Every Semester Needs a Plan

to spread to fill

pele



to spread to fill

map flat surface

pele







to spread to fill

map flat surface to get your s@#% together

pele

PLANTA

PLAN







hats dumps goals tasks days

handcuffs

hats dumps

hats

make a list
(as elaborate as you like)
of all the roles you play in life
(personal and professional).

put your most important roles across top of a new sheet and underneath write everything that is expected of you and everything that you want to accomplish.

just get everything out there

dumps

hats dumps goals tasks days

goals

make a list of all the things you really want to accomplish in the time period that you chose for this exercise (a semester, a year, a month).

goals

make goals concrete with some criteria like these:

Specific (what are you trying to do)

Measureable (how do you know it's done)

Attractive (what do you want to do)

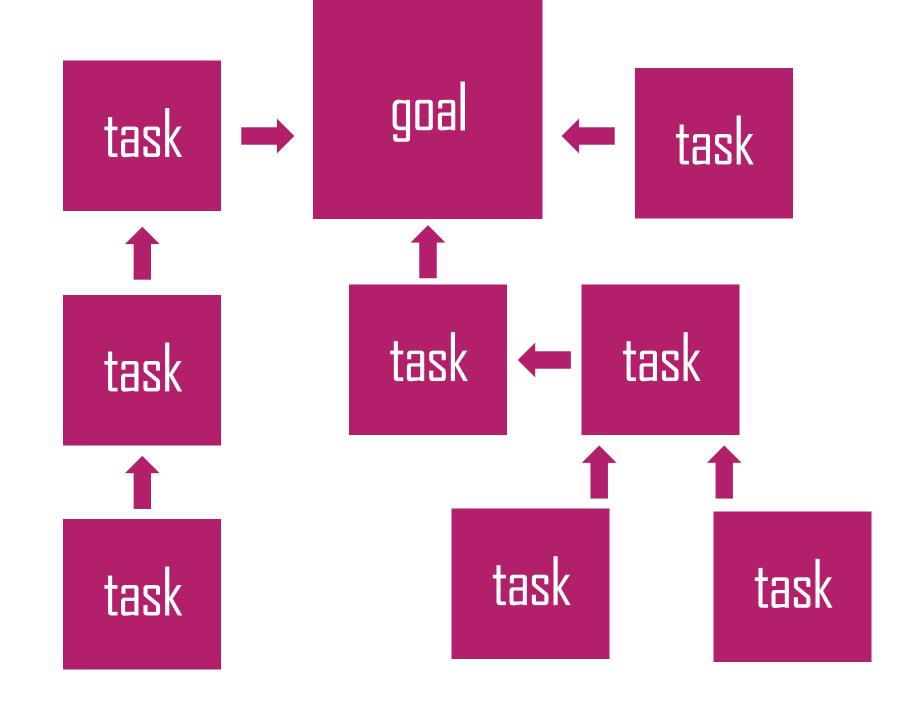
Realistic (what can you actually do)

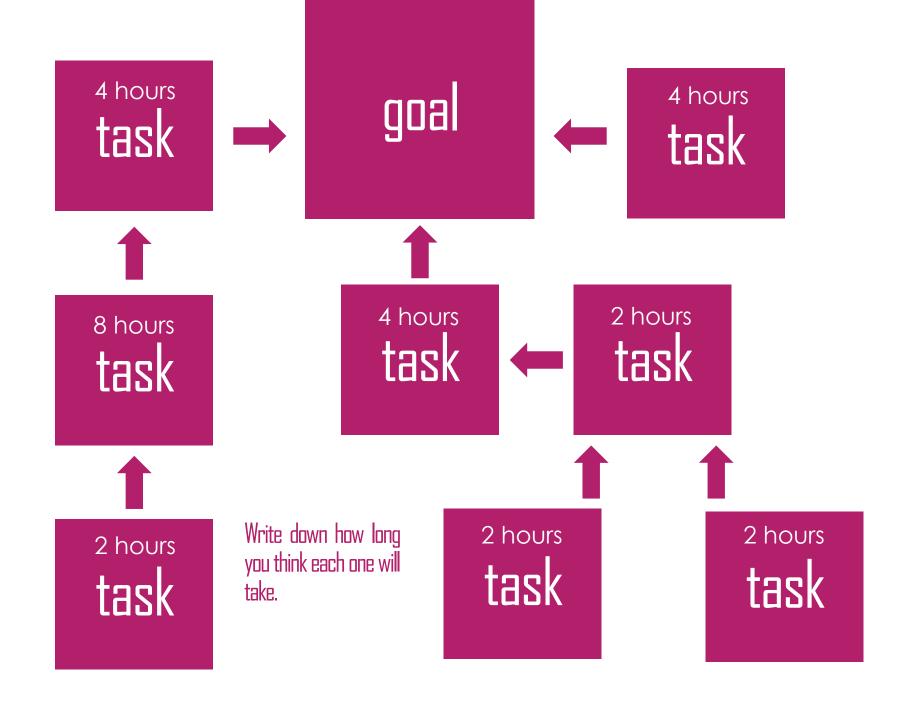
Time-framed (when you need it done)

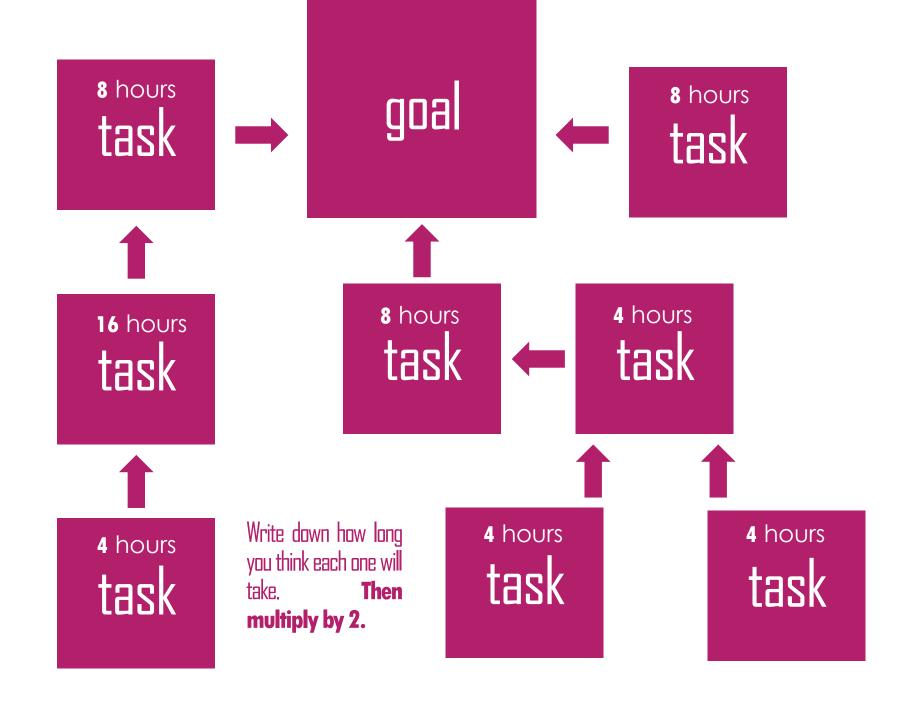
write down all the things you need to do to achieve each of your goals

tasks

what tasks go in what order? which ones do you have to do first?







make a vertical list of all the weeks in the time period you set. What will you do each week? How long will it take? How will you squeeze it in?

days

| Week | Tasks toward Goal |
|------|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |

days

A plan is what happens when goals are tied to specific tasks and tasks are tied to specific days

Hats Dumps Goals Tasks Days

Handcuffs

how do you get yourself to actually do the tasks on your list? start by making a task list for each week, hour-by-hour. Use your task list and your week-by-plan to ensure that you are focusing on your main priorities)

cuffs

It helps if you reserve a time to "meet with yourself" each and fill this out.

| Week | Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|-------|----------|-----|------|-----|-------|-----|-----|
| 8 am | | | | | | | |
| 9 am | | | | | | | |
| 10 am | | | | | | | |
| 11 am | | | | | | | |
| 12 am | | | | | | | |
| 1 pm | | | | | | | |
| 2 pm | | | | | | | |
| 3 pm | | | | | | | |
| 4 pm | | | | | | | |
| 5 pm | Planning | | | | | | |
| 6 pm | | | | | | | |



cuffs

reserve a time to "meet with yourself" each week to make the next plan.

| Week | Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|-------|----------|--------------|----------|--------------|----------|---------------|----------|
| 8 am | Exercise | | Exercise | | Exercise | Exercise | Exercise |
| 9 am | | | | | | | |
| 10 am | | | | | | Staff Meeting | |
| 11 am | | Teaching | | Teaching | | | |
| 12 am | | | | | | | |
| 1 pm | | | | | | | |
| 2 pm | | Office hours | | Office hours | | | |
| 3 pm | | | Teaching | | Teaching | | |
| 4 pm | | | | | | | |
| 5 pm | Planning | | | | | | |
| 6 pm | | | | | | | |
| | | | | | | | |
| | | | | | | | |

First block out recurring weekly commitments.
Leave weekends and nights open if you can.



| Week | Sun | Mon | Tues | Wed | Thurs | Fri | Sat |
|-------|----------|--------------|-----------------------|--------------|----------------------|----------------------|----------|
| 8 am | Exercise | | Exercise | | Exercise | Exercise | Exercise |
| 9 am | | | | | | | |
| 10 am | | | | | | Staff Meeting | |
| 11 am | | Teaching | Thesis Defense and | Teaching | | | |
| 12 am | | | follow up | | Graduate advising | | |
| 1 pm | | | | | meetings | Lunch with colleague | |
| 2 pm | | Office hours | | Office hours | | | |
| 3 pm | | | Teaching | | Teaching | | |
| 4 pm | | | | | | | |
| 5 pm | Planning | | | | | | |
| 6 pm | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Then add in all other events you cannot avoid.



| Week | Sun | Mon | Tues | Wed | Thurs | Fri | Sat | | | | |
|-------|----------|--------------|-----------------------|--------------|----------|----------------------|----------|--|----------------------|--|--|
| 8 am | Exercise | | Exercise | | Exercise | Exercise | Exercise | | | | |
| 9 am | | | | | | | | | | | |
| 10 am | | | | | Project | Staff Meeting | | | | | |
| 11 am | | Teaching | Thesis Defense and | Teaching | | | | | | | |
| 12 am | | | follow up | | | | | | Graduate advising | | |
| 1 pm | | | | | meetings | Lunch with colleague | | | | | |
| 2 pm | | Office hours | | Office hours | Project | 55,154,154 | | | | | |
| п | | | Project Teaching | | Teaching | | | | | | |
| 3 pm | | | reaching | | reaching | | | | | | |
| 4 pm | | | | | | | | | | | |
| 5 pm | Planning | | | | | | | | | | |
| 6 pm | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Then schedule in your project time *before* you put in anything else.



| | Exercise | | Exercise | Exercise | Exercise |
|-------|-----------------------|--------------|----------------------------------|---------------|----------|
| | | | | | |
| | | | Project | Staff Meeting | |
| ing | Thesis Defense and | Teaching | | | |
| | follow up | | Graduate advising meetings | Lunch with | |
| hours | | Office hours | Project | colleague | |
| | Project | | | | |
| | Teaching | | Teaching | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Yn | u can | do th | is. | | |
| | | | | | |

Thurs

Fri

Sat

Week

8 am

9 am

10 am

11 am

12 am

1 pm

2 pm

 $3 \, \mathrm{pm}$

4 pm

5 pm

6 pm

Sun

Exercise

Planning

Mon

Teachi

Office

Tues

Wed

Then schedule in your project time before you put in anything else.
Even a half-hour slot can be useful!



Good luck and let us know how we can help.

Assess and adjust!

- ✓ Each is a new week!!
- 1. How am I progressing towards my goals in my strategic plan?
- 2. Have I developed a consistent daily writing habit?
- 3. Am I consistently holding a weekly planning meeting?
- 4. If I'm not where I hoped to be, what's holding me back?

Recommended next steps

- 1. Watch "How to align your time with your priorities" video weekly planning meeting
- 2. Watch "How to develop a daily writing practice" video
 - ✓ Find an accountability buddy (NCFDD) or a colleague
 - ✓ If a grad student, consider dissertation success bootcamp; its free!
- 3. Join the 14-day writing challenges starts October 28th
- 4. Watch "Moving from resistance to writing" video
- 5. Check out the teaching in no time videos
- 6. https://www.facultydiversity.org/events
- 7. https://www.facultydiversity.org/core-curriculum

Identify and Evaluate your Resistance (what is it, what drives it, and how do we do resistance?)

- ✓ Resistance: a defense mechanism to keep us from doing anything that might be dangerous; it arises in response to anything that increases our anxiety.
- ✓ Fear of: exposure, failure, challenging the status quo, not being enough, etc.
- ✓ How it manifests?
- Procrastination (or sometimes known as "workcrastination" like email ③)
- Avoidance
- Denial
- Anger
- Limiting beliefs

What are limiting beliefs?

| Limiting Beliefs about Writing | What we Know from Research |
|--|---|
| I need huge blocks of uninterrupted time. | The most productive writers write regularly, in small increments. |
| I must be inspired to write. | No, you don't. You show up, the inspiration comes once you get started. |
| Writing is what I do when I'm done thinking. | Writing is thinking. |

What's holding you back?

| Technical Errors | Psychological Errors | External Realities |
|---|----------------------|-------------------------|
| Haven't set aside the time to write | Perfectionism | Somebody got sick |
| Set aside the wrong time | Disempowerment | You get sick |
| You have no idea how much time tasks take | Inner critic(s) | You have a health issue |
| You don't have smart goals | Unclear goals | You move |
| You can't figure out what you have to do | Imposter syndrome | You had a baby |
| You don't know how to do something | Fear of failure | |
| | Fear of success | |