Workshop On Procrastination

TI 062 - Thematic

By

Jo Ann Cope & Clifford Katz
# Workshop on Procrastination

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Workshop on Procrastination

by Jo Ann Cope & Clifford Katz
(reformatted 2003 by The Clearinghouse)

Preparation

Leaders should read and become familiar with the following materials:


Leaders' Keys:

- Leader's script for “Clarifying Goals and Setting Priorities”
- Leader's key to structured lecture on procrastination

Handouts:

<table>
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<th>Clarifying Goals and Setting Priorities</th>
<th>Lecture on Procrastination</th>
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<tbody>
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<tr>
<td>Weekly Activities Record</td>
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Workshop on Procrastination

Overview

Session 1


Students are asked to brainstorm and quickly write out what they want to accomplish in their lifetimes, how they want to spend their time in the next three years, and how they would spend their time if they had only six months to live. This information is shared and related to the purposes of the group.

The objective of this exercise is to enable participants to clarify their goals, that is to say their commitments, to be sure that they are motivated and really want to do what they are procrastinating on. The exercise takes about 45 to 50 minutes.

B. Break: 5 to 10 minutes.

C. Instruction in time management skills. Operating on the assumption that some people may procrastinate because they are unsure about how to do what they want to do, we teach time management techniques, including goal-setting, task limitation and definition, setting priorities, etc.

See appendix for the three handouts, Clarifying Goals and Setting Priorities, Goals Journal, and Overcoming Procrastination. They will be used during this session.

Another task during this session is to refer students to other sources, such as a career counseling center or a learning skills center so that they may learn skills to enable them to do what they want: for help in preparing a résumé, for help in preparing a term paper, etc. The overall objective of this session is to make sure that participants know how to do what it is they are hesitant to do, to eliminate lack of skills or know-how as a cause of procrastination.

Time: about 45 minutes.
D. **Homework.** Two tasks are required: that a student contract to begin work on what he or she has been avoiding, and that the student keep a journal of experiences while attempting to overcome procrastination. Students are asked to contract for a certain task, and the group is used to help students plan how they will accomplish their task. Care is taken to be sure that everyone has realistically limited their task, knows how to proceed, etc. Then they are asked to keep a journal of their feelings, behaviors and thoughts as they try to meet their contracts. We emphasize that at this stage, developing an awareness of their procrastination methods and effects is higher priority than completing the contracts. The primary objective of the homework assignment is to heighten awareness of the process of procrastination: feelings, thoughts, behaviors.

Time: about 20-30 minutes.

**Session 2**

A. **Process the results** of attempts at fulfilling contracts; troubleshoot failures and reward successes; refine contracts as needed.

Time: about 30 minutes.

B. **Lecture on causes and methods of procrastination** (based on “Overcoming Procrastination” chapter in Ellis and Knauf). This serves to tie together cognitively the self-awareness developed by the journal-keeping homework. Students are able to locate themselves in this cognitive overview. Ellis and Knauf cite perfectionism and fear of failure, anxiety and catastrophe, anger and impatience, grandiosity, love needs, and feelings of being overwhelmed as causes of procrastination. Resistance to change, they propose, is expressed via rationalization, impulsiveness, and escapism. Group discussion of these motivations and behaviors in the light of journal entries enables achievement of the objective of this session: heightened awareness of one's process in procrastination.

Time: about 30 minutes.

C. **Break: 5-10 minutes.**
D. **Introduction to self-talk.** The concept of inner speech or self-talk is introduced, with the suggestion that what we say to ourselves affects our behavior, our beliefs and our feelings. A hand-out is used to illustrate self-talk (see appendix), and further examples may be drawn from people’s journals. It is explained that negative self-talk produces negative attitudes about oneself and leads to counter-productive behavior. We explain how to change negative self-talk to task-facilitating instructions and self-enhancing self-talk.

Time: 30 minutes.

E. **Homework.** Students are asked to continue working on their refined contracts. They are asked to continue to keep a journal, this week writing down examples of negative self-talk and creating positive, task-productive self-talk. Examples from the leaders help here.

Time: 20 minutes.

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**Session 3**

A. **Process** the results of the attempts at changing feelings and behavior via changing self-talk. Leaders isolate and label irrational beliefs as they arise in the conversation.

Time: Approximately 20 minutes.

B. **Group practice,** modeling, etc., of reinforcing and task-directed self-talk. Leaders draw on reports from journals of negative self-talk, suggest more reality based talk; they encourage other group members to help individuals think more positively about their issues. Leaders must be sensitive to the potential here for some pretty deep negative attitudes among group members. The group tends to hit real resistance to change at this point in time in the process.

Time: About 40 minutes.

C. **Break:** 5-10 minutes.

D. **Discussion on:** “Overcoming Procrastination” (see handout in Appendix). Lecture on assorted techniques for modifying behaviors, feelings, beliefs about tasks.

Time: Approximately 30 minutes.
E. **Homework:** Each member contracts for a plan of anti-procrastination behaviors, self-talk strategies, etc. based on the teaching of various methods during the three sessions, preparing for a last all-out assault.

**Session 4**

A. **Process successes and failures of the last week.** Reinforce successes and clarify process of failures.

Time: Approximately 1 hour.

B. **Break: 5-10 minutes.**

C. **Evaluation:** Have participants fill out written evaluation (see Appendix) as a stimulus.

Time: Approximately 15 minutes.

D. **Evaluation:** Ask participants to summarize verbally for themselves and the group what they feel they have and have not accomplished. Make referrals if necessary to other resources they can utilize.
Sample Flyer for the Workshop

Overwhelmed by more work than you have time for?
Put off writing papers until the night before? Cramming before tests?
Not getting as much accomplished as you’d like?
Worrying more about school and working on it less? Hard to get started?

University of Texas Learning Services and the Counseling/Psychological Services Center
are offering a

WORKSHOP ON PROCRASTINATION

In a small-group setting, the participants in this workshop will confront their lack of motivation about school tasks and their tendencies to delay and avoid studies.

The group will move through exercises on values and goals clarification, time management and self-organization skills, integrating your ideal and real self, contracting, and counterproductive versus constructive ways of directing oneself.

The group will meet for four sessions on Tuesdays from 1 to 3 p.m., beginning October 31.

To enroll: Come to Jester A332 Monday through Friday 10 a.m. to 5 p.m. (and Thursdays until 7 p.m.)
Handouts & Activities

Workshop on Procrastination
Leader's script for “Clarifying Goals and Setting Priorities”

(adapted from Lakein for college students)

CLARIFYING GOALS AND SETTING PRIORITIES

1. “Imagine you are on your deathbed. Your life flashes in retrospect before your eyes. You realize that you are satisfied with your life and that you will die peacefully.

Very quickly (2 minutes) list what you would want your life’s accomplishments to be.”

(At the end of 2 minutes, say “take an extra minute to read over your list and add anything you’ve forgotten.”)

2. “Imagine that it is 11:59 p.m. next New Year’s Eve. You are standing in a whirl of confetti, a noisemaker in one hand and a bottle of champagne in the other. As you hear “Auld Lang Syne,” the year just past flashes across your mind. You realize with a sense of pleasure that you have had a good year.

Very quickly (2 minutes) list your desired accomplishments for this year.”

(At the end of two minutes, say “take an extra minute to read over what you’ve written, change it, add to it, etc.”)

3. “Imagine that this semester is over and you are on a break between semesters. Safely distanced from its pressures, you reflect on the past semester and realize that it was successful.

Quickly list (in 2 minutes) the major tasks you would have liked to accomplish this semester.”

(After 2 minutes, ask participants to take an extra minute to read and revise their lists.)

4. “Go back to your first list. Take one minute to select three items from that list which are top priority for you this year. Star the items.”

5. After a minute, say “Now go to the list of the year’s accomplishments. Take one minute to star three items which are top priority for you for this year.”

6. After a minute, “Now go to this semester’s list and again star three items which are top priority for you this semester.”

7. “Now look at all 9 items which you’ve chosen as top priority and choose any three which you choose to be top priority for you. Take one minute to do this.”
Clarifying Goals and Setting Priorities

1. Life goals...

2. THIS year's goals...

3. This semester's goals...
Goals Journal

Overcoming impulsiveness and unnecessary worry that leads to procrastination takes a lot of practice, patience, and determination. Monitor the ways you talk to yourself over the next week. Use these examples and this form to write down your situations and your self-talk. Then think of some things to say to yourself that you trust to be true and not rationalization that, (1) direct you toward your goal, and (2) encourage you.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Goal-distracting self-talk</th>
<th>Goal-directing self-talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>After dinner in your room. You have planned to go to the library to study this evening.</td>
<td>“I don't have to do this homework tonight: I can do it the hour before class tomorrow. I’d rather relax now. I don't feel like studying.”</td>
<td>“I'll feel pressured if I wait until tomorrow. If I'm not sure about a problem, then I won't have time to figure it out. I'll feel better in the long run if I do some work on it tonight.”</td>
</tr>
<tr>
<td>Going out for an evening with friends when you have a test coming up in a few days.</td>
<td>“I shouldn't be doing this: I should be studying. I have to spend every minute preparing. I've only just begun and I'm afraid the test will be hard.”</td>
<td>“Calm down. You have begun to prepare, and you have enough time available to do a good job. You don't have to spend every minute on school. You can enjoy your friends and still make good grades.”</td>
</tr>
</tbody>
</table>
Overcoming Procrastination

I. BEHAVIORAL METHODS

A. Self Contracting
   1. Working for specified rewards
   2. Making something you normally do and enjoy contingent upon doing the postponed or avoided task
   3. Establishing penalties for not doing tasks
   4. Profit-Penalty System—combination of 1 & 3 above

B. Reminders
   1. Signs, slogans
   2. Notes, lists

C. Bits and Pieces
   * Do little bits of numerous delayed tasks rather than all or nothing approach.

D. Riding the wave of inertia—when you get going, keep going even if it involves switching tasks

E. Five-Minute Plan
   1. Contract for five minutes worth of effort
   2. Consider another five minutes at the end of the first

F. Do it when you think of it

G. Establish a set time for a routine

H. Modifying the environment
   1. Change the environment to make it more conducive to working
   2. Move yourself to a more conducive environment

I. Use of confederates
   1. Help enforce reward or punishment programs
   2. Do task along with friend
3. Need to avoid over-dependence however

J. Fixed role technique
   * Like a movie or play
   * Pretend for a given period of time to be a non-procrastinator

H. Expect backsliding
   1. Don't expect immediate “cure”
   2. Focus on successes, not just failures

**II. COGNITIVE METHODS**

A. Recognizing and altering self-defeating beliefs

B. Modifying, immobilizing, and avoidance-producing self-talk based upon:
   1. Demandingness; perfectionism
   2. Anxiety and catastrophizing
   3. Anger; impatience; low frustration tolerance
   4. Grandiosity
   5. Extreme need for approval
   6. View of self as inadequate or world too difficult

C. Substitute long range for short range hedonism

**III. EMOTIVE METHODS**

A. Shame-attacking exercises—do things you’re afraid of to see you can survive.

B. Self-disclosure—letting others know of our insecurities can free us up to take more risks.

C. Role-playing—rehearse doing feared tasks. Experience fears at a more manageable level.

D. Expressing feelings—avoids being a procrastinator as a form of expressing anger at others (Poor grades = anger at parents in some cases).

E. Imagery—visualize self-coping successfully with feared task or situation.

F. Increasing general pleasures in life may improve zest for living and make undesirable tasks less onerous.
Task Definition & Time Planning

I. Selecting Your Task

1. Make a list of projects you are currently procrastinating on.

2. Choose one task to begin working on and write it down.

II. Organizing Your Task

1. Look at your task and break it down into small discrete parts, little sub-tasks you can do in small amounts of time: 5 minutes, 30 minutes, an hour, etc.

2. List in order the first three to five sub-tasks you need to complete to begin making progress on your task.

3. Get a weekly calendar and plan right now, when you will do these tasks this week: schedule these tasks into your week
LIST YOUR TASKS HERE:

<table>
<thead>
<tr>
<th>Sub-task</th>
<th>How long it will take</th>
<th>When I'll do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>5.</td>
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</tbody>
</table>
Time Scheduling

<table>
<thead>
<tr>
<th>168 hours in a week</th>
<th>10 of every 24 hours are hours in which you'll have to make DECISIONS about what to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 56 hours of sleep (Generous!)</td>
<td></td>
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<tr>
<td>• 21 hours of eating (Gluttonous!)</td>
<td></td>
</tr>
<tr>
<td>• 20 hours of attending class and labs</td>
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</tbody>
</table>

71 hours/week or 10 hours/day for study, recreation, and everything else!

Consider making a schedule. It can work like a charm in cutting down on tensions, worries and daydreams. Far from making a robot of you, a time schedule frees you from making top-level decisions constantly, thus allowing you to make the best use of your time.

Start by making a record of your FIXED ACTIVITIES such as classes, meals, meetings, etc. Each week add information revolving around class assignments; note due dates and estimate study time required.

Remember these principles of time use when deciding how to spend your study time.

* Many effective schedulers habitually plan their day at a regular time—5 to 10 minutes in the morning or before going to bed, for example.

* Allow larger blocks of time for learning new material, grasping concepts, drafting a theme, etc. Divide these larger blocks of time into definite subparts the length of your concentration span (20 minutes? 30? 10?)

* As you begin work on each subpart, jot down the time you expect to finish; when you're through, reward yourself with a brief break: move around, stand on your head, drink water, eat a grape...whatever feels good.

* Use short periods of time (15 to 45 minutes) to review. It's especially wise to spend a few minutes reviewing immediately BEFORE a class involving discussion or recitation. Immediately AFTER a lecture class spend a few minutes reviewing your notes.

* Schedule harder study tasks when you are most alert and can concentrate best.

* Do something daily—don't let it all pile up!
* Plan to really learn the first time; the rest of your study time should be spent reviewing through recitation, discussion, making up and answering possible test questions, etc.

* Don't try to allocate ALL your time; know what needs to be done and how long it will take you. It's HOW you use your time that counts.
Time Management Improvement Plan Contract

Lawyers say that contracts are essential if anything at all is to be accomplished. I think so, but in different terms. I feel that a contract with yourself is the most personal and important thing you can do. It's a promise of better things to come...the acceptance of responsibility for your actions. And you must pay or give up something to achieve the terms of the agreement.

The contract must fill these requirements:

1. A clear statement of purpose. The goals and objectives to be reached.
2. The definite action steps to achieve that result. A one-two-three charting out of what you and others will do to reach the goal.
3. What resources will you use? Be specific. If one fails who can substitute?
4. Who will be affected by this change in me? How will they react? Can you prepare them in advance for the change?
5. When do I start? When will I finish? What audit checks can I make to be sure I'm on the right track? How can I correct direction without fear?
6. How much time and money will it cost? Can I afford it? Will I pay this price?
Time Management Improvement Plan Contract (cont.)

Fill in the blanks:

1.

2.

3.

4.

5.

6.
## Weekly Activities Record

<table>
<thead>
<tr>
<th>Hours</th>
<th>Activities</th>
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<tbody>
<tr>
<td>12-5</td>
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<td>5-6</td>
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<tr>
<td><strong>P.M.</strong></td>
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Leader's Key to Structured Lecture on Procrastination

(Adapted from Albert Ellis and William Knaus, *Overcoming Procrastination*, 1977)

I. Reasons why we procrastinate

A. Emotional difficulties that lead to/stem from procrastination:

1. LOW SELF-ESTEEM. Thinking of yourself as inadequate and unworthy leads you to procrastinate and thereby to lower your self esteem.

   a. Perfectionism. If you equate your self-worth with high performance, then procrastination protects you against the risk of failure.

   b. Need for love. If you feel that people will accept you only if you perform well, then procrastination protects you from the risk of rejection.

   c. Anticipating the Worst. If you can only imagine disaster as an outcome of your performance, then procrastination protects you from anxiety.

   d. Self-judgment. If you judge yourself too harshly, then procrastination protests you from self-hating guilt and shame.

   e. Depression. If you feel overwhelmed, immobilized and helpless to perform, then procrastination protects you from hopelessness.

   f. Rigid Identity. If your image of yourself as a procrastinator is a self-fulfilling prophecy, then procrastination protects you from having to change.

2. LOW FRUSTRATION TOLERANCE. If you are unwilling to do hard tasks or to delay gratification, if you wait for internal motivators or inspiration, then procrastination is a means of avoiding hassle.
3. HOSTILITY. If you are disappointed in your demands on life, if you feel spiteful toward teachers or parents or bosses and fail to meet their expectations, procrastination is a means of rebellion.

B. “Legitimate” reasons for procrastination: Excuses

1. Naiveté or ignorance: “I didn't know I could do it.” “I didn't know I was supposed to do that.”
2. Fixed habits: “But I've always done it this way! It's so hard to change!”
3. Inertia: “I just can't seem to get started.” “It's so hard to drop one thing and pick up another.”
4. Frailty of memory: “I just forgot!”
5. Skill deficiencies: “But I don't know how!”
6. Physical problems: “I couldn't do it: I was sick.”
7. Appropriate delays: “I'm waiting for the best time to do it.” “I really need some creative leisure.”

II. Frequently used procrastination tactics: How to procrastinate.

A. Put it off until later.

B. Wait on something else. “I can't start my term paper until the professor explains the assignment better!”

C. Choose the immediate pleasurable opportunity. Seize the day.
Leader’s Key to structured lecture on procrastination (cont.)

D. Day-dream and fantasize about what you are going to do (but don't actually do it).

E. Lose yourself in TV, movies, music, books, magazines, entertainment.

F. Act impulsively without thinking about intentions or consequences.

G. Drink alcohol; do drugs; seek oblivion.

H. Read the classics, listen to classical music, do reputable cultural activities as a substitute for acting.

I. Develop a compulsive addiction (over-eating, smoking, running) that consumes your time and attention.

J. Be passive. Wait for fate or circumstance to rescue you from having to act.

III. Frequently heard rationalizations

A. “I work better under pressure.”

B. “I don't know how to do this right. I can't do it.”

C. “I really don't want to do this.”

D. “It really won't make a difference if I put this off.”

E. “I need to be in the mood to do this.”

F. “I know I can pull this off at the last minute.”

G. “I'll save myself time and effort if I wait and do this all at once.”

H. “This moment, this opportunity, will never come again.”

I. “Forces beyond my control keep me from doing this.”

J. “I've worked so hard, I just don't have any energy left.”

K. “No one really cares whether I do this or not.”
Procrastination Reasons

I. Reasons why we procrastinate
   A. Emotional difficulties, which lead to/stem from procrastination
      1. 
         a.  
         b.  
         c.  
         d.  
         e.  
         f.  
      2.  
      3.  
   B. “Legitimate” reasons for procrastinating
      1.  
      2.  
      3.  
      4.  
      5.  
      6.  
      7.  
II. Frequently used procrastination tactics
   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.
   J.

III. Frequently heard rationalizations
   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.
   J.
### Self Talk Examples

<table>
<thead>
<tr>
<th>Negative Self-Talk</th>
<th>Positive Self-Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports (Bowling)</strong></td>
<td><strong>Sports (Bowling)</strong></td>
</tr>
<tr>
<td>&quot;I really need to get this spare for our team to win. But hell, I've been bowling such a lousy game. My timing is off and I've been getting terrible breaks. The guys will never forgive me if I choke here. If I'd only made that last spare I wouldn't need this one. I'll probably never make it.&quot;</td>
<td>&quot;Well the pressure is really on now, since I need this spare for us to win the game. But there's no sense thinking about that now, so I'll just relax for a few seconds. Now, what kind of shot do I need to make? Oh yes, I've made that one many times before. That means I should start my approach from over here...in the past on this shot I've had trouble keeping my head down and keeping my backswing straight...I'll be sure to do that right this time. OK, I'm ready to give it my best shot. After all, that's all I can do anyhow.&quot;</td>
</tr>
<tr>
<td><strong>Taking A Test (School, Licensing Examination, Qualification Test)</strong></td>
<td><strong>Taking a Test (School, Licensing Examination, Job Job Qualification Test)</strong></td>
</tr>
<tr>
<td>&quot;It sure is important that I do well on this test to pass the course. Oh God, what if I don't? I'll flunk out! What will I ever do then? I don't have any skills. It'll really be curtains then.&quot;</td>
<td>&quot;So, I'm gonna be taking this important test, huh? I need to do well, but I'll worry about that later. Besides, real catastrophes rarely happen anyhow. Now, what do I need to do here? If I just relax I'm sure the answers will begin to flow smoothly.&quot;</td>
</tr>
<tr>
<td>&quot;I have to pass this exam. If I don't I'll be stuck in the same job for years. And who knows... I may not even be able to support my family. But this thing seems so damn hard. Maybe I really don't know my stuff. God am I stupid. This is really useless.&quot;</td>
<td>&quot;Boy do I hate these deals. I never know what to say. Surely I'm gonna say some-thing stupid. Why do I have to mess with this kind of foolishness? I can't wait for it to be over. Oh no, now I'm starting to get real tense--my palms are sweating, my heart is beating so fast I can't stand it. I'm sure everyone in the room notices this. I've gotta get outta here quick before something horrible happens.&quot;</td>
</tr>
<tr>
<td><strong>Uncomfortable Social Situations</strong></td>
<td><strong>Uncomfortable Social Situations</strong></td>
</tr>
<tr>
<td>&quot;Boy do I hate these situations. I never know what to say. Surely I'm gonna say some-thing stupid. Why do I have to mess with this kind of foolishness? I can't wait for it to be over. Oh no, now I'm starting to get real tense--my palms are sweating, my heart is beating so fast I can't stand it. I'm sure everyone in the room notices this. I've gotta get outta here quick before something horrible happens.&quot;</td>
<td>&quot;Boy do I hate these situations. I'm beginning to get tense already...that's my clue to relax and focus on what I need to do. There certainly isn't any point in panicking since these things always seem to work out OK anyhow. Say, there's someone I'd like to get to know sitting alone over there. I think I'll walk over and introduce myself.&quot;</td>
</tr>
</tbody>
</table>
Anti-Procrastination: Self Awareness

What are you procrastinating on?

What have you done so far on this task?

What are your thoughts about this task?

How do you feel about this task?
Design Your Own Anti-Procrastination Plan

Below are several lists of specific, concrete things you can do to confront and change your own tendencies to procrastinate. Choose several suggestions from among the four lists and put them into practice. If these activities work, keep on with them; if not, try different ones. Persist. Keep a record of your activities on the other side of this sheet.

**First, schedule your tasks for your project.**

_____ Write down a list of the tasks you must undertake to complete your project. Set priorities among these. Mark each one off as you complete it...and reward yourself.

_____ Start with the most unpleasant task—to get it over with—and work down until you get to the easier ones.

_____ Do something daily on your project, even if it is only for 5 minutes. Write down two or three things you can do toward your task which you can accomplish in 5 minutes and then do one of them...and reward yourself.

_____ Schedule work on one of your avoided tasks so that it is contingent upon something you already normally do and enjoy. For example, “I’ll work on my term paper in the library half an hour before going to play racquetball.”

**Second, take action!**

_____ When it comes time to do your task and you are tempted to procrastinate, make yourself sit down for 5 minutes and think about what you are about to do.

_____ Envision the emotional and physical consequences of procrastinating—and of following through on your plan to work. After you think this over, go ahead and do what you judge best...with no apologies or second thoughts!

_____ Imagine how you would behave in the next hour or day if you were NOT a procrastinator. Get a clear picture in your mind—and then act out that role, pretend, for the next hour or day, that you are not a procrastinator. When you are done, evaluate your “acting”: did you do a good job? How did it feel?

_____ When you feel an impulse to work on your project, follow up on it: do it at the moment you think of it and keep at it until you don't feel like it anymore.
DESIGN YOUR OWN ANTI-PROCRASTINATION PLAN (cont.)

_____ Decide on a specific reward for success—and/or a punishment for failure—at working on your task. Make it realistic and follow through. For example, you might decide that you won’t take a bath on a day when you don’t work on your paper.

Third, use your friends!

_____ Make a contract with a friend or teacher to get a specific task done.
_____ Make an appointment with a teacher, tutor, or someone who can consult with you on your project. Ask for help and advice about proceeding.
_____ Make a lunch or dinner date with a friend. Tell your friend that you want his or her support, that you want to talk about your feelings about your project, that you want him or her to encourage you.
_____ If you have something frightening to do—talking to a professor, for example—ask a friend to listen to you rehearse what you have to say, so that you can face and live through and cope with your fear.

Fourth, keep a journal!

_____ Every day, write in your journal to give yourself credit for what you have accomplished, to genuinely forgive yourself for backsliding, and to plan your next anti-procrastination activity.
_____ In your journal, identify rationalizations, confront yourself, and redirect yourself to your task.
_____ Recognize negative attitudes and write out positive, encouraging attitudes.
_____ If you get mad, write out all your frustrations and anger in your journal.
_____ If you make a mistake, write out the interesting, beneficial things you learned from it.

Learning Skills Center, The University of Texas at Austin
Anti-Procrastination Log

Each time you do one of the activities listed on your anti-procrastination plan, write down the date and a note about what you did and the outcome of your activity. Bring this log with you to the Workshop on Procrastination. (If you don't do very many, don't let that bother you. You can talk over the difficulties you encountered. Remember--changing old habits is hard!)
Possible Consequences of Procrastination

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>monetary loss</td>
<td>self-criticism and deprecation</td>
</tr>
<tr>
<td>loss of friendship</td>
<td>embarrassment</td>
</tr>
<tr>
<td>lowered grades</td>
<td>anxiety</td>
</tr>
<tr>
<td>incomplete academic program</td>
<td>lack of concentration</td>
</tr>
<tr>
<td>conflict with boss</td>
<td>inability to enjoy other activities</td>
</tr>
<tr>
<td>conflict with co-workers</td>
<td>guilt</td>
</tr>
<tr>
<td>decreased job responsibility</td>
<td>sense of fraudulence</td>
</tr>
<tr>
<td>lowered credit rating</td>
<td>tension</td>
</tr>
<tr>
<td>tension with parents</td>
<td>panic</td>
</tr>
<tr>
<td>tension with spouse or partner</td>
<td>depression</td>
</tr>
<tr>
<td>tension with other friend or family member</td>
<td>sense of excitement or thrill</td>
</tr>
<tr>
<td>job loss</td>
<td>physical exhaustion</td>
</tr>
<tr>
<td>marital separation or divorce</td>
<td>physical illness</td>
</tr>
<tr>
<td>governmental penalties (e.g., tax fines, arrest warrants for parking tickets) accidents or physical injury</td>
<td></td>
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</tbody>
</table>

Ask, how do you feel now? Sad? Angry? Relieved? Sobered? Now that you have satisfied your need to criticize yourself, stop for a minute and just ponder your situation. Taking stock of where you have been is an important first step.
Evaluation

Classification________________________

Major ________________
Approx. G.P.A.___________

1. What did you originally hope to get from this class?

2. Were those original expectations met?
   
   definitely no        definitely yes
   1  2  3  4  5

3. The major objective of this course is to provide techniques and practice in overcoming procrastination.

   Was this objective met?
   
   definitely no        definitely yes
   1  2  3  4  5

4. Below is a list of some of the major components of this course. How helpful are these in enabling you to reduce procrastination?

   definitely not helpful        definitely helpful
   1  2  3  4  5

   Goals clarification exercise
   Time management techniques
   Contracting
   Keeping a journal
   Lecture on causes & methods of procrastination
   Recognizing and changing self-talk
   Group sharing of experiences
5. Were you satisfied with the over-all quality of instruction you received?

<table>
<thead>
<tr>
<th>definitely no</th>
<th>definitely yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

6. Please use this remaining space (and back of this page) for whatever comments you wish about the class and its instruction—e.g., format, content, length, instruction, environment, materials, your general feelings about the course, etc.