**Time Management Self-Assessment**

For the following statements, please select the answer which best describes your work as a TA. Using the number in the parenthesis, write your score for each response in the indicated column.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | **Statement** | **Not at all (1)** | **Rare**  **(2)** | **Sometimes (3)** | **Often**  **(4)** | **Very Often (5)** | **Score** |
| 1 | I use goal setting to decide what tasks and activities I should work on. |  |  |  |  |  |  |
| 2 | While completing TA work, I set small goals and work to achieve them (e.g., mark 10 assignments; plan half a lesson). |  |  |  |  |  |  |
| 3 | I am comfortable with TA deadlines and commitments. |  |  |  |  |  |  |
| 4 | The TA tasks I work on are the ones with the highest priority. |  |  |  |  |  |  |
| 5 | If I need to solve a problem quickly, I get help from the professor, another TA, or other help resources. |  |  |  |  |  |  |
| 6 | I know how much time I spend on each of the various tasks I do. |  |  |  |  |  |  |
| 7 | I know whether the tasks I am working on are high, medium, or low value. |  |  |  |  |  |  |
| 8 | I prioritize my To Do list or Action Program. |  |  |  |  |  |  |
| 9 | I confirm my priorities with the professor of the course. |  |  |  |  |  |  |
| 10 | Before I take on a TA duty, I check that the results will be worth the time put in. |  |  |  |  |  |  |
| 11 | I find myself dealing with interruptions. |  |  |  |  |  |  |
| 12 | When I am given a new task, I analyze it for importance and prioritize it accordingly. |  |  |  |  |  |  |
| 13 | I continue to work on critical tasks in the face of distractions. |  |  |  |  |  |  |
| 14 | I am able to fully concentrate on the task at hand when doing TA work. |  |  |  |  |  |  |
| 15 | I finish all required TA work in my time allotted and do not have to take work home in order to get it done. |  |  |  |  |  |  |
| 16 | I find myself completing tasks at the last minute, or asking for extensions. |  |  |  |  |  |  |
| 17 | When I have something time sensitive to do, I do it as soon as I am able. |  |  |  |  |  |  |
| **#** | **Statement** | **Not at all (1)** | **Rare**  **(2)** | **Sometimes (3)** | **Often**  **(4)** | **Very Often (5)** | **Score** |
| 18 | I usually accomplish all the things I plan to do in a day. |  |  |  |  |  |  |
| 19 | I often have a task finished sooner than necessary. |  |  |  |  |  |  |
| 20 | I often delay starting tasks that I have to do. |  |  |  |  |  |  |
| 21 | When faced with a huge task, I figure out what the first step is so that I can get going. |  |  |  |  |  |  |
| 22 | I set aside time for planning and scheduling. |  |  |  |  |  |  |
| 23 | I leave contingency time in my schedule to deal with "the unexpected". |  |  |  |  |  |  |
| 24 | I keep a careful record of the dates of upcoming major events such as tests and assignments. |  |  |  |  |  |  |
| 25 | I correctly predict/gauge how much time TA tasks will take. |  |  |  |  |  |  |
| 26 | I plan ahead so I can be flexible about putting in extra hours if I have a lot of TA work to do. |  |  |  |  |  |  |
| 27 | I never seem to be behind with my work. |  |  |  |  |  |  |

Please tally your score for the following categories:

**Goal-Setting** (Questions 1-3)

My Score:\_\_\_\_

|  |  |
| --- | --- |
| Score | Comment |
| 3-7 | Ouch – but you've got a great opportunity to improve your effectiveness in this skill! |
| 8-11 | You’re good at some things, but there is room for improvement elsewhere! |
| 12-15 | You are managing this skill very effectively! |

It is important to set goals in order to manage your time effectively. Many people may not realize that they accidentally make goals all the time! If you consciously make goals, then you can see exactly what needs to be done. Without making goals, you may get lost in your list of priorities. Proper goal setting though actually requires some work and time – however, this will save you down the road!

**Prioritization** (Questions 4-10)

My Score:\_\_\_\_

|  |  |
| --- | --- |
| Score | Comment |
| 7-17 | Ouch – but you've got a great opportunity to improve your effectiveness in this skill! |
| 18-27 | You’re good at some things, but there is room for improvement elsewhere! |
| 28-35 | You are managing this skill very effectively! |

We often get lost in a sea of tasks awaiting our attention. You can work very hard but not make significant progress if what you are doing isn’t especially important. “To-do” lists are fantastic, but often times, there is no strategy or planning to this list, resulting in unstructured work. To do your best work, it is helpful to cross off your most important tasks first so that you are not left with these at the deadline.

**Managing Interruptions** (Questions 11-15)

My Score:\_\_\_\_

|  |  |
| --- | --- |
| Score | Comment |
| 5-12 | Ouch – but you've got a great opportunity to improve your effectiveness in this skill! |
| 13-19 | You’re good at some things, but there is room for improvement elsewhere! |
| 20-25 | You are managing this skill very effectively! |

Even if you are impeccably planned and prioritized, how do you react to interruptions? How do you minimize interruptions? We as TAs get very little uninterrupted time to work on our priority tasks. There are a number of things that come up, expectedly or otherwise, including research-related work and deadlines. Some do need to be dealt with immediately, but others need to be managed. A major issue we face as TAs is that some tasks need you to be available right away. Unfortunately, interruption is a natural part of life. You must find a balance to minimize it, but should also not scare people away from interrupting you when they should.

**Procrastination** (Questions 16-21)

My Score:\_\_\_\_

|  |  |
| --- | --- |
| Score | Comment |
| 6-14 | Ouch – but you've got a great opportunity to improve your effectiveness in this skill! |
| 15-23 | You’re good at some things, but there is room for improvement elsewhere! |
| 24-30 | You are managing this skill very effectively! |

You are a procrastinator – admit it. The first step in fixing this problem is admitting that you have a problem. We have all said, "I'll get to it later". However, after too many "laters" the work piles up so high that we feel like we are drowning. You need to figure out *why* you procrastinate. Are you afraid of failure? Of success? How can you get out of this slump? Reward yourself for getting jobs done, and remind yourself regularly of the horrible consequences of not doing those boring tasks!

**Scheduling** (Questions 22-27)

My Score:\_\_\_\_

|  |  |
| --- | --- |
| Score | Comment |
| 6-14 | Ouch – but you've got a great opportunity to improve your effectiveness in this skill! |
| 15-23 | You’re good at some things, but there is room for improvement elsewhere! |
| 24-30 | You are managing this skill very effectively! |

Scheduling is crucial. After you goal-plan and prioritize your tasks, scheduling can be an easy way to ensure they get done (provided that you don’t procrastinate)! This will ultimately keep you on track and save you from stress. To schedule though, you need to know which other factors affect the time you have available for your TA duties. You will need to schedule your TA duties around your research and other commitments, as well as leaving room for interruptions and contingency time for unexpected events. Scheduling will help to keep your life in balance!

**Summary**

My time management skill strengths are:

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|  |

My time management skill weaknesses are:

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This self-assessment was adapted from “How Good is Your Time Management?” from MindTools (<https://www.mindtools.com/pages/article/newHTE_88.htm>) and “Power Over Time: Student Success with Time Management”, Joan Fleet & Denise Reaume, 1994. Harcourt Brace, Canada. Compiled by Jennifer Brown, January, 2019.