Procrastination

Note book & assignment book

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# IN General

|  |  |
| --- | --- |
| AHAAA–moments = postponing insights for drawing up an action plan  | Action points  |
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# WHAT IS PROBLEMATIC PROCRASTINATION?

## ASSIGNMENT: SELF-EXAMINATION

**What do you recognise most in yourself? Tick the corresponding option.**

* I don’t make a planning when studying. I just do what I think of and what I think is fun.
* I have the required capabilities, so studying should be self-evident.
* I never had to study much. Most of the time, I succeeded by taking action at the very last moment.
* I’m quickly distracted and lose a lot of time because of that.
* I’m a very social person and have a lot of other activities in addition to my studies that are also important to me.
* Block and exam periods are intense. I then study under high pressure.
* I sometimes have doubts about myself and ask myself if I can handle my studies.
* When I want to study, I can easily fret or daydream for hours.
* I have had a few failures when it comes to studies and I’m afraid that it twill happen again. This doubt occupies my mind.
* When I study, I often take a break or I sit and fiddle. I often take long breaks. I find it difficult to start again.
* Regularly, when I’m studying, I come across things that I don’t understand or know yet. At such moments, I think that my chances of success are very small.
* I want to have a diploma, but I sometimes wonder whether or not I have chosen the right study programme.
* I regularly ask myself whether studying is something for me.
* I want to study but I have no idea how to process the big volumes.
* I have often made a planning, but always carry out a small part of it.
* Others think that I have to study to be successful in live.
* I don’t know yet what I actually what to do with my life and whether or not this study suits me. Although I want a diploma, otherwise I’ll be no-one in life.

# WHAT IS PROBLEMATIC PROCRASTINATION?

## HOMEWORK ASSIGNMENT: WHY DO I PROCRASTINATE?

|  |  |  |
| --- | --- | --- |
| Date of procrastination | Why did I procrastinate? | Did I perform the postponed assignment at a later time and did I need exactly the same amount of time to do so? |
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# HOW DOES MY PROCRASTINATION AFFECT ME?

## ASSIGNEMENT: EVOLUTION METRE AND DESIRED SITUATION

**NOW**

 **0 10**

 **FUTURE**

**What do I want to accomplish?**

# TO TACKLE OR NOT TO TACKLE?

This exercise intends to put the elements from the left-hand column in one of the three other columns. This exercise helps you to choose more carefully what you will put your energy into and what you can best accept or let go.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **ACCEPT***I have no influence on these elements* | *I have partial influence on these elements* | **TACKLE***I indeed have influence on these elements* |
| My home situation |  |  |  |
| Lecturers and their courses |  |  |  |
| My behaviour |  |  |  |
| Social contacts |  |  |  |
| Relax |  |  |  |
| My feelings |  |  |  |
| Course or exam schedule |  |  |  |
| My thoughts |  |  |  |
| My traineeship location |  |  |  |
| My talents for … |  |  |  |
| My apprearance |  |  |  |
| Exam stress |  |  |  |
| Being distracted |  |  |  |
| Procrastinate  |  |  |  |
| Reactions of other people |  |  |  |
| My efforts |  |  |  |
| Study skills |  |  |  |
| My study choice |  |  |  |

# WHAT WORKS, WHAT DOESN'T WORK?

## ASSIGNEMENT: WHAT WORKS, WHAT DOESN'T work?

What certainly doesn’t work for me?

* Pressure from my environment to study (e.g. my parents)
* Making a general planning or drawing up a to-do list because I don't do it anyway
* Reassuring myself by thinking 'tomorrow or next week I'll definitely do it...'.
* Doing all sorts of things first and then finding out that it's already very late
* Others who say: 'you'll manage'.
* Contacting a friend who also often procrastinates in order to do something together
* Leaving my e-mail program, Facebook, Youtube... open while I study in order to have some distraction in between
* Saying to myself that an assignment is not important or won't take long without checking or thinking about what the task is and what I need to do for it.
* Other?

What does seem to work?

* Go to class (follow online at the moment the course takes place)
* Pay attention in class and take notes
* Note new assignments and deadlines immediately in my agenda
* Make the assignments
* Let others know when I take time to study
* Draw up a to-do list so that I know in concrete terms what I have to do
* Break down a big assignment into smaller parts and see exactly what part I will do at what moment
* Make a feasible and concrete planning and train myself step by step and day by day to follow it up
* Discuss with someone who listens to me what I am still struggling with, so that my courage to get started grows
* Ask someone to explain when I don't understand something instead of fretting about it
* Put aside what distracts me and put it away when I want to study
* Call a friend or classmate to (re)find courage or to ask a question when things are difficult

## HOMEWORK ASSIGNMENT: WHO DO YOU THINK IS HANDLING THINGS WELL?

Find out which of your friends you admire in making his/her studies and ask him/her how he/she does it. What tools does he/she use? An agenda? A to-do list? How is the study place arranged? How does he/she plan and fit in his/her schoolwork? What does he/she do during the week? And what during the weekend? What does he/she do when he/she is tempted not to work for school? How does he/she manage to focus on school again? Listen and remember what can be useful for you. Write the concrete action points that you find here on your action list and test them out for 2 weeks.

# WE TACKLE PROCRASTINATION: CHANGING 'BEHAVIOUR

## ASSIGNEMENT: ADVANTAGES AND DISADVANTAGES OF procrastination

My advantages

* I engage in relaxing things that make me feel good
* I spend a lot of time on social contacts and all kinds of activities (e.g. sports, going out, youth movement, friends, hobby...)
* I don't have to start this task or course just yet
* I can forget all my worries and schoolwork for a while
* I am up to date with the latest news
* I have the feeling of 'belonging to the group' and 'not missing anything'.
* I can let myself go, sleep late, spontaneously say 'yes' to whatever comes my way
* I forget the world around me
* I get good ideas by daydreaming
* Others see me as a 'bon vivant
* I see myself as someone who knows that life is more than work
* I enjoy being busy with things I feel like doing here and now
* Other:

My disadvantages:

* I am very stressed if I have to do something at the last minute
* I deliver work that I am not satisfied with
* I know I can do better and at the same time a lot of time is just wasted
* I am more likely to fail my studies
* I suffer from feelings of guilt
* I waste a lot of time on things that are not really worthwhile
* When I think about what I am putting off, I start to worry easily
* I’m fooling myself while I would like things to be different
* I've delayed my studies by procrastinating and my self-confidence is waning
* I'm starting to doubt whether I'll pass the exams and whether studying is something for me
* I get into trouble with lecturers, internship supervisors or fellow students (for example during group work) because I regularly fail to keep appointments
* Others think I never worry while I increasingly doubt my capabilities

## ADVANTAGES AND DISadvantages of TACKLING PROCRASTINATION

My advantages:

* I have less stress because I don't have to do my work at the last minute
* I deliver work that I am more satisfied with
* I increase my chances of success with every class attended, every task completed, every hour spent studying
* My self-confidence grows as I train myself to work faster and with more regularity
* I lose less time on things that frankly don't pay off
* I worry less about what I put off, and the feeling of guilt and doubt diminishes; in return comes more peace and contentment
* I fool myself less and have a better view of my possibilities
* I develop a better grip on managing myself and achieving goals that are important to me
* I face exams with more confidence
* I have fewer or no problems with lecturers, internship supervisors or fellow students (for example in group work)
* I feel better prepared and more at ease for practical lessons, internship
* Other?

My disadvantages:

* I can be less engaged in relaxing activities that make me feel good in the here and now
* I sometimes have to limit my social contacts and activities
* I regularly say 'no' to invitations and proposals from friends
* I can no longer easily/frequently forget all worries and live in the moment
* I am no longer completely up to date with the latest news
* I sometimes doubt whether I still 'belong to the group’
* I can't let myself go as often anymore and I fear that I will miss all kinds of nice moments
* I miss being able to daydream/game/watch series/surf a lot...
* Others don't see me as a 'bon vivant' / 'nice guy' any more.
* Other?

## assignment: CHANGING MY STUDY ENVIRONMENT - DISTRACTORS

|  |  |
| --- | --- |
| **Internal distractors** | **External distractors** |
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## ASSIGNEMENT: CHANGING MY STUDY ENVIRONMENT - TRIGGERS

**Mark which of the following tips of other students you will be working with from tomorrow onwards.**

* **When I work I turn my mobile phone off or put it on silent and put it out of sight**
* **When I work I close my e-mail and social media**
* **I limit my time on social media by setting a time in advance. I set an alarm clock (not a mobile phone) and set it to the time I think is OK**
* **I let my friends know when I am working for school and do not want to be disturbed**
* **I make appointments with friends to take a break together**
* **I put my laptop in another room if I don't need it for my studies**
* **I regularly study together (online) with a classmate who is disciplined and monitors breaks well**
* **I study in a room where I can't be disturbed**
* **I study in a place where I feel social control**
* **I arrange a fixed time for a clean desk**
* **I fix a 'do not disturb' note on my room door**
* **I study in a common block location so that everyone else around me is also studying**

**Other?**

Write these check marks in your action point table as well.

## TIME RECORDING PROCESSING

* For your information: a full week (7X24h) counts 168 hours. When you sleep 8 hours a night, 112 hours remain.
* **Step 1**: What should you leave as it is?
* **Step 2**: What do you want to change? Which colour category takes up more time than is good for you? (several possibilities)
* **Step 3**: What is your ultimate goal? How many hours of study per week will you be satisfied with? Satisfied: balance between enough free time for you and enough study time to succeed?
* **Step 4**: What is the first step you want to take? How many study hours do you want to achieve in the coming week?
* **Step 5**: Where can and do you want to get these extra study hours? What activities would you replace with study time?

## HOMEWORK ASSIGNMENT: OVERVIEWING THE WHOLE SEMESTER

We start by overlooking the whole picture. We map out all school assignments and the available time. Only then can you start planning your work in concrete terms.

1. **What schoolwork do I have?**

Make an overview of the work you need to do this semester PER module.

* Chapters to be studied (possibly per step according to the video)
* Tasks/assignments to be completed

Effectively take your courses, this is not wet finger work. Make it as concrete as possible.

You can only start planning when you have an overview of what you exactly have to do.

For example:

|  |
| --- |
| **MODULE: ( Insert title of module)** |
| **Course or task?** | **What?** | **Difficulty? ( 1 – 2- 3)** |
| *Course* | *Chapter 1*  | *3* |
| *Task* | *Observation*  | *1*  |

BLANK

Copy this table for each of the modules you have and complete it.

|  |
| --- |
| **MODULE: ( Insert title of module)** |
| **Course or task?** | **What?** | **Difficulty? ( 1 – 2- 3)** |
|  |  |  |
|  |  |  |

1. **What time do I have in 1 semester - semester overview?**

A semester seems like a long period. In practice, you will have (depending on your study programme and your personal track) a minimum of 4 and a maximum of 12 class weeks, followed by an examination period.

A semester overview gives you a quick overview of where you are, what has already been done and what is still to come.

Use the semester overview on paper or in its digital format, e.g. via google calendar (month view).

Indicate the following items on your semester overview:

* weekends and days off (no classes)
* deadlines for tasks/assignments and group work
* internship period
* holiday periods (Easter holiday, Christmas holiday, spring holiday, autumn holiday, ...)
* the official block period
* the exam period and exam dates
* all the things you already know that will take up time: a week(end) away with your family, friends or youth movement? All kinds of obligations during the Christmas holidays? Etc.

Hang this semester overview above your desk.

## HOMEWORK ASSIGNMENT: DRAWING UP A WEEKLY PLANNING

We recommend that you build up your planning for the week ahead step by step.

**TIP:** It is very helpful to use an online agenda for such weekly planning.

1. First fill in the time you will **not spend on self-study** in the coming week (because you are in class, because you are practising your hobby, because you are at the doctor’s/dentist’s,...).

See PowerPoint for possible categories. Look at your semester overview and fill in the info that applies to you for the next few weeks in your weekly planning.

2. **What remains**? What space is still available to devote to your studies?

3. Determine **the time** you want to spend on your studies this week in concrete study hours. In a previous exercise we asked you to register your time. **See how many study hours you determined in step 4. Build up to your desired number of hours week by week**.

4. Plan the tasks from your TO-DO list in concrete terms. See PowerPoint for concrete tips.

5. **Reality check**: is your planning realistic? Have you built in enough spare time? Have you placed your study blocks in a well-considered way (= feasible)?

# WE TACKLE PROCRASTINATION: CHANGING 'THOUGHTS

## ASSIGNMENT: THE ROLE OF THOUGHTS IN MY PROCRASTINATION BEHAVIOUR

|  |  |  |  |
| --- | --- | --- | --- |
| Situation | Thought | Feeling | Behaviour |
|  |  |  |  |
|  |  |  |  |

## ASSIGNMENT: MY PROCRASTINATION EXCUSES?

Tick which excuses you also use.

Block 1

* It's not going to happen, I have something else to do
* I have no inspiration/motivation today
* I don't feel like it so I’d better do it later
* I don't have enough time today

Block 2

* I will give it a try
* I really should do it, but I will do it later
* I plan to really start tomorrow/this weekend
* First a quick... and then I'll start!

Block 3

* I don't have to start yet. There is plenty of time! That's a piece of cake.
* I can't do it right now, but I'll make up for it in the second semester or second examination period.
* I'll catch up
* Everyone postpones and passes their exams

Block 4

* I can never do that, it's just not possible.
* There is no point in doing it. What does it matter? It's too late now anyway.
* It's too much work and I don't like it.

Block 5

* That's how I am, I just put everything off. I cannot change that.
* I've always done it that way and I got through it.

Block 6

* I am not really made for making schedules or timetables. That doesn't work for me
* Everyone I know procrastinates. Kaat, Youssef, Stijn... barely do anything, don't plan and still manage to pass their exams
* It has to be self-evident, I'm actually smart enough
* I have to keep it to myself
* I can only perform if I feel the pressure

Block 7

* I was almost ready to study...then someone knocked, my phone rang, I got thirsty or a text or email, suppose it's urgent...I can't keep that person waiting.
* In the student accommodation, at the youth centre, at the sports club or at the chiro … it is very cosy. So the breaks and relaxation 'sometimes' take longer than planned.

## ASSIGNMENT: FROM PROCRASTINATION EXCUSE TO HELPING THOUGHT

|  |  |  |
| --- | --- | --- |
| **Procrastination excuse** | **Questions** | **Helping thought** |
|  |  |  |

# WE TACKLE PROCRASTINATION: CHANGING 'FEELINGS

## assignment: WHAT ARE MY ALARM SIGNALS?

* Tense feeling in the neck
* A knot in your stomach
* Tired
* Headache
* Backache
* Pressure on chest, upper body
* Have no energy
* Stiff arms
* Tightness
* Cramped muscles
* Quickly irritable
* Disturbed eating pattern (too much or too little)
* Feeling rushed
* Restlessness, agitated feeling
* Dizzy
* Unable to sit still
* Pain in the shoulders
* The feeling of 'wanting to get away’
* A lump in the throat
* Shaky
* Nervous
* Sleeping problems
* Impatient
* Difficult to concentrate
* Other?

# WE TACKLE PROCRASTINATION: 'IMPORTANCE OF COMPETENCES

## ASSIGNMENT: WHAT ARE MY TALENTS?

1. What activities are you engaged in when time flies?

2. Register on talenTinder van Odyn and find out what your talent is.

3. Write down the items that come from the previous two exercises on a post-it and hang it in a central place. Look at it when you have a more difficult moment.



**I have talents and I want to get to work with them!**