

Carnegie Mellon University

Academic Coaching

Time Management, Motivation & Mindset

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Overview

1. Student Academic Success Center
 - a. Mission and Programs
2. Multi-tasking
3. Motivation
 - a. Stress
 - b. Taking Effective Breaks
4. Time Management
 - a. SMART Goals
 - b. Backcasting & Time Blocking
 - c. Eisenhower Matrix
5. Procrastination
 - a. Types & Approaches
6. About Us



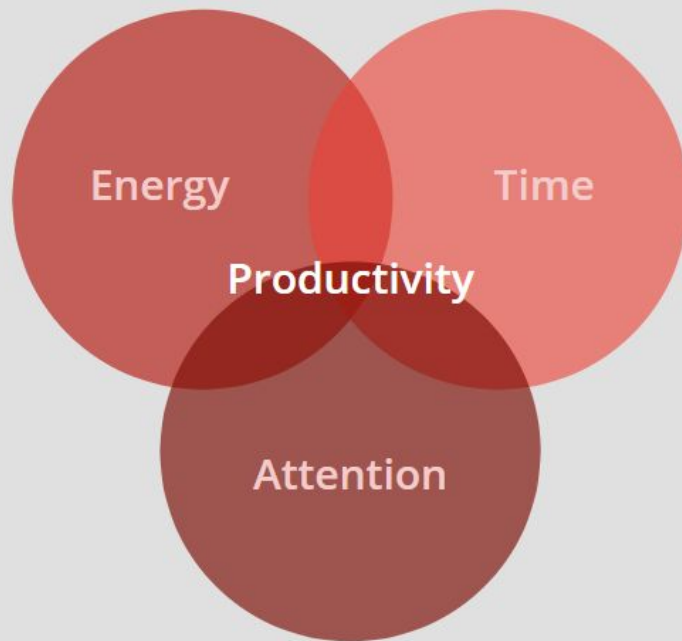
SASC | ZOOM SESSION TIPS

- Please use the chat or unmute to ask any questions or share comments.
 - You may send a chat to one of the leaders if you would like it to be private.
- Please have something on which to take notes: a pencil and paper, a document on your computer, etc.
- If you feel comfortable, turn on your camera and pick a favorite video filter (Studio Effects are fun)!
- Take a few deep breaths, know that we are here for you and we look forward to engaging with you!

SASC | Values

Working with students to find and implement their conditions for success

- Student-Centered
- Equitable
- Data-Driven
- Holistic & Coordinated
- Positive experience



Activity | Multitasking

Activity | Multitasking - Part I

Write out the letters of **CARNEGIE MELLON** and numbers **1-15** in alternating positions as fast as you can.

C	
1	
TIME:	

Select your time in the poll!

Activity | Multitasking - Part I



Write out the letters of **CARNEGIE MELLON** and numbers **1-15** in alternating positions as fast as you can.

C	
1	
TIME:	

Select your time in the poll!

Activity | Multitasking

Please select the time range that corresponds to your results and type the corresponding letter it in the chat.

A: 0 to 6.5 seconds

B: 6.6 to 12.5 seconds

C: 12.6 to 18.5 seconds

D: 18.6 to 24.5 seconds

E: 24.6 to 30.5 seconds

F: More than 30.5 seconds

Activity | Multitasking - Part II



Write out all of the letters of **CARNEGIE MELLON** *first* and then all of the numbers from **1-15** as fast as you can.

C	CARNEGIE MELLON
1	123....
TIME:	

Select your time in the poll!

Activity | Multitasking

Please select the time range that corresponds to your results and type the corresponding letter it in the chat.

A: 0 to 6.5 seconds

B: 6.6 to 12.5 seconds

C: 12.6 to 18.5 seconds

D: 18.6 to 24.5 seconds

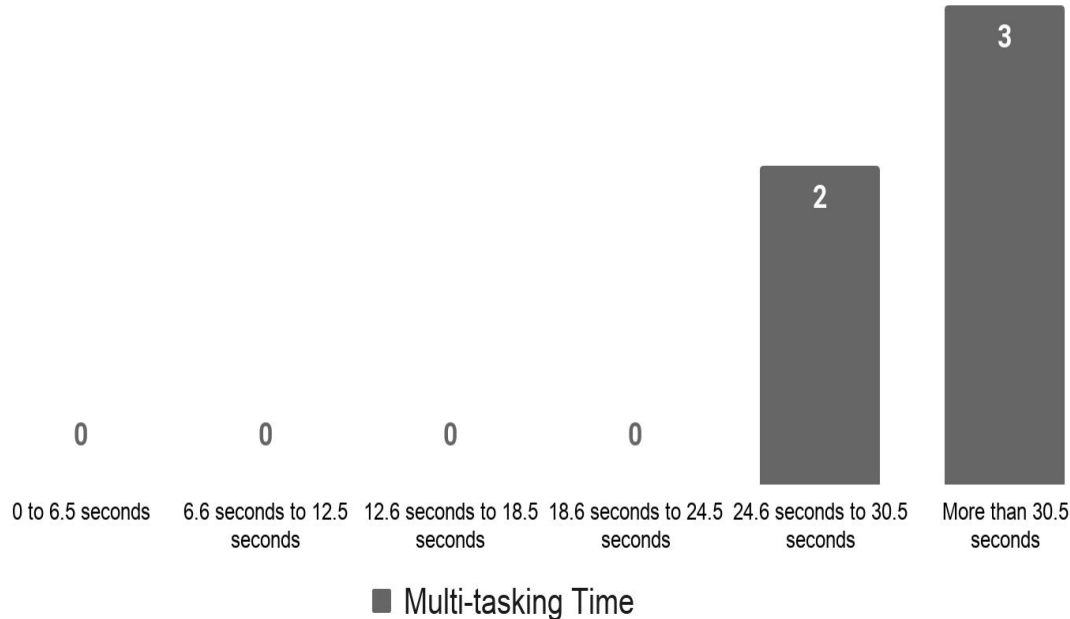
E: 24.6 to 30.5 seconds

F: More than 30.5 seconds

How did your times compare?

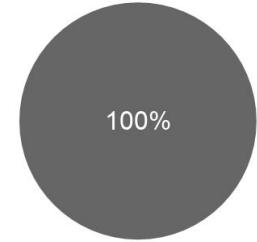
Multi-tasking - Part I Results

Multitasking Increases Time to Complete, Increases Stress, Reduces Quality



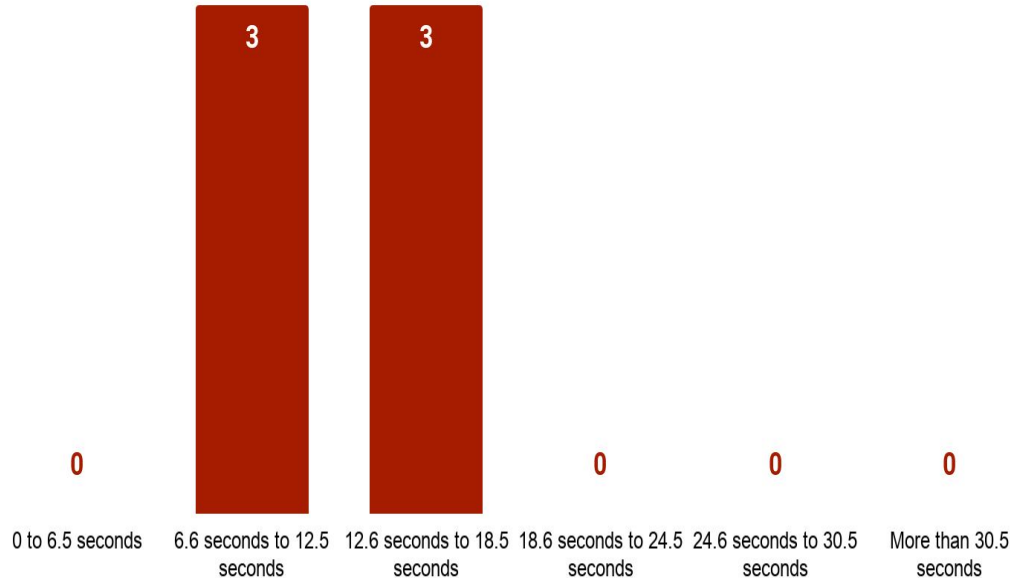
Multitasking Activity

● More than 18.6 seconds



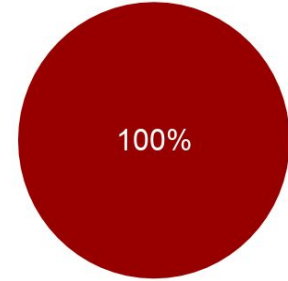
Focused Tasks - Part II Results

Focused Time Decreases Time to Complete, Reduces Stress, Improves Quality

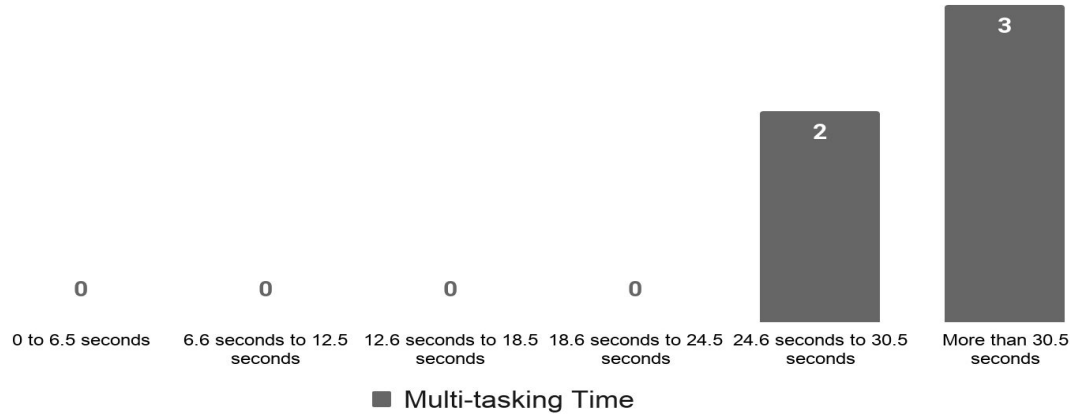


Focused Time

● 0 to 18.5 seconds

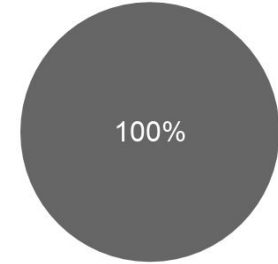


Multitasking Increases Time to Complete, Increases Stress, Reduces Quality

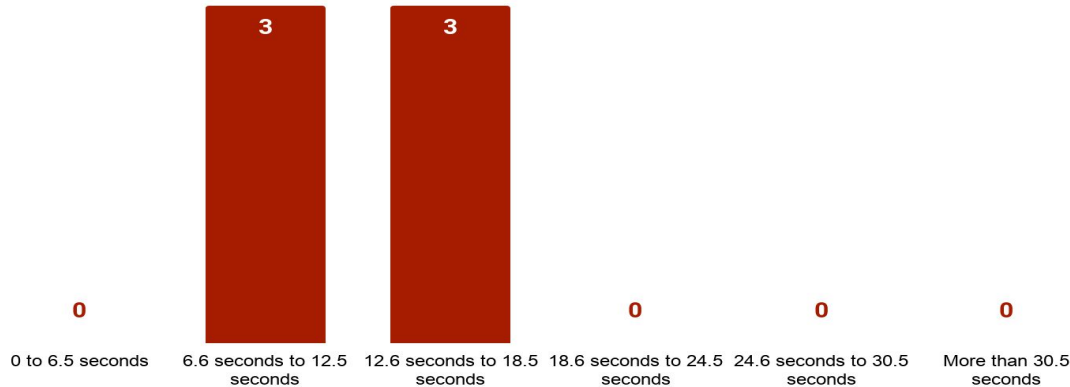


Multitasking Activity

● More than 18.6 seconds

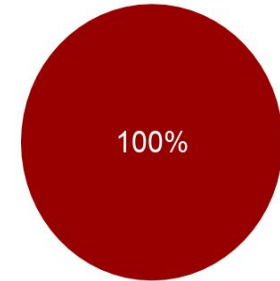


Focused Time Decreases Time to Complete, Reduces Stress, Improves Quality



Focused Time

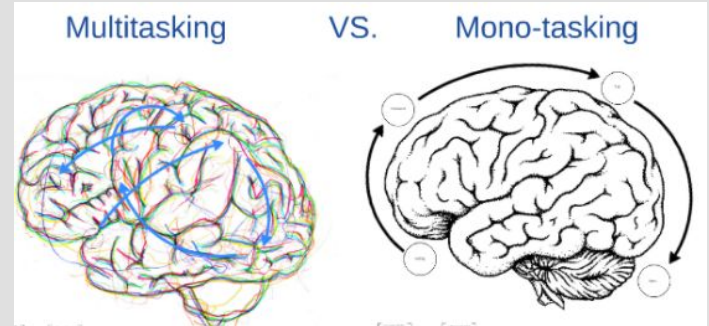
● 0 to 18.5 seconds



Activity | Multitasking

Effects of Multitasking

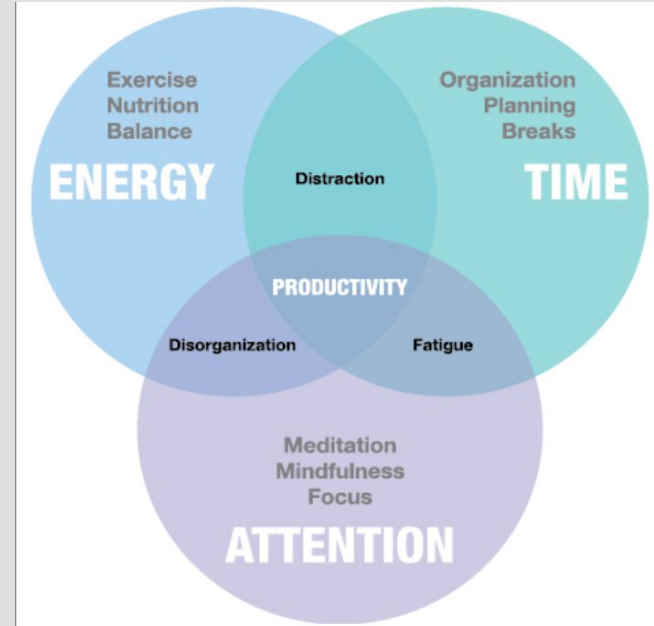
1. Time it takes to complete tasks increases
2. Quality of work decreases
3. Stress increases



Take Aways | Multitasking

Avoid multitasking, especially with complex tasks

- Start with 20 minutes
- Schedule time for individual tasks
- Turn off distractions
- Seek a quiet place to work
- Reduce clutter
- Work when you are at work

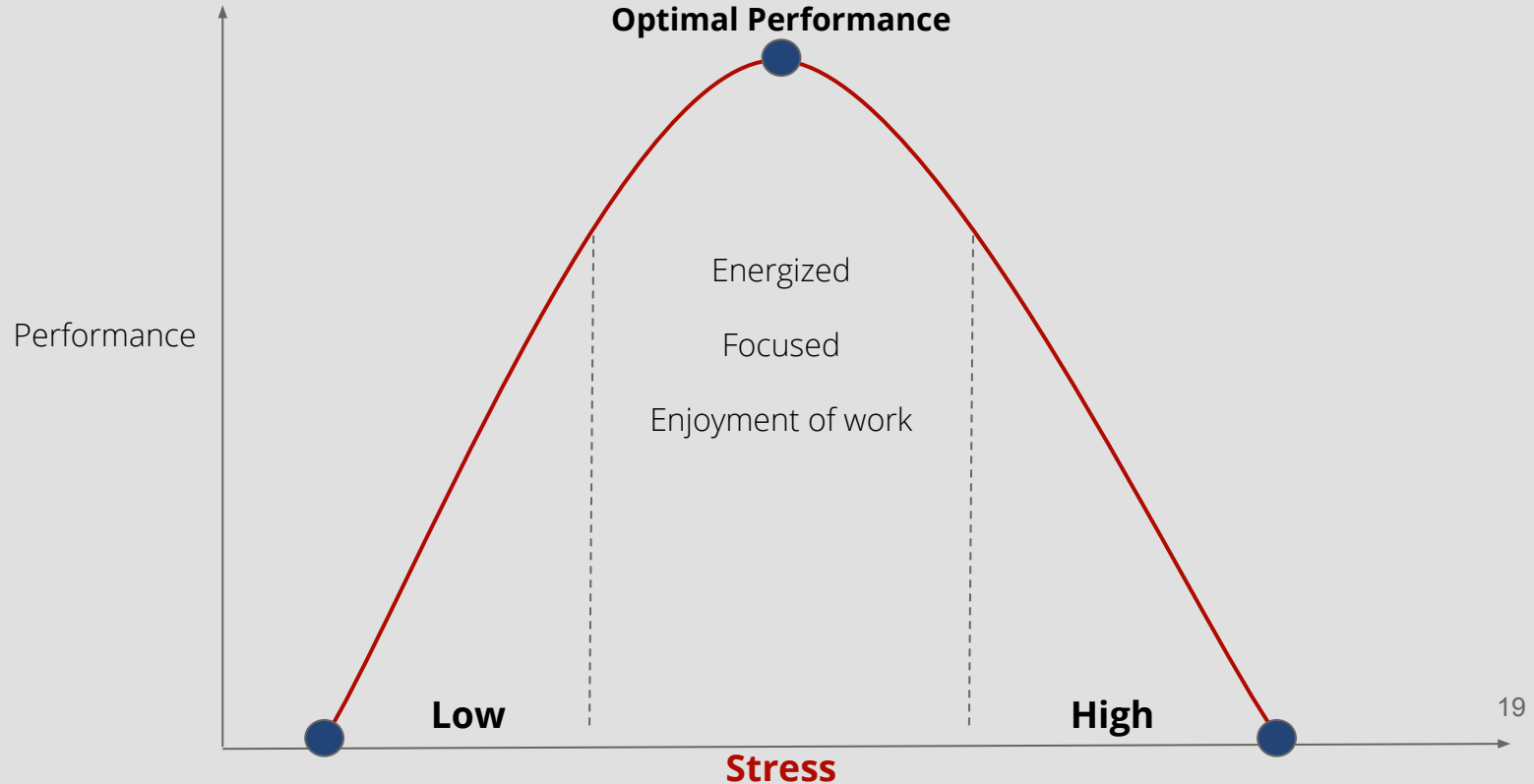


→ Motivation →

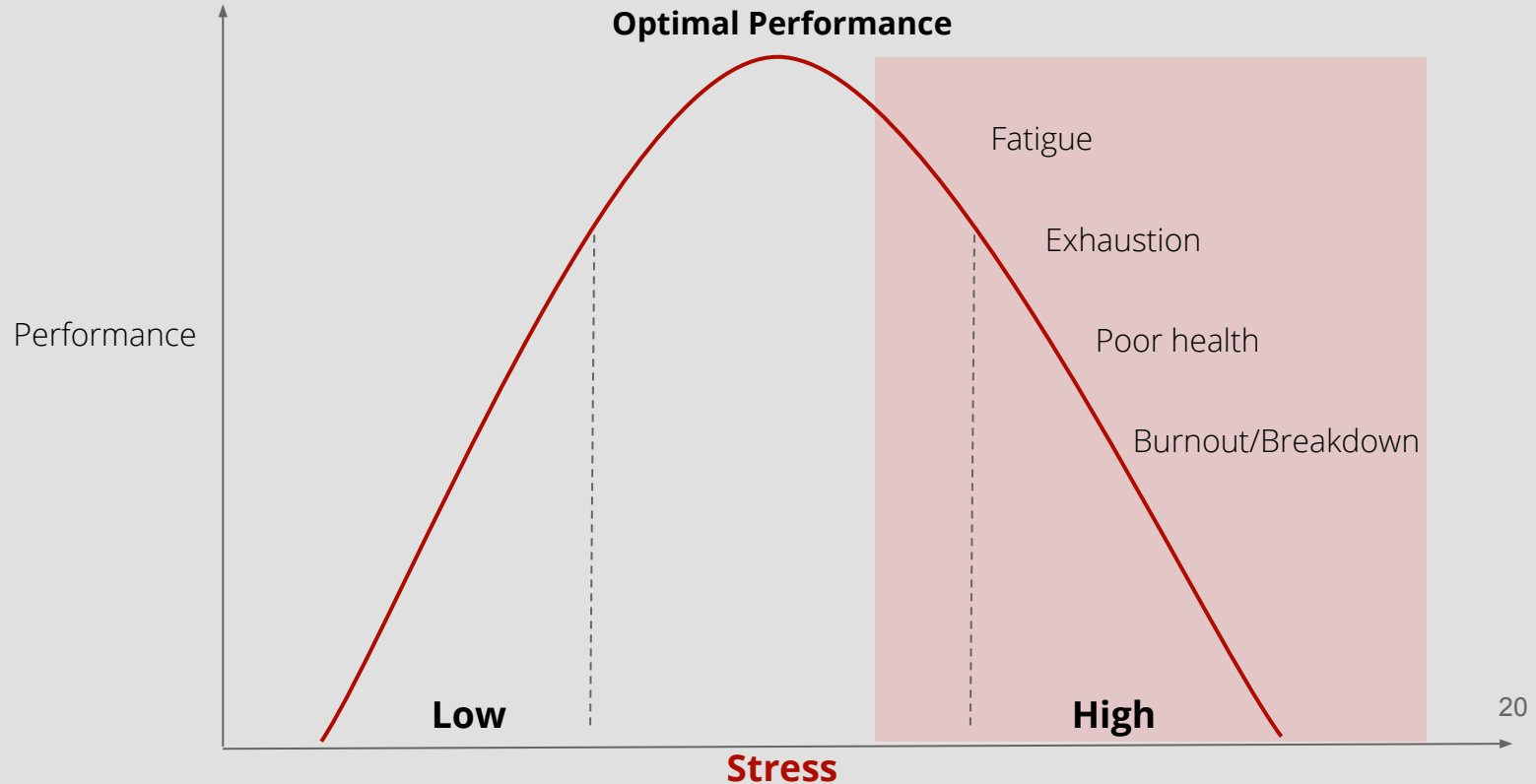
Reason or reasons one has for acting or behaving in a particular way

Stress

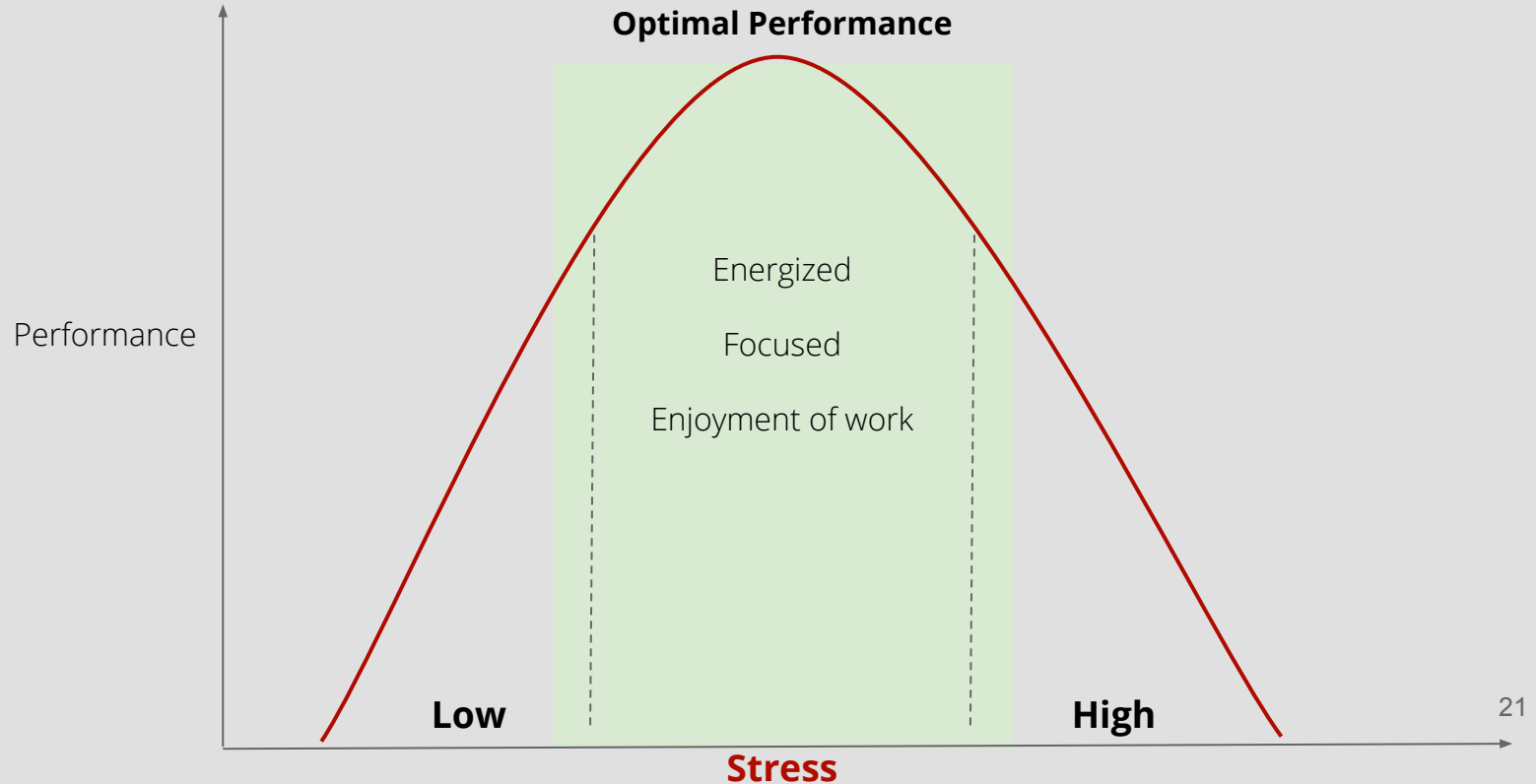
Stress | Yerkes-Dodson Curve



Stress | Yerkes-Dodson Curve



Stress | Yerkes-Dodson Curve



Stress | Take a Moment

Think

Reflect on the following questions:

1. Where do you fall on that curve today/this past week?
2. What is contributing to you feeling that way?
3. How can you tell when you're feeling stressed vs distressed?
4. What are some things you do to cope when feeling stressed?

Stress | Managing the Effects

Immediate Interventions

- Deep breathing.
- Listen to a mindfulness routine (Headspace)

Over time, if it's something you have a say in

- Try meditation or breathing techniques.
- Exercise at your own pace.
- Try positive journaling.
- Use your support network.

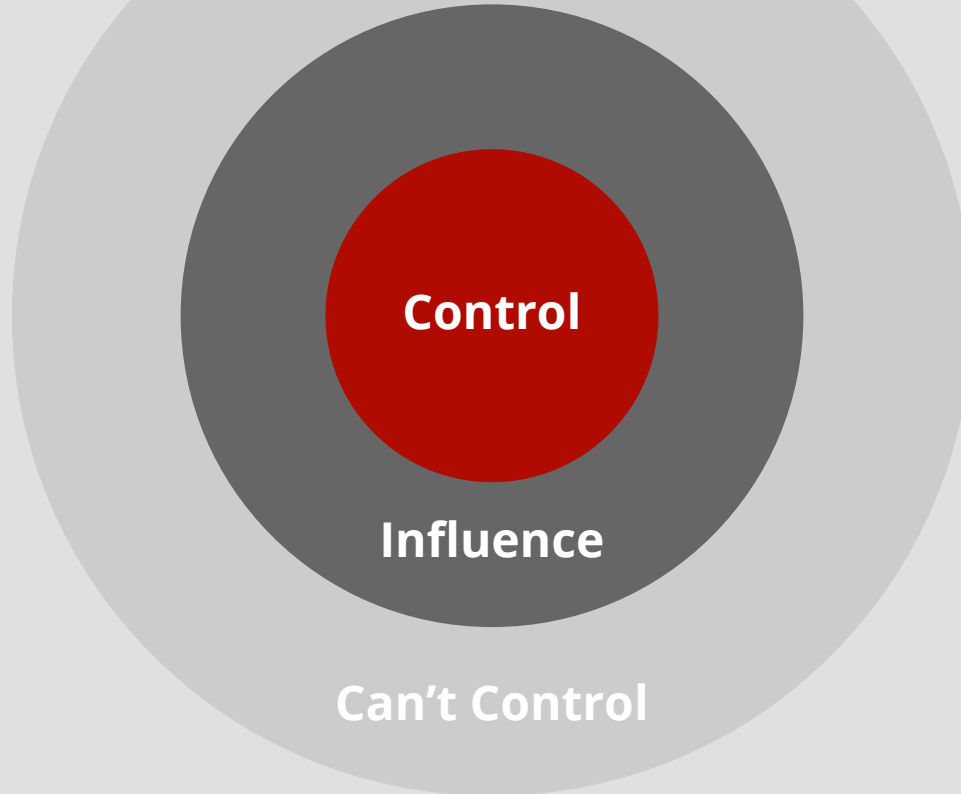
Stress | Managing the Effects

Over time, if it's something you don't have a say in

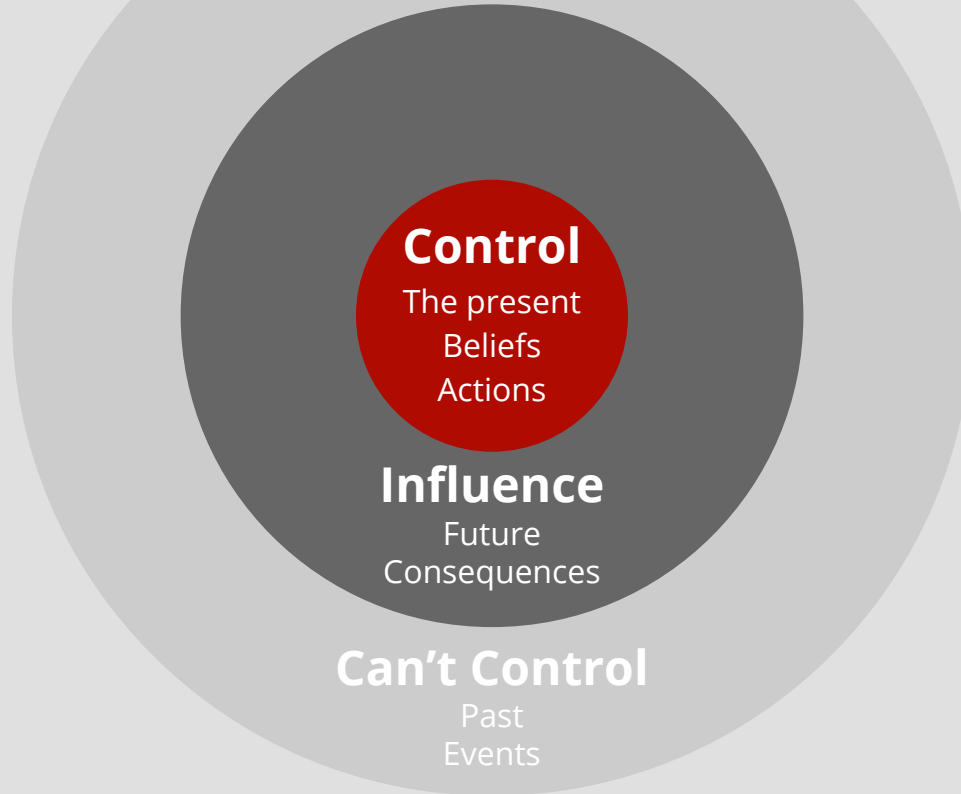
If the cause of your stress is something you can't easily alter — workplace issues, for example — there are still coping mechanisms you can put in place:

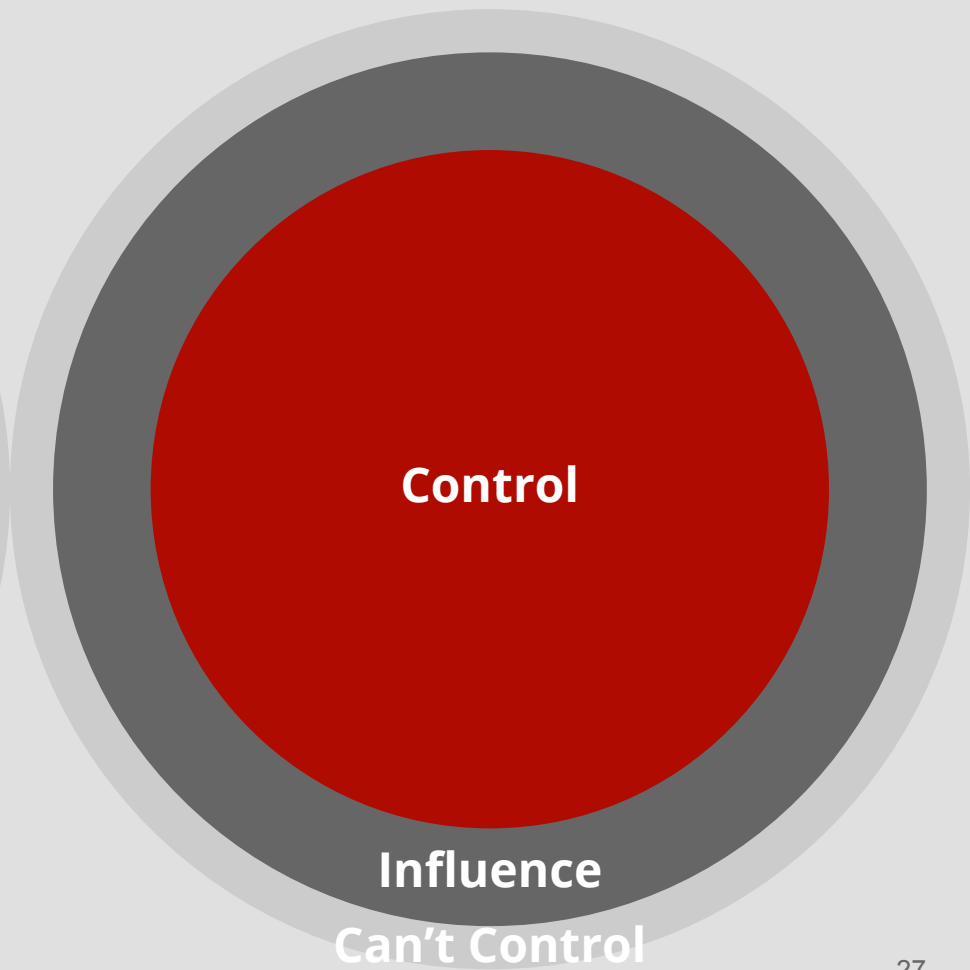
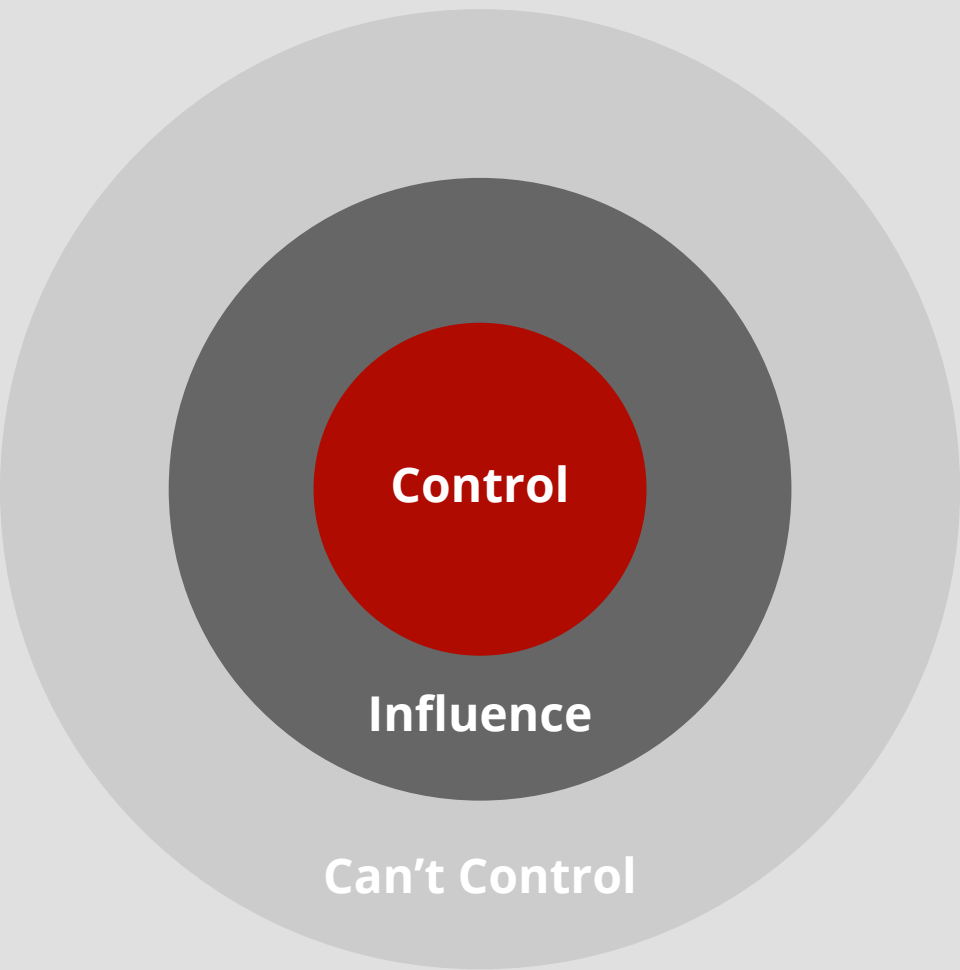
- Accept that you can't change everything. Instead, focus on the things you do have power over.
- Prioritize the most important tasks.
- Make time for yourself.
- Plan ahead.

Control, Influence, Can't Control



Control, Influence, Can't Control





Activity | Example

Control	Influence	Can't Control
Time spent studying	Grade	Virtual Labs due to Global Pandemic
How I study	Attitudes of Peers	Professor's Thoughts
Reaction to stress		

Activity | Table

Control

Influence

Can't Control

Control	Influence	Can't Control

Activity | Share

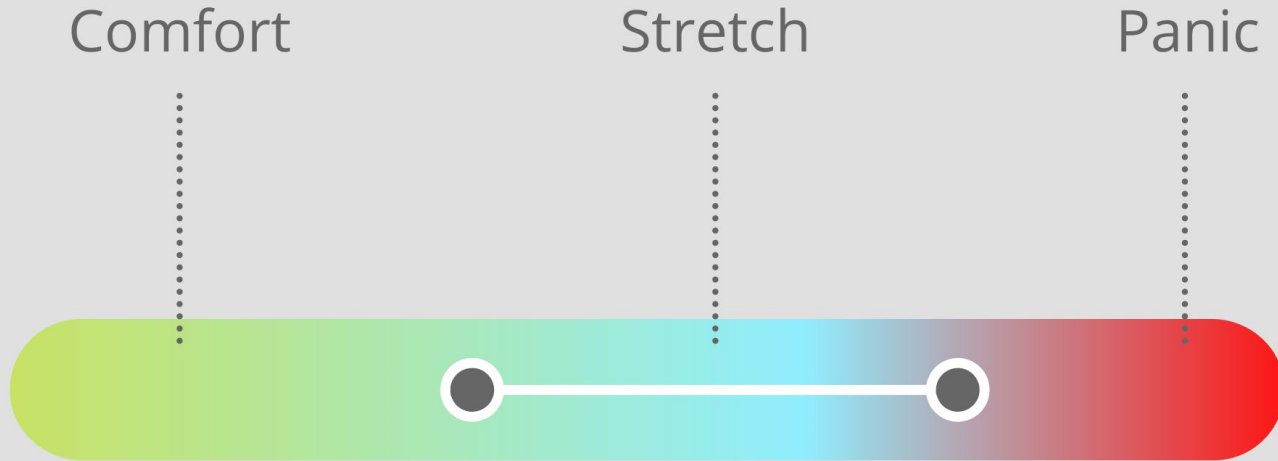
If you feel comfortable

- If you created a Control, Influence, Can't Control Table → was this exercise helpful, did you learn anything new?

Comfort, Stretch, Panic

Stress | Activity

Focus on gaining a sense of control in *how* you respond to a task.



Stress | Activity

Think, *pair*, share

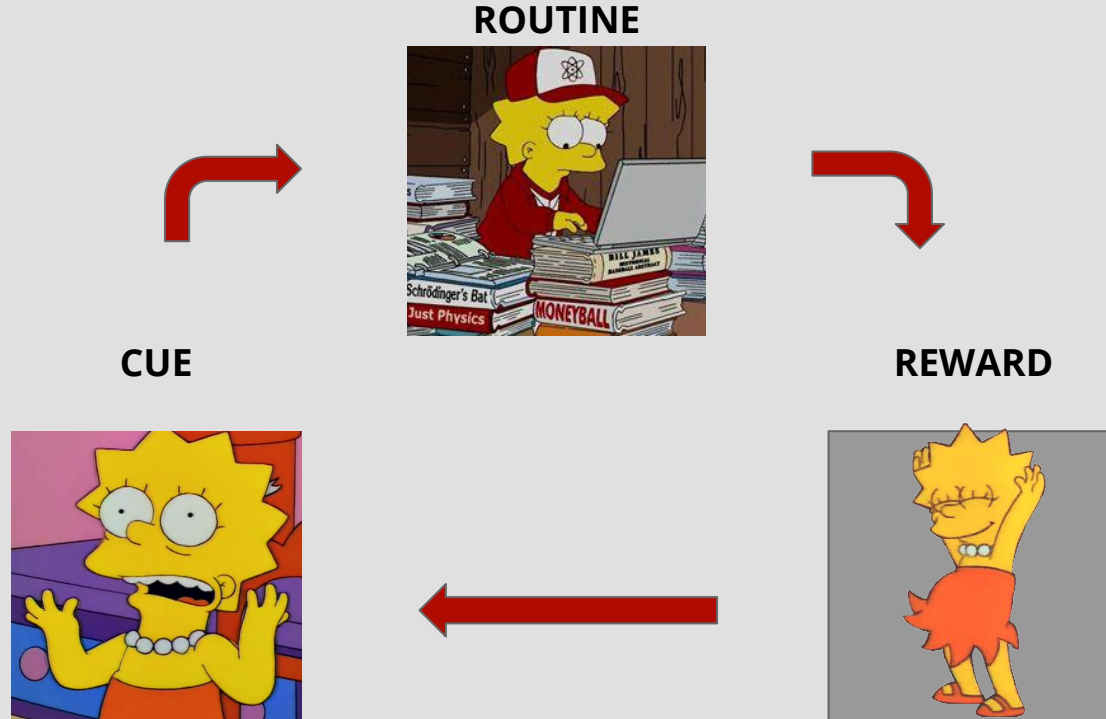
- Share your stretch task. Why is that a stretch task for you?
- Share your panic task. Why is that a panic task and how could you try to make it a 'stretch' task?
 - Brainstorm with your partners about other ways of making your panic stretch into a stretch task.

Effects:

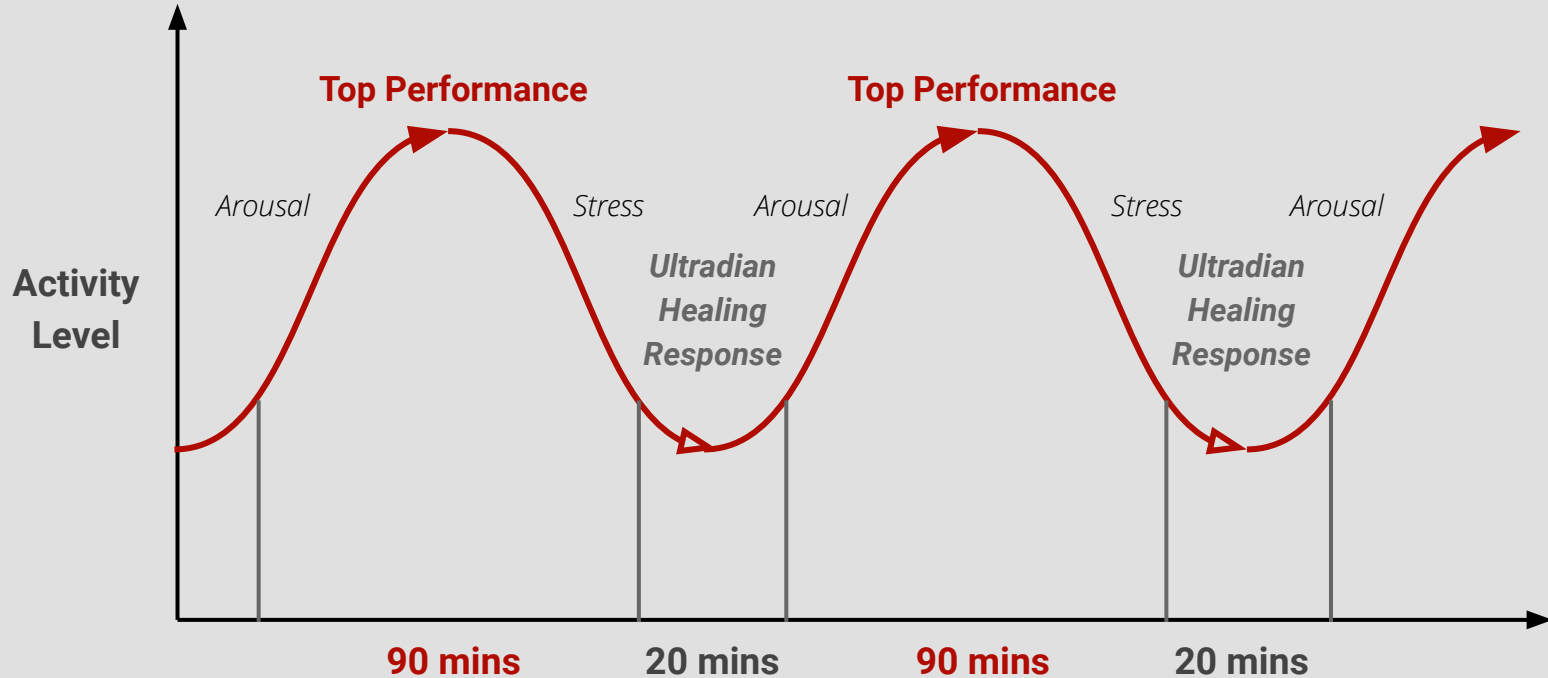
- increased sense of control
- increased motivation for different types of tasks

Concept | Taking a Break

Concept | Breaks and Rewards



Ultradian Rhythm



ACTIVITY
LEVEL or
MOOD

11 AM

5 PM

11 PM

When | Energy



Discussion | Breaks

What is an effective break for you?

How do you think you can implement this information about ultradian rhythm in your life?

Are you a morning person? Night owl? Have you noticed when in the day you do work most productively?

Do you anticipate any challenges due to COVID and doing remote learning?
How are these changes going to impact the way you work?

TIME MANAGEMENT

SMART Goals & Backcasting

Concept | SMART Goals

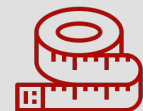
Specific

Measureable

Attainable

Relevant

Time-based



Example | How is it *not* SMART?

"I want to do well in my classes."

Specific: There is no specific call to action.

Measurable: Doing well can mean a 3.0 QPA or a 3.5 QPA – it is vague.

Attainable: Possibly attainable, but cannot know for sure considering it is vague.

Relevant: Likely relevant if your overall objective is to be a good student.

Time-based: No specific time at which this goal is assessed in the future.

Example | How is it SMART?

“By the end of this semester, I would like to make the Dean’s List.”

Specific: The action for doing well in your classes is making the Dean’s List.

Measurable: You either make the Dean’s List, or you don’t.

Attainable: Your grades were always close, but you never qualified.

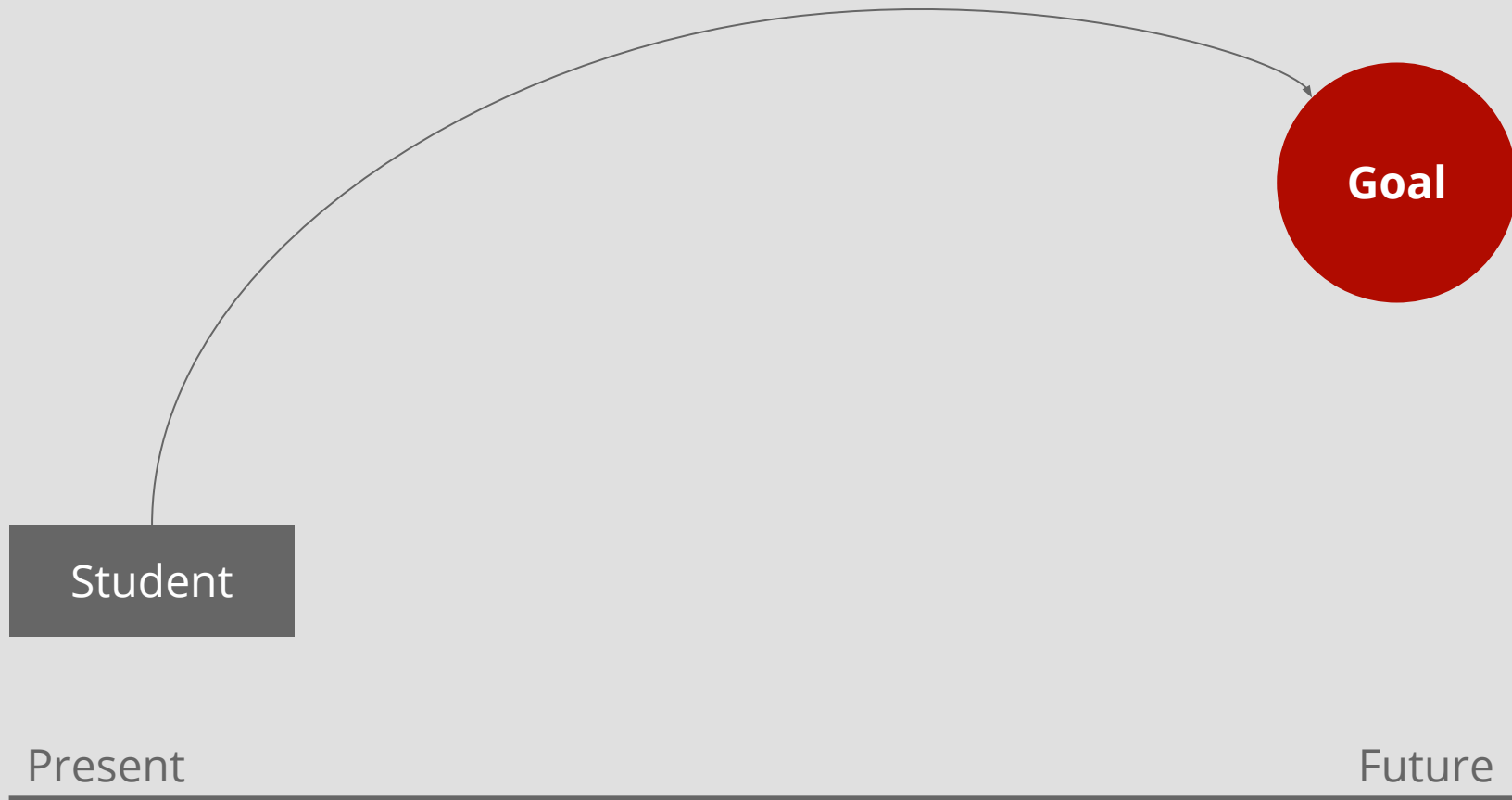
Relevant: Making the Dean’s List directly relates to doing well in your classes.

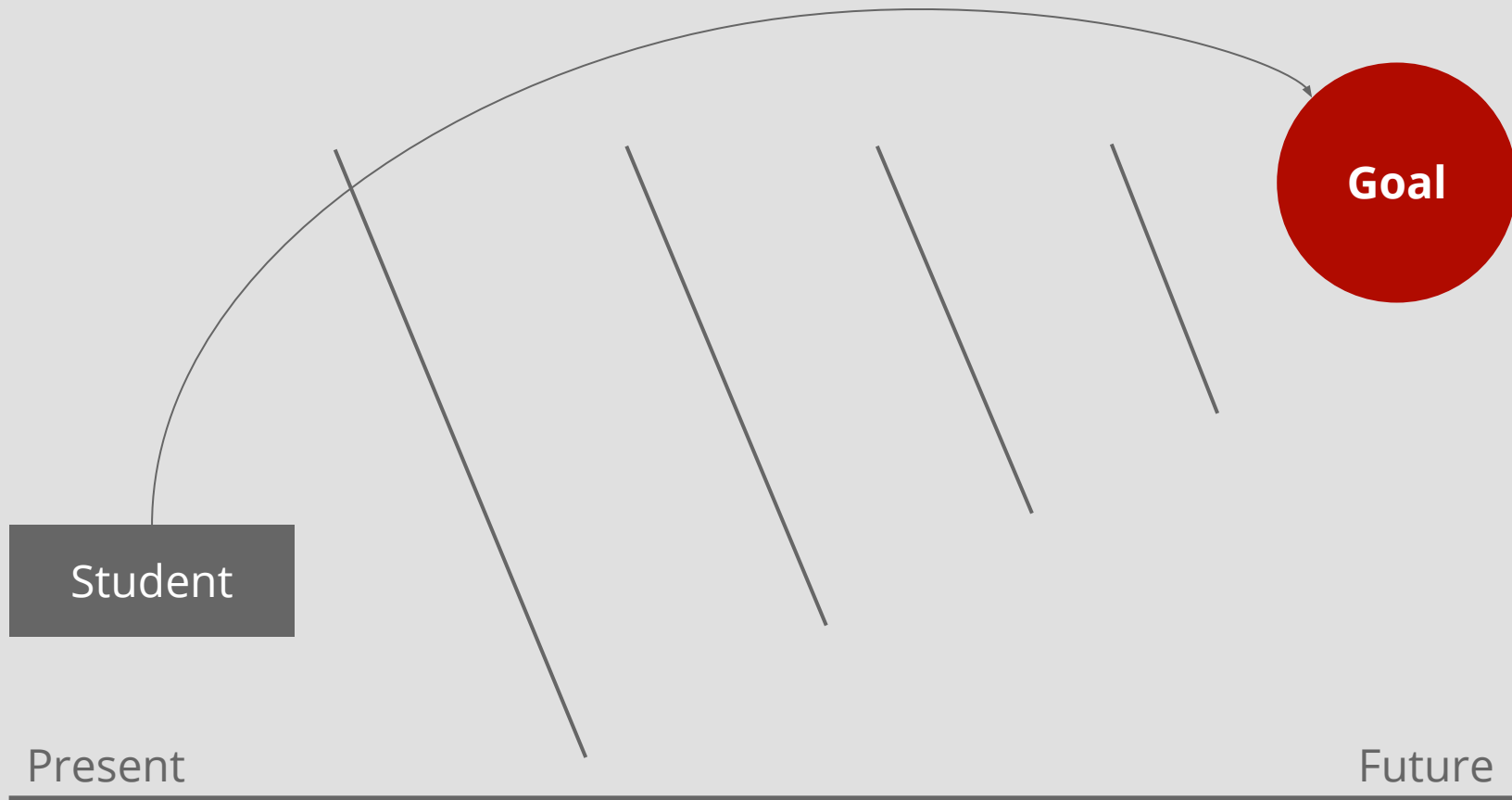
Time-based: This goal has a time limit at the end of the semester.

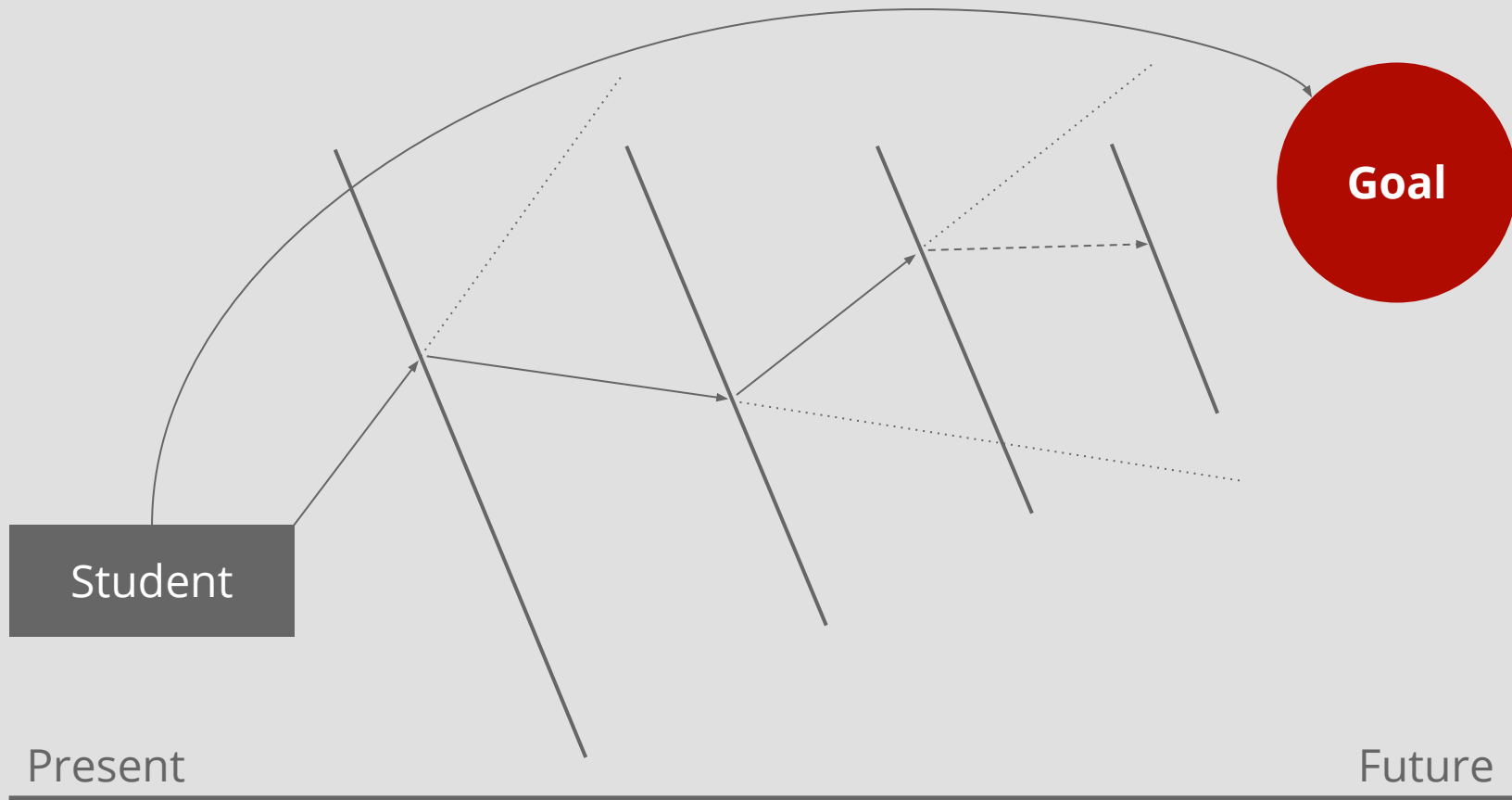
Activity | Do it yourself!

Think about an objective you have now.

1. How can you include a specific action?
2. When assessing, can you say you reached the goal with a “yes” or “no”?
3. Based on what you know about yourself, is it feasible?
4. Is this goal relevant to your objective?
5. At which point in time will you expect yourself to reach this goal?







Future | Backcasting (example)

Category	Checkpoint 1 Internship	Checkpoint 2 Mentor	Checkpoint 3 Research	Checkpoint 4 Graduate	Goal RAND
Year					
Description					

Future | Backcasting (example)

Category	Checkpoint 1 Internship	Checkpoint 2 Mentor	Checkpoint 3 Research	Checkpoint 4 Graduate	Goal RAND
Year	2020 (summer)	2020 (fall)	2021 (spring)	2021 (fall)	2022 (spring)
Description					Work at RAND in their healthcare division.

Future | Backcasting (example)

Category	Checkpoint 1 Internship	Checkpoint 2 Mentor	Checkpoint 3 Research	Checkpoint 4 Graduate	Goal RAND
Year	2020 (summer)	2020 (fall)	2021 (spring)	2021 (fall)	2022 (spring)
Description	RAND internship.	Faculty and/or RAND mentor to help with guiding research and the job search. Align research with goal of working at RAND.	Focus on completing research and writing dissertation.	Focus on completing and defending my dissertation.	Work at RAND in their healthcare division.

Activity

Category	Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Goal
When?					
Description					

Concept | Time Blocking

Activity | Scheduling

Question: Do you use a planner or calendar app?

If you responded **Yes**, please type in the chat what type of planner you use!
If you use multiple planning tools that ok.

If you responded **No**, take a minute to consider why you don't use any planning tool. If you want to, tell us why you don't use a planner in the chat!

Time Blocking

01 Monday	
57173 Survey Western Music History	
48300 Architecture Design Studio Int	

Time Blocking

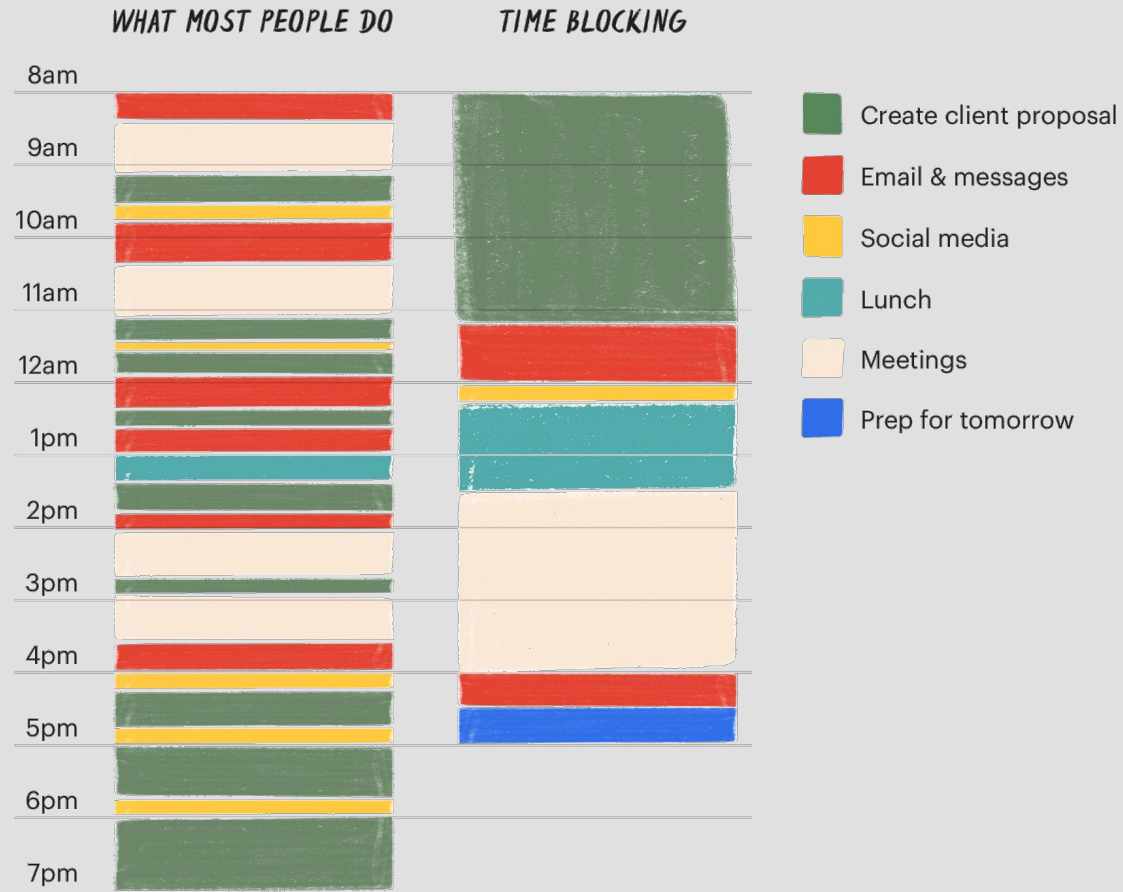
01	
Monday	
Preview Music History class notes	
57173 Survey Western Music History	
48300 Architecture Design Studio Int	
Work on Arch Design Studio	

Time Blocking

01 <small>Monday</small>	
Gym / Running	
Preview Music History class notes	
57173 Survey Western Music History	
48300 Architecture Design Studio Int	
Dinner with friends	
Work on Arch Design Studio	

Time Blocking

01 Monday	02 Tuesday	03 Wednesday	04 Thursday	05 Friday
		Gym / Running		
Class	Class	Class	Class	Hobby
	Work		Work	
	Class		Class	Class
Work	Friends	Work		Work
Friends	Work	Friends	Friends	Friends



Applications | Time Blocking Variations

Time Blocking

Dividing the day into 'blocks' where each block is dedicated to a specific task.

Task Batching

Grouping together similar tasks so you can avoid task switching.

Day Theming

Dedicating each day or each week to a specific focus or goal.

Time Boxing

Setting a time limit for each task or type of task.

Applications | Productivity

- | | | | |
|---|--------------------------------|---|---------------------------------|
| 1 | Tick Tick-scheduling reminders | 4 | Headspace |
| 2 | Forest- pomodoro method | 5 | Loop- habit tracker (android) |
| 3 | Flora-timed tasks | 6 | Habitica - gameified to-do list |
| 7 | Google Calendar | 8 | Notion |

Concept | List-Breakdown-Act

Activity | List

Take two minutes to list

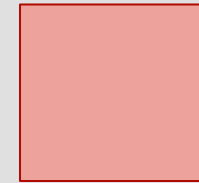
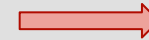
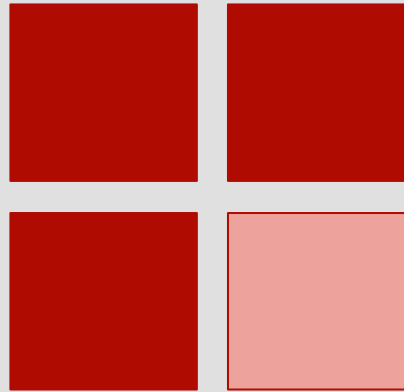
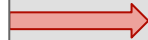
- Tasks or activities causing you academic concerns.
- The specific reasons you came to this workshop.
- Areas in which you want to improve.

My Academic Stressors

1. Daily readings
2. Unit 2 Paper due 2/15
3. Spanish oral exam
4. Research proposal

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Breakdown

Act

Activity | Breakdown

My Academic Stressors

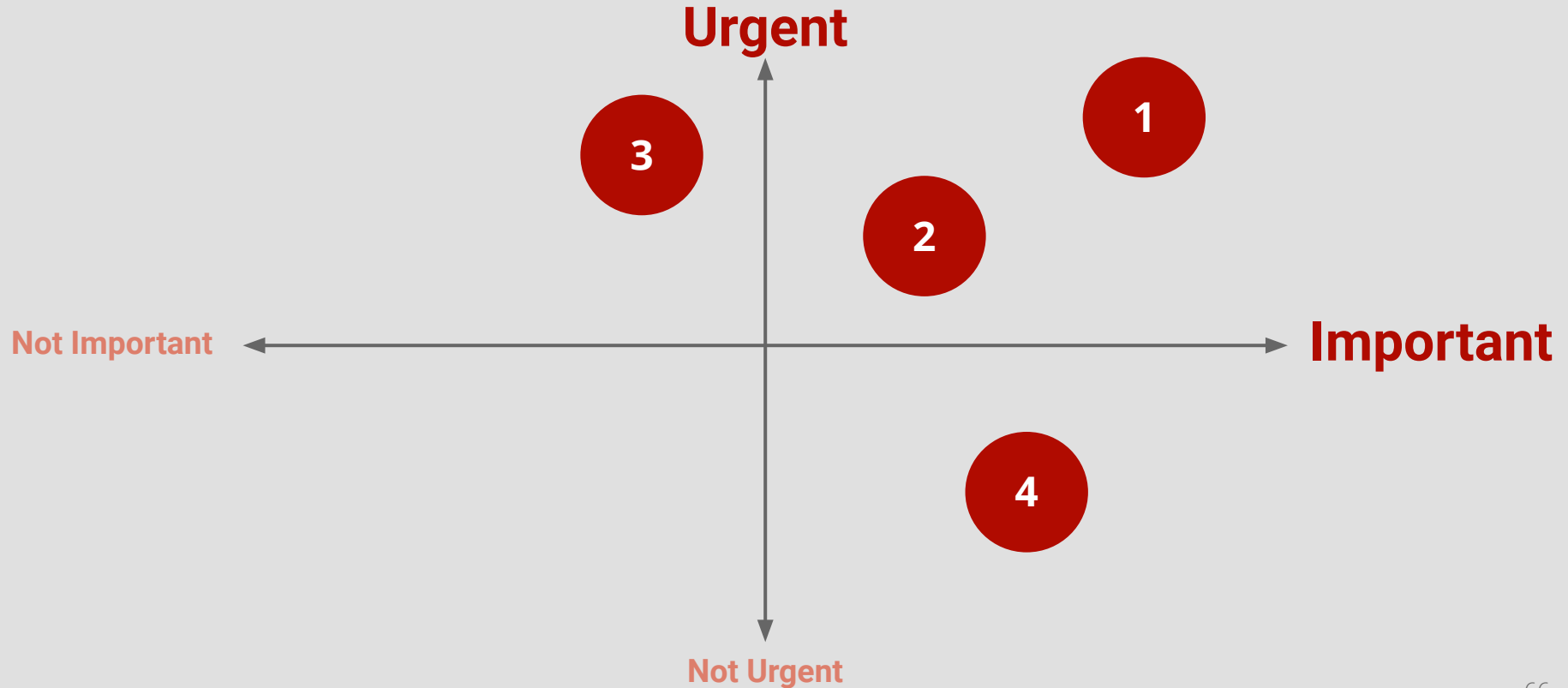
1. Daily readings
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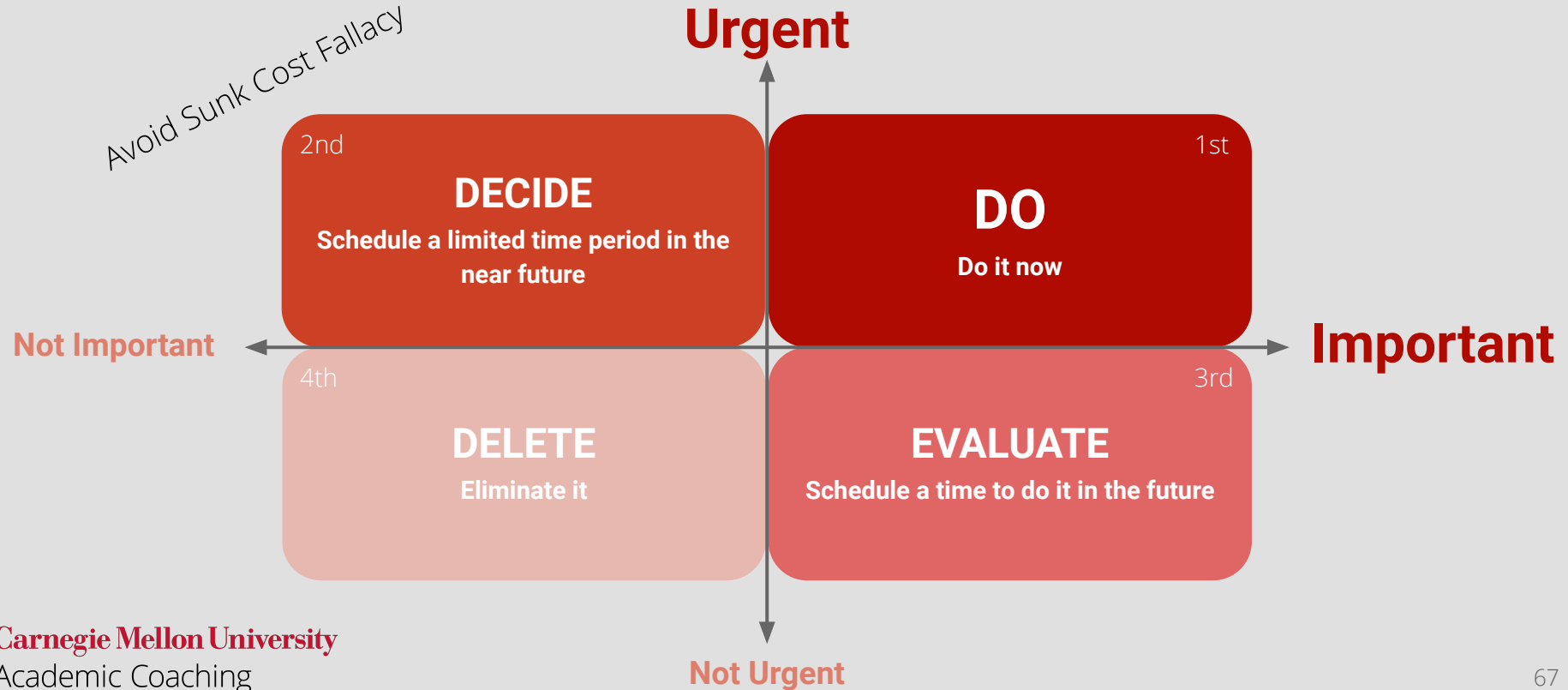
My ~~Stressors~~ Tasks

1. Create schedule and incorporate reminders
2. Outline takeaways
3. Set up time with professor to practice
4. Meet with mentor

Eisenhower Matrix | Prioritizing Tasks



Eisenhower Matrix | Prioritizing Tasks

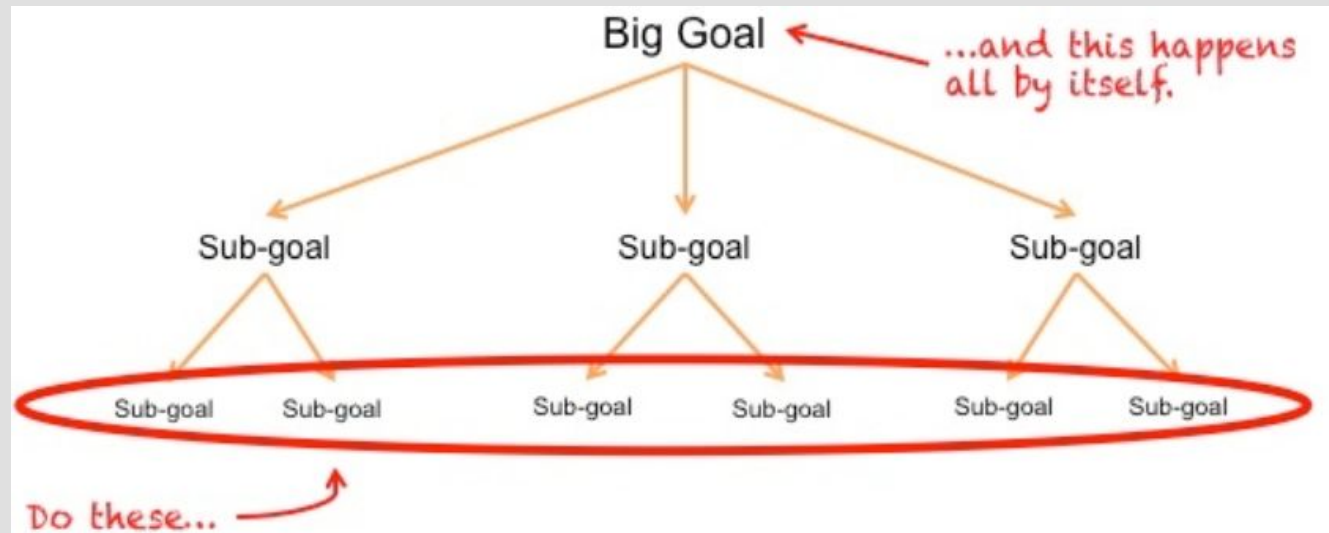


Take-Away | Breakdown Tips

1. Look at the big picture. **Make sure you understand what the end product is supposed to look like.**
2. Examine the parts of the task. **Figure out step-by-step what you need to do.**
3. Think about the logical order of completing the pieces. **What should you do first, second, third, etc.?**
4. **Create a timeline** for completing your tasks. Having a **deadline** will make you more focused for each task.

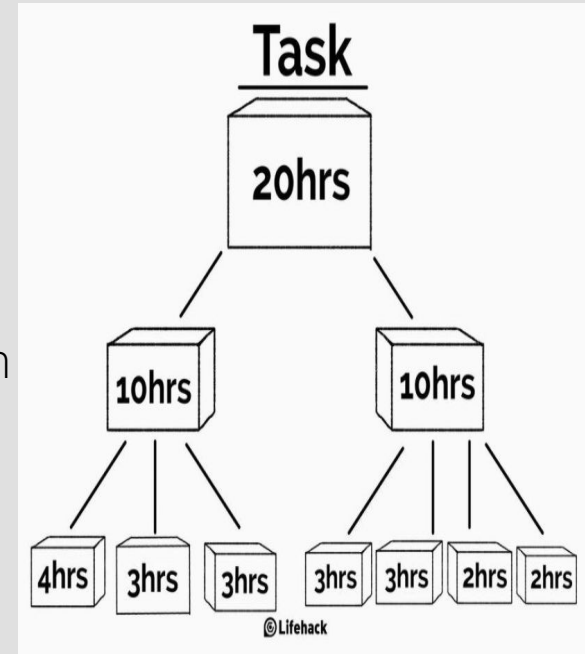
Take-Away | Breakdown Tips

5. Have a plan to help you stay on track. **Put the time you will spend on the project into your schedule so that you can set aside the time for it.** Stick with this plan. A plan is only good if you see it through.
6. Complete your task early enough to have some time left for a final review.



Take-Away | Tasks & Priorities

- When faced with a big task, it helps to **break the task down into smaller, more manageable parts.**
- This will help you **avoid stress and procrastination.**
- People who procrastinate often comment that when they wait until the last minute, they feel overwhelmed, and the task seems insurmountable.
- By **setting priorities and breaking the bigger project into smaller tasks, the work is more manageable and less intimidating.**



Concept | Procrastination Types

Procrastination

- Perpetual pattern of ***“why do it today when I can do it tomorrow?”***
- **Major causes**
 - Lack of motivation to complete task -- burnout, fatigue
 - Lack of confidence - how much you expect to succeed
 - Lack of value in task -- why should I do this?
 - Distraction - how easily you are distracted
 - Time Delay - how far away is the deadline
- Usually leads to a **snowball effect** where work is not completed and begins to pile up
 - Missed assignments, poor grades, poor academic self-image

Last year | Data

Top 5 reasons students come to Academic Coaching

- | | |
|------------------------------|------------|
| 1. Time management | 87% |
| 2. Procrastination | 77% |
| 3. Forming productive habits | 76% |
| 4. Organization | 63% |
| 5. Managing stress | 61% |



Perfectionist

Details need to be perfect; difficult to finish tasks

Details are overwhelming; difficult to start tasks



Worrier

Prefer comfort zone; avoid change

Fears of Failure; Anxious about expectations



Crisis-Maker

Finishing tasks require drama

"I work best under pressure"



Dreamer

Difficult to plan details or follow through on a task

Abstract thoughts more appealing than real-life tasks



Over-Doer

Difficult to prioritize and say "NO"

Take on too much



Defier

Like to maintain control of situations and sense of individuality

Many tasks seem unfair or unnecessary

Discussion Question- What type of procrastinator are you?



Perfectionist

Details need to be perfect; difficult to finish tasks

Details are overwhelming; difficult to start tasks



Worrier

Prefer comfort zone; avoid change

Fears of Failure; Anxious about expectations



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Interventions

The Perfectionist

- Set realistic (not idealistic) goals before starting
- **Focus on progress towards your goals (rough drafts)**
- Engage in positive self-talk
- Set time limits for each task (small bursts)

The Dreamer

- **Turn dreams into concrete goals and spend time on them regularly**
- Learn to harness your energy
- Figure out how academic success can make you feel good about yourself.

Interventions

The Worrier

- Believe in yourself. Turn nervousness into excitement.
- Commit then figure out how to accomplish something.
- **Don't let qualifiers and negative statements creep into your thinking**
- Answer your “what ifs” with a plan
- Break bigger projects into pieces

The Crisis-Maker

- Think about multiple reasons to do an assignment
- See tasks as opportunities and remember the positive aspects.
- **Reward yourself for getting started earlier**

Interventions

The Defier

- Take responsibility for where you are and how you got there
- Negotiate when possible
- **Choose your battles and consider the consequences**
- Channel your rebellious side into a cause you care about

The Overdoer

- **Prioritize and decide what you care about most**
- Your academic success should come before making others happy
- You're in control - take control
- Learn to say "no" and don't feel guilty for doing so
- Be more proactive than reactive. Ask for help

Interventions | General

1. **Identify** type of procrastination
2. **Establish** time management habits
 - a. Planner/calendar/trackers
 - b. Track daily assignments and things to do (accountability)
 - c. Track long-term due dates in a central location
3. Identify and **break down long term goals** (motivation)
 - a. Start large and break down into achievable chunks
4. Getting started and **start early**
 - a. Make the work easier through location, breaks, set list of work to accomplish (finite tasks)
 - b. Start with little wins and build into daily and weekly routines

Student Academic Success Center

Student Academic Success Center

On-campus: Posner Hall, 1st and 2nd floors
(during Fall 2020 our front desk is virtual)

On-line: <https://www.cmu.edu/student-success/>

Hours: Virtual Front Desk Hours 8:30-5:00 ET
Monday – Friday or by appointment

Our professional staff are available for student [consultations](#) to help students identify the resources that best suit their individual needs.



SASC Programs and Services

COURSE ALIGNED SUPPORT



Supplemental Instruction



Peer Tutoring



Study Partners



"Just in Time" Workshops

OTHER SUPPORT



Accommodations for a
Disability



Tartan Scholars

SKILL ALIGNED SUPPORT



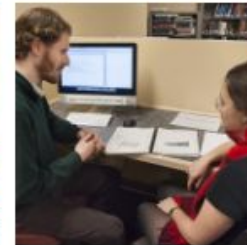
Academic Coaching



Language & Cross-
cultural Support



Oral Presentation
Workshops



Writing Consultations

Academic Coaching | **Process**



Academic Coaching | Stories

Ph.D. story

“As a doctoral student who returned to school after a three year hiatus, I was out of practice with studying and test-taking. During my time away, I had heard of strategies on learning how to learn, but did not have a disciplined plan to try these strategies out, nor an environment in which to do so. Upon starting at CMU, I found myself taking fast-paced, graduate-level courses, in which I was expected to learn mostly outside the lecture hall and to complete difficult assignments. Signing up for Academic Coaching and **working with my coach helped me ramp up quickly and do well in my classes while keeping my stress levels down.** Meeting every week, we discussed topics ranging from establishing a routine, experimenting with good working environments, working with others, dealing with stress, staying organized when working on multiple projects, and more. With my coach's help, I was able to **put into practice many of the meta-learning strategies I had heard about, and even others that I wasn't aware of. Academic coaching definitely made an impact on my first semester of my PhD,** and I am glad that this service exists on campus for students like me. I recommended this service to others in my PhD cohort and one of them has already signed up.”

Online Learning Guidance

Graduates



Undergraduates



<https://www.cmu.edu/student-success/online-resources/index.html>



Questions?

Thank you