*At university, with assignments due in mostly towards the end of each semester and exams following closely afterwards, these periods proved difficult for me. For example, in the run up to exams, I tended to revise subjects which I preferred, consequently rushing at the last minute to study the remaining topics that I liked least. Similar to university, on occasions I have struggled with time management at work. As a case in point, a monthly report is collated for the Board of Directors on current company performance with a specific section dedicated to sickness absence rates. The responsibility lies with me to send out and collect sickness return to work forms by a specific date each month so that the figures can be put into the Board Report. Due to completing my “more favourable” duties first, for a few months I have found myself chasing the forms at the last minute, causing other task completion to be delayed, and because of this I have felt stressed and pressured.*

*Whilst on placement, I have been introduced to Covey’s (1994) model to help me with my time management issues:*

**Figure 1: "Put First Things First" Time Management Model**

 **URGENT** **NOT URGENT**

|  |  |
| --- | --- |
| **I****IMPORTANT****ACTION** | **II****CALENDER** |
| **III****NOT IMPORTANT****DELEGATE** | **IV****BIN** |

**Covey (1994)**

*This model guides its users by enabling them to assign their tasks to urgent/not urgent and important/not important. I have found this to be extremely useful as I have been able to split my tasks up into the relative boxes and effectively manage my time, completing all required duties to a high standard and on time. I plan to use this model when I return to university to enable me to manage my time as best I can.*

**Notes:**

1. In the first paragraph, the student recognises her tendencies to procrastination (putting off important tasks to the ‘last minute’). She shows her awareness of how this is a general problem, affecting her university and workplace performance.
2. More specifically, she gives precise examples of situations that have highlighted those problems. As with all your academic assignments, it is important to provide clear evidence that enables the reader to directly understand your experiences.
3. She repeatedly uses first person (‘I’), which is required in reflective assignments, unlike most of your other academic writing.
4. However, she shows in the second paragraph that it is still important to relate her experiences to theoretical ideas. This especially applies to forward planning as she explains with the example of Covey’s model how she is learning to improve her time management practice.
5. This type of reflective analysis – learning from personal experience and academic theory – is confirmed in the final paragraph. However, that is somewhat vague, and requires further development with more specific examples of how she intends to apply Covey’s model to forthcoming time management challenges at university.