Ok, here we go. Managing your time before it manages you, ok.
"Time Management is the #1 skill that every student should master in college." (Walter Pauk)

Time management is the number one skill that every student should master in college. If you can master your time, you can pass your classes, get the heck out of here, graduate and then go onto a job. Ok, I promise you, it's true, it really happens.
Ok, what is it important? It sets the precedence for you to accomplish everything else so like I said if you can manage your time, you can pretty much do anything with your life, ok. If you're a master of time, you're not a slave to time. Does anybody know what it means to be a slave to time? Does anybody have an idea? Give me an idea?

Student: I'm very much a procrastinator so I'm always [inaudible].

Presenter: And then pretty soon you've forgotten to do something or you're doing something that you put off and then all of a sudden everything around you is in crisis. So you're the slave to that crisis, you're not managing that time, ok. So let's, you know, figure that out. Your success or failure in college depends directly on the use of your time. I'm going to say that again and again and again. Yes ma'am, yeah, they're here somewhere. Thank you. Here you go. You're welcome. So what I'm going to tell you today it's no secret, it's nothing new, it's just reinforcement of stuff you do know that maybe you're just not using it.
Ok, so raise your hand if you're lazy. Raise your hand if you're lazy, anybody else and then what about sidetracks. Can somebody give me things that sidetrack them, somebody from over here?

Student: Facebook.

Presenter: Oh, ok, that seems to be the number 1. What sidetracks you?

Student: Beer Pong.

Presenter: Beer Pong. Beer Pong doesn't sidetrack me. [Laughter]How about you?

Student: I think just about everything.

Presenter: Everything, just college life.

Student: Anything that's not homework sidetracks me.

Presenter: Ok, ok, anybody else, anything that's different that nobody else said, that you would share with a group. No, ok. Procrastination, who procrastinates? I think every human on the planet procrastinates, ok. Daydreaming? What happens if we get burnt out or if we get tired, we tend to daydream more because we're just exhausted and we just kind of stare off into space and the professors talking and we're out somewhere else. So we do it to ourselves, ok.
Ok, so we want to try tonight to talk about mastering our time, scheduling time to gain time. We're going to talk about principals of scheduling, types of scheduling and scheduling with a job. Some of you, who has jobs? Who in here is working as well as going to school? Just one of you, two of you, ok. How many hours do you work?

Student: 20.

Presenter: Twenty ok, that's a good amount, ok, and then we'll teach you how to save time and how to get things done.
Ok, so the first thing you have to do is set a goal, ok, but you can't say I want to graduate college that's my goal, because that's a big, you know, it's an out there goal. You need to start in smaller goals like a goal could be I'm going to go to class. I'm going to go to every class this week, ok. I'm going to get up on time to go to every class this week. I'm going to complete every assignment this week. Those are goals. Good goals that stack up and then you accomplish the large goal. So if you start up here, I'm going to graduate college and then you narrow it down to I'm going to go to class every week or I'm going to finish every assignment, ok. So start thinking about that, start thinking about what your goal would be and then you've got to set a plan, ok. So a plan would be I'm going to set my alarm clock every morning and I'm not going to hit the snooze button, ok, or I'm not going to stay up until 4:00 a.m. and I'm going to go to bed at midnight maybe or 10, so something that works for you so that you want to get up in the morning, ok, and goal setting is student power, student power is adult power because we're all supposed to be acting like adults now, ok. So to accomplish a goal you have to see it, you have to write it down, you have to see it or you have to type it, you have to see it. So something I use for my weekly schedule. I'll use this and then for my semester, weekly and semester schedule I'll use this and I've got some up here if you guys decide you want them, ok. But your goals have to be specific, it cannot be I want to graduate college because that's a given, that's why you're here, right, hopefully.
Ok, so planning, everything that comes to mind put it on paper so most people will commit to something if they've written it down, ok, not if it's just floating around in your head, ok, so write it down and you can even write steps. It could be as simple as I will set my alarm, I will get up, I will not hit the snooze button, etcetera, ok, and then select those that would lead directly to your goal because you're going to write stuff down that maybe doesn't make sense or is not achievable, ok, and then list all potential obstacles. There should be some names in the potential obstacle category, people that pull you away from doing these things or people who behave the way you're behaving now but maybe you want to change that behavior, their name might be in that column, ok, and, or some activities might be obstacles in that column and then get as much feedback. Do you guys visit your? How often do you visit your academic advisor?

Student: Whenever I'm required to.

Presenter: Whenever you're required, just once a semester? So do you have your plan figured out and you don't need their help or? Do you even know who they are?

Student: No.

Presenter: No, okay. Everybody who said no I don't know who my advisor is write on something that I need to visit my academic advisor. What if you're taking the wrong classes? Then you're going to be here even longer. I mean, I know its fun but you've got to graduate at some point, ok. Finally, put it all together to make it visible. I'm going to stress it over and over and over again, write it down. Write things down. It has to be visible or you won't do it.
Ok, taking action requires discipline. You guys are cracking up at me but you really have to say you're going to do it and you have to do it and at some point, you're all going to decide to do it, ok. It doesn't happen in our freshman year and it doesn't usually happen in our sophomore year but pretty soon we decide that there are things we want to do and we want to get out of here, ok, so if you identify a task. Everybody start say Sunday night, sit down and write out what you're going to do next week, write it all out and then start Monday with a new plan, ok, and just do it. No action equals zero results, ok.
Ok, I'm going to bring all these in you guys, sorry. So right now, we're doing things, you know, we're just getting by, we're doing whatever we're doing and those are habits. So if you want to make new habits you've got to write them down and you've got to just try it, just try it. Try it for a week and see how it went. I asked students to write things down like on a to do list, a weekly to do list and then I have them mark off anything they've accomplished and sometimes just doing that, that sense of accomplishment seeing how much they've gotten done makes them feel, you know, pretty good and then they start getting into it and they start doing it every week, every week and then next semester they no longer need my help and they're just, they're scheduling their own time and they're doing it fine. So try it. Does anybody do that now, make a daily to do list, weekly to do list? Do you? Does it work for you? Yeah. It probably does because you're here on your own, you're here at the time management. I believe you. Good.
Ok, this is an average student that sleeps 7.7 hours per week, ok, and that would be great. Imagine how healthy you would be. Imagine how you would feel, ok, so who in here has 18 units?

Student: 17.

Presenter: 17, that's 17 hours of class time. Is it 18 or more? 18, that's 18 hours of class time, ok, so you're right about here, ok, so if you sleep 7.5, 7.7 hours a night and then you have your 18 unit classes, you know, 18 units of class, you should be studying for 19 hours a week, ok. Do you like your grades?

Student: [Inaudible].

Presenter: Ok? Do you study more than 19 hours a week? Well that's excellent. Maybe, are you studying? Why so many hours in one day?

Student: [Inaudible]. Ok, when did you start working on those? [Inaudible].

Presenter: Did you really? Ok. How many pages were they each?

Student: One was 5 and one the other 5.

Presenter: Ok, ok, all right, if you would have started 2 or 3 weeks out you wouldn't have had to kill yourself yesterday. Ok. It's true I swear, ok, and then meals. We all have to eat and I hope you're all eating and I know none of you are getting enough sleep over here. Are you girls getting enough sleep? No. Ok. Are any of you getting enough sleep?

Student: No.

Presenter: No, ok, gosh you guys. You've got to take care of your bodies. If you don't take care of your body, your mind is nothing. Ok, so that leaves you 70 hours, we've already taken out the sleep component here. That leaves you 70 hours to do other things. Ok, so you have 70 hours to hang out with your friends, do whatever you're going to do with your friends. So, you could study more, you could take on a job. There are so many things you could do with those 70 hours. Ok, so maybe sit down and figure out how long you're sleeping, what your class times are, your meal times and then try to figure out realistically how long are you studying or doing homework or whatever you're doing, researching for papers, ok. Do it like this and know that there are 168 hours that you can use, ok.
Eliminate dead hours. You can make each one of those 18 hours that you're studying actual useful hours, productive hours so you can go hide somewhere in the library or you can put on your headphones and not allow interruptions and get optimal study time if you want to, ok, and research shows if you're studying at night it takes you an hour and a half to learn something that you could learn during the day in an hour because your brain is totally worn out and you're tired. So if you do your studying, if you treat your college situation like 8-5, like an 8-5 job, you'll do a little better retaining the information. You have a question.

Student: I was going to say, 11 1/2, I thought it said 11 [inaudible].

Presenter: Oh, I know I need to move it over, so yeah it's one and a half hours, so thank you.

Student: Well, I mean that kind of, during the daytime you have a lot more activities that can sidetrack you and at night no one bothers you and [inaudible].

Presenter: So it's better for you at night, ok, now in your living situation do you have, do you have a roommate, I mean?

Student: Two.

Presenter: Two roommates. Now do they leave you alone if you need to study?

Student: No. [ Laughter ]

Presenter: Are they there all night?
Presenter: Are they there at night?

Student: Yeah, they're there all the time.

Presenter: Ok, what about during the day? What about studying when they're off at class? Then it would be silent.

Student: I mean I do more [inaudible] than most of them [inaudible].

Presenter: Ok, oh good. So just think about that. Try to schedule your study time when no one's around or, you know, when it works best for you. Be selfish. Be selfish with your study time, ok, and prioritize. Of course we do the most important thing that we've procrastinated, we do that first but maybe don't procrastinate it, spread it out, you know, over a time span, ok, and then know your sleep pattern. I had a student tell me that he only needs 4 hours sleep a night then I checked his grades. Guess what? He needs more than 4 hours. He thinks he's doing fine but so just know your body, know yourself, ok. We could benefit from more sleep than we're getting. Are there any questions? Anybody want to comment?

Student: What was his GPA?

Presenter: Well, he might be visiting me next semester because of academic probation. The question was about GPA, sorry, so, you know, if he wants to go to grad school he might have some serious repeating to do, so.
Ok, so we talked about, I showed you my schedules over here. A master schedule, this is the entire semester. We print these in this department every year so if you guys want to come steal one. You can put every single assignment, every paper, every test, mid-term, whatever, you can put it on this and then if you hang it somewhere in your apartment or wherever you're living, if you hang it somewhere where you can see it, like maybe in your bathroom next to the mirror when you're brushing your teeth or on your, near the door when you head out the door, you can see when your bad weeks are going to be, you can see when your good empty weeks are going to be, you can see when your good empty weeks are going to be and if everything's written down you tend not to forget, ok. Does anybody use something like this right now? What do you use? Pardon me? Oh, you do have something like this. It helps, doesn't it, to know what's coming and what to dread. That's what I use it for, the weeks to dread. Here's a weekly schedule. Some of you have planners. I know he's using his PC, no it's not a PC, his Apple. He's using it with a calendar, he's got it up, so that looks nice. Does somebody use something else? Ok, yeah that works. That's a really good idea. Dry erase board, that was the suggestion. So some people use, like I have a Gmail account and there's a calendar in there, I can use that and then I can set up e-mail reminders that come to me and then some people use their telephone, their Smart Phone, is that what you're using.

Student: Yep.

Presenter: Yeah, and then it can set off an alarm but set the alarm time far enough in advance that it's not oh you have a paper due in two hours or whatever, you know what I mean, yes.

Student: [Inaudible], you know Ben has a calendar [inaudible] sync up with the calendar on the phone or [inaudible] sync up with my calendar on here so whenever he makes a change on his computer [inaudible].
Presenter: Is that Google calendar?

Student: Yes, Google calendar.

Presenter: Does that have something to do with Gmail or just Google?

Student: Well the University mail has a built in calendar and [inaudible].

Presenter: And you can sync it to your phone?

Student: And you can it automatically update based on the calendar that somebody else is using.

Presenter: Ok, did you guys here that online? You can use Google calendar from your CSU portal account and sync it to a phone. Cool. That's something new I just learned so thank you. I'm going to try it. Ok and then an assignment oriented schedule. Some people do that. I just do the weekly and the entire semester over there and then a daily schedule. A lot of people write daily to do lists and that's a good thing, you know, if you have to go over to the Health Center, meet with your advisor, appointments. If you have it on a sheet of paper, you can check it off and just seeing it, if you keep seeing it, you tend not to forget. Do you guys have any questions over here?

Student: Not yet.

Presenter: Ok, not yet. You're probably all doing this already. Ok, any questions anybody. No.
Ok, I think what two of you had jobs in here. Is that a nightmare scheduling your hours for work with school?

Student: Not really.

Presenter: No. But you must, how long have you been employed?

Student: For a while.

Presenter: For a while. So you must be doing something right because you're still employed. So you must be able to schedule your time. Now did working impact your studies at all?

Student: No.

Presenter: No, ok. Are you working on campus or off campus.

Student: Both.

Presenter: Both, ok, so do you have to drive to work for any of your?

Student: For one.

Student: Ok, and that's ok, no problems with that. Ok. So yeah for those of you who aren't working, do consider your time management skills right now and then if you want to add a job to that seriously ask yourself can I do this, ok. Before you bury yourself, so be prepared, ok.
So your success is up to you. It's not up to anybody else because now we're at college, we're adults, the instructors aren't going to be nagging us to turn things in. It's all up to you. Ok, I frequently give this talk to freshmen and we talk to them, they've just come out of high school and in high school most of the teachers would remind you of due dates and they'd kind of nag you. Well now, they've gotten to college and the instructor gives you a syllabus and, you know, they just turn you loose. So it's really new for them having to be responsible and remember things when nobody's remind them, ok. Are there any questions? Is there anybody I can help, anybody who's really having a hard time with time management? Yes ma'am.

Student Question: Well, I have a son in kindergarten and a family that I've got to cook dinner for. I've got to do the grocery shopping, I've got to take him to school in the morning and pick him up and it's really, I feel like I spend so much time in the car, you know, I would have this uninterrupted amount of time except sometimes it takes him a half an hour, you know, to get ready or whatever. I feel like I'm constantly like, you know, oh, I was going to study for an hour but then I ended up stuck in traffic so now [inaudible] half an hour, so that's not enough time to do anything so I just find something else to do and put it off.

Presenter: Ok, I have to repeat a question. Ok, her question is she has a child that she has to drive to and from daycare or school and she's a student so what does she do to recoup that driving time. Now are any of your, like the reading your doing for classes, could you read and record yourself and then listen to the recording in the car?

Student: Maybe.

Presenter: Ok, that's an idea. Especially if you read to record yourself and then you read right before exams because then the information is there again, ok. What, how long is your commute?

Student: It's not very long but sometimes the traffic is kind of in a tight spot so sometimes it only takes, you know, 7 or 8 minutes and sometimes it can take up to half an hour.
Presenter: Ok, so I would suggest the reading to yourself, you know, recording and then I would suggest 3 X 5 cards because then if you're stuck in traffic you can run through those cards and it's not any wasted time. Ok, that's the two things I would try. So, ok, anything else, anybody else. Yes. That's good, sometimes carpooling was suggested, carpooling's hard with children, you know, that's the only thing unless you know someone who has a child going to that exact same school or whatever so that's.

Student: [Inaudible] list of like the different parents and stuff that you can contact.

Presenter: Yeah but I bet she's the only student in that class, you know what I mean. They're all going to jobs I'm sure and she's a student, so, yeah, I've been that person. What did you say? No, ok, I'm sorry, I thought you were adding to it. Any other questions, yes.

Ok, her question is should she study for 3 hours or should she study for an hour and take a rest. Studies show that you can only study 45 to 50 minutes and you have to get up. You have to get up and circulate the blood in your body, re-oxygenate your body to wake yourself up, so study for 45 to 50 minutes, get up, walk around and then you can go back to studying because if you don't, if you sit still you'll just go to sleep. Ok, so get up and go to the refrigerator, get up and walk outside or just something where you circulate the blood in your body. Ok, other questions. Anybody? You guys are all set to go. You're going to go write to do lists on Sunday and then starting on Monday, you're going to be a whole new person. Yes.

Student: What general suggestions do you have [inaudible]?

Presenter: Do you really want those? Do you guys, at the fraternity; they want to know some general suggestions to make them more productive. At the fraternity, do you have set study hours at all?

Student: Yeah.
Presenter: And do you all leave the house when you're supposed to be studying so you don't have to do that? The truth.

Student: [Inaudible] library I think.

Presenter: Oh, at the library I think. Ok, you should get the guy in the house that has the best grades, ok, and he should work with the guy who has the worst grades and they should come up with a study schedule or with some ideas that'll work for your group, ok, you know, and because one will be pushing for really hard core studying and one will be like that will never work and then you'll come to a medium, you know, a medium point and then come up with something that works for the house but it can't be only one study time you've got to put in a couple times, different times, because everybody has a different schedule, ok. And help each other. I mean you're helping each other right now.

Student: Because I take a class with another person in the frat and we were studying for a test last night [inaudible].

Presenter: Ok, so you do have study groups?

Student: It's not like mandated study hours.

Presenter: Yeah, you don't have to make it mandated because then that makes it, nobody wants to do that. Don't make it mandated just kind of offer it and pretty soon the more serious or maybe the people who are starting to become seniors are going to start buckling down and really studying and they'll start doing it and maybe set examples for your younger members. Ok, it's not a bad idea. Any other suggestions or questions? So things are working for you? Things are working for you, ok. Is anybody thinking about grad school already?

Student: [Inaudible].
Presenter: But you're thinking about it. Grad school requires a GPA.

Student: Of what [inaudible].

Presenter: Yeah, they want 3.0 or higher and then they're going to look at other things so if you really partied and had a great time in your freshman year, maybe your sophomore year and you tanked your grades, that grad school might be harder to get.

Student: Do grad schools like to prefer grades or do they like to prefer activities and work experience [inaudible]?

Presenter: Well most of them, the very first line is a required GPA of [inaudible].

Student: Is that [inaudible] though?

Presenter: Yeah. So start thinking about that and maybe take some classes to replace those bad classes, you know, for forgiveness. You can do that.

Student: [Inaudible] two now?

Presenter: It's two.

Student: But after that [inaudible].

Presenter: Yeah, so just think about that, ok. Yeah, grad schools serious stuff so. Any questions over here? Anybody thinking about grad school over here?
Student: Credentials.

Presenter: Who knows? Yeah the credential I know they have requirements.

Student: Especially the concurrent programs.

Presenter: Yeah. So no other questions? Yes.

Student: [Inaudible], I read that their setting a new policy because like to kind of get rid of the super seniors where after like 100 units you have one semester to graduate before you get kicked out of the school. Do you know anything about that?

Presenter: He's asking about super seniors and the new rules. I don't know the exact number of units but they are changing the rules so that they can shoo super seniors out sooner.

Students: [Inaudible].

Presenter: Yeah, because there's no room for the incoming freshmen [inaudible] they've reduced.

Student: [Inaudible] multiple majors or [inaudible].

Presenter: I honestly don't know, you need to see your advisor, yeah. So and all of that's going to change. I think the changes are in the works right now.

Student: Ok.

Presenter: That's what we're hearing, so, ok, any other questions, guys. Could you please fill out the yellow form for me everybody, fill out the yellow form, ok, and then just turn it in when you leave and the folks at home could you please fill out the survey available online and thank you for listening.