

Time Management

Amanda Catron, Office of Graduate Professional Development
Wednesday, August 5, 2020
2 p.m. – 3 p.m.

What do you expect from this workshop?

Learn the best way to make
a schedule in grad school

Focus on having time
for self-care



Design a calendar for a semester
of assignments

Scheduling “tips and tricks”

Plan for good work/life balance

Learn time management “secrets”

The Agenda

- Debunking time management/balance assumptions
- Creating a schedule and keeping it
- Setting goals
- Suggestions from current doctoral students
- Self-Care and Radical Acceptance

YOUR TIME MANAGEMENT

The Truth

Time cannot be controlled.



This must be radically accepted.

YOU are the one you've
been waiting for



Only YOU have the
power to control what
you spend your time
doing

Debunking the Work/Life Balance Myth

Your activities will never be
“balanced”

The split will never be “equal”



Nobody can completely “unplug”

There will often be urgent calls/emails

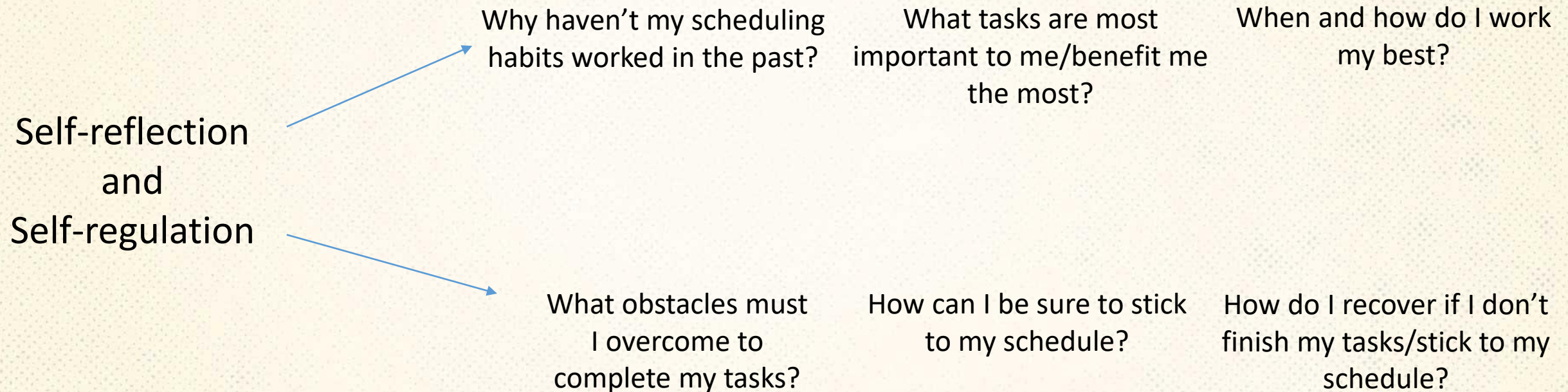
Reframing to “harmony” or “integration”

What does work/life harmony look like?



Ong, H. L. C., & Jeyaraj, S. (2014). Work-life interventions: Differences between work-life balance and work-life harmony and its impact on creativity at work. *Sage Open*, 4(3), 15-36.

How do you reach work/life “harmony”?



CREATING A SCHEDULE

Creating a Schedule

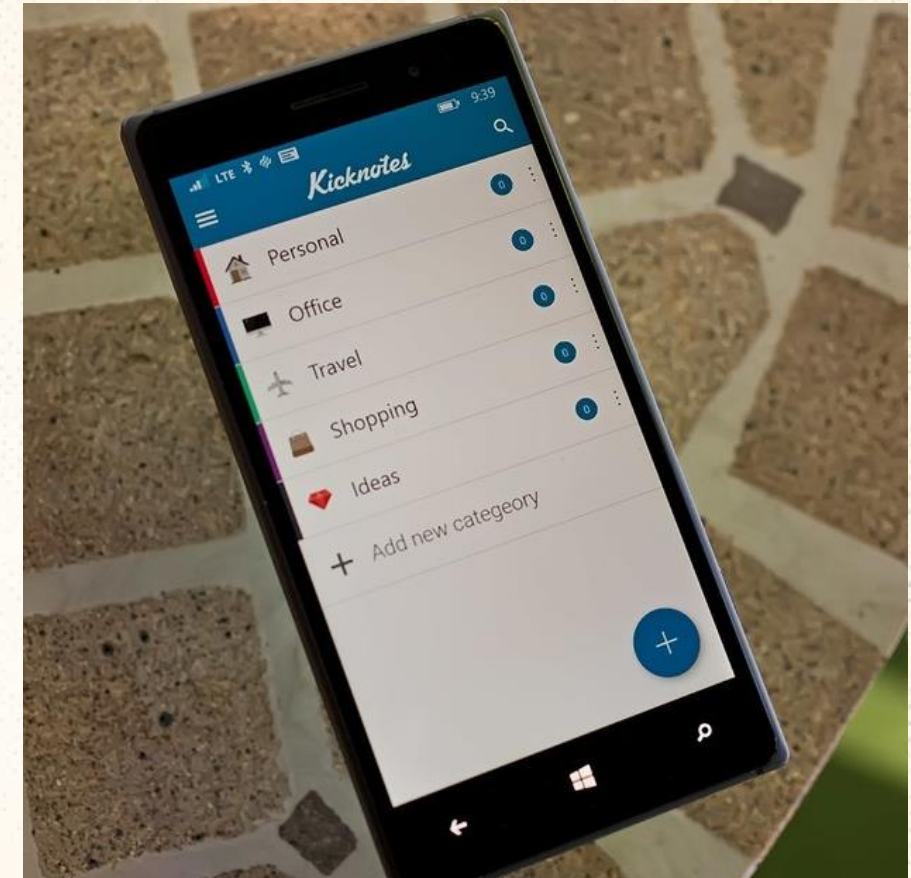
Helpful Tools:

- Time management apps
- Digital calendars
- Planners
- Desk calendars
- White board calendars
- Etc.

Experiment and see what works for you!

Kicknotes

Cozi, Outlook, Google Keep, Notebook



Creating a Schedule

Experiment!

Schedule everything?

Or

Productivity blocks?

Free time?

Or

Something else?

Set goals.

Write down a
deadline.

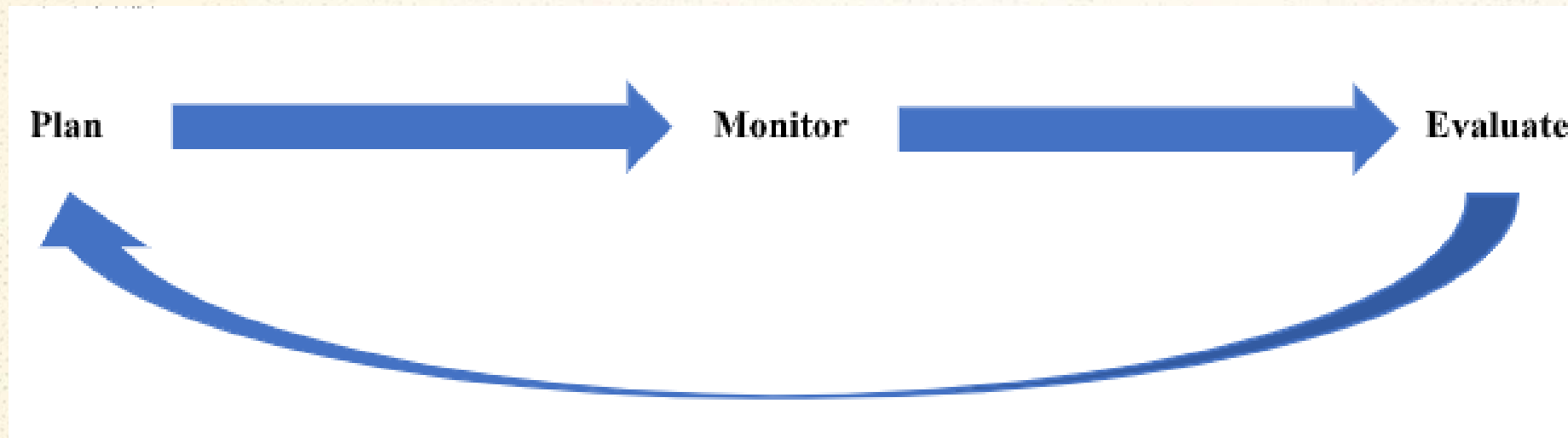
Celebrate when
goal is reached.

Overestimate how
long a task will take.

Underestimate how
much you can do.

If it's not
working, try
something else!

Self-Regulated Learning



If it's not
working, try
something else!

Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of educational psychology*, 80(3), 284-290.

Helpful Tips for Scheduling

Skip the to-do list.

Try to avoid distractions. Especially social media and email



Create boundaries for interrupting tasks.
Define “urgent”. Define “emergency”.

Self-Care!

Example: You CANNOT train yourself to need less sleep.

Lower productivity
Perfectionism DESTROYS
Productivity
no, lower.

Saying No

Goals



Boundaries

Maffett, J. (2013). *The Art of No*.
Huffpost.com. Retrieved 17 May
2020, from
https://www.huffpost.com/entry/the-art-of-saying-no_b_3645790.

SETTING GOALS

Setting Goals

Set a goal for Fall semester

What are the steps
that lead to you
achieving this goal?

Set small, medium,
and BIG goals.



Dr. Alison Miller, The Dissertation Coach
<https://ufl.zoom.us/rec/play/uMUolbj9-D83TtOSsgSDAvcsW9TrLP-s0CMZqPFcmUmyV3gFZAbyNLIQY-cYYIaWpCeYbxd8AGvtIWZL>

Setting Achievable Goals

S	Specific	What will be accomplished? What actions will you take?
M	Measurable	What data will measure the goal? (How much? How well?)
A	Achievable	Is the goal doable? Do you have the necessary skills and resources?
R	Relevant	How does the goal align with broader goals? Why is the result important?
T	Time-Bound	What is the time frame for accomplishing the goal?

SMART Goal!

“I want to learn more about my research topic.”

Specific: I want to increase my understanding of self-regulated learning.

Measurable: I want to read 2 articles a week about self-regulated learning to improve my understanding of the topic. I will include this articles in my annotated bibliography.

Achievable: To achieve this goal I will need to find more articles on this topic. To do this, I will use Google Scholar and seek help from the education librarian to find more articles.

Relevant: This goal is important to me because I plan to include this concept as part of my research.

Time-Bound: I will read two articles on this topic by Friday every week until fall semester ends.

KEEPING A SCHEDULE

Overcoming Obstacles

1. Overscheduling
2. Underscheduling
3. Interruptions/Distractions
4. Lack of Task Prioritization
5. Garden Paths
6. Procrastination/Perfectionism
7. Fear of Failure



Overcoming Obstacles

It doesn't matter
how nice your
planner is if you
don't use it or
follow it.

Don't know your obstacles to be able to
overcome them?

An experiment: write down your entire
schedule one day (down to the minute).
What do you spend the most time doing?



Othman, K. (2017). *8 Barriers of Time Management*.
LinkedIn. Retrieved 16 May 2020, from
<https://www.linkedin.com/pulse/8-barriers-time-management-kurdo-othman/>.

Schedule Failure Recovery

You are going to drop the ball.
It's inevitable.

You are going to underestimate task length to completion

You are going to focus on the things you didn't do

You are not going to be motivated everyday.



Practice makes
~~perfect~~ better

Negative bias is real.
Practice gratitude.
Celebrate small victories.

Can't get started?
Start in the middle.

Still can't start?
Promise yourself 5 minutes of work.

SUGGESTIONS FROM CURRENT DOCTORAL STUDENTS

Suggestions from Past/Current Doctoral Students at UF

1. Make sure you know, even before beginning, *why* you are here. In times of difficulty, remind yourself of the bigger picture.
2. Organize yourself to find key information, quotations, and citations fast (especially for comps/quals)
3. Set timers for breaks and timers to go back to work. Set calendar alerts for big assignments.
4. Don't try to re-invent the wheel in teaching (use a previous TA's resources) and for difficult concepts, don't bang your head against a wall trying to figure something out- ask for help!
5. Create a system where you can see and celebrate your productivity.
6. Be mindful of your waiting time (do you need this time to rest or be productive?)
7. Cooking/eating/snacking/grocery shopping take time! Plan meals, make a grocery list, have groceries delivered, whatever helps!
8. If you're a procrastinator, work on two tasks at once. When you want to procrastinate the current task, switch to the other!

Be Your Own Advocate

If you are finding the PhD hard, that's okay.

If you are being bullied or are getting sick because of the PhD, that's not okay. Seek help.

A PhD should be hard like climbing a mountain, **not** hard like being hit with a stick.

Accommodations through the Disability Resource Center (DRC) can change your entire student experience.

<https://disability.ufl.edu/>



<https://researchinsiders.blog/2019/03/27/should-a-phd-be-hard/>
<https://www.insidehighered.com/views/2019/11/27/downsides-always-encouraging-students-be-resilient-opinion>

TAKING TIME FOR SELF-CARE

Who Cares about Self-Care?

Down Time =

Increased Productivity

Decreased Burn-Out



What Might Stop Me from Spending Time on Self-Care?

Cultural attitude that RELENTLESS labor is better than a “balanced” life

Cultural attitude that External Measures of Success > Internal Measures of Success

Cultural attitude that if you would just WORK HARDER you could achieve anything

Department/University/Higher Education Culture



Taking Time for Self-Care

There will ALWAYS be more to do (and read and write and plan and...). And that's okay.

Don't Wait! It's not going to get easier after grad school, it might get HARDER.

Taking time to self-care/have down time/rest does NOT come naturally to everyone.

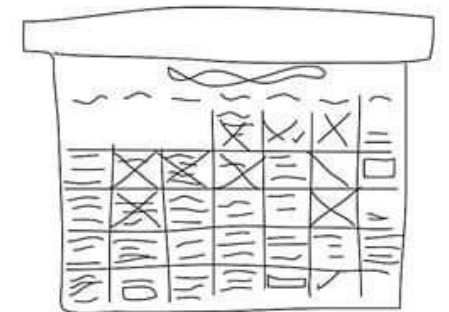
It's okay if you must force yourself to take time off.

Radically accept:

you might never not feel guilty when not working
but take time for self-care anyway.

i measure my self-worth
by how productive i've been
but no matter how hard i work
i still feel inadequate

productivity guilt - rupi kaur



Radical Acceptance

- Radical means all the way, complete and total.
- Accept reality is as it is (the facts about the past and the present are the facts, even if you don't like them).
- Stop fighting reality because reality is not the way you want it. Let go of bitterness.
- Rejecting reality does not change reality.
- Rejecting reality turns pain into suffering. In life, pain is inevitable, **suffering is optional**.



Robins, C. J., & Schmidt, H. III, & Linehan, MM (2004).
Dialectical behavior therapy: Synthesizing radical acceptance
with skillful means. *Mindfulness and acceptance: Expanding
the cognitive-behavioral tradition*, 30-44.

Campus Resources for More Help

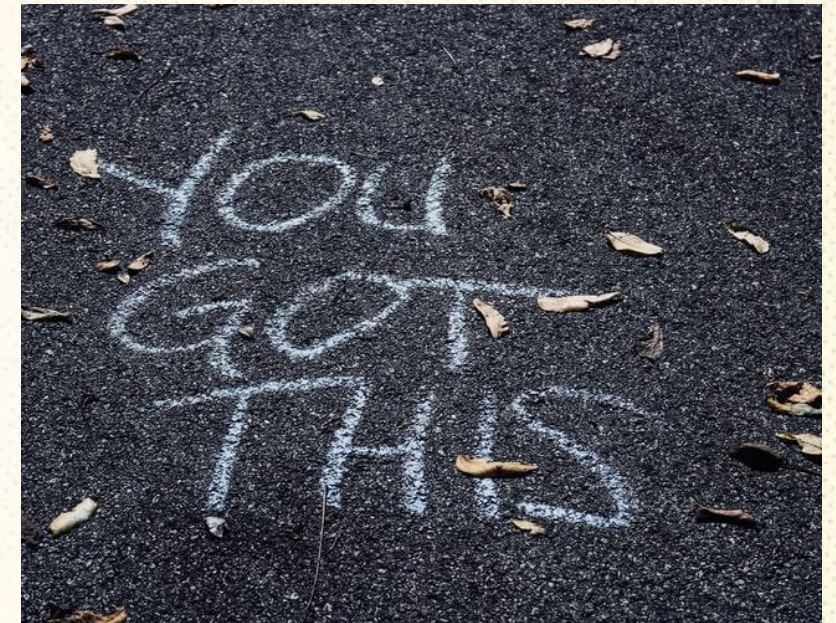
Disability Resource Center (DRC): <https://disability.ufl.edu/>

GatorWell: <https://gatorwell.ufsa.ufl.edu/services/wellness-coaching/>

Counseling and Wellness Center: <https://counseling.ufl.edu/>

OGPD Office Hours: <http://graduateschool.ufl.edu/about-us/offices/division-of-graduate-student-affairs-dgsa/professional-development-ogpd/ogpd-office-hours/>

Upcoming and Recorded Workshops from OGPD:
<http://graduateschool.ufl.edu/about-us/offices/division-of-graduate-student-affairs-dgsa/professional-development-ogpd/professional-development-workshop-series/>



Online Resources for More Help

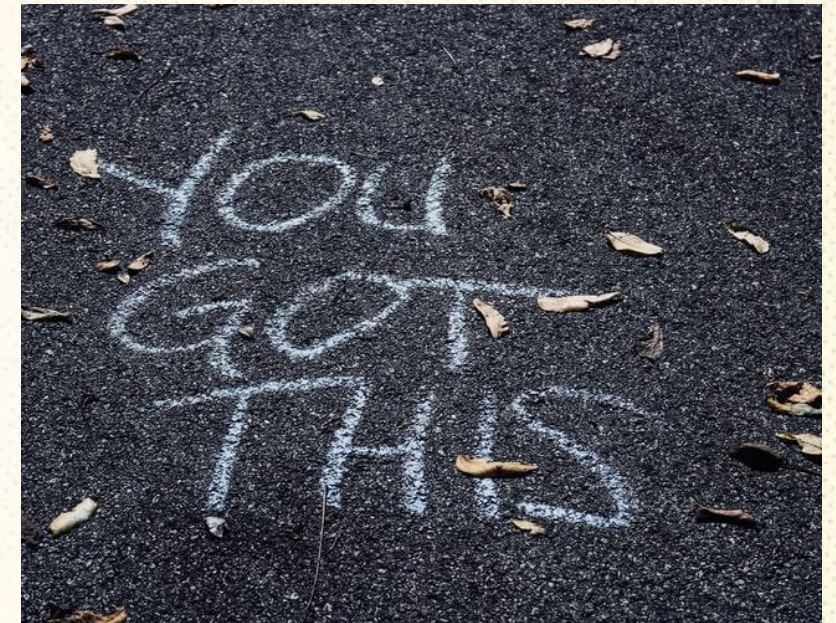
NCFDD: <https://www.facultydiversity.org>

Beyond the Professoriate: <https://beyondprof.com/upcoming-events/>

LinkedIn Learning: <https://www.linkedin.com/learning/>

Dissertation Facebook pages and sites like “[The Dissertation Coach](#)”, “[The Academic Society](#)”, and more

(note: not necessarily endorsed by UF).



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Taking Control of Your Time and Managing Leisure Guilt

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Wednesday, August 5, 2020
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Questions?
Reactions?

Contact: catron@ufl.edu