

Time Management Skills

One of the greatest factors contributing to stress is our inability to manage time. Conversely, good time management skills allow us to organize our lives and be more productive, both at work and at home.

The following quiz will help identify trouble spots and guide you toward the goal of becoming successful time managers. A scoring key at the end will indicate how far you need to go.

Assign a numerical number to the following questions: **1 = Always 2 = Usually 3 = Sometimes 4 = Never**

- I find that I have enough time for myself – to do the things I enjoy doing.
- I'm aware of deadlines and schedule my work to meet them in time.
- I write down specific objectives in order to work toward goals.
- I use a calendar to write down appointments, deadlines and things to do.
- I feel in control of time while at work and at home.
- I plan and schedule my time on a weekly and/or monthly basis.
- I make a daily to-do list and refer to it several times per day.
- I set priorities in order of importance and then schedule time around them.
- I'm able to find time when I need it in case something important comes up.
- I'm able to say "no" when I'm pressed for time.
- I try to delegate responsibility to others in order to make more time for myself.
- I organize my desk and work area to prevent clutter and confusion.

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- I find it easy to eliminate or reschedule low priority items.
- I try to do things in a way that cuts down on duplicated effort.
- I find that doing everything myself is very inefficient.
- I try to shift priorities as soon as they change.
- I find it easy to identify sources of time problems.
- I find it easy to eliminate or reshuffle unnecessary paperwork.
- My meetings and activities are well organized and efficient.
- I know what I'm capable of and try not to overextend myself.
- I find it easy to keep up with changes that affect my schedule or workload.
- I try to schedule the most difficult work during my most productive times.
- I know what my responsibilities and duties are at all times.
- I try to get only the pertinent information before making a final decision.
- I finish a job or task before going on to the next.

Scoring Key:

25-40
Excellent Time Manager

41-55
Good Time Manager

56-100
Poor Time Manager

If you scored above 55, you have lots of work to do in order to become an effective time manager and avoid the stress that leads to productivity problems, stress and burnout.

The most common areas to look for are:



- Not prioritizing tasks
- Not scheduling daily, weekly or monthly activities
- Not delegating responsibility
- Not being able to say "no"
- Not writing down objectives in order to meet deadlines
- Not using a calendar or notebook to organize commitments
- Not shifting priorities to make room for more urgent matters or tasks
- Not reducing clutter and/or unnecessary paperwork
- Not being able to give up total control
- Not being able to avoid procrastination

Time Management Tips

1. Make a To-Do List - List all the items you need to accomplish for your day.

As you review your list, you can apply the "ABC" priority method - assign either an A, B or C to each item on your to-do list. "A" being for most important and critical to complete today. "B" for important but could be put off until tomorrow and "C" for items that could be delegated to others.

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2. Paired Priority Method - This method will help you if you find that you have too many “A” items listed as important.

Item on To Do List	Item to compare	More Important		Winner from comparison
		1st choice	2nd choice	
Item 1	Item 1 to Item 2	✓		Item 1
	Item 1 to Item 3	✓		Item 1
	Item 1 to Item 4		✓	Item 4
Item 2	Item 2 to Item 3	✓		Item 2
	Item 2 to Item 4		✓	Item 4
Item 3	Item 3 to Item 4		✓	Item 4
Item 4	—	—	—	—

Determine which item is more important by comparing each item to each other. Place a check mark to whichever item is more important to do first when you compare the items together.

For example:

1. Compare Item # 1 to Item # 2, Item # 1 to Item # 3, Item # 1 to Item #4
2. Compare Item # 2 to Item # 3, Item # 3 to Item # 4
3. Add up the number of check marks for each item. Whichever item has the largest number of check marks is the first item of importance.
4. With the example, the order of priority would be:
 - a. Item # 4 - 3 check marks
 - b. tem # 1 - 2 check marks
 - c. Item # 2 - 1 check mark
 - d. Item # 3 - 0 check marks

3. Swiss Cheese Method - With a large project, it’s often overwhelming to start. Break the project into small “bites” as you get started. As you work and take smaller “bites”, you become more productive from the momentum you’ve built and are able to accomplish more.

4. Salami Slice Strategy - The Salami Slice Strategy is like the Swiss Cheese Method in that you break larger tasks into small bites. When making a salami sandwich, you first must cut the salami stick into slices, so it fits on the bread. It’s applying that same concept to larger tasks. You block out a specific timeframe to work on a task and when that time is up, or you reach that small goal, you stop for the time being.

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- 5. Try the Pomodoro Technique** - Set a time for 25 minutes to work and focus on one task. If a distraction appears, write it down and continue with your task. After the 25 minutes is up, take a five-minute break to refresh. This helps you resist interruptions. After completing four Pomodoro's, take a 20-minute break. The longer break allows you to celebrate your smaller successes as well as give your brain a break.
- 6. Understand that any habit is a choice.** A habit is a Highly Automatic Behavior Intensely conditioned over Time. It takes 21 times of consciously doing an action to make it an automatic behavior.
- 7. Develop a checklist for routine activities to save on planning time.** For example, as you prepare for each year of school, keep a list of the items you needed and if you find that you did not need that item, remove it from your listing. Try using this also for planning for your breaks and trips home.
- 8. Know what is your "prime time".** When are you most focused? When are you most creative? When are you most productive? Schedule time to work on specific items/tasks during those prime times.
- 9. Set aside time each day (15 minutes) to do non-preferred tasks.** This will help you accomplish things you don't really want to do.
- 10. Time your trips and errands efficiently.** Plan out your purchases and store visits in the most efficient manner to save you time.
- 11. Don't multitask.** As much as we feel we are getting more done at one time, studies show that we are accomplishing less since our focus is split. In addition, turn off your devices and social media when working.

As you prepare to move on to your next task, stop and think, "What is the best use of my time?" Ultimately, 20% of your time spent wisely nets 80% of your desired results, while 80% of your time spent poorly produces 20% of your results. A surprising fact is that your true happiness comes from 20% of the people you are closest to.

Making time management changes permanently part of your life doesn't happen overnight - it takes conscious efforts to make the change. You will take steps forward and have success and you will take some steps backward, but that's still progress. Remember, it takes 21 times for something to be a habit, so don't give up!

"When eating an elephant, take one bite at a time." - General Creighton Abrams

The Quick Emotional Intelligence Self-Assessment*

* Adapted for the San Diego City College MESA Program from a model by Paul Mohapel

Rank each statement below as follows:

0 (Never) 1 (Rarely) 2 (Sometimes) 3 (Often) 4 (Always)

Emotional Awareness:

0	1	2	3	4	My feelings are clear to me at any given moment
0	1	2	3	4	Emotions play an important part in my life
0	1	2	3	4	My moods impact the people around me
0	1	2	3	4	I find it easy to put words to my feelings
0	1	2	3	4	My moods are easily affected by external events
0	1	2	3	4	I can easily sense when I'm going to be angry
0	1	2	3	4	I readily tell others my true feelings
0	1	2	3	4	I find it easy to describe my feelings
0	1	2	3	4	Even when I'm upset, I'm aware of what's happening to me
0	1	2	3	4	I am able to stand apart from my thoughts and feelings and examine them

__ + __ + __ + __ + __ = ____ TOTAL

Emotional Management:

0	1	2	3	4	I accept responsibility for my reactions
0	1	2	3	4	I find it easy to make goals and stick with them
0	1	2	3	4	I am an emotionally balanced person
0	1	2	3	4	I am a very patient person
0	1	2	3	4	I can accept critical comments from others without becoming angry
0	1	2	3	4	I maintain my composure, even during stressful times
0	1	2	3	4	If an issue does not affect me directly, I don't let it bother me
0	1	2	3	4	I can restrain myself when I feel anger towards someone
0	1	2	3	4	I control urges to overindulge in things that could damage my well-being
0	1	2	3	4	I direct my energy into creative work or hobbies

__ + __ + __ + __ + __ = ____ TOTAL

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Social Emotional Awareness:

- 1 2 3 4 I consider the impact of my decisions on other people
- 1 2 3 4 I can tell easily tell if the people around me are becoming annoyed
- 1 2 3 4 I sense when a person’s mood changes
- 1 2 3 4 I am able to be supportive when giving bad news to others
- 1 2 3 4 I am generally able to understand the way other people feel
- 1 2 3 4 My friends can tell me intimate things about themselves
- 1 2 3 4 It genuinely bothers me to see other people suffer
- 1 2 3 4 I usually know when to speak and when to be silent
- 1 2 3 4 I care what happens to other people
- 1 2 3 4 I understand when people’s plans change

__ + __ + __ + __ + __ = ____ TOTAL

Relationship Management:

- 0 1 2 3 4 I am able to show affection
- 0 1 2 3 4 My relationships are safe places for me
- 0 1 2 3 4 I find it easy to share my deep feelings with others
- 0 1 2 3 4 I am good at motivating others
- 0 1 2 3 4 I am a fairly cheerful person
- 0 1 2 3 4 It is easy for me to make friends
- 0 1 2 3 4 People tell me I am sociable and fun
- 0 1 2 3 4 I like helping people
- 0 1 2 3 4 Others can depend on me
- 0 1 2 3 4 I am able to talk someone down if they are very upset

__ + __ + __ + __ + __ = ____ TOTAL

Emotional Intelligence Scores:

Emotional Awareness: _____
 Emotional Management: _____
 Social Emotional Awareness: _____
 Relationship Management: _____



Measure your effectiveness using the following key:

- 0 – 24 Area for Enrichment: Requires attention and development
- 25 – 34 Effective Functioning: Consider strengthening
- 35 – 40 Enhanced Skills: Use as leverage to develop weaker areas

Emotional Intelligence and Its Impact on Your Financial Future

Emotional Intelligence is defined as the ability to recognize, understand and manage our emotions as well as recognize, understand and influence the emotions of others. Emotional Intelligence is a flexible set of skills that can be acquired and improved with practice.

Four Areas of Emotional Intelligence

- Emotional Awareness is **Self-Awareness**.

Self-Awareness is: The ability to recognize and understand one's own emotions. People with this competence can identify subtle differences in their emotions and know how their emotions affect their behavior, decisions and performance.

- **Emotional (Self) Management** is:

The ability to realize and readily accept, as well as successfully control feelings in oneself (and sometimes others). It's your ability to master your own emotions. It also includes your ability to stay flexible and positively direct your behavior.

- **Social Emotional Awareness** is:

Your ability to accurately pick up on emotions in other people and understand what is really going on. People with high Social Emotional Awareness can often be referred to as someone who can "read" a room of people.

- **Relationship Management** is:

Not only being aware of your own emotions but detecting the emotions of others in order to manage interactions more successfully.

Overall, how does money make you feel? How do you feel when you know that you have bills to pay? When you see something on sale that you like but don't have the cash, do you feel like you are losing out on a good deal? Emotions can vary from happiness to fear, excitement or anxiety. Emotional Intelligence affects how we manage behavior, navigate social complexities and make personal decisions that achieve positive results.

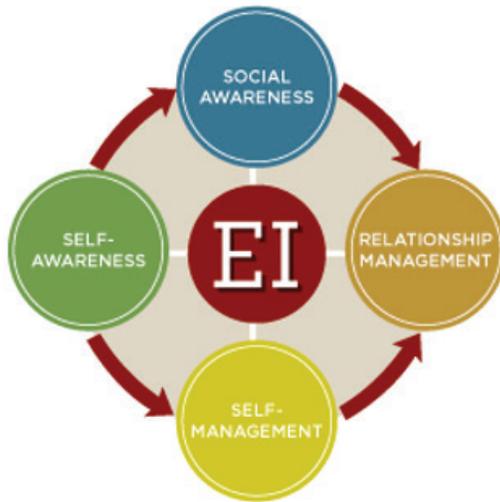


The four areas of Emotional Intelligence are divided into two primary competencies: **Personal Competence** and **Social Competence**.

Personal Competence is made up of your Self-Awareness and Self-Management Skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies.

Social Competence is made up of your Social Awareness and Relationship Management Skills. Social competence refers to a person’s ability to get along with other people and how well you communicate with others.

	What I See	What I Do
Personal Competence	Self-Awareness	Self-Management
Social Competence	Social Awareness	Relationship Management



Emotional Intelligence is the foundation for many critical skills. It impacts what you say and do each day. According to a survey done by Travis Bradberry of Forbes, 90% of top performers have high Emotional Intelligence, so naturally people with a high degree of Emotional Intelligence make more money - an average of \$29,000 more per year. The link between Emotional Intelligence and pay is great - for every point increase in Emotional Intelligence, it equates to \$1,300 more in annual salary. Increasing your Emotional Intelligence can help improve your financial situation.

How to Increase Your Emotional Intelligence

Reduce negative emotions

Deal with your own emotions. Ralph Waldo Emerson said, "We become what we think about all day long." Observe how you feel in different situations and events. This will help you learn to trust your emotions and make it easier for you to adapt and manage them.

- ◆ Reduce negative personalization – come up with multiple ways to view a situation.
 - Here are some examples:
 - You leave a message for a friend – they don't call you back, don't think they are ignoring you (negative)
 - Think they are really busy right now (positive)
 - Widening your perspective can reduce the possibility of misunderstanding others
 - Reduce fear of rejection – provide yourself with multiple options in important situations
 - For example, when applying for new jobs, if you apply for three positions, don't think, "I won't get my dream job", think, "I will get one of these three jobs I'm qualified for."

Stay cool and manage stress under pressure

How we handle stressful situations can make the difference between asserting yourself vs. being reactive and being poised vs. frazzled.

- ◆ If you feel nervous and anxious, put cold water on your face, get fresh air (cool temperature helps to reduce anxiety) and avoid caffeine (it increases your blood pressure, which can make you feel anxious)
- ◆ If you feel fearful, depressed or discouraged, try something to increase your heart rate. Energize yourself - motion dictates emotion

Be assertive and express difficult emotions when necessary

Use the XYZ technique – I feel “X” when you do “Y” in situation “Z”. For example, “I feel uncomfortable when you expect me to help you over my own priorities.” Avoid sentences starting with “you”, followed by accusation or judgement (“you are”, “you should”, “you need”) – it puts the listener on the defense.

Be proactive, not reactive in the face of a difficult person

Don't let a challenging person affect you and ruin your day.

When you feel angry and upset with someone, before you say something you might later regret, take a deep breath and count slowly to 10. In most circumstances, by the time you reach 10, you could have figured out a better way of communicating the issue, so that you can reduce, instead of complicate the problem. If you're still upset after counting to 10, take a time-out if possible, and revisit the issue after you calm down. Schedule time to circle back to the topic when you and the other person are much calmer.

Another way to reduce reactivity is to try to put yourself in the difficult individual's shoes, even for just a moment. For example, consider the person you're dealing with, and complete the sentence: “It must not be easy...” Make sure empathetic statements do not excuse unacceptable behavior. Depersonalize the situation to see it more objectively.

Set consequences – when done right, it gives pause to the difficult individual.

Bounce back from adversity

Life isn't easy – how we respond to difficult situations is what makes or breaks us. It's the difference between hope and despair – looking at the glass half-full or half-empty – ask yourself, “What can I learn from this situation?”, “What would I do differently next time?” or “What can I learn and take away from this situation?”

Remember that Emotional Intelligence is a lifetime practice you must continue

Emotional Intelligence is not something you learn quickly – it's a lifetime practice you have to continue, taking one step at a time to learn, but you must continue practicing the steps. Once you make this a goal, you will realize the benefits in all aspects of your life.

At the end of the day, if the plan doesn't work, adjust the plan but never give up on your goal. Remember, different goals take different time frames to successfully accomplish. You alone define what success is and what it looks like. It's your life to define and live.



Virtual Meeting Etiquette

Here are some tips for attending a class or virtual meeting:

- Be prepared - bring all the necessary tools to your meeting before logging in. Make sure you have any needed books, paper, writing tools, calculator, drink, etc. available at your fingertips.
- Find a quiet place to attend - choose an appropriate location such as office, dining room, living room or basement. Be aware of your surroundings such as noise and what can be seen by others. Make sure your surroundings do not contain anything offensive. Learn how to use the background screens prior to the start of your class or meeting.
- Be on time - have the class or meeting login information ready and log in prior to the start time of the class or meeting. If a class or meeting starts at 9 AM, it doesn't mean that you start the log in process at 9 AM. At 9 AM, you are available on camera and ready for the event to begin.
- Turn on your video - don't wait to be told to turn the video on. Be mindful of how you are dressed for the class or meeting. Ask yourself, "Would I wear this to a face-to-face class or meeting?" If the answer is "no", change before the class or meeting.
- Mute yourself when not speaking - even the feedback from the computer or phone speaker can be distracting to others. Know how to unmute and mute yourself before the class or meeting begins.
- Sit still - even using a background screen, your extra movement can be distracting to others.
- Learn how to communicate with the presenter when you have a question or concern, whether it is physically raising your hand or using an option for the call.
- No eating
- Be respectful - keep classroom or meeting chats to the topics being covered. Do not take video or screenshots of other attendees or interrupt others.



E-mail Etiquette

At this point in your life, you have sent countless e-mails to various people. You may have learned how to send an e-mail as part of a computer skills class, or you figured it out on your own. As you enter college and the working world, you want to make sure that you are not accidentally offending anyone with your e-mail etiquette.

To help with these skills, here are some tips to help:

- **E-mail address** - be mindful about what your e-mail address says about you. When at school, you should use your school e-mail. If you choose to use another e-mail, the most professional e-mail address to create is one using your formal name. This also helps make your e-mail easily distinguishable.
- **Subject Line** - this should provide the specific high-level purpose of your e-mail and should help the recipient have an idea about the content of your e-mail. For example, "Sidney Jones - Wed. 9 AM English Lit Class."
- **Greeting** - when addressing an e-mail to your professor or potential employer, you want to make sure that you are remaining professional. As you build rapport with your professors, you may find that you are able to be a little more relaxed with your greeting by using "Hello" or "Good morning" instead of their name. If you are ever unsure of how to address the e-mail, a safe greeting to use is "To whom it may concern."
- **Body** - getting to the straight to the point and providing the necessary details are important. The quickest way to read an e-mail message is to have a few sentences and include bullet points if needed. Always be professional and proofread before sending. Refrain from using slang, abbreviations and emoticons. Remember to use common curtesy (for example, "please" and "thank you", as needed.) Don't leave the proofreading to just the spell check in your e-mail - there are free sites that provide a grammar check, which can be used for e-mail and papers. Some examples are: Grammarly, WhiteSmoke, Plagramme, Proofread Bot, PaperRate and SentenceChecker, to name a few.
- **Closing** - when wrapping up your e-mail, use words such as "sincerely", "best regards", "best wishes", "thank you", "thank you for your time" or "I look forward to hearing back from you." You want to end on a positive and professional note.
- **E-mail signature** - should include your formal name and not include nicknames. Also include your other forms of contact so the e-mail recipient can quickly call you instead of e-mail you, if needed.
- **Attachments** - when sending an attachment, make sure your recipient is going to be able to easily access the file, such as using a .pdf. Label your file in a way that your recipient understands what the file is.

These tips are meant to increase your effective e-mail writing skills. You may find that some of these topics could be covered in a college orientation class. These are lessons that will pay dividends for you in the future.

Best of luck!

Dollar Bank's 2020-2021 Tuition Scholarship Contest Newsletter #4 Review Questions:

1. What was your time management score? _____

2. What two time management tips will you incorporate to improve your skills?

3. What were your Emotional Intelligence scores?

a. Emotional Awareness _____

b. Emotional Management _____

c. Social Emotional Awareness _____

d. Relationship Management _____

4. What Emotional Intelligence tips will you incorporate to improve your skills?

We look forward to seeing you in your Scholarship Contest Virtual Presentation!