

## Time Management Inventory

	Yes	No	Sometimes
I find myself completing tasks at the last minute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often stressed about deadlines and commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distractions often keep me from working on critical tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I estimate how many hours I will need to study each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tasks I work on during the day are the ones with highest priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consistently meet assignment deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set aside time for planning and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I begin working on semester-long projects early in the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how much time I am spending on the various tasks I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a daily "to do" list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prioritize my "to do" list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often stressed about deadlines and commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use goal setting to decide what tasks and activities I should work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure social activities don't interfere with my study/work time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I leave contingency time in my schedule for the unexpected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know if the tasks I am working on are high, medium, or low value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set specific goals for each study period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I begin my study time with my most difficult assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think about the future and setting long term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I procrastinate because I think I do better work under pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I grab spare bits of time in order to chip away at relatively complex tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share my plans and goals with others to increase accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find myself finishing tasks at the last minute or asking for extensions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set time aside every week for planning and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distractions often keep me from working on critical tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I complete most of my studying during my most productive hours each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think of being a full-time student as I would a full-time job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 4.0 License](https://creativecommons.org/licenses/by-nc-nd/4.0/). You may reproduce it for non-commercial use if you use the entire handout and attribute the source: The Learning Center, University of North Carolina at Chapel Hill. If you enjoy using our handouts, we appreciate contributions of acknowledgement.