

Energy Management Matching

High-energy times (only 1 or 2 per day): Schedule large projects; things that should not be interrupted; creative projects; material that is most difficult, intimidating, or boring.

Medium-energy times (2 or 3 per day): Schedule team projects; moderately interesting reading or math; relatively easy writing.

Low-energy times: Do a variety of brief tasks; physical movement where concentration is not critical; return calls or messages to friends.

The time is...	My energy level is (non-existent, low, med, high)...	Activities that are the best match are...
Morning 8-11 a.m.		
Midday 11 a.m. – 2 p.m.		
Afternoon 2-5 p.m.		
Early Evening 5-8 p.m.		
Mid-Evening 8-11 p.m.		
Late Evening 11p.m. – 2 a.m.		
The Wee Hours 2-5 a.m.		
Very Early Morning 5-8 a.m.		

- Use the power of “first-minute” motivation
- Pre-plan your schedule as much as possible.
- Practice saying “No,” even to yourself.
- Find places that are conducive to working and stick with them.
- Break projects down into 90-minute “chunks” and reward yourself for finishing each chunk.
- Food, sleep, and relaxation are required for optimum performance.
- “Park downhill” as much as possible.

Energy Management Self-Diagnosis

What are the two most time-consuming *academic* activities in my daily life?

What are the two most time-consuming *personal* activities in my daily life?

What are the two activities most *surprising* to me in *how much time* they consume?

What are the two activities most *surprising* to me in *how little time* they consume?

An honest appraisal of which activities I feel should consume less of my time:

An honest appraisal of which activities should consume more of my time:

When you're feeling stuck:

- Ask: "What is one small task I can accomplish toward my goal?"
- Ask: "Am I beating myself up?" (lighten up, don't berate yourself).
- Ask: "Am I being a perfectionist?"
- Ask: "How did I just waste time?"
- Ask: "Would I pay myself for what I'm doing right now?"
- Ask: "Can I do just one more thing?"