Manager, and Community Relations Manager. For Media Relations, I'm responsible for managing Intel's external image in the state media and am basically the "face of Intel" in our local communities. Often, I proactively approach the local media if there is specific information that we'd like them to have about a grant that we've awarded to a local school, a new product that is being designed or manufactured locally, or a collaboration with a local non-profit organization. At other times, I have to react to a call from a print media reporter or handle an on-camera interview with a television station. For Government Affairs, I handle relationships with elected officials at the federal, state, county, and city levels, monitor legislation to see if there are any proposed bills that would negatively impact Intel, and introduce legislation that would be in the best interests of other high-tech or manufacturing companies. Although Public Affairs professionals are often seen as an overhead cost to a corporation—they don't contribute directly to the profit—government affairs is an area where we can negotiate significant savings for our employers. In particular, I have been able to negotiate tax incentives or compromise positions during tax audits that have saved the corporation millions of dollars. As Education Manager, I am responsible for implementing Intel's science, technology, engineering and math (STEM) programs in K–20 education in the state, as well as developing other STEM collaborations locally. I am asked to speak at national education conferences, have joined a couple of national education boards, and have even been on a panel with the

U.S. Secretary of Education. As part of Community Relations, this area covers a number of diverse activities including neighbor relations, the annual United Way campaign, our volunteerism programs—called Intel Involved—and philanthropic grants to local non-profit or education organizations. We also have quarterly meetings of our Community Advisory Panel (CAP), a group of local citizens who come to Intel to hear about what we're doing and to act as our eyes and ears in the community.

Q2: What are the three most important skills you need to do well in this career?

In my position, it is imperative to be able to keep all of the balls up in the air at the same time. This job is not for somebody who feels compelled to finish one task before moving on to the next one. When I leave home in the morning with a mental image of what needs to be done that day, I may not get any further than the end of my driveway before my cell phone rings and I find myself moving in a different direction in response to something that has arisen. I find this energizing, but I know some people who would be frustrated by this constant need to restructure each day's priorities. The field of public relations is all about relationships, so an outgoing personality, an ability to talk to strangers, and excellent networking skills are important. I often need to ask others for help, whether it's a city official who can assist me with a permitting issue or a newspaper reporter who has the ability to edit an article that may not be entirely favorable to the corporation. I don't want to give the impression that this is a one-way street. I also look for opportunities to assist these people with factory tours, an appointment to our Community Advisory Panel, or a silent auction item for a fundraising event.

To Do or Not to Do? There *Is* No Question

Part of your personal time management system should be keeping an ongoing to-do list. While the concept of a to-do list sounds relatively simple, there are a few tricks of the trade.

Before the beginning of each school week, brainstorm all the things that you want or need to get done in the upcoming week. Using this random list of to-do items, assign a priority level next to each one. The A-B-C method is simple and easy to use:

A = must get this done; highest priority

B = very important, but not mandatory

C = would be nice to get done this week, but not necessary

The two factors to consider when assigning a priority level to a to-do item are *importance* and *urgency*, creating four time zones. Use Figure 4.3 as a guide.¹⁵

After you've assigned a time zone to each item, review your list of A and B priorities and ask yourself:

Q3: What is the most challenging time management issue in your job? How do you deal with it?

Public relations is definitely not a job for someone who wants to work 9 A.M. to 5 P.M. A school board meeting may require my presence until 11 P.M., or a telephone conference call with my counterparts in Asia can take place at 6 A.M. Of course, a 6 A.M. telephone call can be handled from my home and I still get a kick out of sitting at home in my pajamas, talking to my colleagues around the world, while my two dogs are sprawled across my feet!

Q4: How important is scheduling in your job?

Scheduling is an important component of my position, and Intel uses online meeting planning for calendar scheduling. At any given moment, my online calendar is up-to-date so that anyone can see times when I'm available for a meeting. Despite this, I sometimes get double or even triple booked, and then I need to prioritize which meeting is most important.

Q5: Is there a time when you didn't practice good time management skills and it hurt you from a career standpoint?

I can't think of a specific example in this category. I'm pretty obsessive about keeping things on schedule but I have learned that, if you miss a meeting, the other attendees assign all of the action items to you in your absence!

Q6: What advice would you give college students who are interested in exploring a career in public relations?

If you are interested in pursuing a public relations career, find a public relations professional in your community and ask that person to spend a little time with you. Job shadowing is a very effective way to see first-hand what is involved. Most of us are extraverts so we're happy to mentor others who have an interest in our field.

Teachable Moment Pose the following question to students: Is a public relations executive a good career choice for everyone? Why or why not?

Chapter Crossover Remind students that they will be exploring careers in Chapter 12 and to keep thinking about their own skills and strengths as they prepare for this chapter.

CREATE A Career Outlook

PUBLIC RELATIONS/ COMMUNITY RELATIONS SPECIALIST

Have you ever considered a career in public relations? Here are some facts about this career to consider and some questions about yourself to ponder.

Facts to Consider

Academic preparation required: a college degree in public relations, communication, journalism, or some related field, along with an internship in public relations or similar work experience

Future workforce demand: Employment in this field is expected to grow at greater than average rates, but competition for entry-level jobs will be high.

Work environment: Public relations or communication specialists focus on building and maintaining an organization's relationship with the public. They work with the media, community members, interest groups, government, and investors, for example. They typically write press releases and speeches for top executives in the company and conduct the research for television special reports, newspaper stories, and magazine articles, often related to the environment, health, or energy. Public relations specialists often work forty-hour weeks, but they may occasionally need to work overtime or even around the clock during times of crisis.

Most common psychological type preferences: extraverted, intuitive feeling, perceiving. Most common types are ENFP or ESTJ.¹³

Essential skills: creativity, initiative, communication, problem solving, and team working

Questions to Ponder

1. Do you have (or could you acquire) the skills this career requires?
2. What would you find most satisfying about this type of career?
3. What would you find most challenging about this type of career?
4. Are you interested in a career like this? Why or why not?

For more information, see U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2006–2007 Edition*.¹⁴

For more career activities online, go to <http://www.thomsonedu.com/collegesuccess/staley> to do the Team Career exercises.



© Getty Images/Photodisc

“Nothing is so fatiguing as the eternal hanging on of an uncompleted task.”

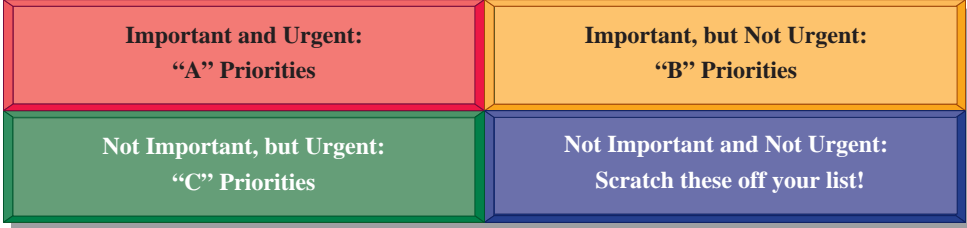
William James, American psychologist and philosopher (1842–1910)

1. **Do any of the items fit best with a particular day of the week?** For example, donating blood may be a high priority task for you, yet you don’t want to do it on a day when you have co-curricular sports planned. That might leave you with two available days in the upcoming week that you can donate blood.
2. **Can any items be grouped together for easier execution?** For example, you may have three errands to run downtown on your to-do list, so grouping them together will save you from making three separate trips.
3. **Do any A and B priorities qualify as floating tasks that can be completed anytime, anywhere?** For example, perhaps you were assigned an extra long reading assignment for one of your classes. It’s both important and urgent, an A priority item. Bring your book to read while waiting at the dentist’s office for your semi-annual teeth cleaning appointment, a B priority. Planning ahead can really help save time.
4. **Do any priorities need to be shifted?** As the days pass, some of your B priorities will become A priorities due to the urgency factor increasing. Or maybe an A priority will become a C priority because something changed about the task. This is normal.

As for those C priority to-do items, scratch them off the list right now. Life is too short to waste time on unimportant tasks. Give yourself permission to focus on what’s important.

Since time is a limited resource, one of the best ways to guarantee a successful college experience is to use it wisely. If you don’t already use these tools on a regular basis, give them a shot. What do you have to lose except time?

Figure 4.3
Time Zones



Emotional Intelligence (EI) Research Daniel Goleman tells us that “emotions that simmer beneath the threshold of awareness can have a powerful impact on how we perceive and react...once the reaction is brought into awareness...he can reevaluate anew.” Students need to understand why they prioritize things as important or not and the implications of their choices before they will make significant change.

INSIGHT → ACTION

Look back at the Time Monitors you completed in an earlier “Challenge→Reaction” activity when answering the following questions:

1. How could the use of a schedule have improved the way you used your time on those two days?
2. How could the use of a to-do list have improved the way you used your time on those two days?

Follow all the advice given in the chapter to this point for the upcoming week. Notice how much more efficient and effective you are with your precious and limited resource called time.

EXERCISE 4.2 So Much to Do—So Little Time

Assume this is your to-do list for today (Monday). Assign each item one of the four time zones described earlier: A, B, C (and strike through any items that are *not* urgent and *not* important). Finally, renumber the items to indicate which you would do first, which second, and so forth.

Start time: 9:00 a.m., Monday morning, during the second week of the fall term.

1. _____ Return Professor Jordan's call before class tomorrow. He left a message saying he wants to talk to you about some problems with your LIT 101 paper.
2. _____ Pick up your paycheck at McDonald's and get to the bank before it closes at 5:00 p.m. this afternoon.
3. _____ Call the new love interest in your life and ask about going to the party together this weekend before someone else does.
4. _____ Visit the Speech Center to get critiqued on your first speech due Friday. It's closed evenings.
5. _____ Call your favorite aunt. She lives overseas in a time zone seven hours ahead of yours. Today is her fortieth birthday.
6. _____ Stop by the Health Center to take advantage of free meningitis vaccinations today only.
7. _____ Listen to the new CD you bought yesterday.
8. _____ Leave a note asking your roommate to please stop leaving messes everywhere. It's really aggravating.
9. _____ Read the two chapters in your History textbook for the in-class quiz on Wednesday.
10. _____ Watch the first episode of the new reality TV show you've been waiting for at 9 p.m. tonight.
11. _____ Write a rough draft of the essay due in your composition class on Thursday.
12. _____ Check with your RA about inviting a high school friend to spend the weekend.
13. _____ Return the three library books that are a week overdue.
14. _____ Call your math Teaching Assistant and leave a message asking for an appointment during her office hours to get help with the homework due on Wednesday. Nearly everyone is confused about the assignment.
15. _____ Go to the campus Athletic Banquet tonight at 6 p.m. to receive your award.

Outline the criteria you used for making your decisions.

Activity Option Make two sets of index cards with the same tasks as listed in Exercise 4.2. Divide the class into two groups and have them decide as a group which time zones to put each task into. At the end of fifteen minutes, have one member of the team report the criteria used to place the cards in the zones to the class, what was eliminated, and what they observed about the different members in the groups. Then give each one of the fifteen cards to an individual student, and have them line up from left to right to indicate how they'd organize the day. They'll likely have to negotiate their positions.

How Time Flies!

CHALLENGE ↔ REACTION

Challenge: What are the most common ways you waste time? What can be done about them?

Reaction: _____

Teachable Moment It is worth taking time to go around the room and have students name the ways they waste time, so students can see how others waste time, and discuss what they can do to stop. It helps when we realize we are not alone!

According to efficiency expert Michael Fortino, in a lifetime, the average American will spend:

- Seven years in the bathroom
- Six years eating
- Five years waiting in line
- Three years in meetings
- Two years playing telephone tag
- Eight months opening junk mail
- And six months waiting at red lights¹⁶

What a waste of time! We can't do much about some of these items, but what *can* we do about other time-wasters? Plan—schedule—organize! Think about the issue of control in time management, and write in examples for the following:

1. Things you think you can't control, and you can't: _____
2. Things you think you can't control, but you can: _____
3. Things you think you can control, but you can't: _____
4. Things you think you can control, but you don't: _____
5. Things you think you can control, and you can: _____

Teachable Moment Remind students that they have control about most everything in their lives. They may not be able to control every situation, but they can control how they respond.

Perhaps you wrote in something like *medical emergencies* for (1). You could have written in *family or friends barging into your room* for (2). For (4), maybe you could control your *addiction to social networking*, but you don't. And for (5), perhaps you wrote in *your attention*. You're absolutely right. But what about (3)? Did anything fit there? Are there things you think you can control, but you can't? Try and think of something that would fit into (3), and then think of creative ways you really could control this situation if you tried.¹⁷

A recent ad for a well-known high-tech company asserts, "You can't control your boss, your workload, your weight, your backhand, your weeds, your dog, your life. At least now you can control your cursor."¹⁸ Actually, you can control more than you think you can control—and if not control, at least manage. Your time, attention, and energy are three of these things. Time-wasters lurk in every corner waiting to steal your scheduled time from you. Watch out! Don't let them spend your time *for* you!

INSIGHT ↔ ACTION

Here is a list of some of the most common ways students waste time. As you read through the list, check off those that occur in your life most frequently.

- | | |
|--|--|
| <input type="checkbox"/> Unscheduled visitors | <input type="checkbox"/> Disorganized workspace/lost items |
| <input type="checkbox"/> Telephone interruptions | <input type="checkbox"/> Inability to say no |
| <input type="checkbox"/> E-mail obsession | <input type="checkbox"/> Lack of focus |
| <input type="checkbox"/> Social networking | <input type="checkbox"/> Moving too quickly |

Procrastination

Haphazard or, worse yet, a complete lack of scheduling

Bad choices

Other people's "emergencies"

If you think time management is a limiting concept, but you checked three or more boxes, perhaps the notion of scheduling is sounding more useful. What actions can you take to deal with the issues you marked?

The P Word. Read Now! ... or Maybe Tomorrow ... or the Next Day ... or ...

CHALLENGE REACTION

Challenge: What are the most common reasons you procrastinate?

Reaction: _____

Picture this: You sit down to work on a challenging homework assignment. After a few minutes, you think, *Man, I'm thirsty*, so you get up and get a soda. Then you sit back down to continue your work. A few minutes later, you decide that some chips would go nicely with your soda and you head to the kitchen. Again, you sit down to face the task before you, as you concentrate more on eating than on working. Ten minutes go by and a nagging thought starts taking over: *Must do laundry*. Up you go again and throw a load of clothes in the washer. Before long you're wondering where all the time went. Since you only have an hour left before your next class, you think, *Why bother getting started now? Doing this project will take much more time than that, so I'll just start it tomorrow*. Despite good intentions at the beginning of your work session, you've just succeeded in accomplishing zip, nadda, nothing.

Congratulations! You—like thousands of other college students—have just successfully procrastinated! Researchers define procrastination as “needlessly delaying tasks to the point of experiencing subjective discomfort.”¹⁹ And according to researchers, 70 percent of college students admit to procrastinating on their assignments.²⁰

You may be in the majority, but alas, in this case, there's no safety in numbers! We're all prone to procrastinate—to put things off until later—from time to time. In fact, in some instances, our society even rewards procrastination: storewide bargains for last-minute holiday shoppers and extended post office hours for income tax laggards on April 15, for example.

But academic procrastination is a major threat to your ability to succeed in college. And procrastination in the working world can actually bring your job, and ultimately your career, to a screeching halt. Plenty of people try to rationalize their procrastination by claiming that they work better under pressure. However, the challenge in college is that during some weeks of the

Emotional Intelligence (EI) Research Extraverted Perceivers focus on the moment, so they are easily taken away from a task. In addition, if one's EI impulse control, problem solving, and reality testing are not strong, it will be very difficult *not* to procrastinate. Students need to develop these EI skills to make the best use of the EP personality type.

Teachable Moment Remember that students need to understand the *why* of why they do things. This is an important “Challenge → Reaction” to debrief. It may be something that students want to share with you one-on-one. Use e-mail and respond to them and then come up with something that will help them “just do it!”



Blend Images

“Things which matter most should never be at the mercy of things which matter least.”

Johann Wolfgang von Goethe, German writer and scholar (1749–1832)

term, every single class will have an assignment or test due, all at once, and if you procrastinate, you’ll not only generate tremendous anxiety for yourself, but you’ll lower your chances of succeeding on any of them.

Before you can control the procrastination monster in your life, it’s important to understand *why* you procrastinate. Think about all the instances in which you don’t procrastinate: meeting your friends for dinner, returning a phone call from a classmate, going to the store. Why are those things easy to do, but getting started on an assignment is difficult until you feel the jaws of a deadline closing down on you?²¹ Procrastinators don’t tend to be less smart or have a definitive psychological type. They do, however, tend to have lower self-confidence and get lost in their own thoughts.²² The reasons for procrastinating vary from person to person, but once you know your own reasons for putting things off, you’ll be in a better position to address the problem from its root cause.

The next time you find yourself procrastinating, ask yourself why. Procrastination is self-handicapping: “It’s like running a full race with a knapsack full of bricks on your back. When you don’t win, you can say it’s not that you’re not a good runner, it’s just that you had this sack of bricks on your back.”²³ In addition to understanding why you procrastinate, try these ten procrastination busters to help you kick the habit.

- 1. Keep track (of your excuses).** Write them down consistently, and soon you’ll be able to recognize them for what they are. Hold yourself accountable. Own your responsibilities—in school and in the rest of your life.
- 2. Break down.** No, not psychologically, though sometimes it can feel like you’re headed that way. Break your project into its smaller components. A term paper, for example, can be broken down into the following smaller parts: prospectus, thesis, research, outline, small chunks of writing, and bibliography. Completing smaller tasks along the way is much easier than facing a daunting monster of a project.

Emotional Intelligence (EI) Research Interpersonal skills are critical for success in college. Well-developed EI has to do with whether or not someone has empathy for others, has a good sense of social responsibility, and relates well with others. But, sometimes a strength can be overused. When a student misses a test because she was comforting her roommate who broke up with her boyfriend, we say that the student has too much empathy that resulted in a negative consequence.

3. Trick yourself. When you feel like procrastinating, pick some aspect of the project that's easy and that you would have to do anyway. If the thought of an entire paper is overwhelming you, for example, work on the bibliography to start. Starting with something—*anything*—will get you into the rhythm of the work.

4. Resolve issues. If something's gnawing at you, making it difficult to concentrate, take care of it. Sometimes you must deal with a noisy roommate, your kids vying for your attention, or something equally intrusive. Then get down to work.

5. Get real. Set realistic goals for yourself. If you declare that you're going to finish a twelve-page paper in five hours as Derek did in the "Focus Challenge Case", you're already doomed. Procrastinators are characteristically optimistic. They underestimate how much time something will take. Make it a habit to keep track of how long assignments take you in all your courses so that you can be increasingly realistic over time.

6. Think positively. Our imaginations can work for or against us. Don't let yours go haywire with thoughts that you're not up to the task or that your professor will hate your paper, so why bother. It has been said that the average person has 65,000 to 75,000 thoughts a day, and that many of these are negative. Don't imagine what can go wrong with your project. Imagine what can go right by getting it done on time and doing it well. Assume the best and you'll find it easier to get started.

7. Make a deal with yourself. Even if it's only spending fifteen minutes on a task that day, do it so that you can see progress.

8. Overcome fear. Many of the reasons for procrastinating have to do with our personal fears. We may fear not doing something perfectly, or failing completely—or even the responsibility that comes with success to keep succeeding. But as Susan Jeffers, author and lecturer states, "Feel the fear, and do it anyway!"

9. Get tough. Sometimes projects simply require discipline. The best way to complete a daunting task is to simply dig in. Become your own taskmaster, crack the proverbial whip, and force yourself to focus on those things that are high priorities, but perhaps not your idea of fun. The thought of diving into that term paper is overwhelming to you, so you're waiting to be inspired. Bah! If you wait for inspiration, you may wait a long time.



“Never put off till tomorrow, what you can do the day after tomorrow.”

Mark Twain, American author and humorist (1835–1910)

10. Acknowledge accomplishment. We're not talking major shopping sprees at Neiman Marcus here. We're talking reasonable, meaningful rewards commensurate with the action completed. Go buy yourself a small treat, call your best friend in another state, take a relaxing soak in the bathtub, or do something to celebrate your accomplishments—big and small—along the way. Acknowledgment, from yourself or others, is a great motivator for tackling future projects.

C CONTROL Your Learning

YOUR TOUGHEST CLASS

Does procrastination enter into the picture when it comes to your most challenging course this term? What impact does procrastination have on your potential success in this course? On your life as a student?

Examine this list of common reasons people procrastinate. Which ones apply to you in your most challenging course? Put a checkmark next to all the reasons that help explain your tendency to procrastinate. For each item with a checkmark, list one thing you can do to control your learning in this course.

- Avoiding something you see as unpleasant
- Wanting to do something perfectly
- Feeling overwhelmed by all you have to do

- Being intimidated by the task itself
- Hoping to avoid responsibility
- Fearing failure
- Fearing success
- Fearing new or added responsibilities
- Not realizing how important the task is
- Reacting to your own internal conflict
- Protecting your self-esteem
- Waiting for a last-minute adrenaline rush
- Just plain not wanting to

Teachable Moment Keep driving home the point that we do have control of most everything and again, we do have total control of how we respond to something. When we fail, we either give up or pull ourselves up and figure out what to do about it.

Chapter Crossover Students should be making the connections between managing time and energy and wellness. Chapter 13 addresses wellness, but it is never too early get students thinking about the connections.

Beyond Juggling: *Realistically* Manage Work, School, and Personal Life

CHALLENGE REACTION

Challenge: How do successful people juggle work, school, and personal life?

Reaction: _____

Your personal time management needs depend on who you are and how many obligations you have. Today's college students are more diverse than ever. Like Derek Johnson, increasing numbers of college students are also parents, part-time employees, or full-time professionals, husbands or wives, community volunteers, soccer coaches, or Sunday school teachers. How on earth can you possibly juggle it all?

The answer? You can't. According to work-life balance expert Dawn Carlson, juggling is a knee-jerk coping mechanism—the default setting when time gets tight and it seems that nothing can be put on the back burner. If you, like millions of others, feel overworked, overcommitted, and exhausted at every turn, you may have already learned that you can't juggle your way to a balanced life. It's impossible.²⁴

Think about it. A professional juggler—the kind you find at a carnival—focuses every bit of his attention to keep all the balls in the air. The minute he takes his eye off the ball for even a second, down it goes. It’s no surprise that you constantly hear people say, “I dropped the ball” with this or that. Not even real jugglers can maintain their trick forever. In fact, the world-record holder in juggling, Anthony Gatto, was only able to keep seven clubs in the air (thrown at least twice without dropping) for a whopping 2 minutes 49 seconds.²⁵ That’s it! So why do we even try to juggle our many responsibilities 24/7? Let’s face it—it’s a losing battle.

Now for the good news. Balance among work, school, and personal life is possible. All of us have three primary areas of our lives that should be in balance, ideally—meaningful work (including school), satisfying relationships, and a healthy lifestyle. In addition to work and relationships, we all need to take care of ourselves. See what you think of these five rebalancing strategies. The idea is you can’t have it all, but you can have it better than you do now.



© Tetra Images/CORBIS

“The trouble with the rat race is that even if you win, you’re still a rat.”

Lily Tomlin, comedian

- 1. Alternating.** If you use this strategy, your work-life balance comes in separate, concentrated doses. You may throw yourself into your career with abandon, and then cut back or quit work altogether and focus intensely on your family. You may give your job 110 percent during the week, but devote Saturdays to physical fitness or to your kids or running all the errands you’ve saved up during the week. Or you save Tuesdays and Thursdays for homework, and go to classes Mondays, Wednesdays, and Fridays. People who use this strategy alternate between important things, and it works for them. An alternator’s motto is “I want to have it all, but just not all at once.”
- 2. Outsourcing.** An outsourcer’s motto might be “I want to have it all, not do it all.” This strategy helps you achieve work-life balance by giving someone else some of your responsibilities—usually in your personal life—to free up time for the tasks you care about most. If you have enough money, hire someone to clean the house or mow the lawn. If you don’t, trade these jobs among family, friends, or neighbors who band together to help each other. Of course, there are ways this strategy could be misused by college students. Don’t even think about outsourcing your research papers by having someone else write them or downloading them from the Internet with a charge card! Warning: This practice will definitely be hazardous to your academic health! In fact, your college career may be over!

Emotional Intelligence (EI) Research Clearly, reality testing is very important to students’ understanding of managing time, energy, and self. Often, students want to have and do it all, and if we can just get them to reflect, use their best intrapersonal intelligence, and understand themselves, they have a shot at being realistic.

“If we did all the things we were capable of doing, we would literally astound ourselves.”

Thomas Edison, American inventor (1847–1931)



- 3. Bundling.** This strategy helps you rebalance your life by killing two birds with one stone. Examine your busy life and look for areas in which you can double dip, such as combining exercising with socializing. If your social life is suffering because of time constraints, take walks with a friend so that you can talk along the way. Do your laundry with your roommate so that you can chat about your classes. A bundler's motto is “I want to get more mileage out of the things I do by combining activities.” Bundling is efficient because it allows you to do two things at once.
- 4. Techflexing.** Technology allows us to work from almost anywhere, anytime, using technology. If you telecommute from home several days a week for your job, you might get up early, spend some time on e-mail, go out for a run, have breakfast with your family, and then get back on your computer. In the office, you use instant messaging to stay connected to family members or a cell phone to call home while commuting to a business meeting. Chances are you can telecommute to your campus library and do research online, check in with your professor during online office hours, register for classes online, and pay all your bills online, including tuition. You can use technology, and the flexibility it gives you, to your advantage to merge important aspects of your life. A techflexer's motto is “I want to use technology to accomplish more, not be a slave to it.”
- 5. Simplifying.** People who use this strategy are ready to cry uncle. They've decided they don't want it all. They've reached a point where they make a permanent commitment to stop the craziness in their lives. The benefit of simplifying is greater freedom from details, stress, and the rat race. But there are trade-offs, of course. They may have to take a significant cut in pay in order to work fewer hours or at a less demanding job. But for them, it's worth it.²⁶

Activity Option The five strategies listed here can help students use real-life techniques to balance multiple things. Write these five techniques on index cards, one per card, and make as many sets as you need so that each student in the class has at least three cards. Hand out the cards and ask students to work in pairs or small groups to come up with real-life examples and solutions for the technique on their card to present to the class.

These five strategies, used separately or in combination, have helped many people who are dealing with work, school, and family commitments at the same time. They all require certain trade-offs. None of these strategies is a magic solution.

But the alternative to rebalancing is more stress, more physical and emotional exhaustion, more frustration, and much less personal satisfaction. If you focus on rebalancing your life—making conscious choices and course corrections as you go—small changes can have a big impact. Work-life balance isn't an all-or-nothing proposition. It's an ever-changing journey. So take it one step at a time.

For more practice online, go to <http://www.thomsonedu.com/collegesuccess/staley> to take the Challenge Yourself online quizzes.

Sensitive Situation You might briefly discuss with your students that it's okay to delegate or ask for help. It is not a sign of weakness.

INSIGHT ACTION

If you feel the need to rebalance your life due to the pressures of managing work, school, family, and friends at the same time, take some time to work through the following Rebalancing Plan worksheet.²⁷

Why do I need to rebalance? _____

What rebalancing strategies will I use? _____

How will I do it? _____

How will I let go of _____?

Tasks that I should completely eliminate: _____

Tasks that I can outsource or give to others: _____

Expectations of others that affect me: _____

Time-consuming possessions or relationships that bring little value to me: _____

EXERCISE 4.3 VARK Activity

Complete the recommended activity for your preferred VARK learning modality. If you are multimodal, select more than one activity. Your instructor may ask you to (a) give an oral report on your results in class, (b) send your results to him or her via e-mail, (c) post them online, or (d) contribute to a class chat.



Visual: Buy a set of adhesive colored dots from a local office supply store. Go through your planner, putting red dots by A priority items, yellow dots by B priority items, and green dots by C priority items.



Aural: Go to the National Public Radio website at www.npr.org and listen to a program that will increase your understanding of time management, workplace skills, or a related subject.



Read/Write: Find a helpful library book on time management skills and summarize three pointers that don't appear in this chapter in a paragraph of your own.



Kinesthetic: Visit a place of work and interview employees about the value of time management skills and specific techniques they use to prioritize their daily activities. Bring your findings to class.

Activity Option Have students develop a five-slide PowerPoint presentation for the class describing the most important thing they learned in this chapter about managing time and energy. On the second slide they must include one challenge that they're facing and on the third, a specific activity they will do to help them manage the challenge. In the last slide they should describe a possible pitfall they may have to completing the activity and what benefit they will derive if they stick to their plan.



NOW WHAT DO YOU THINK?

At the beginning of this chapter, Derek Johnson, a frustrated and disgruntled student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the "FOCUS Challenge Case"?



REALITY CHECK

On a scale of 1 to 10, answer the following questions now that you've completed this chapter.

1 = not very/not much/very little/low 10 = very/a lot/very much/high

In hindsight, how much did you *really* know about this subject matter before reading the chapter?

1 2 3 4 5 6 7 8 9 10

How much do you think this information might affect your college success?

1 2 3 4 5 6 7 8 9 10

How much do you think this information might affect your career success after college?

1 2 3 4 5 6 7 8 9 10

How long did it actually take you to complete this chapter (both the reading and writing tasks)? _____ Hour(s) _____ Minutes

Take a minute to compare these answers to your answers from the "Readiness Check" at the beginning of this chapter. What gaps exist between the similar questions? How might these gaps between what you thought before starting the chapter and what you now think after completing the chapter affect how you approach the next chapter in this book?

To download mp3 format audio summaries of this chapter, go to <http://www.thomsonedu.com/collegesuccess/staley>.