TIME MANAGEMENT

Amy and Margaret attended a three-day workshop on "How to manage an organization effectively" some time ago and one of the modules presented was on "Time Management". Margaret has condensed some parts of the module which she personally has found useful for the benefit of the members.

What is time management?

A method of getting more out of your day?

A process of examining how you use your time, analysing the principal time users and identifying the time wasters.

Some questions for analyzing your time log:

1. Did you have a plan for each day with clear priorities in writing? (daily "To do" list)

2. Were you doing the right job at the right time?
   What did you do that should not have been done at all?
   Could it have been done later?
   Could it have been delegated? To whom?

3. What could be done in a better way?
   Faster?
   More simply?
   In less detail?
   With better results?

4. Concerning interruptions:
   How are you interrupted most often? (telephone, visitors, meetings, crises, self, boss, team, clients?)
   How often?
   For how long?
   How important were the interruptions?
   How long does it take to recover - to get back on track?
   How many interrupted tasks were left unfinished at the end of the day?

5. Concerning contacts/communications with others:
   How important? (is time spent in accordance with your real priorities?
   Who (with right person)
   How often?
   How long?

6. To what extent did you reach your goals?
Principles of Time Management

1. Know where your time goes. Keep a daily log for the last two weeks and analyse your time, identifying trends and patterns.

2. Budget your time by priority. Value your work projects in terms of importance and urgency, then schedule your time accordingly.

3. Practice continual planning. Continual evaluation and re-evaluation of work priorities and time schedule leads to the best use of your time today.

4. Consolidate discretionary time. Create large chunks of uninterrupted time, being careful to avoid over-scheduling of inflexible scheduling which cannot realistically be met.

5. Vary work activities. Keep a healthy balance between long and short term projects, working in groups and working alone to maintain perspective and remain vital.

6. Delegate work to others. Avoid the pitfall of thinking of delegation as giving away your work rather than work that others could just as well do. Remember the law of comparative advantage and disadvantage when delegating responsibility. And take time to allow the people you supervise to grow.

7. Frequently ask yourself the question, "Are there things I am doing that should not be done at all?"

8. Take time to make personnel decisions. Personnel decisions are people decisions and must be made slowly and carefully.

9. Look for ways to minimise time spent on unproductive tasks, thus enabling you to spend more time on productive tasks. Grouping and executive similar activities concurrently will often save time.

10. Gather as much information as you can before acting. Take care in clarifying the objectives of your communication and make an effort to seek feedback in order to avoid time waste due to information loss.

11. Take time to create a positive work climate. Avoid criticism and defensiveness which can drain energy which could otherwise be utilised for creative, purposeful work.

12. Invest in your own professional growth. Change fixed routines as a way of increasing your own alertness. Take the time to keep abreast of developments in your field.
Top time wasters and what to do about them

Lack of planning
Recognize that planning takes time, but saves time in the long run.

Failure to set priorities
Write down goals and objectives and discuss with subordinates and colleagues.

Telephone interruptions
Screen and group calls. Be brief. Do not hesitate to tell callers that you are busy.

Drop in visitors
Meet outside your own office. Hold stand up meetings. Have someone interrupt to remind you that time is short.

Paper work
Read selectively. Delegate routine paperwork to subordinates. Keep the IN box clear by making speedy decisions.

Over-commitment
Say NO to people who want you take on more projects than you can handle. Put first things first.

Crisis
Make sure your daily schedule allows for time interrupted and emergencies. Encourage your staff to inform you quickly of a crisis so that you can take quick action.

Indecision and procrastination
Improve your fact finding procedures. Be prepared to make some decisions. Do not worry if few decisions are wrong.

Failure to delegate
Train your subordinates. Realise they will make some mistakes. Delegate fully, give credit when it is due.

A 90's WOMAN

I'm a woman of the 90's, I'm supposed to want it all
To juggle twenty things at once
And really have a ball!
I'm supposed to be assertive and to stay in tip toe shape,
I'm supposed to have a great career
and make the perfect crepe!
I'm supposed to have a make-over
To have a model's looks
See all the latest movies and be up on current books
I'm a woman of the 90's
I'm supposed to be free ....
But all I really want to be is absolutely me!
Phase I training with new CPL recruits between May 22-June 9, 1991

Following the active publicity by our new CPL Coordinator duo, Ita and Jacelyn, we were able to launch off our preview for the training on May 18th. A number of 10 new people showed up together with some of the members and people involved in the training.

Our first phase training which touches on the initial introduction to self-awareness and orientation to women's issues was carried over 4 different sessions over the two weeks in late May and early June.

The comments at the beginning of the training.

"I would like to take this opportunity to know more about myself and to be more comfortable in relating to new people"

"I hope the training can help us to get to know each other and to see whether we can get on well together"

"I would like to know more about being a woman and what women's issues are"

"I do not know whether such a training would effectively train us to become more ready to respond to issues affecting women"

"I am wanting to learn more about the skills to help me to relate and understand the problems women are facing"

"Is SWWS making efforts to address issues affecting women in Sarawak and in what ways"

The comments which surfaced at the end of the Phase I training.

"I find the process in getting me to talk about myself to be uncomfortable at the beginning but I am finding it more enjoyable as other people in the group also begin to share more"

"It is alright for me to disagree with other people in the group without feeling like it is wrong to do so"
"I find our values are so different even in a small group like this. However, I am realising that we have to learn not to pre-judge each other on that basis and see how that relates when we need to handle cases of women with problems."

"This is quite new to me and it is making me think a little more about how to look at how women and men are and should be in society, and where this comes about."

There were some of the sharings of the group during our training. We had in total around 12 people who had attended at least one session of the training. At least 6 people had attended the whole training and participated actively during the sessions.

Over the past three years, the CPL has drawn in many women who have in one way or another gone through parts of the training for phoneline support. However, the Phase I seeks to help women to be more aware of themselves and to understand some of the systemic causes which places women in a position where they cannot fully meet their potentials. This is an ongoing process where new members can continue to find themselves, develop a social niche for them as individuals and not merely as an extension of other people.
Some thoughts on assertiveness

What is assertiveness?

Assertiveness is used to describe behaviour which helps us to communicate our needs, wants and feelings clearly and confidently without abusing other people's rights.

Very few of us are assertive in all areas of our lives. Some of us may be assertive at home but have difficulties at work or in personal relationships. To be assertive, we need to consider the following:

* Decide what we want
* Ask in a clear and confident manner
* Express our feelings openly
* Be ready to take the risk of being rejected
* Give and take compliments and at the same time give and take criticism

Often, this is easily said than done. Unassertive people spend an inordinate amount of time blaming themselves for being adequate or others for what they cannot obtain. Very few people think about what are the factors which influence us to be unassertive. This can be attributed to our social-cultural perceptions and the way it has conditioned our well-being. Understanding a little of these influences can help us reduce guilt feelings and to restore our self-esteem.

People who are assertive are happy being themselves and are confident and relaxed with others. They view their mistakes positively and see them as an opportunity to learn and do better the next time. They learn to gauge their success by their capabilities and potential than to compare themselves with other people.

How do we go about being assertive? Being assertive is not just coping with negative or a problem, but it involves taking positive and constructive steps forward.

An example of a situation:

"I would like to get an increment in my salary. This is reflected through an increase in my work responsibilities and I have been producing good results in my work. I feel this is deserved."

By expressing what you want and taking steps to articulate that clearly and confidently is putting a message across of your position. There could be risks involved and taking responsibility for the outcomes of the decisions. Whichever the outcome, you can feel happy in one way or another to be able to state your wants and rights. If it is a negative outcome, the strategy of a "broken record" by repeating your message can bring about a response. By reiterating what you want in an assertive and
relaxed manner allows the other person to hear you and know you mean what you say. It may then open up the opportunity for negotiation.

To know your rights will reduce the danger of them being abused. The following list covers some of the important human rights that deserve to be respected.

- the right to ask what you want (remember, the other person has the right to say 'no')
- the right to have an opinion, feelings and emotion
- the right to statements related to intuition, ideas and comments
- the right to make mistakes
- the right to be successful
- the right to change our minds
- the right to privacy
- the right to be alone and independent
- the right to change ourselves and be assertive.
- the right to say no

Some points to ponder:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Nasty messages</th>
<th>Assertive response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you free this Saturday?</td>
<td>I want to do something which you do not like. Got that.</td>
<td>I would like to spend the time by myself.</td>
</tr>
<tr>
<td>Haven't you finished your work yet?</td>
<td>You are useless.</td>
<td>I have a lot of details to clear.</td>
</tr>
<tr>
<td>If I were you.....</td>
<td>I know better than you.</td>
<td>I am not you.</td>
</tr>
<tr>
<td>I know you should not really be easy to tell but...</td>
<td>I can easily get around you. You will reveal in time. not want to.</td>
<td>I do not have to tell you if I do.</td>
</tr>
</tbody>
</table>
Session on gender stereotyping with Sarawak Teachers Union on 26th May, 1991

The Sarawak Teachers Union were conducting a workshop on women's leadership for the first time in Sarawak. The women teachers came from the various towns and districts from all over Sarawak. SWWS was invited to present a session on gender stereotyping and its effect on women in employment.

We met a group of 30 enthusiastic faces when we arrived in the morning. In scanning the seating arrangement of the room, we felt it would create a warmer atmosphere by having the participants form a semi-circle with their chairs. Our next few hours was fun-filled and there were much laughter when we went through the exercises on getting ourselves to look at the different attributes we considered about women and men. Much of what was mentioned about women tended to be in the feminine, nurturing and caring roles while those expressed of men tended to make them more dominant, aggressive, go-getting and masculine. The women had lots to express in terms of what they considered to be the ways that men and women have developed to be. The exercise was able to demystify the social perceptions of what masculinity and femininity are and that in closer examination to everyday occurrences, they are found to be interchangeable in both men and women. In this sense, the term 'gender' is very much socially constructed and causes the sexes to be categorised and valued differently in their social behavior and role functions.

Posters on examples of stereotyping were shown which touched on textbooks, media, romance novels and in advertisements. The way the posters were presented very easily enabled lots of participation from the women as they could clearly identify with the issues and in fact had lots of different angles to contribute to the posters. They touched on how some of the novels we read so much on Mills and Boons, Barbara Cartland and Denise Robins give impressions of romance and create unrealistic expectations of relationships. In many advertisements, we tend to accept the way women are portrayed as part of the way it has always been done without realising how that reinforces the perceptions of women as sex objects. That in itself can increase sexual violence against women and also undermine the capabilities of women in sectors of management and decision making.

We organized a buzz group session for the participants to identify how stereotyping occurs in the textbooks they are using, in what ways do they try to overcome some of the bias they see in their working environment and in their capacity as women teachers their perceptions of gender discrimination.

The feedback from the teachers touched on:

- being stereotyped in duties in school which relates more to administration, taking care of details in sports events like prize-giving, arranging food catering if she is domestic
science teacher and sometimes having male teachers to do the heavy work

- when teachers encounter textbook stereotyping, they have tried to present it differently but for many teachers they have accepted it without thinking it through
- some teachers have experienced bias when they try to coordinate an event which involves working with other men and they have found it difficult to have their ideas accepted by their male colleagues

At the end of the synthesis of the session, the comments we received from the teachers were very encouraging. A number of 12 teachers from different towns signed as members to SWWS. They asked many questions about the activities of the group, who are our members are, what we have done and intend to do in the future. We felt very much at ease and happy to have the opportunity to share the work of SWWS with other organizations. In this regard, we should perhaps consider doing more of this to other interested organizations.

The members of the three musketeers were Cheng Sim, fong-ming and Kee.
TOMORROW'S MANAGERS WILL COMBINE TRAITS TRADITIONALLY ASSOCIATED WITH ONE SEX OR OTHER.

(Further condensed from World Executive's Digest, March 1985, which was condensed from Training and Development Journal, Kenneth H. Balnchard and Alice G. Sargent)

While there has been progress in recognizing the importance of both results and people among management circles, most managers still act as half a manager - either autocratic or democratic, directive or supportive, rational or emotional. And to make things worse, these extremes are often based on sex stereotypes.

Our cultural norms even seem to have been divided into organization norms (male) and family norms (female). Men have been taught to value task-oriented achieving and have been socialized to fill the needs of the organization. Women have been taught to be expressive. They have been oriented toward the development of others as an extension of themselves and have been socialized to fill the needs of the family.

These traditional roles have created a sharp division of labor around sex-linked behavior which when we adhere to either extreme can become negative and even destructive.

Men and women need to get out of their sex stereotypes and recognize that the effective manager of the future will be a "situational" leader who blends and uses behaviors from each extreme, depending on the environment and the needs of the people involved.

These behaviors can increase organizational effectiveness and efficiency but have been regarded as feminine, and therefore not been rewarded in the marketplace. Thus both male and female managers have avoided them.

The term androgynous manager describes a new management mode encouraging a mix of masculinity and femininity. Andro and gyné are the Greek roots for male and female.

The androgynous manager is both dominant and yielding, combining independence with spontaneity, and playfulness, nurturance and competence with compassion. An andrognous manager is well developed in both the right brain (creative skills such as intuition, fantasy and imagination) and the left brain (intellectual skills such as linear, abstract, logical and deductive thinking).

In essence, the effective manager is someone with both leadership skills and supporting and helping behaviors. This blend is exactly what sets the one minute manager, in the book of the same title, apart from other managers. The one minute manager has three secrets: He or she sets goals, praises and reprimands performance. This is the andrognous blend.
In order to be androgynous women need to ...

1. Be powerful and forthright and have a direct, visible impact on others.
2. Be entrepreneurial.
3. State their needs and refuse to back down.
4. Recognize the equal importance of accomplishing the task as well as being concerned about relationships.
5. Build support systems with other women.
6. Be able to intellectualize and generalize.
7. Deal directly with anger and blame, thereby rejecting feelings of suffering and victimization; be invulnerable to destructive feedback.
8. Talk and cry at the same time.
9. Respond directly with "I" statements rather than "you" statements.
10. Be analytical and systematic and share abstract models.
11. Take more risks with power.

In order to be androgynous men need to ...

1. Give evidence of how and why their lives are men's lives.
2. Understand how men value women
   - as validators of masculinity.
   - as a haven from the competitive male world.
   - as the expressive partner.
3. Beware of how physical and political power determines behavior.
4. Openly express feelings of love, fear, anger, pain, joy, loneliness, dependency.
5. Personalize experience as opposed to relying on objectivity and rationality.
6. Build support systems with other men, sharing competencies without competition and sharing feelings and needs.
7. Learn how to fail at a task without feeling one has failed as a man.
8. Value an identity that is not totally defined by work.
9. Assert the right to work for self-fulfillment, rather than to play the role of provider.
10. Listen empathically and actively without feeling responsible for problem solving.
11. Touch and be close to both men and women.
Resource Centre

The resource centre we will try to keep open every Saturday from 2.30 pm to 4.30 pm. Members are most welcome to drop in either to borrow books, gather information or to chit-chat. Members are entitled to 3 books at a time for a period of 1 month. A $1.00 per week-fine for each book that is overdue. Any book lost will cost $20.00 each.

REMINDER

Anybody who still hold on books borrowed in 1990 please kindly return them to resource centre. We may exchange them for new books and materials as the centre has piles of newsletter, magazines on women and development, law and networking, health, etc... which we may have not yet read. Some of these new materials are:

In God's Image (1990-1991 issue),
Mementum (1990-1991),
WINAP (1990-1991),
The Tribune (1990-1991),
Aliran (1990-1991),

and lots more. Why not drop in and have a browse!