



# Management for Engineers

## The Real World Approach

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**“If the only tool you have is a  
hammer, you tend to see  
every problem as a nail.”**

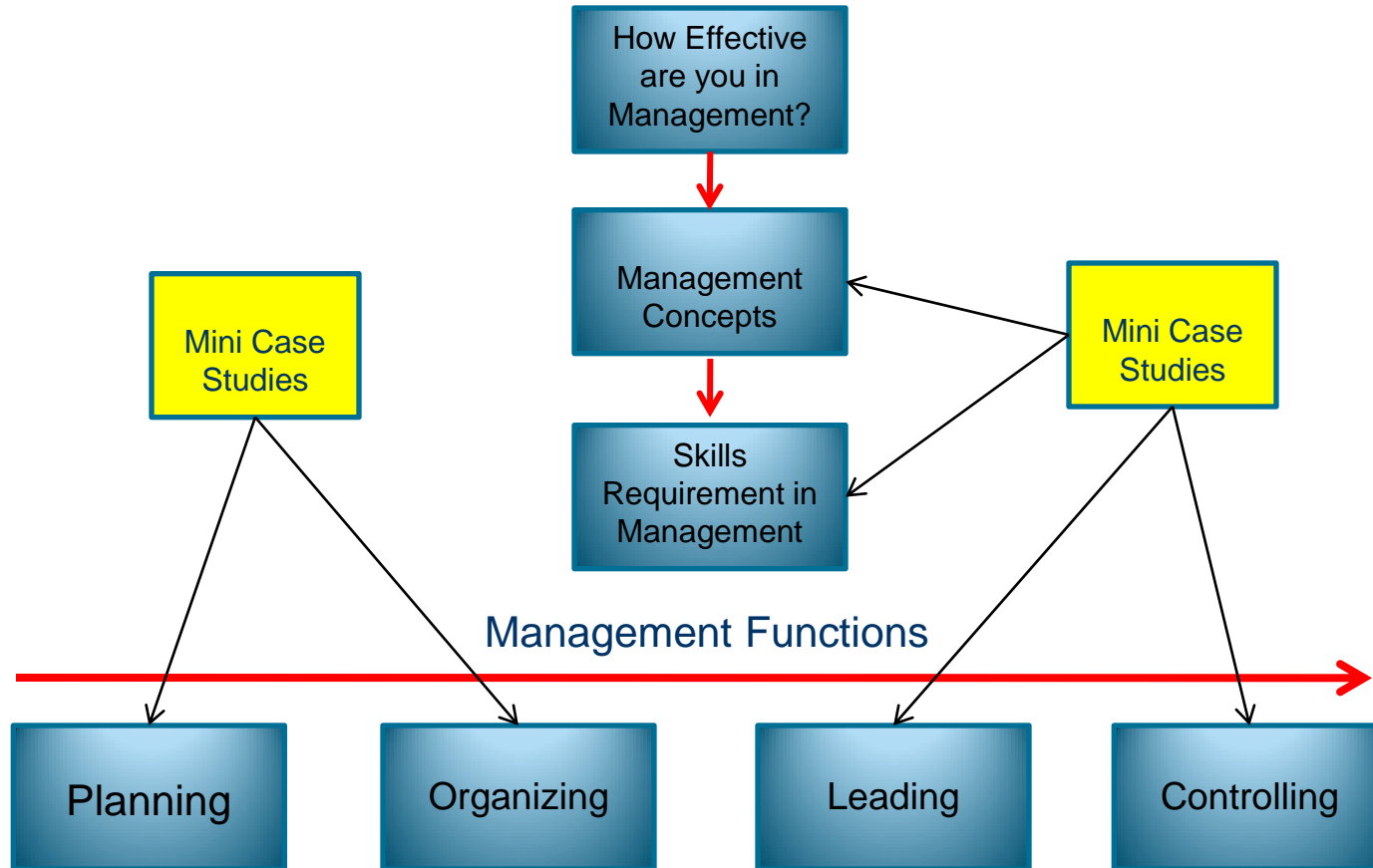
**- Abraham Maslow**

# Program Objectives

At the end of this program, you will be able to:

- explain the need for balance concern for production and personnel to be effective
- explain universal concepts in management
- explain skills in effective management
- describe and enumerate the universal management functions
- relate the above in our work areas by examples and actual case studies.

# Seminar Roadmap



# What's the Difference ?

- Leader and Manager
- Specialist and Manager
- Power and Authority
- Effective and Efficient
- Vision and Mission
- Goal and Objective
- Leading and Controlling

# Introduction

Why did you choose Engineering in the first place?

Have you noticed some character traits of engineers as inherently disadvantageous to be effective leaders or managers?

# General Character Traits of Engineers

- Specialist orientation, too focused
- Don't want to be intervened when working
- Want only to be at the “background”
- Timid at group interaction with other disciplines
- Find difficulty in interpersonal interaction
- Dislike administrative jobs
- Have difficulty in orally/written communication
- Consider non-technical matters as “light issues”
- Practical dresser, seldom fashion conscious.

# Given those traits, what can we do?

- Equip ourselves, firstly, by the knowledge on the basics of management and leadership
- Develop the skills requirement
- Practice these skills regularly
- Continuously learn (“Sharpening the saw”)

“A mile journey begins with a step”



# Common Misconceptions

- Leaders are born, leadership cannot be learned
- Management is for smart people
- The output is more important than the process (“The end justifies the mean”)
- If one is good technically, he can also be as good in assuming leadership and management role.

# Why is it so?

Technical persons tend to be specialists while management requires generalists. It is difficult to be expert in both fields.

As the management maxim says, specialists are people who know everything about something while managers know practically something about everything.

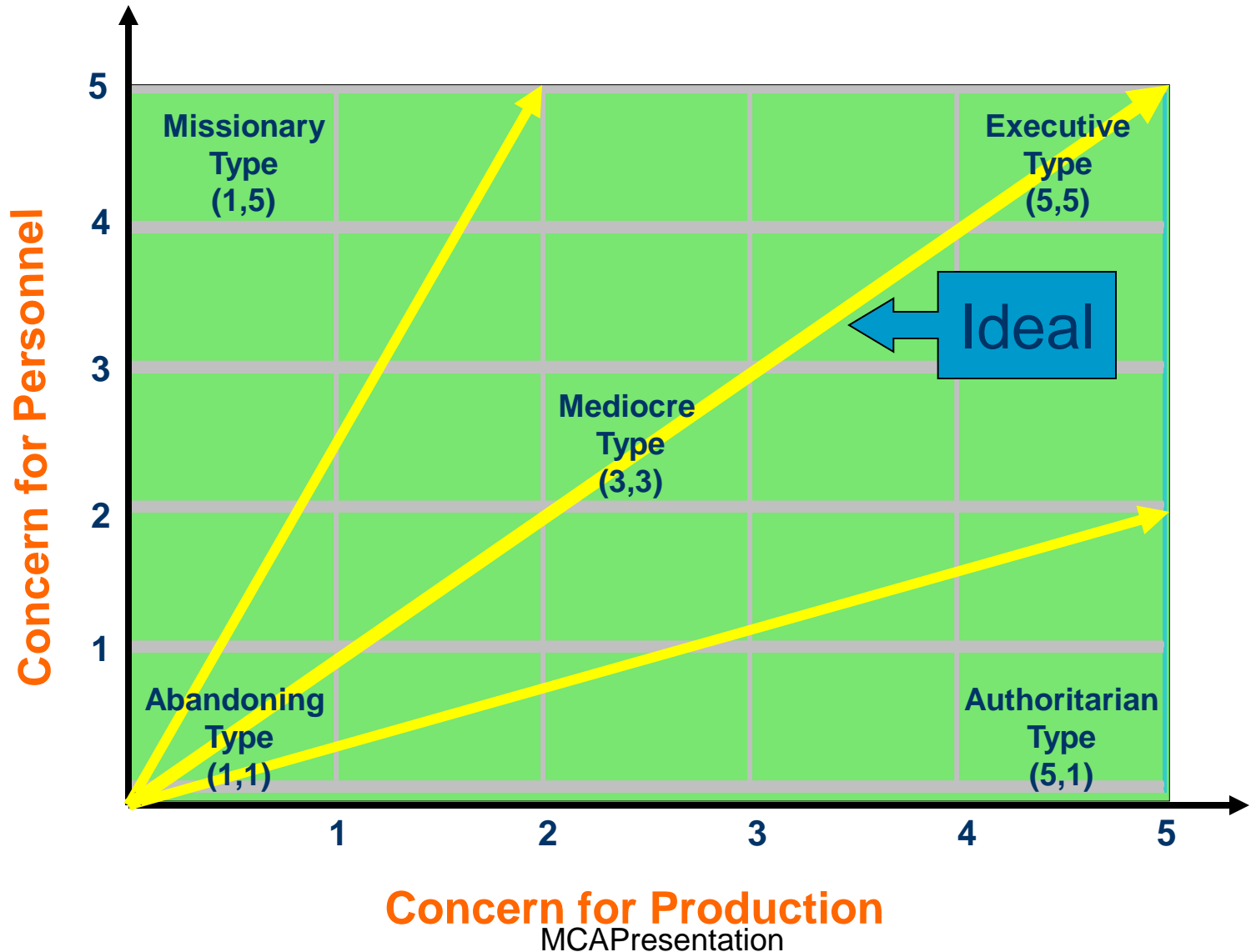
*Case of Roger*

# A Self-Test of our Management Skill

Before going further , let us determine first how effective we are in the performance of our job as supervisors or managers by honestly putting ourselves in the matrix in the next slide.

Note that this diagram is so very simple in its form but very revealing in substance.

# Management Effectiveness Grid



# What does the Grid reveal?

- In order to be effective in management our track must be along the ideal not along the axes.
- If our tendency is to go along the horizontal, we might be better off as a specialist with no subordinates
- If it is along the vertical, we are more fitted to work on human relations intensive jobs whose work outputs do not require much involvement to other resources.

# What shall we do to the Grid?

- Every now and then , we should check our standing vis-à-vis the management effectiveness grid so that we can rectify ourselves not to deviate so much away from the ideal.
- The objective of this module can be summarized by tracing the graphical representation of the arrow along the ideal path where both personnel and production can be given appropriate importance.

# The Management Concepts

**MANAGEMENT** is defined broadly as coordinating and directing human and non-human resources of an organization to achieve certain objective.

A **MANAGER** is a person who has authority over the activities of other persons in an organization.

This includes the supervisors and team leaders which are often called first line managers.

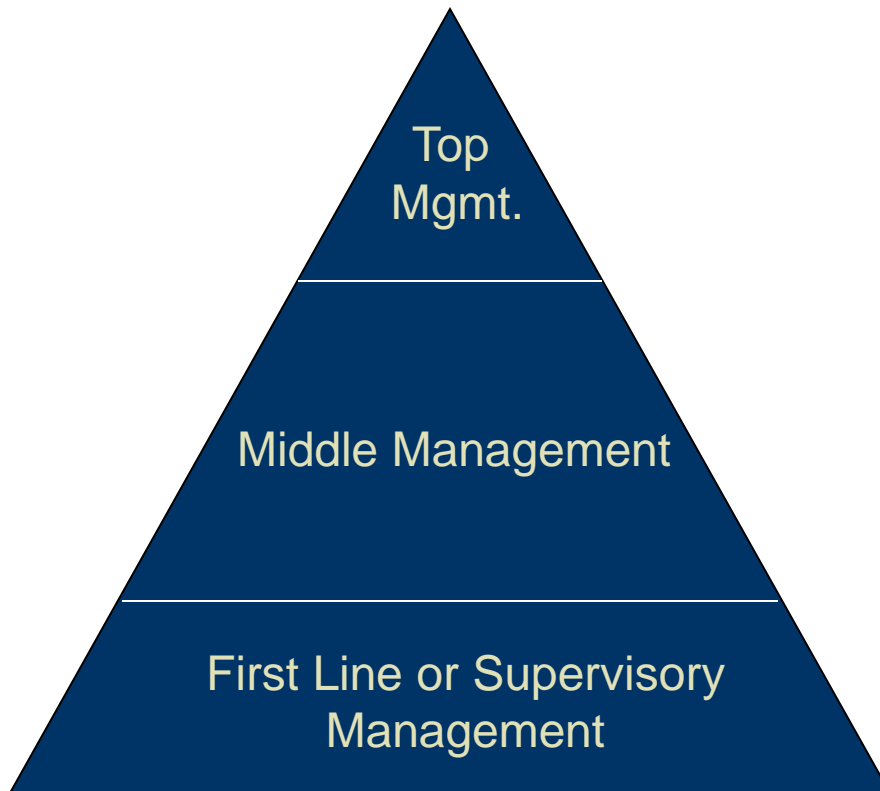


# Critical Role of Supervisor

However, supervisors play a critical role since they are the “man in the middle” linking the workers or ranks to management.

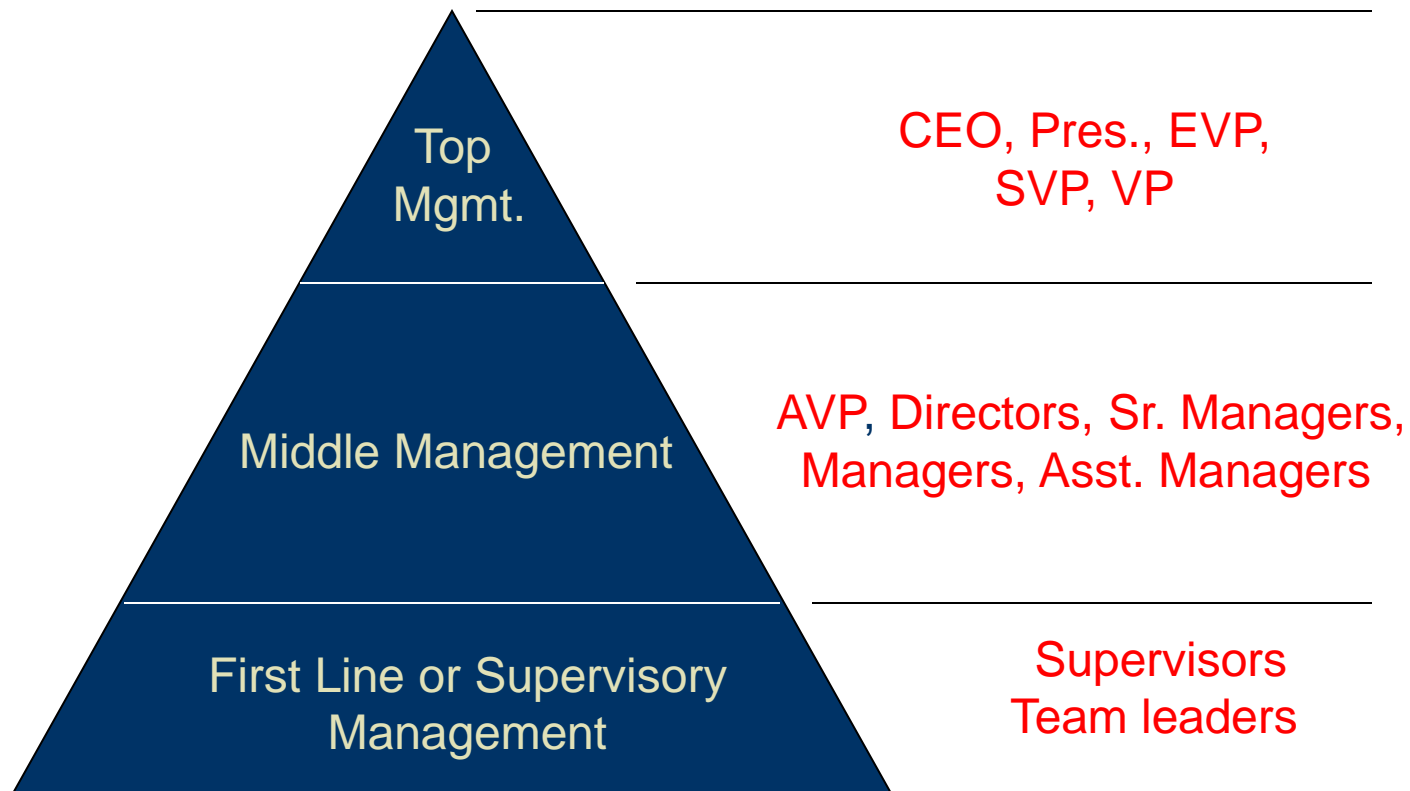
They are representatives of both the management and their workers . Hence, the more the study of supervisory management is important.

# Management Pyramid



# Management Pyramid

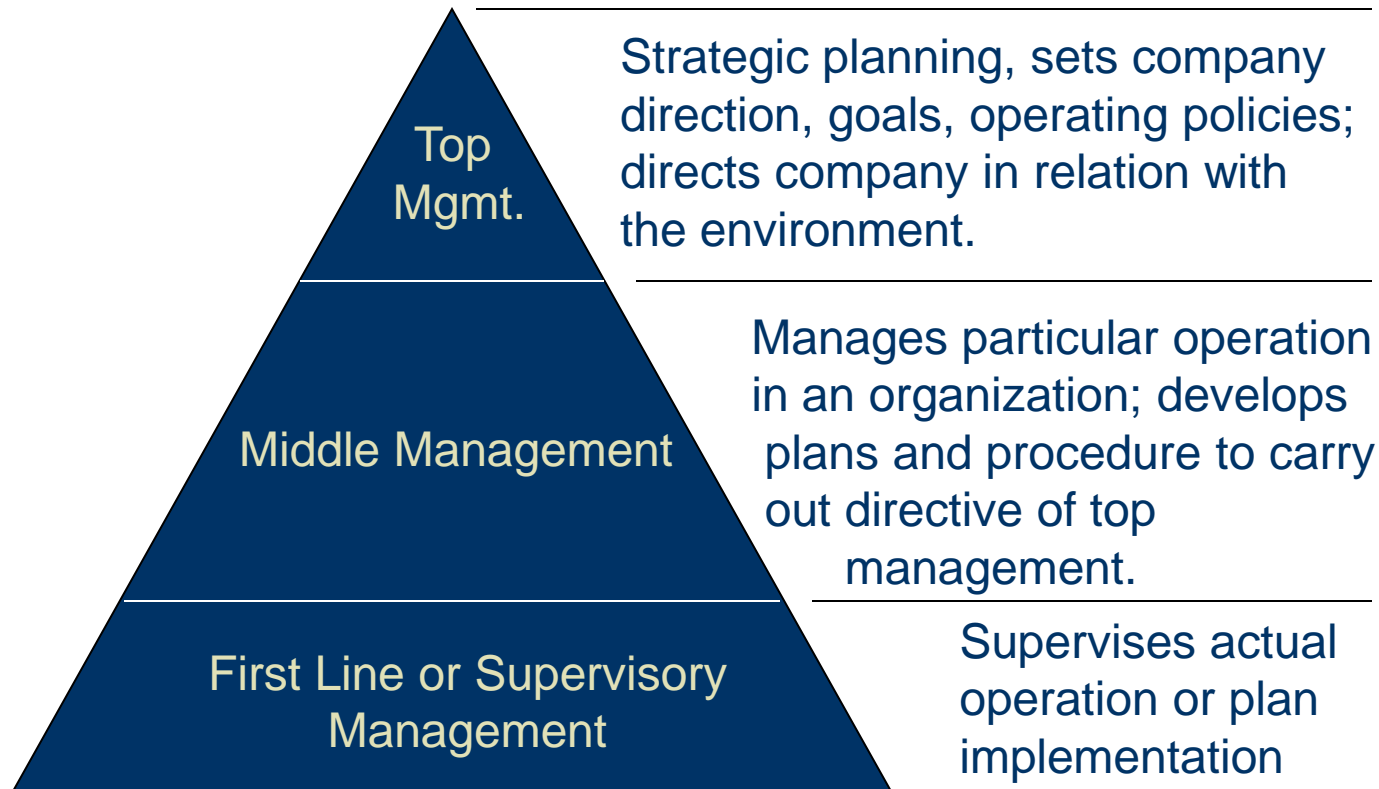
## Typical Corporate Hierarchy



# Management Pyramid

## Primary Functions

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# What Should Managers Know?

After understanding the hierarchy of the management, what skills are needed so as to be an effective manager? Are these skills similar to the R&F or entirely different? If so, what are the skills combination?

# Management Skills Requirements

1. Technical Skill
2. Human Relations Skill
3. Conceptual Skill

# Technical Skill

- knowledge and ability to use the processes, techniques, or tool of specialty responsibility area.

## Examples:

Skill in equipment maintenance

Skill in operating a machine

Skill in accountancy

Skill in writing

# Human Relations Skill

- ability to interact with other persons successfully

## Examples:

Skill in communicating

Skill in motivating

Skill in coaching

Skill in behavioral correcting



# Conceptual Skill

- ability to discern the interrelationship of how the units affect each other and ability to coordinate activities to achieve organizational goals.

## Example:

OB van supervisor should know why, when and where to set up their vans and what equipment and how many crew are needed for a news coverage.

# Example :

What skill do you need if no one in your organization cannot fix a very sophisticated equipment ?

1. Look for expert to fix it for a fee. ( CS)
2. Convince him to fix it. (HRS)

# Example :

What skill do you need if you lack a spare part of an equipment that has to be operated ASAP?

1. Be “McGyver” (TS)
2. Look for available spare part somewhere (CS).
3. Convince Finance Officer to produce needed fund (HRS)

# The fourth “skill”

- Personality
  - Character
  - Charisma/ respectability
  - Being influential
  - Attractiveness

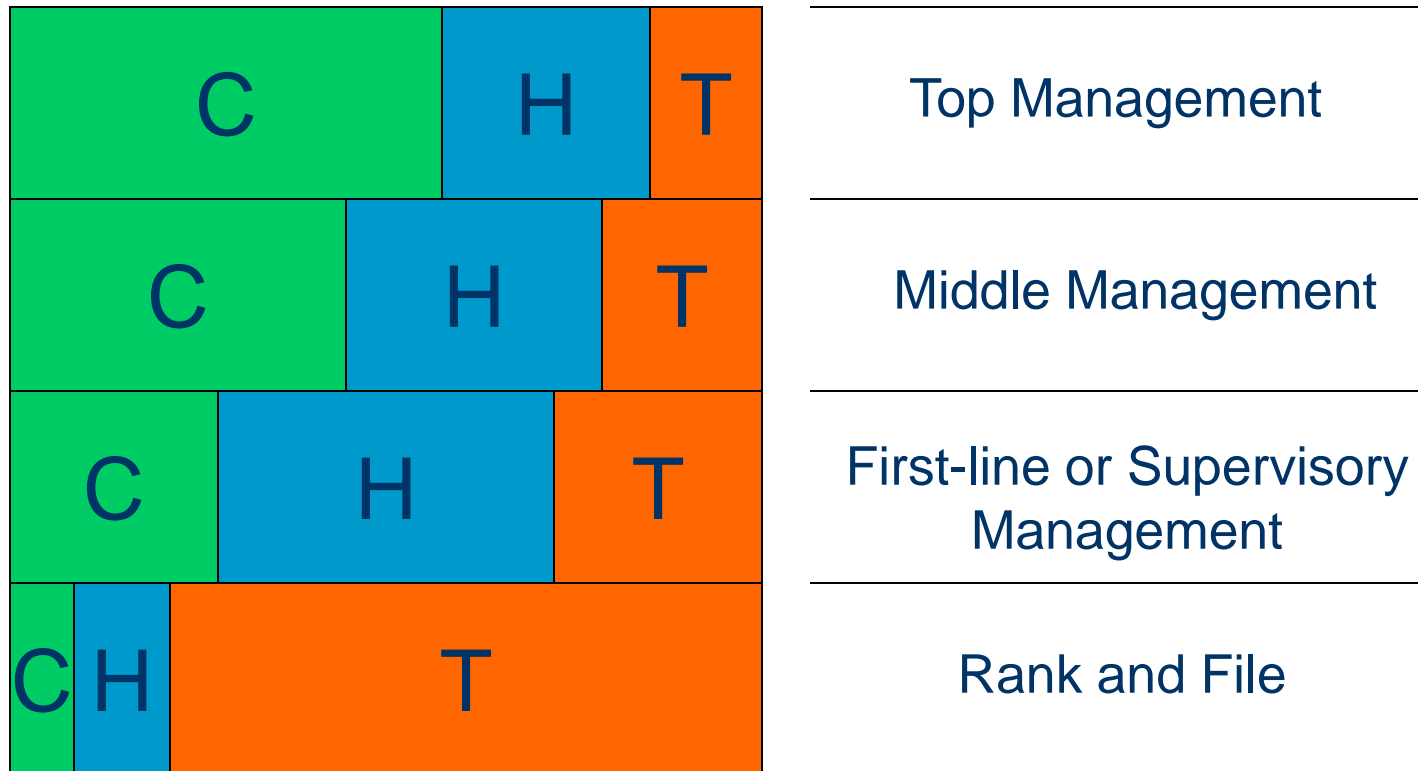
This “skill” may not be learned but gradually develops or inherent in the person based on observation or feedback from others

# Skills Emphasis

The emphasis for each skill differs as one goes up to the organizational hierarchy.

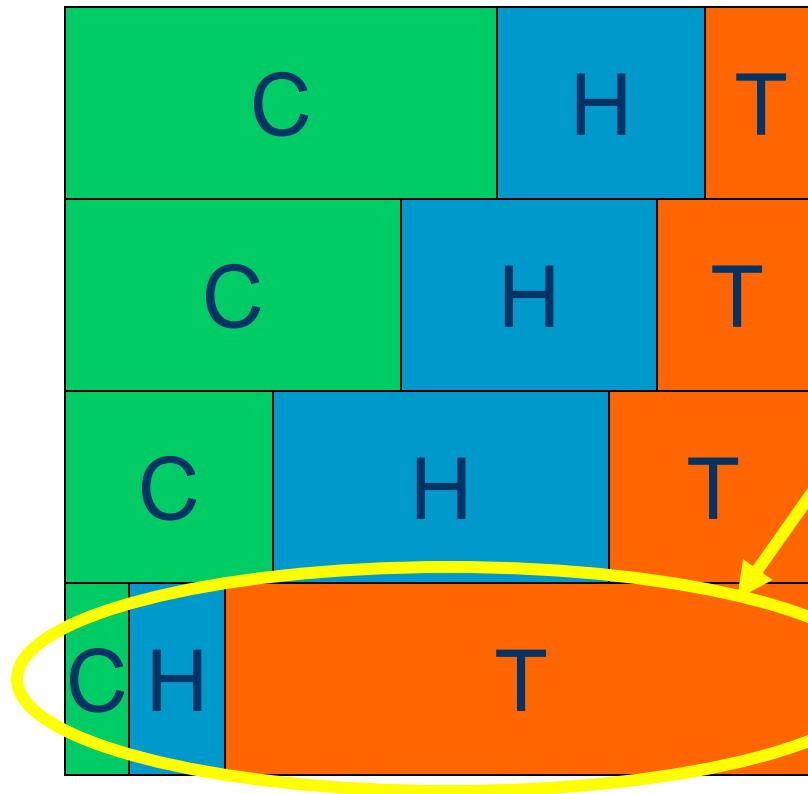
This concept is also universal in any type of organization and often referred to as the Law of Diminishing Focus.

# Law of Diminishing Focus (Management Skills Emphasis)



C- Conceptual    H - Human    T - Technical  
MCAPresentation

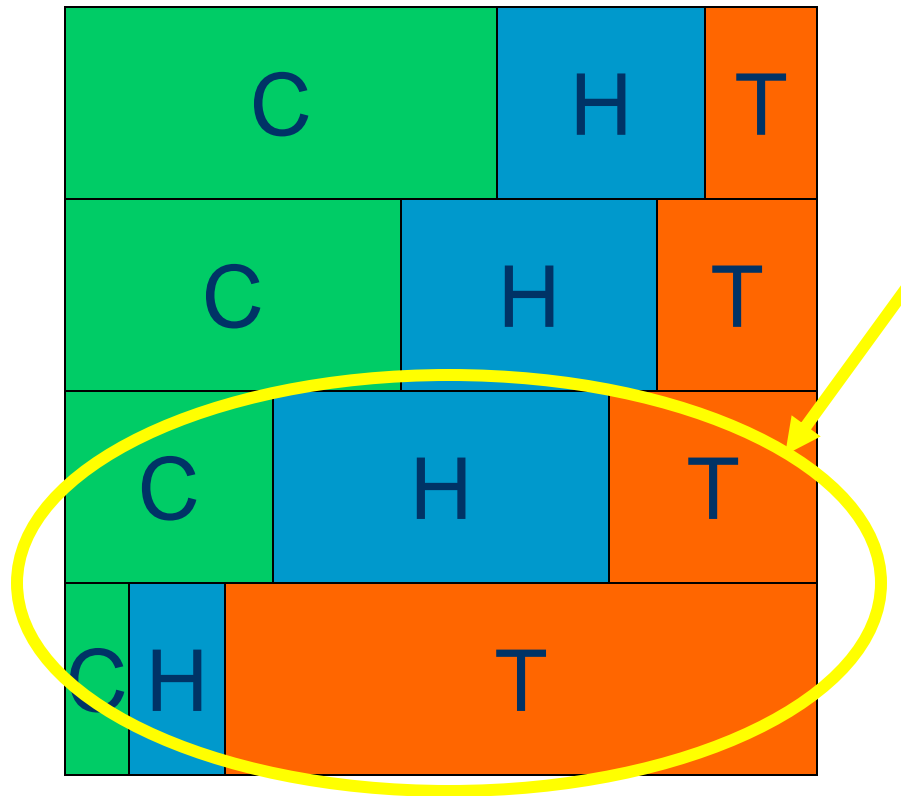
# Law of Diminishing Focus (Management Skills Emphasis)



Starting from the RF level, technical skill is the greatest requirement since they are the ones that actually do the manual or leg works. Conceptual is minimal since they must follow orders. Human relations is also minimal since they do not supervise anybody.

C- Conceptual    H - Human    T - Technical  
MCAPresentation

# Law of Diminishing Focus (Management Skills Emphasis)

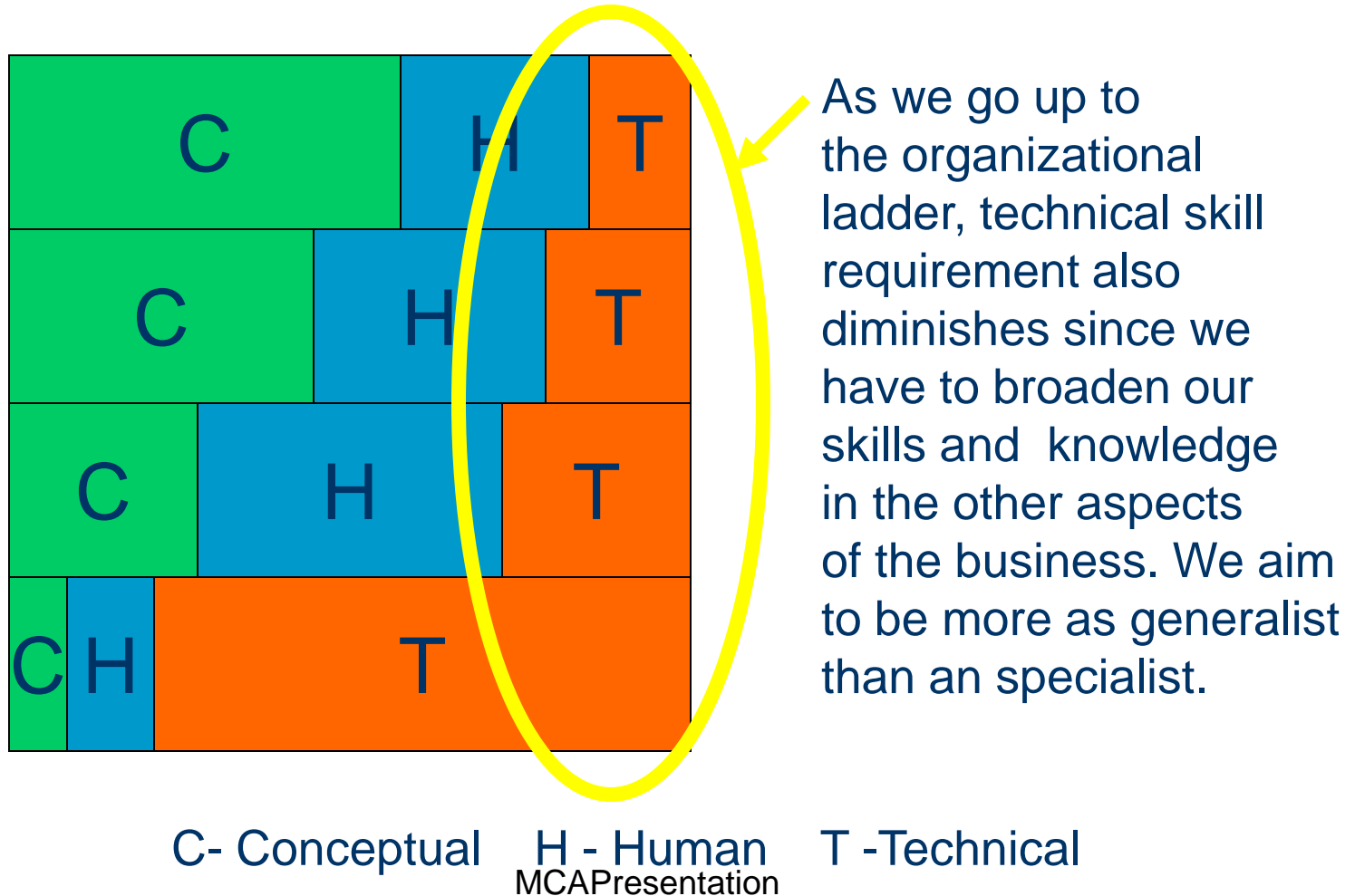


A sudden shift of emphasis occurs from R&F to supervisory level. Supervisory management requires more human skill than technical. Also conceptual skill drastically increases as compared to R&F.

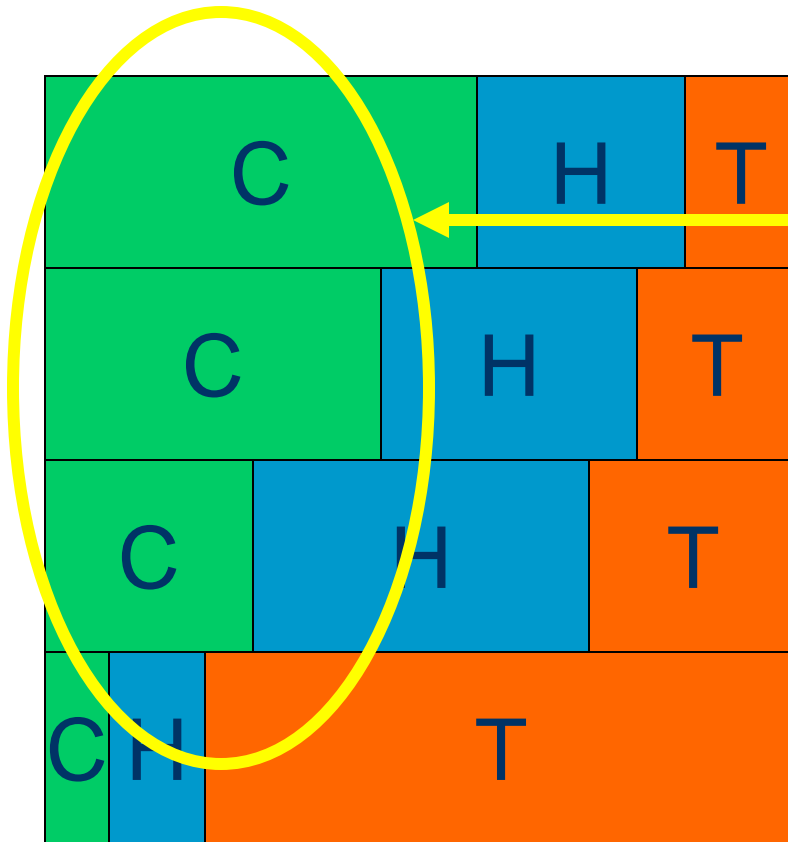
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MCAPresentation



# Law of Diminishing Focus (Management Skills Emphasis)



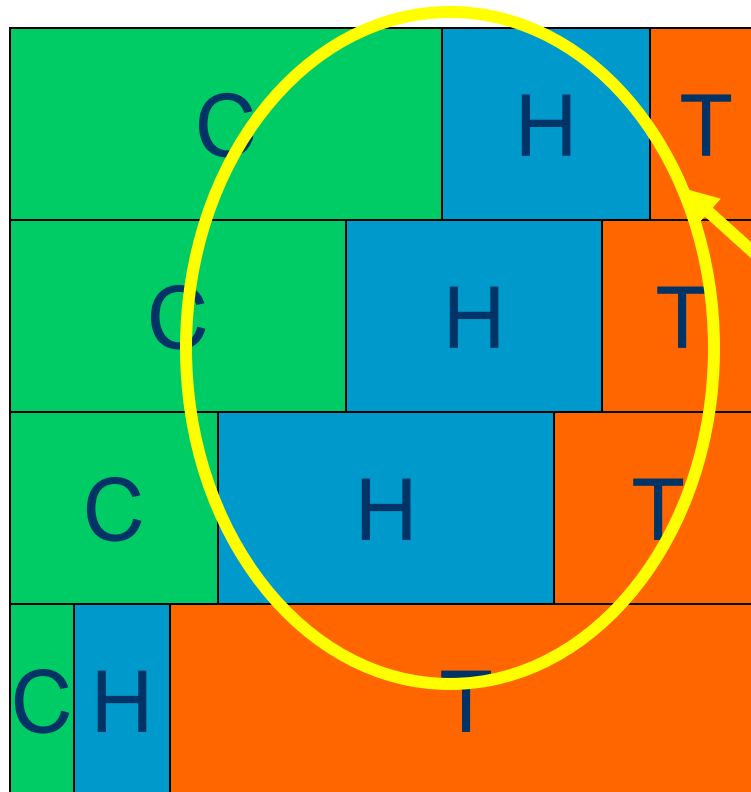
# Law of Diminishing Focus (Management Skills Emphasis)



For the conceptual skill, as we go up we have to be more aware of our contribution to the organization as a whole and can discern the interrelationship of factors in and out of the our company. Executives are employed for their very broad knowledge on their specialty as related to the business activities.

C- Conceptual    H - Human    T - Technical  
MCAPresentation

# Law of Diminishing Focus (Management Skills Emphasis)



Human relations skill is fairly needed in all levels but more so in the supervisory level since interaction with individual workers is greatest here.

C- Conceptual    H - Human    T - Technical  
MCAPresentation

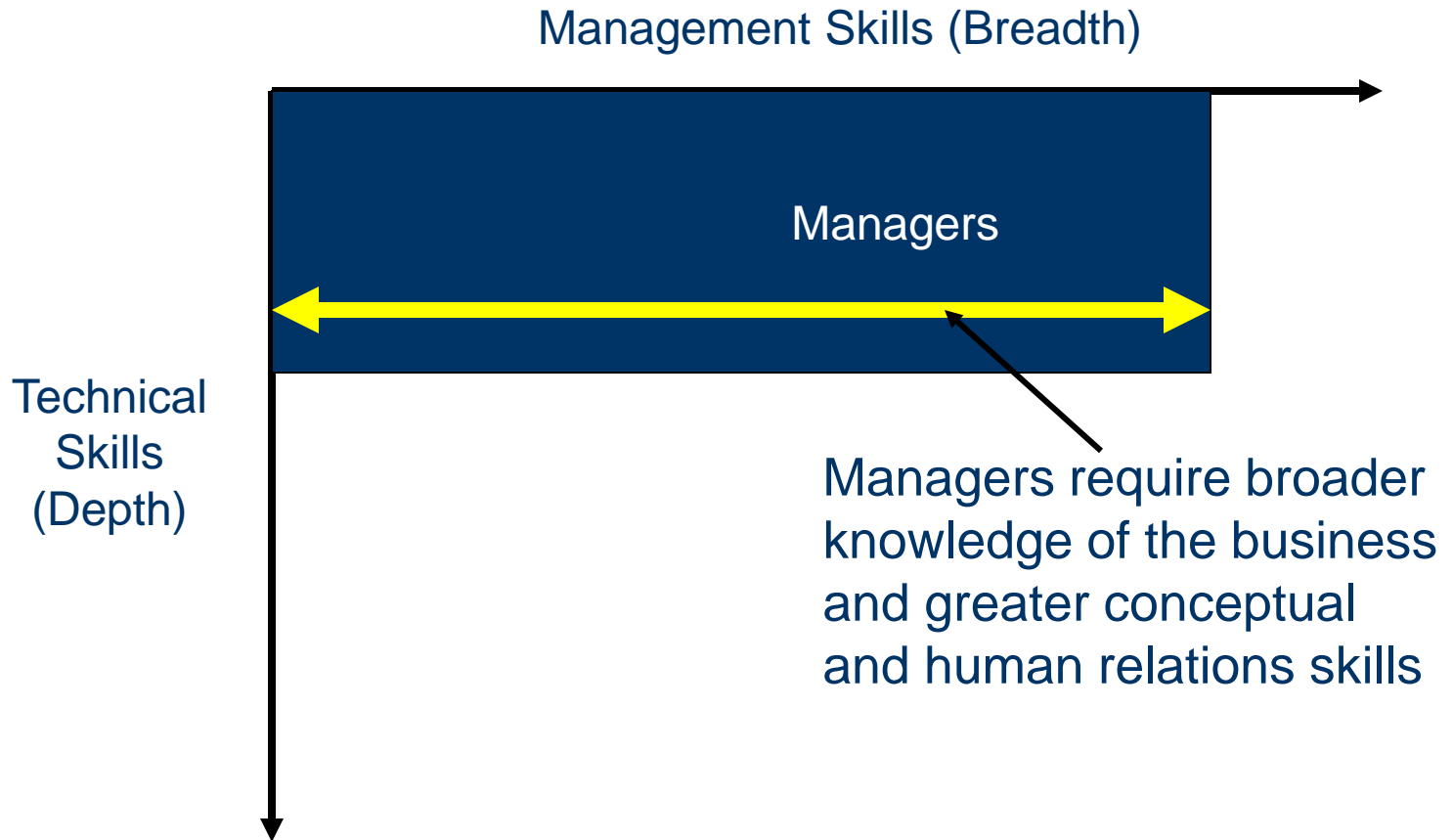
# Specialist vs. Manager

In Engineering field where most of the personnel are into specialization one of the most commonly asked questions is:

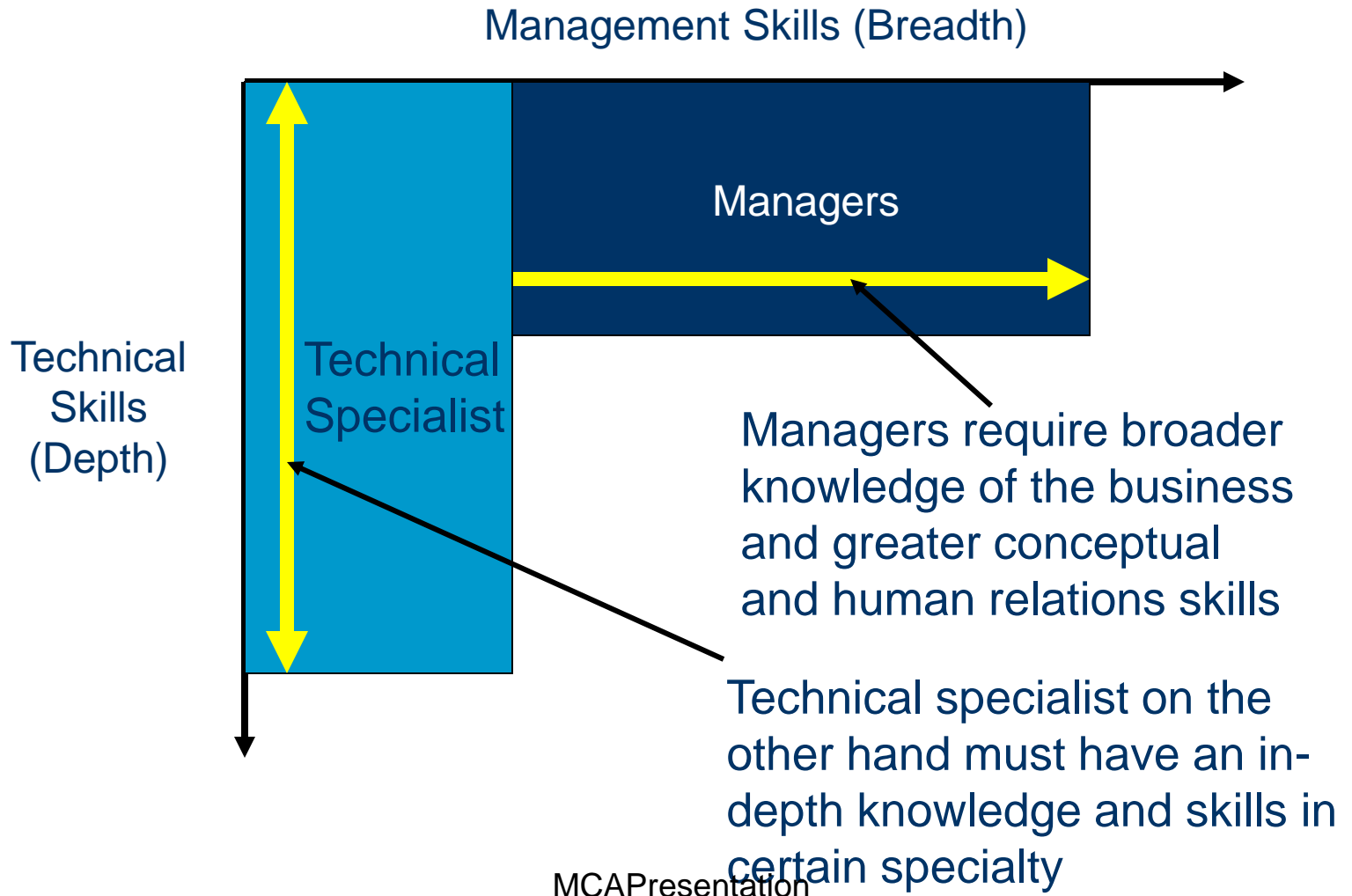
“Can an specialist be an effective manager?”

The next diagram will show as the answer.

# Manager or Specialist



# Manager vs. Specialist



# What Management requires?

Most technical personnel fall into this trap thinking that if they develop their technical skills more they will be effective in management. This is truer for specialist than for supervisors or managers.

Why is it so?

# The Management functions

From top level management down to supervisors each of us is expected to perform certain functions so as to effectively and efficiently carry out our tasks.

These functions are also universal for for any organization.



# The Universal Management Functions

Planning  
Organizing  
Leading  
Controlling

# Management Functions

<b>Activities</b>			
<b>Planning</b>	<b>Organizing</b>	<b>Leading</b>	<b>Controlling</b>
<b>Forecasting</b>		<b>Decision Making</b>	
<b>Capability Assessment</b>	<b>Developing the Organization's Structure</b>	<b>Motivating</b>	<b>Establishing Standards</b>
<b>Developing Objectives</b>	<b>Delegating Works</b>	<b>Communication</b>	<b>Measuring Performance</b>
<b>Developing Policies &amp; Procedure</b>	<b>Staffing or Personnel Selection</b>	<b>Developing People</b>	<b>Taking Corrective Actions</b>
<b>Plan Cascading</b>		<b>Displaying Principles and Work Values</b>	
		<b>Psychology</b>	

The First Management Function:

# Planning

# Planning Function

## Planning

- simply defined as preparing for the future now
- sets direction or road map to a desired destination
- must be done before any function
- helps us avoid errors, waste or delays

# Vision, Mission, Values

**Vision** – state of being in future time

**Mission** – purpose of being or existence

**Values** – standards of behavior to attain Vision and live the Mission

# Everything Must be Aligned with Vision



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What we want to be  
in the future

---

Why do we exist

---

What should be our behavior

---

What shall we do

---

What shall we prioritize

---

What are our objectives

---

What are doable based  
on our resources

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Graphic from The Net

MCAPresentation

# Effective and Efficient

<b>EFFECTIVE</b>	<b>EFFICIENT</b>
Doing the right things	Doing things right
Leadership	Management
Answers What, Where, Why	Answers How and Who
Concerned about direction	Concerned about resources
Focuses on end result	Focuses on means

# Effective and Efficient

	Efficient	Inefficient
Effective	Right goal/objectives and using optimum resources	Right goals/objectives but using more resources as required
Ineffective	Wrong goal/objectives but using optimum resources	Wrong goal/objectives and using more resources as required



# Planning

- answers the six basic questions about the intended activity or project:

What

Goal

When

Timetable

Where

Place

Who

Persons involved

How

Methods to be used

How much

Resources allocation

# Planning at Different Level:

**Higher Management** - strategic, long range  
( 3 years or more), always concerned with  
outside environment.( **what, why, how much**)

**Middle Management** - tactical, short range but  
aligned with strategy, planning for  
implementation ( **how ,where & when**)

**First-line Management** - operational, normally  
day-to-day, detailed planning  
( **how ( detailed) & who**)

# Planning at Different Level:

Example:

## Higher Management

Upgrade of all TV transmitters

## Middle Management

Assessment of transmitter for upgrade  
and cost estimation

## First-line Management

Detailed plans for upgrade for  
TV transmitter

# Planning at Different Level:

Example:

## Higher Management

Increase monthly energy saving

## Middle Management

Determination of non-critical activity areas  
that use electricity

## First-line Management

Detailed instructions such as low powering  
of transmitter power after prime time,  
turning off light during lunch break,  
turning off office aircon at 7:00 pm

# Sequence of Activities in Planning

1. Forecasting
2. Capability Assessment
3. Developing Objectives
4. Operations Mapping
5. Developing Policies and Procedure
6. Plan Cascading

# 1. Forecasting

- foretelling event or condition based on past and/or present success or failure
- is not yet the goal or objective

Questions to be asked in forecasting:

- a. How far ahead should we look into?
- b. What is the extent or impact?
- c. What has been the past trend? How shall it be in the future?

## 2. Capability Assessment

- to determine if current strengths or weakness can address the opportunities and threats

### Example:

Using SWOT analysis, we can assess if we have the capability of putting up a digital TV network.

# SWOT Analysis

SWOT	Nature	Control	What to do
<b>Strength</b>	Internal	Maximum	Capitalize
<b>Weakness</b>	Internal	It depends	Address
<b>Opportunity</b>	External	Minimal	“Grab”
<b>Threat</b>	External	Minimal	Neutralize



# Some Factors to be considered in Capability Assessment:

## Internal to Organization:

1. Capital
2. Company policies , procedure, rules
3. Personnel resources
4. Managerial attitude
5. Facilities

## External to Organization:

1. Economic and social conditions
2. Technology
3. Labor supply
4. Source of supply
5. Government regulations

# General Environmental Scan

**P** Political  
**E** Economic  
**S** Social  
**T** Technological  
**L** Legal  
**E** Environmental

# 3. Developing Objectives

- establishing the results to be accomplished.
- to begin with the end in mind
- starts with need analysis
- must be aligned with the company's Vision and Mission

# Goals and Objectives

**Goal** - desired end expressed in general terms.

Examples:

Increase capacity of editing suites

Training of personnel

Systematize the workplace

Recruit the best personnel

Decrease equipment downtime

Save on electrical consumption

**Objective** - desired accomplishment  
expressed in more specific and  
measurable terms

Examples:

To acquire 5 service vehicles by November

To conduct management training for  
supervisors on December

To increase the transmitted power from  
10-kw to 50-kw by December

To come up with written systems and pro-  
cedure by January

# Objectives must be SMART

**S** Specific

**M** Measurable

**A** Attainable

**R** Realistic

**T** Time bound

(**+ E** Enjoyable )

(**+ R** Rewarding)

# Are these objectives SMART?

- Develop 20 competent field service personnel in three months.
- Acquire 3 more splicing vans next year
- Be the contractor of choice in 2 years
- Bring down the dispatch time within 30 minutes from the current 60 minutes

# How to make a SMART Objective

Use this simple formula:

**TO + ACTION VERB + WHAT? + WHEN?**

## Examples:

To acquire 8 new multi-meters by  
December 2016

To update all the records by the end  
of this month

To train my three subs beginning  
November 2016



# 4. Operations Mapping

- the process of programming activities, allocating resources and developing schedules to attain the objectives.
- the “script” or “blue print” of the objective.
- the heart of the planning function

# Steps in Operations Mapping

1. List down the program steps
2. Arrange them in order
3. Assign accountabilities
4. Determine resource allocation
5. Set-up timetable against target date of completion for each program steps.

# Operations Mapping

## Example : Construction of a House

Steps	Accountability	Resource	Timetable
1) Secure bank loan	Homeowner	Minimal	3 weeks
2) Finalize house plan	Architect	5% professional fee of the project cost	2 weeks
3) Secure necessary permits	Homeowner thru City Hall officials	P20,000	2 weeks
4) House construction	Contractor	Bank loan and personal savings	6 months

# 5. Develop Policies & Procedure

**Policies** are made to specify allowable operating limits. They establish standing decisions that apply to repetitive questions and problems of the organization as a whole particularly in the attainment of objective.

## Example:

All project related travels must have prior approval of the Project Manager

**Procedures** are guidelines on how to implement policies or how to carry out assigned tasks. They are developed to standardize the work that must be done uniformly if the objectives are to be met.

**Example:**

**Procedure for Local Travel;**

1. Fill-up the Travel Authorization Form
2. Secure approval of Project Manager
3. ... etc.

## 6. Plan Cascading

- process of orienting everybody involved in the plan and its implementation.
- very important particularly if plan involves multi-discipline ( which is a usual case in most engineering projects)

# Notes on Planning

Note that planning function is not only applied to a project or a major activity.

Even in routine job plan must be made but not necessarily doing all the steps outlined here.

It is a good practice for us to start the day by having a plan, or we will just be addressing jobs that are just in front of us eventually leading us nowhere.

# “Golden Rule” of Planning

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“If you fail to plan,  
you plan to fail”



# Planning Tools and Techniques

The essence of planning is envisioning the future. However, environment ever changes and information is not fully reliable. Hence, tools and techniques are imperative in planning. These can be categorized as:

1. Quantitative
2. Qualitative

**Quantitative** - tools and techniques that use numerical data

Examples commonly used in Engineering

1. **Networks**

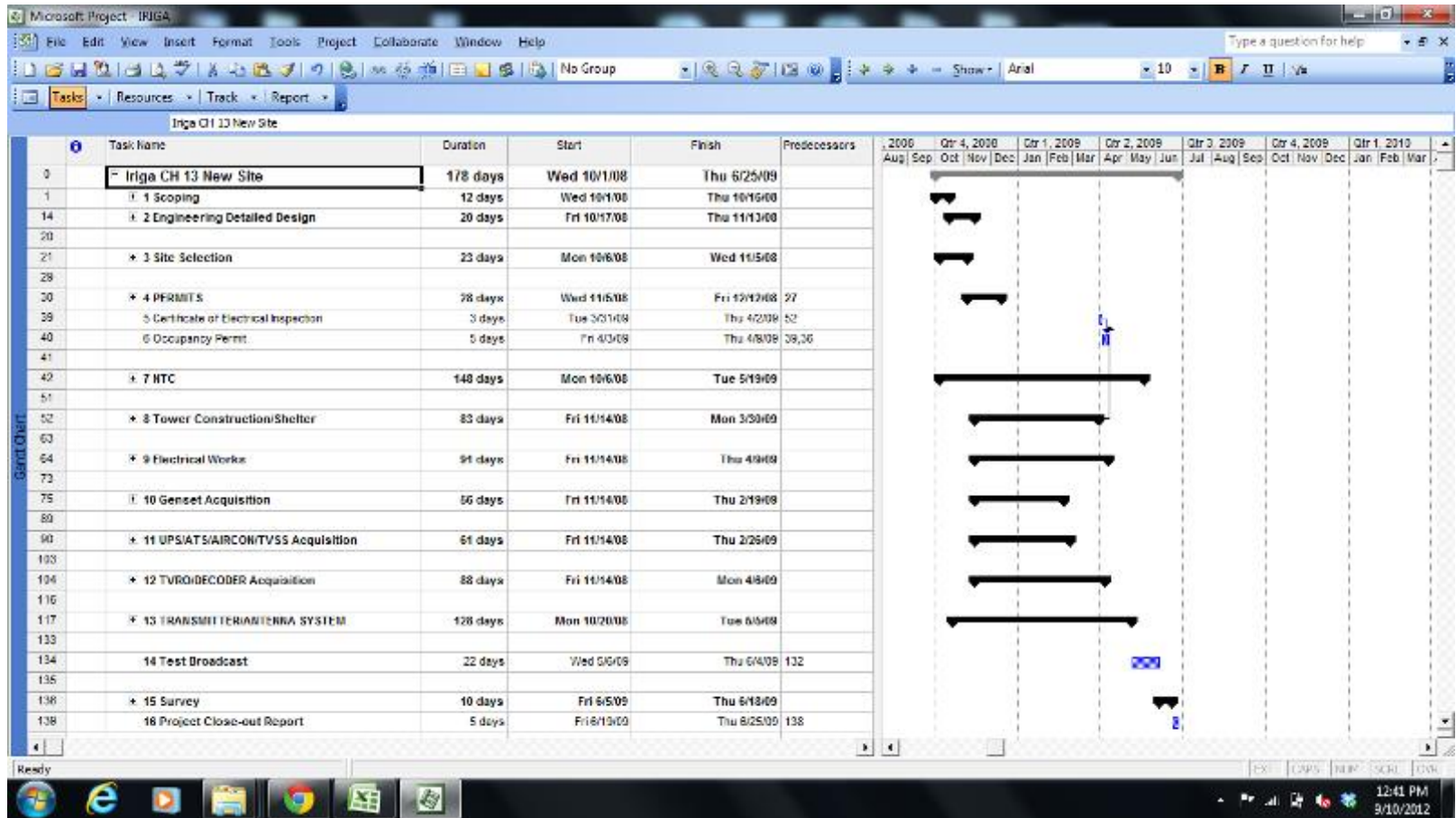
- a. Critical Path Analysis
- b. Project (or Program) Evaluation and Review Technique (PERT)

2. **Operations Research**

- a. Simulation / Use of models
- b. Linear programming

3. **Budgeting**

# Project Management App



**Qualitative** - utilizes the experience, energy, creativity of people to generate ideas and potential alternatives in the planning process

## Examples commonly used in Engineering

1. Use of Consultants
2. Brainstorming
3. Work participation techniques
  - quality circles (QC)
4. SWOT analysis for MBO

The Second Management Function:

# Organizing

# Organizing

- involves identifying, subdividing, grouping and coordinating the various activities required to achieve the objectives.
- also includes assigning the responsibility or activities to the right personnel

# Planning and Organizing

Organizing must be borne from plans since plans will dictate where the organization is going and how it will get there. It is not uncommon for top management either to set-up new organizational unit or modify existing one (re-organization) due to changing plans or objectives.

# Importance of Organizing

In other words, if an organization is set up without a clear understanding of its goals and objectives, this will result to both ineffectiveness and inefficiency.

## Example:

1. Some personnel are overloaded with works while others barely lift arms.
2. Some cannot optimize their talents due to wrong job fit.



# Three Major Activities in Organizing:

1. Developing the organization's structure.
2. Delegating work
3. Staffing or Personnel Selection

# 1. Developing the organization's structure

**Organization chart** - an illustration of inter-relationship of positions designed to meet an objective

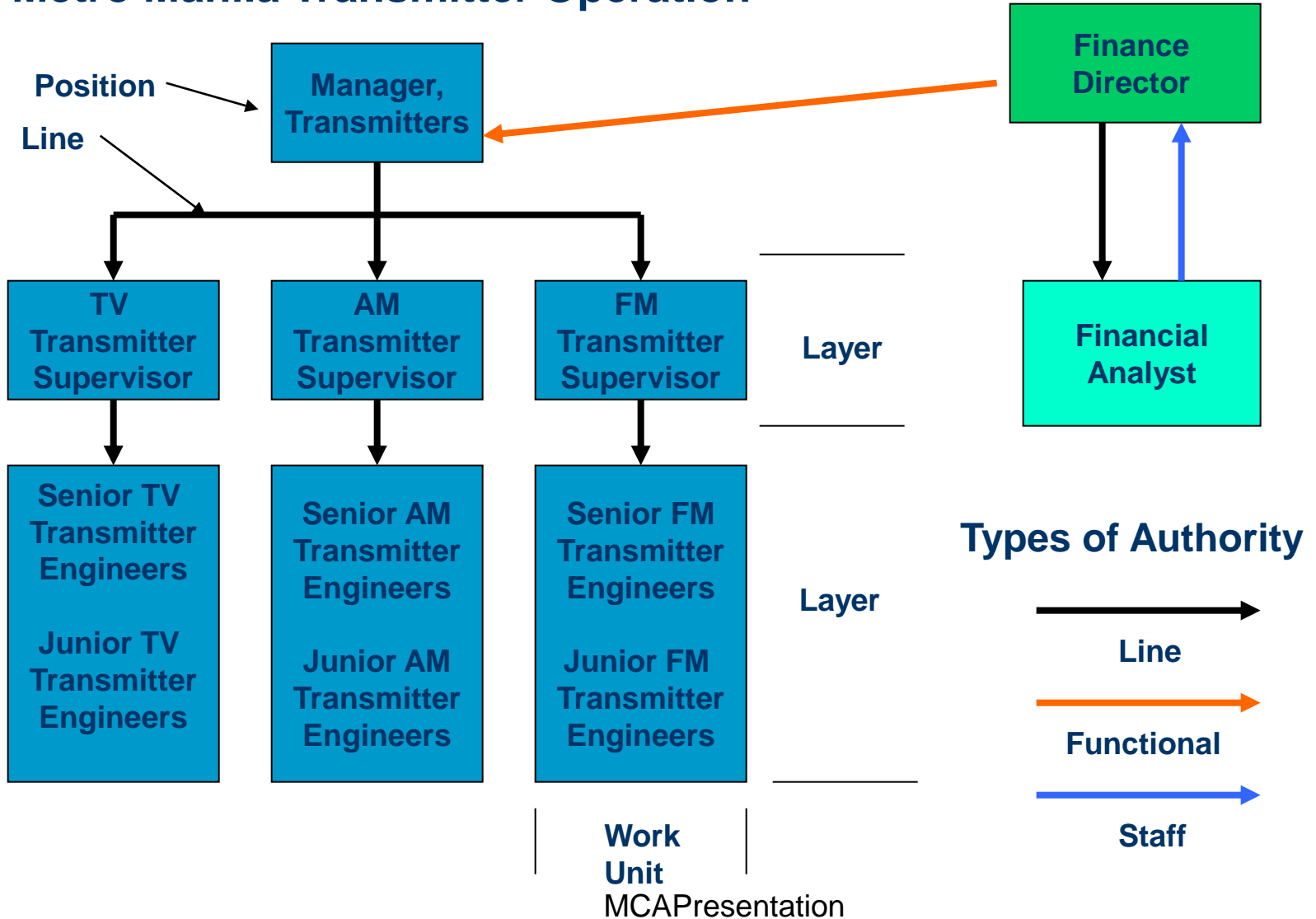
**Positions** - titles representing set of task

**Layers** - levels in the organization

**Work Units** - group of closely related positions

**Lines** - coordination and reporting relationship

# Table of Organization of Metro Manila Transmitter Operation



# Simplified Steps in Developing an Organization's Structure

1. Clarify objective ( from Planning)
2. Determine activities
3. Classify and group activities.
4. Assign work and delegate authority.
5. Design the organizational chart.

# Developing an Organization's Structure

## Example : Equipment Maintenance Department

### Step 1 : Clarifying Objective

To maintain all broadcast equipment in good working condition.

### Step 2 : Determining Activities:

1. Preventive and corrective maintenance of video, audio, computer-based equipment, and their systems.
2. Monitoring and maintaining proper level of inventory of spare parts.
3. Recording and updating of equipment history file using application software.

# Developing an Organization's Structure

## Example : Equipment Maintenance Department

### Step 3 : Classifying and Grouping of Activities:

1. Preventive and corrective maintenance works for video equipment
2. Preventive and corrective maintenance works for audio equipment
3. Preventive and corrective maintenance works for computer-based equipment
4. Preventive and corrective maintenance works for systems connection and configuration.
5. Management of equipment history

# Developing an Organization's Structure

## Example : Equipment Maintenance Department

### Step 4 : Assigning Works and Delegating Authority

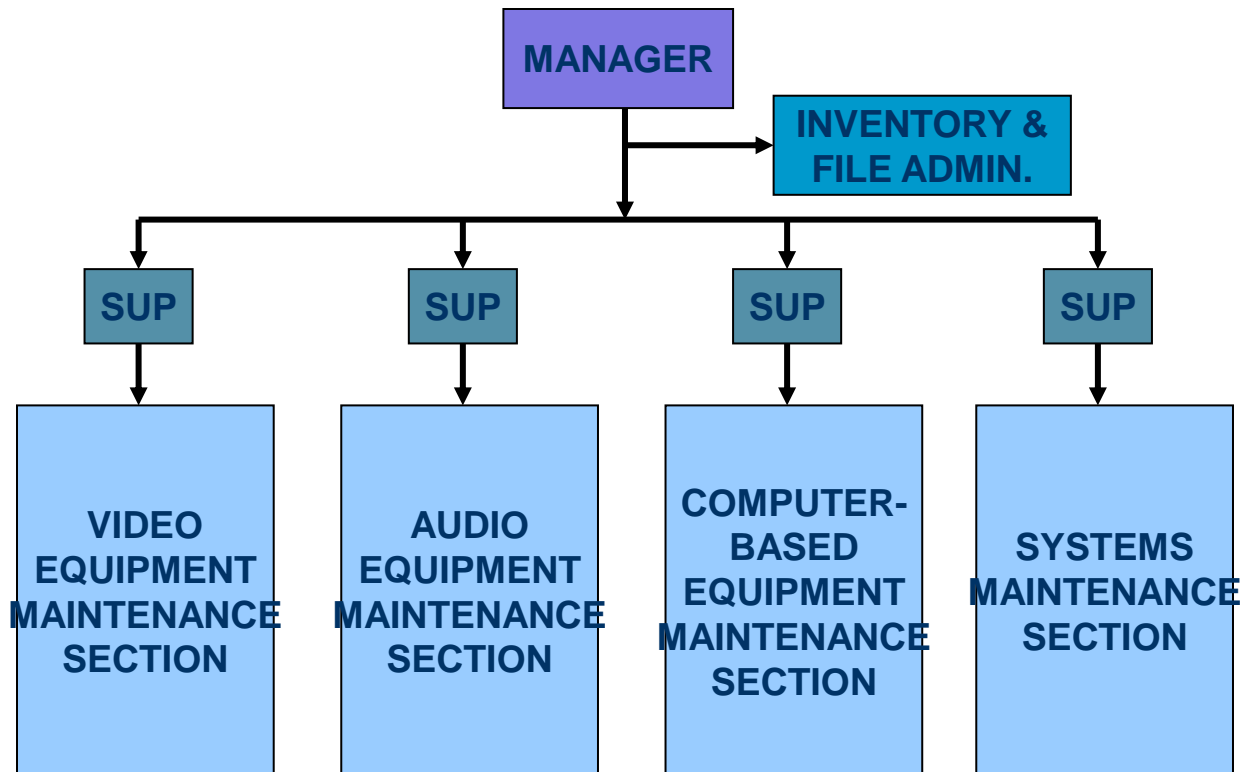
Questions to be asked:

1. Are there enough qualified personnel to perform the activities?
2. If some are not yet qualified, do they possess the potential if properly trained?
3. Do we still have the luxury of time for training?
4. Do we need to hire to address the demand?
5. Do we need to "pirate" highly skilled personnel?

# Developing an Organization's Structure

## Example : Equipment Maintenance Department

### Step 5 : Developing the organizational structure



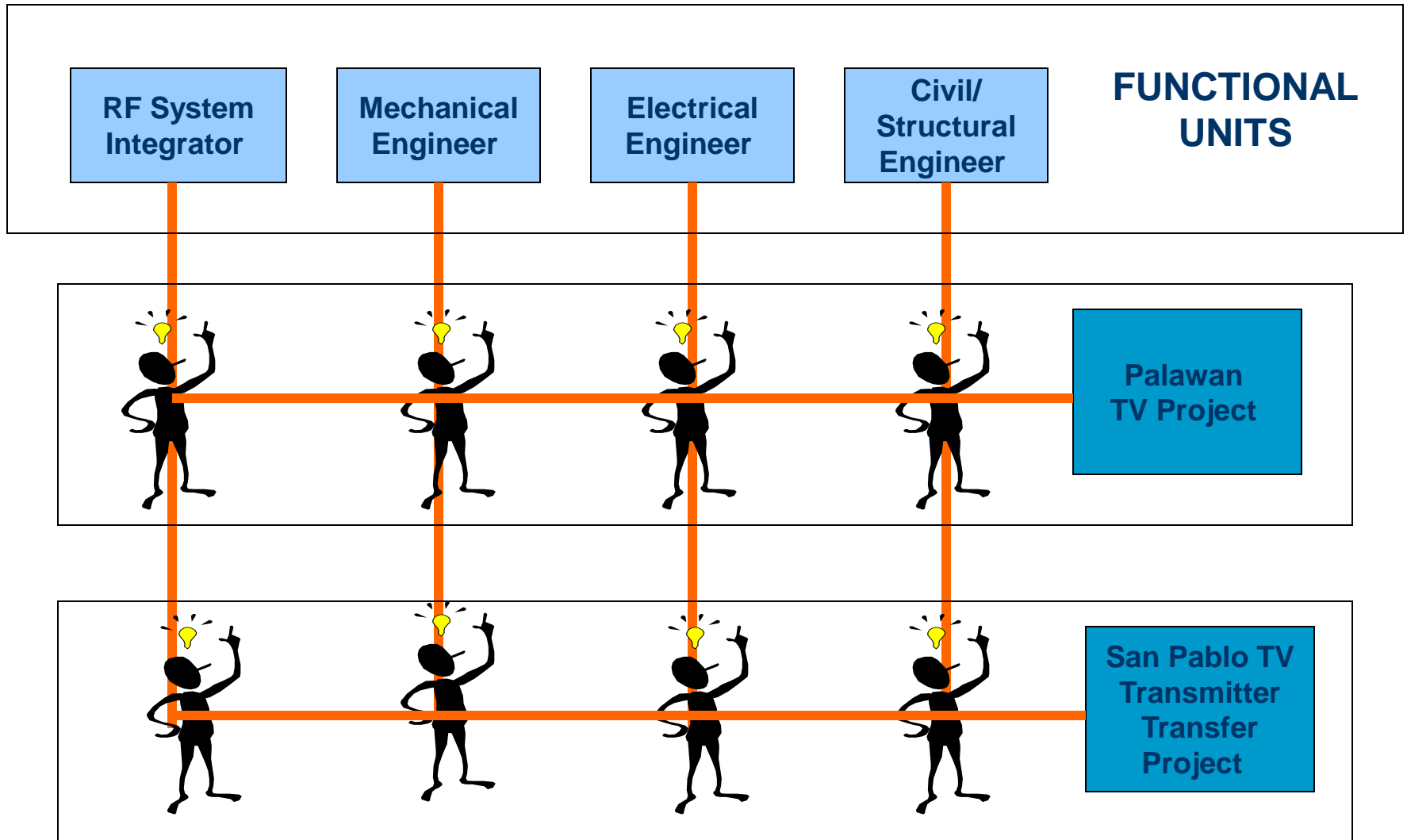


## The Matrix Approach

Aside from day-to-day operational activities, projects contribute mainly the deliverables of most organization. This necessitates for a matrix organization wherein functional unit personnel could become members of a project core group.

The core group is formed upon approval of a certain project. At the end of the project, the core likewise is dissolved.

# THE MATRIX ORGANIZATION



## 2. Delegating:

- downward transfer of formal responsibility and authority from one person to another with corresponding accountability.

**Authority** - right to make decisions within the scope of the responsibility.

**Responsibility** - obligation to carry out one's assigned duty to the best of one's ability.

**Accountability** - being answerable to the result of one's action.

# Power and Authority, what's the difference?

- **Power** is inherent in the person
  - coercive power
  - utility power
  - principle-centered power
- **Authority** is inherent in the position

# Steps in Delegating:

1. Assignment of task - a manager specifies task to be delegated.
2. Delegation of authority - a manager explains to subordinate authority in connection with the task to be delegated.
3. Acceptance of responsibility - Subordinate agrees to accept (or not) the task to be delegated.
4. Creation of accountability - manager explains corresponding accountability of subs.

# What tasks can be delegated?

- technical works
- routine works

## Examples:

Documents routing

Repair of office equipment

Over-the-counter purchase

Subprojects of your project

# What tasks cannot be delegated?

- management decisions
- decisions on overall operational problems
- work that subs cannot really perform

Examples:

Departmental budget allocation

Disciplinary action for subs

Project planning for the division

Personnel movements

# Why some Managers cannot delegate?

1. Lack of trust and confidence on subs.
2. Manager thinks his way is the only way
3. Manager might fear potential subs  
that could perform better than him.
4. Unclear responsibility and authority.
5. Failure of manager to train subs.



# Why delegation is important to Managers?

Four things we do in the workplace:

1. Maintenance status quo
2. Crisis prevention

3. Performance improvement
4. Managing change

# 3. Staffing or Selection of Personnel

- the process of determining manpower requirement and choosing the best qualified candidate to join your team.
- simply putting the right person for the right job

# Why staffing is very important?

Note that your staff could make your work life either easier or miserable. If your staff cannot provide solution to your work problems he/she is, in fact, adds to them.

Since you will be working together for most of your work life gives you the best reason to be extra careful in the selection process.

# Four Stages of Staffing:

1. **Sourcing** - searching for and attracting viable candidates to occupy vacancies
2. **Screening** - determining job fitness or candidates using pre-tested instruments.
3. **Selecting** - evaluating who among the shortlist of candidates best fit the vacancy
4. **Hiring** - negotiating for fair returns and establishing employment parameters.

# The Informal Organization

People do not always operate within the box of the organizational chart. They tend to get support from informal organization.

Informal organization cannot be taken for granted. It consists of actual operating relationship that is not shown in the organizational chart. Note that bonding here is more personal hence could be more powerful and influential and could undermine the formal organization.

# Why are there informal organizations :

1. Regionalism or common place of origin
2. Common interest and hobby
3. Organizational peers
4. Same schools or fraternities
5. Partners outside the company
6. Drinking buddies
7. Same civic club or religious denomination
8. Relatives
9. Emotional relationship
10. Simply close friends

# Effects of Informal Organization

Informal organization can be good or bad but more on the latter. Managers have to deal with this since it can be either beneficial or detrimental to him or his objectives

Examples:

**Beneficial** : Supporting a multi-discipline projects  
Fast-tracking document processing  
Availing logistics on time

**Detrimental** : Recommending unqualified personnel  
Concealing infractions  
Sowing intrigues and false accusations  
Conspiracy

The Third Management Function:

**LEADING**



# Leading

- process of working through members of the organization to move in the direction that will achieve its objectives

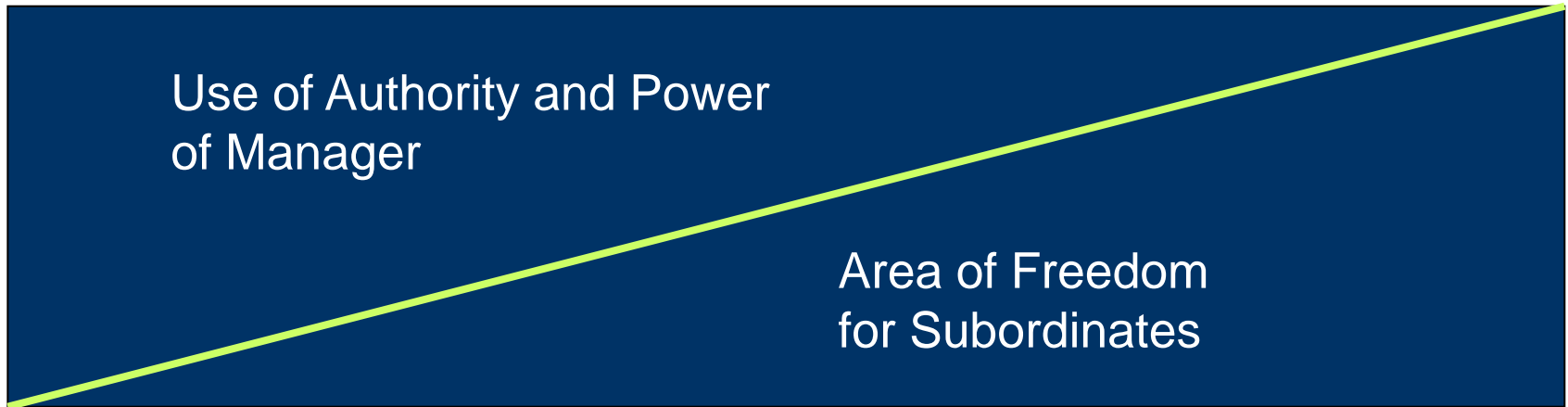
# Competencies In Leading:

1. Decision making
2. Motivating
3. Communicating
4. Developing people
5. Displaying principles and proper work values
6. Psychology

# 1. Decision Making

- arriving at the conclusion and judgment necessary to act.
- more of product of careful planning both the written and/or current situations.
- weighting alternatives and choosing the best

# Leader's Degree on Decision-making

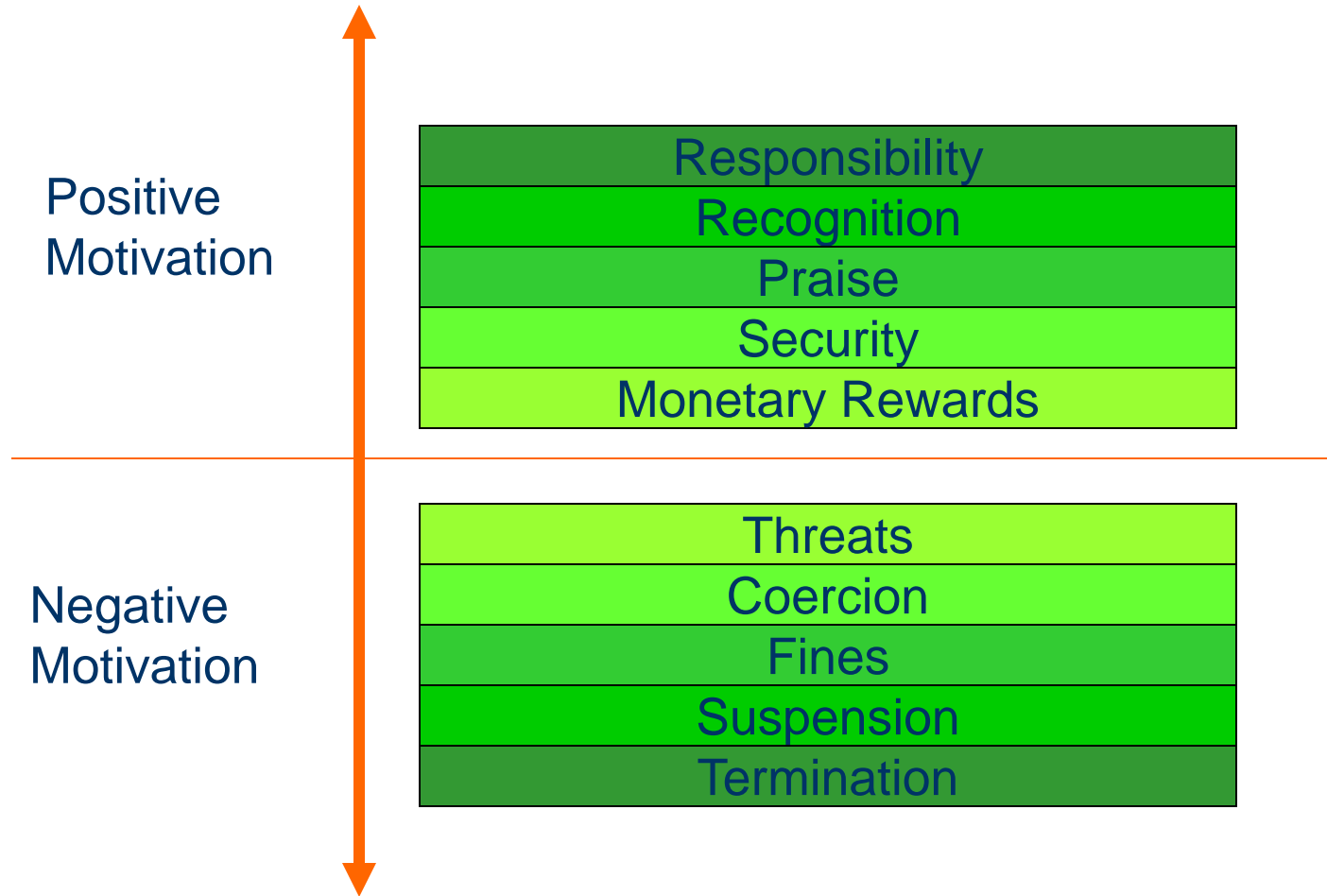


<p><b>Autocratic</b></p> <ol style="list-style-type: none"><li>1. Announce decision</li><li>2. “Sell” decision</li><li>3. Present decision and invite question</li></ol>	<p><b>Participative:</b></p> <ol style="list-style-type: none"><li>1. Present tentative decision subject to change</li><li>2. Present problem, get input, make decision</li><li>3. Define limit, ask group to make decision</li><li>4. Decide jointly with group.</li></ol>	<p><b>Free-Rein</b></p> <p><b>Employee to function within limits of managers</b></p>
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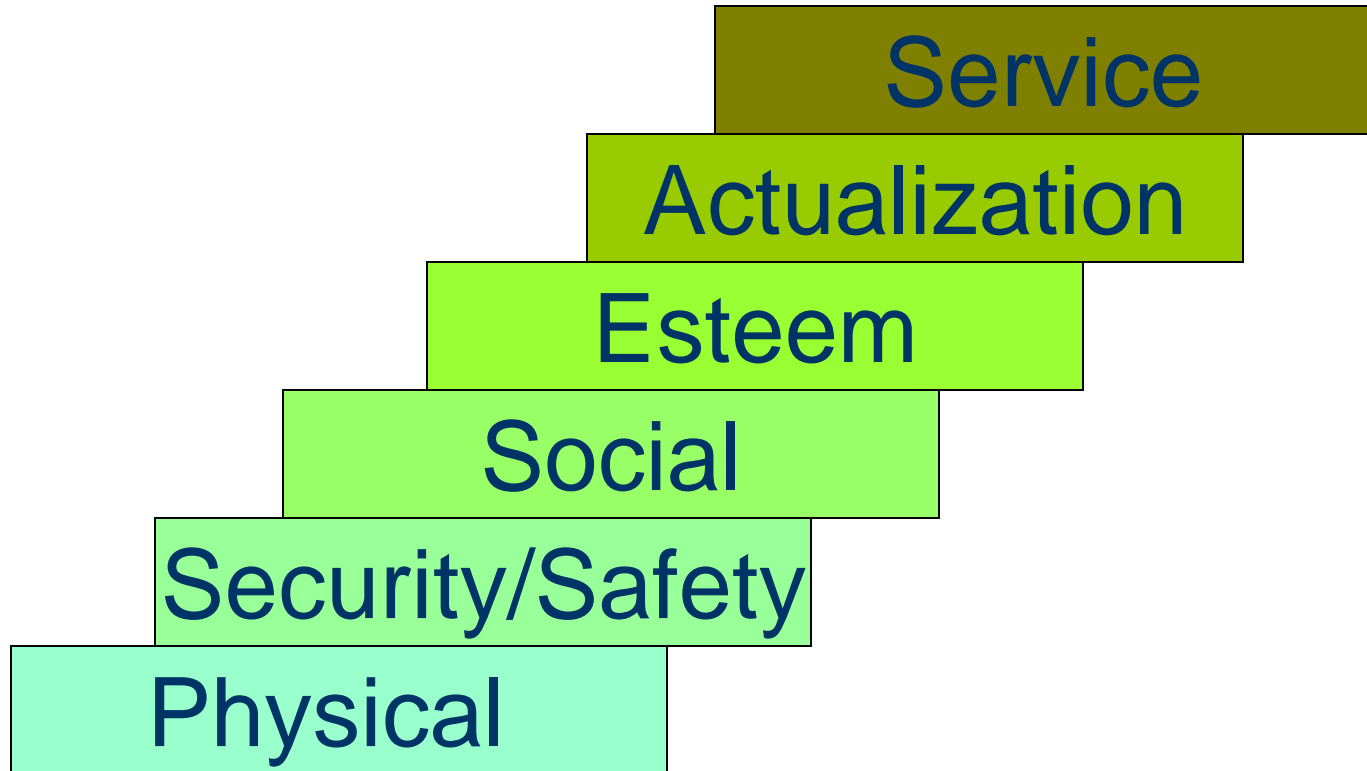
## 2. Motivating

- inspiring, encouraging and impelling people to take required action.
- can be both positive or negative depending on the individual to be motivated

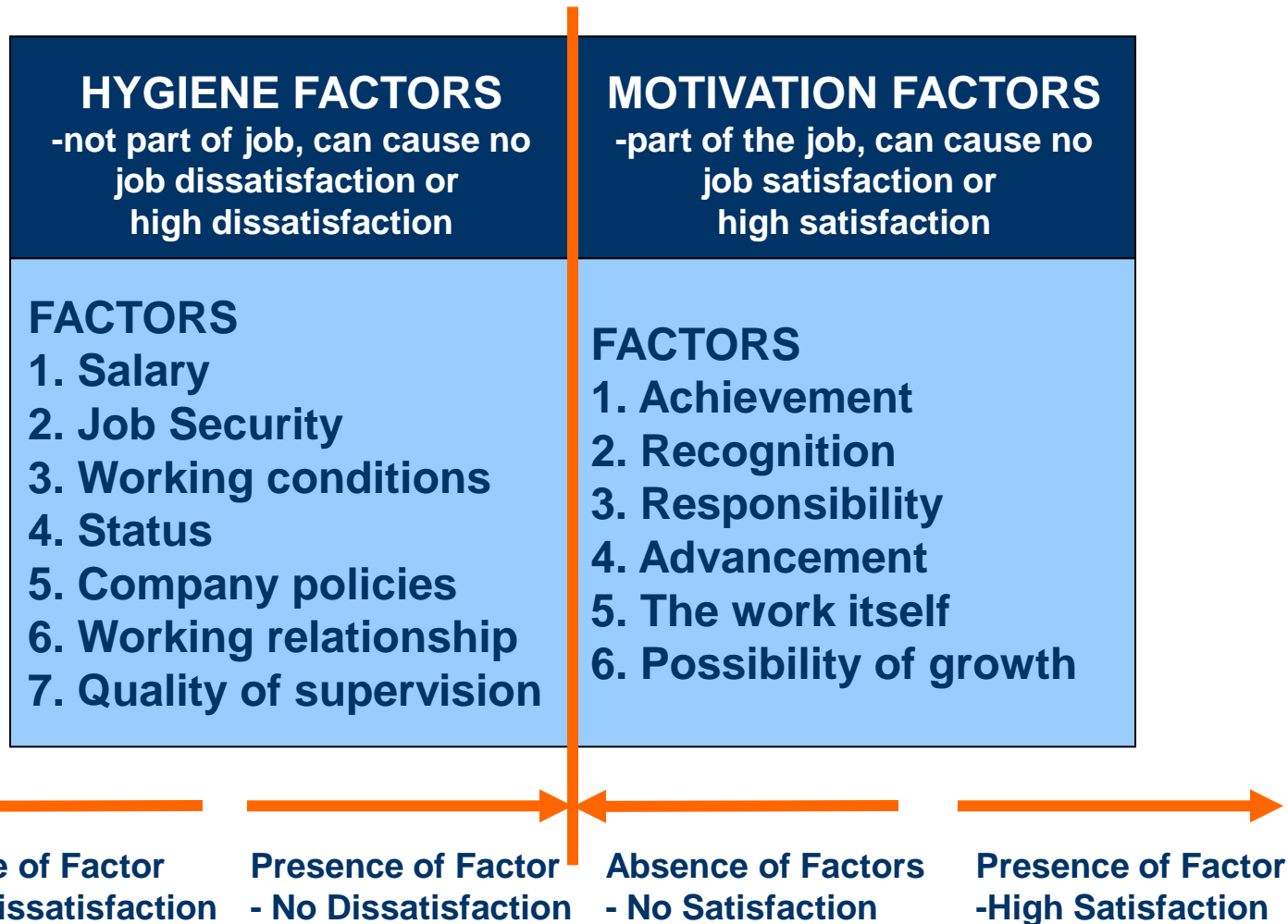
# Degree of Motivation



# Maslow's Hierarchy of Needs



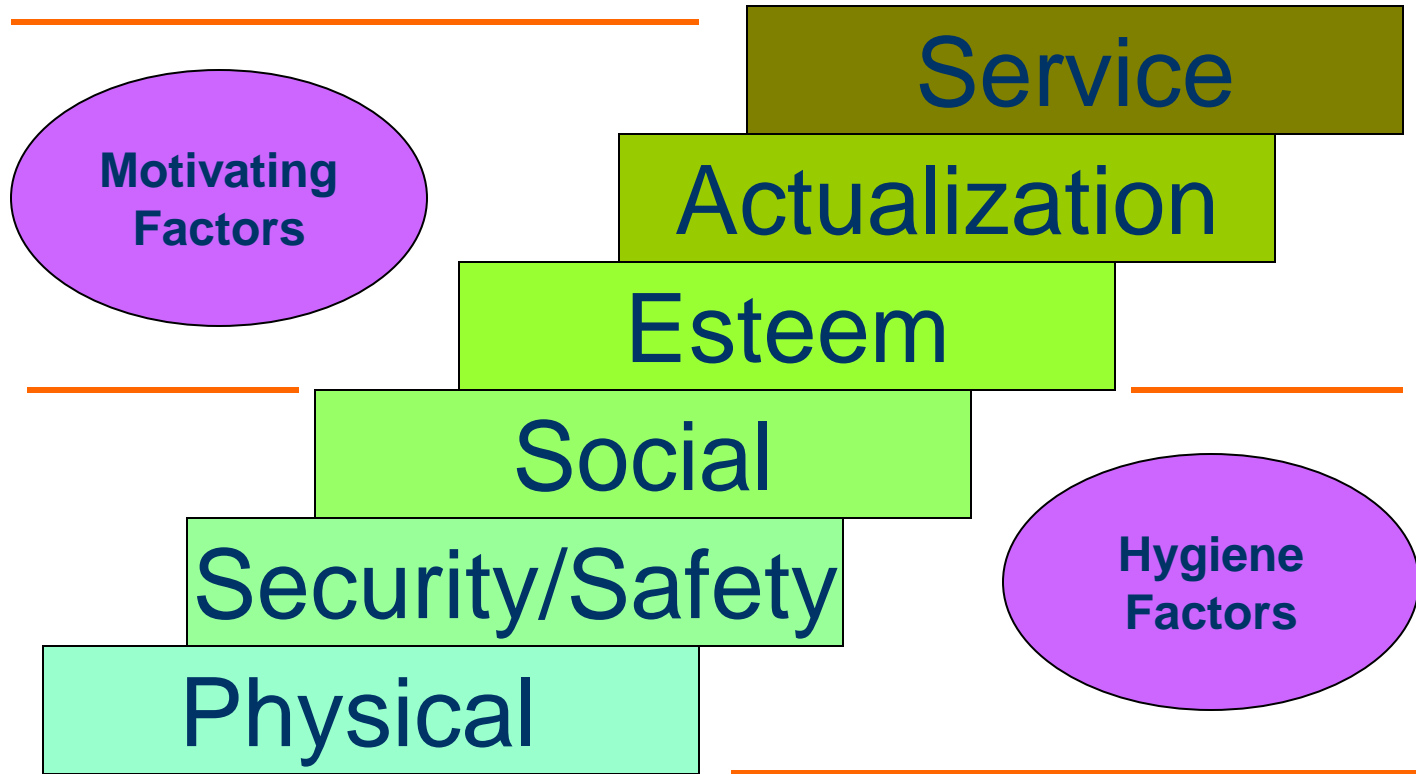
# Herzberg's Two-Factor Theory



The quality of each factor present also influences each employee's level of satisfaction or dissatisfaction



# Combining Maslow's and Herzberg's



# Locke-Latham Motivational theory

According to this theory, people who have more difficult but attainable goals perform better than those who have less difficult goals. Goals can motivate people to accomplishing them based on the extent of the following :

Goal Setting Principles	Meaning
Clarity	Goals should be clear so that people will know which behavior will be rewarded
Challenge	Challenging goals enhance feeling of achievement and drive people to work harder to achieve them
Commitment	Ownership of goals increases the likelihood of its accomplishment.
Feedback	Determines deviation to goal plans and makes adjustment if necessary
Task Complexity	Complex task could lead to failure. People should be given task that they can accomplish at certain time duration

# Why do we have to know the hierarchy of needs?

Using Maslow's model we note that what motivates a person primarily depends on his present need. If one level of need is satisfied it will hardly motivate anymore, instead the next level should be used.

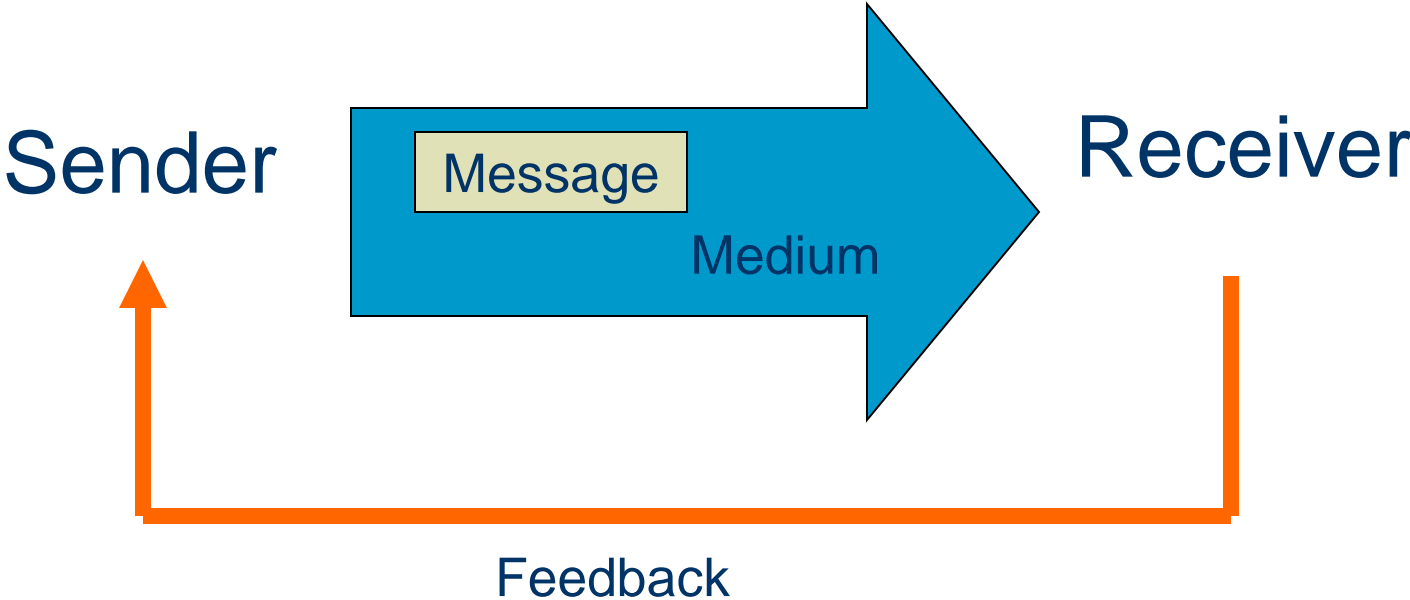
# Notes on Herzberg's Theory

- If all the hygiene factors are present, the employee is not dissatisfied but merely contented and without much drive to excel. Output is merely what is expected of him, no more but sometimes less.
- But if the motivating factors are present, the employee will work more than what is expected of him as if there is an internal booster. These factors may be provided by the organization or created by the employees themselves.

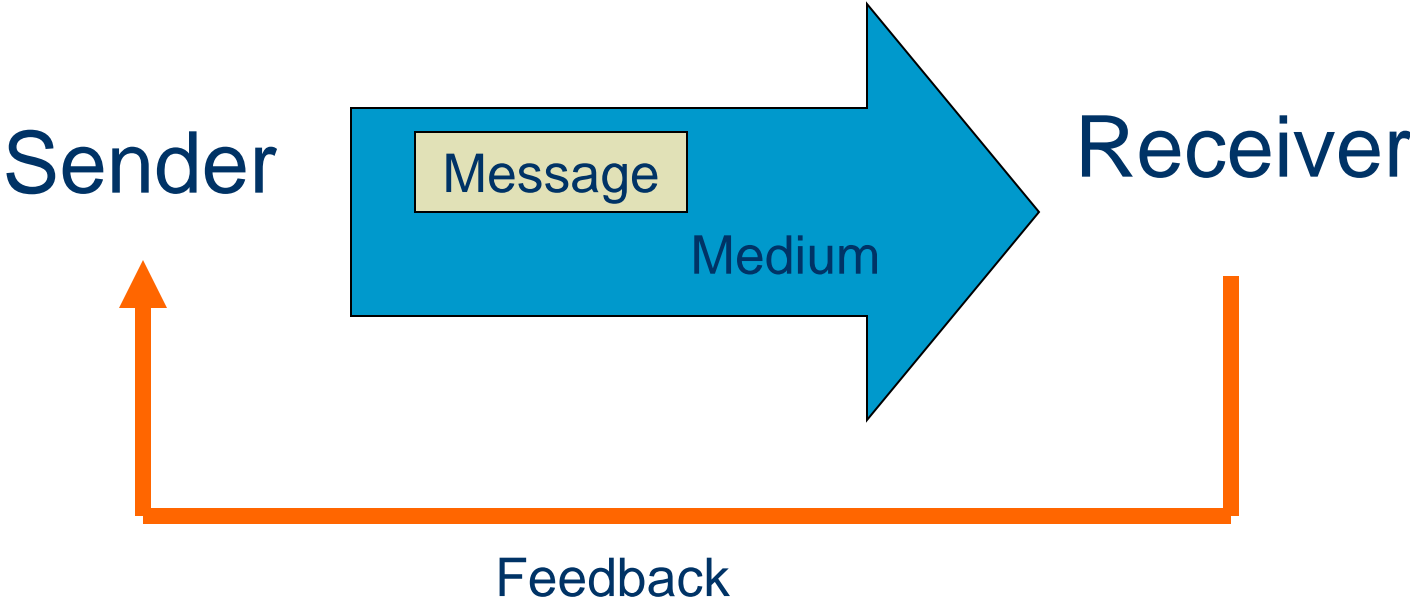
# 3. Communication

- transmission of information and understanding from one person to another.
- only happens if the sender and the intended receiver have a common understanding of the information sent.
- it can serve to motivate and enhance our leadership styles and as link in carrying out other management functions.

# The Communication Process



# The Communication Process



# Communication Responsibilities

## Sender:

1. Be sure of the purpose of communication
2. Know the receiver
3. Construct the message with the receiver in mind.
4. Select the proper medium
5. Select proper timing in sending the message.



# Communication Responsibilities

## Receiver:

1. Listen actively to the sender
2. Be sensitive to the sender
3. Indicate the appropriate medium
4. Initiate feedback.

# Written Format in Communication

**Letter** - used for correspondence with persons or groups outside the organization

**Memo** - routine communication within the organization

**Outline** - indicates structure of letter, reports, agenda

**Report** - conveys result of investigation or of routine or on-going activity

# Communication in our Culture:

- We Filipinos have a complex way of communicating due to our culture specially if the message is important, bad, sad, asking big favor, or simply emotionally provoking.

Unlike most westerners, direct communication is considered rude while direct response might be offensive.

# Barriers in Communication

1. Hearing what we expect.
2. Ignoring information that conflicts with what we know.
3. Evaluating the source
4. Differing perceptions
5. Words have different meaning to different people.
6. Conflicting nonverbal communication
7. Emotional environment
8. Noise

# Spectrum of Communication

Aggressive



Assertive



Responsive



Non-assertive



<p>Totally you, excluding others, disregards rights and dignity of others, puts down, embarrass and humiliates</p>	<p>Primarily you, secondary others Proposals acceptable to other. Can convey unpleasant info in a non-threatening and non-abrasive manner.</p>	<p>Primarily others, secondarily you. Enlist opinion of other in meeting joint concerns and solving problems</p>	<p>Totally others, excluding you. Give up responsibility and surrender rights. Always being taken advantage.</p>
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# 4. Developing People

Managers have the responsibility of developing their subordinates either by sending them to training or encouraging them to attend development programs.

## Training

- Performed to close the gap between the required competence of job and the employee's present level of competence. It begins with needs analysis
- Is not always the solution

## Types of Training:

1. Classroom discussion
2. OJT (On-the-job)
3. Vestibule - using simulated work environment

On-the-job Training is easiest to do by coaching using the following steps:

1. Discussion of the process by the supervisor
2. Demonstration of the tasks by the supervisor
3. Individual performance by the trainee
4. Feedback following the performance.

## Development Programs

- normally done outside the company
- no immediate need as compared to training but prepares a person for future responsibility.

### Examples:

Attending to IECEP seminars

Attendance in professional symposia  
and forums

MBA programs



## 5. Displaying principles and proper work values.

- being the role model or example; acting out what he preaches.

### Example:

If a leader imposes a policy, a procedure or a rule he should be the example in abiding to this for him to be effective and respected (unless he is not legally covered or impractical due to his position)

# Characteristics of Principle-Centered Leaders:

1. Build up morale of their people.
2. Develop self-esteem and confidence
3. Are constantly learning and mentoring
4. Integrate business requirements with people related concerns
5. Role model what they preach.

“True respect is earned not imposed”

# 6. Psychology

“ Different strokes for different folks”

Leaders must realize that managing his subordinates requires more than the basic management concepts. Depending on how much we know our subordinates up to personal level, we deal with them accordingly

# Management by Culture

Specially that we Filipinos have the culture of being non-confrontational and always use indirect communication we ought to know the psychology of uniqueness of our subordinates.

## Example:

Being direct can be OK to some people but hurting to other. This is more so particularly in disciplining or if personal conflict arises.

# Leadership Style

No specific style can guarantee to successful leadership. There is only “situational leadership” and its variations. Note that all individuals are unique and situations are almost always different. Hence leadership maturity is important and will depend on two factors:

# Situational Leadership Matrix

The diagram shows a horizontal line labeled "Manager" with two arrows pointing down to the "Task Support" and "Behavioral Support" columns. A horizontal line labeled "Subordinate" has two arrows pointing down to the "Competency" and "Willingness" columns.

<b>Task Support</b>	<b>Competency</b>	<b>Willingness</b>	<b>Behavioral Support</b>	<b>Leadership Style</b>
High	Low	Low	High	Selling
High	Low	High	Low	Telling
Low	High	Low	High	Participating
Low	High	High	Low	Delegating

The Fourth Management Function:

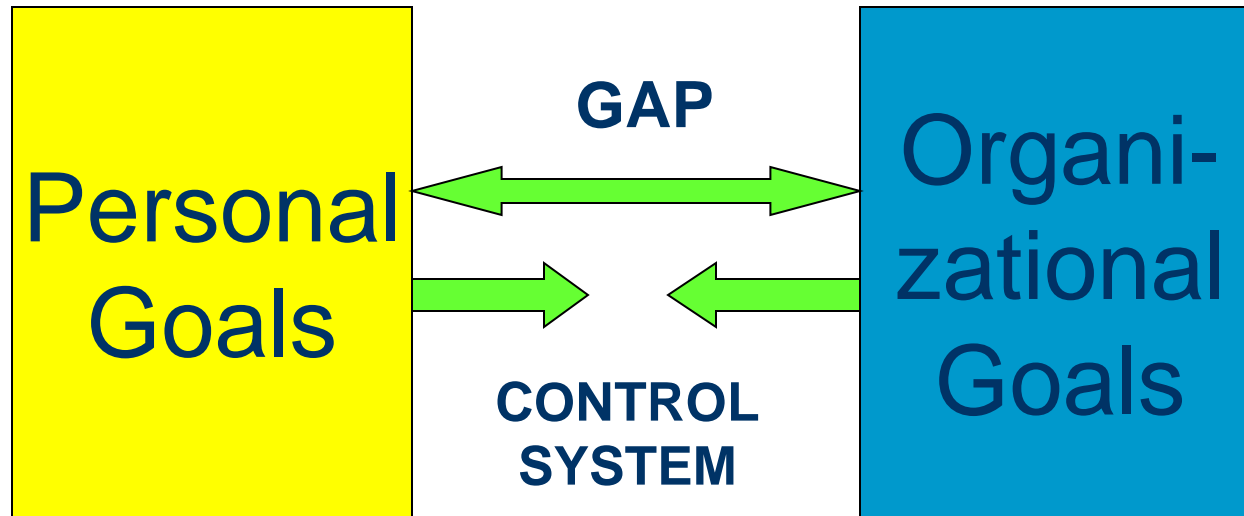
**CONTROLLING**

# Controlling

- the process of assuring that plans, program, and specified tasks are carried out effectively and efficiently.
- without control, well planned objectives, strong organization, capable leader and motivated staff will have very little probability of success in achieving goals.



# Why Control is Needed



The purpose of control system is to align the personal goals of the employees to the organizational goals by closing the gap. Without which, personal goals usually dominate and organizational goals will hardly be realized.

# Controls can only be done if there are standards

## Standards

- qualitative or quantitative measuring device designed to help monitor the performance of people, capital goods and equipment or processes.

# Types of Standards

## Managerial Standards

- includes policies, rules and reports stating the who, what and why of business.

Examples:

Total coverage area

Frequency of preventive maintenance

Company rules and regulation

Office dress code

# Types of Standards

## Technical Standards

- specify the what and how of the business, applied to production methods and processes, to materials, machinery and equipment, safety equipment, parts and supplies.

Examples:

Voltage and current ratings

Grade of chemicals

Light intensity for specific programs

# Steps in Controlling

## 1. Establishing the standards

- Develop standards.
- Inform parties about the standards
- Confirm understanding
- Seek acceptance

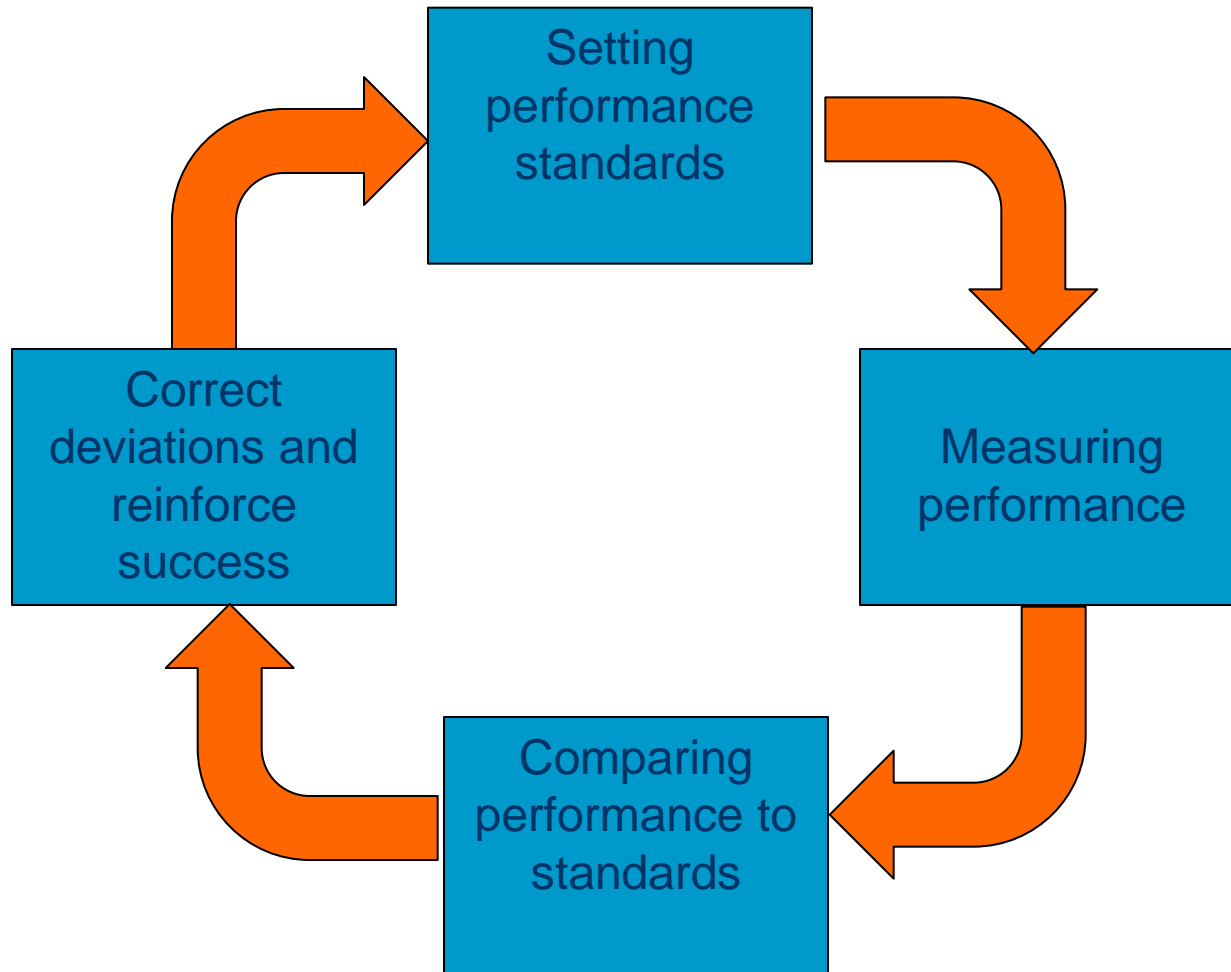
## 2. Measuring performance

- Implement and monitor
- Evaluate

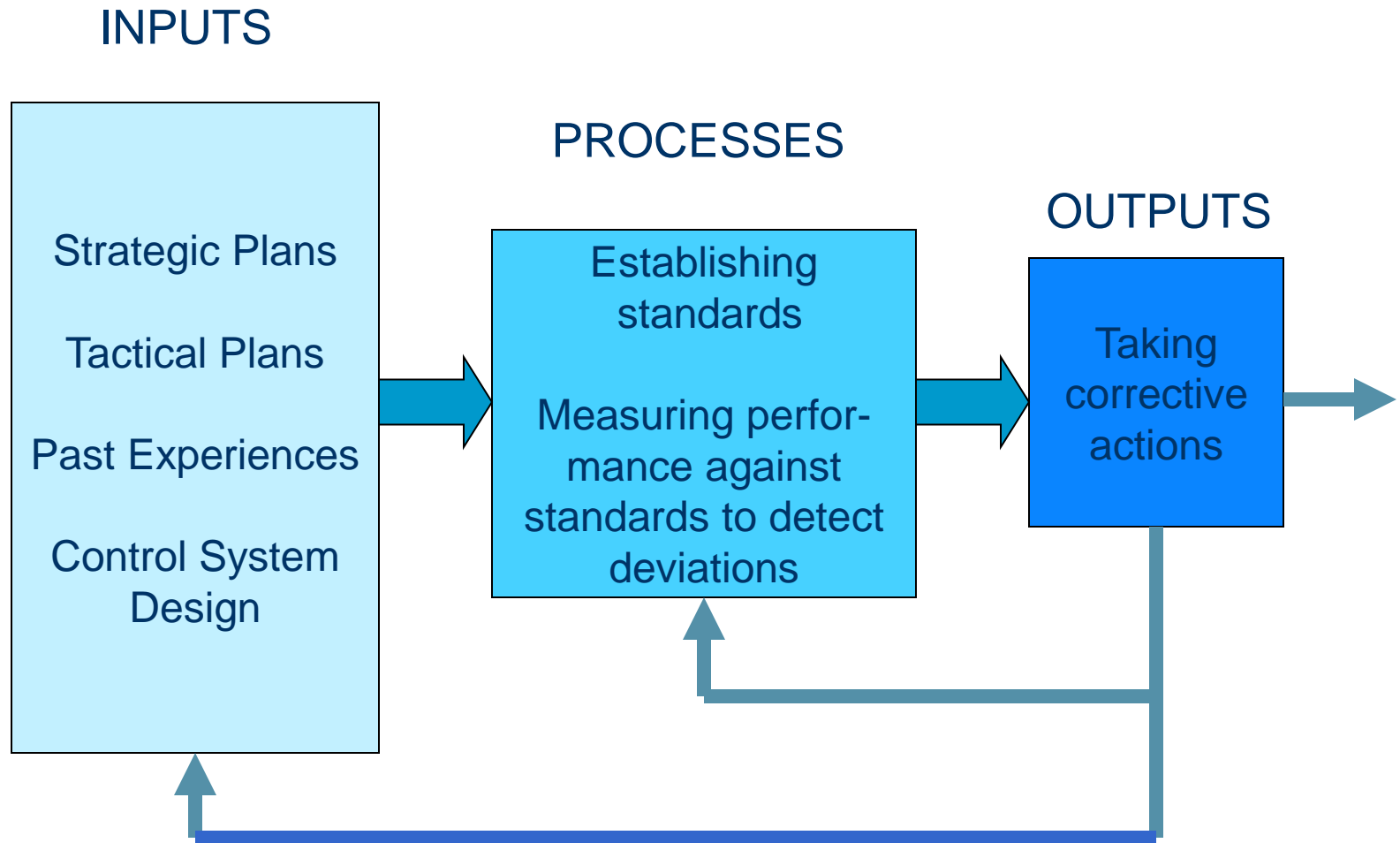
## 3. Taking corrective action

- Install and apply

# The CONTROL Cycle



# Controlling as a Continuous System



# Types of Control:

1. Prevention Control
2. Feedforward Control
  - a. Diagnostic
  - b. Therapeutic
3. Feedback Control



# Preventive Control

- used to prevent deviation to occur or at most very difficult to deviate.

## Examples:

Job Description of an employee

Company rules and regulations

Door locks

Safety equipment and procedure

Budget

# Feedforward Control :

- used to detect and anticipate deviation from standards at various points in the process.

Can be classified as :

- a. diagnostic
- b. therapeutic

# Feedforward Control

## Diagnostic

- determines whether deviation has taken place , tells what's wrong.

### Examples:

Readings from test instruments

Determination of wear and tear  
of equipment or its parts

Unusual OT rendered

Habitual tardiness or absenteeism of employee

# Feedforward Control

## Therapeutic

- senses both the what and why of deviation and takes corrective actions.

### Examples:

Engine speed governor

Servo correction circuits or actuators

Coaching of subordinates

Driving

# Feedback Control

- post action control and focuses on end result of the process.
- used for future decisions

## Examples:

Proof of performance of equipment

Training exams

“Post mortem” of project or activity

# Controls must be :

1. Acceptable to organizational members
2. Accurate
3. Timely
4. Focused on the critical points
5. Economical
6. Easily understood.

# Controls will only be effective if:

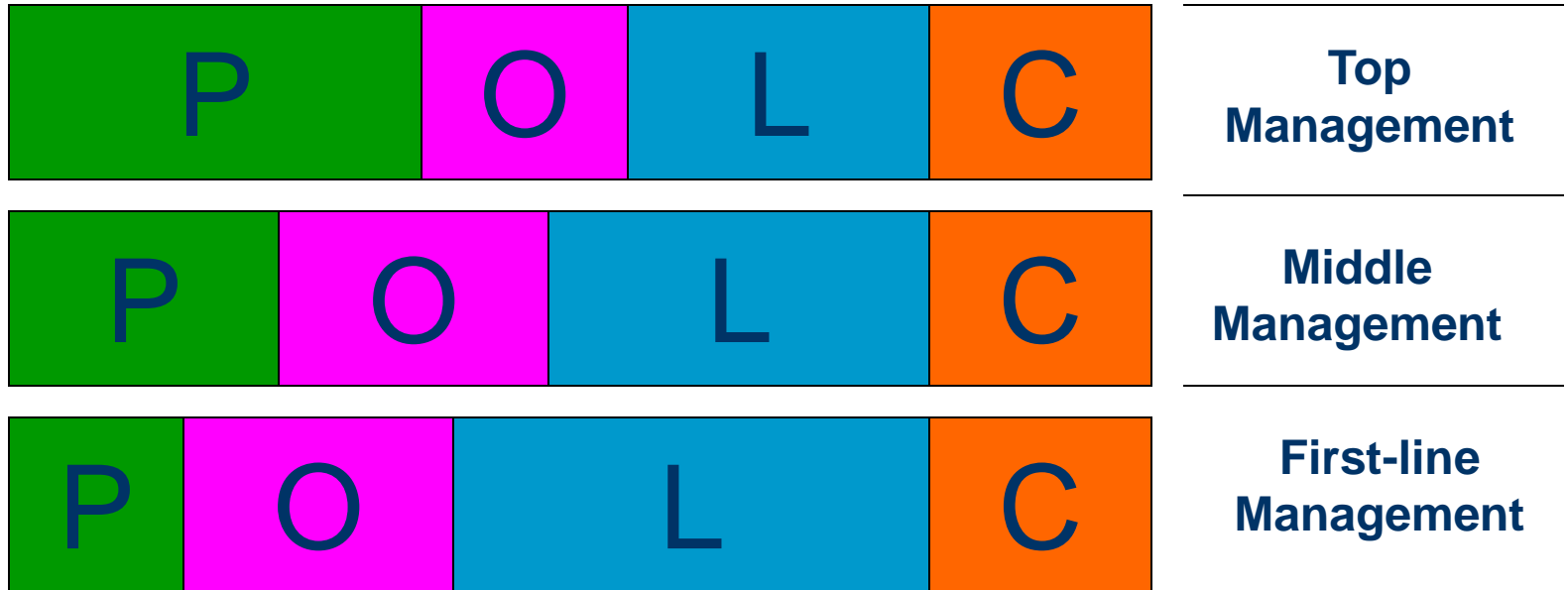
1. They do what they are intended to do:
  - a. Prevent deviations
  - b. Diagnose deviations
  - c. Correct deviations
  - d. Provide information for future planning
  
2. Do not create organizational problems that result in cost greater than the benefits of control device.

# Types and Examples of Control

Types and Definitions	Preventive	Feed Forward		Feedback
		Diagnostic	Therapeutic	
<b>Aspects of Control</b>	- prevents deviation	- determines deviation but without instant correction	- determines deviation but with instant correction	- used for future decision, correction, etc
<b>Personnel and Administrative</b>	<ul style="list-style-type: none"> <li>•Code of Conduct</li> <li>•Labor laws</li> <li>•Professional Ethics</li> </ul>	<ul style="list-style-type: none"> <li>•Unusual OT</li> <li>•Infraction such as tardiness</li> </ul>	<ul style="list-style-type: none"> <li>•Coaching</li> <li>•Behavioral correction</li> </ul>	<ul style="list-style-type: none"> <li>•Performance Appraisal</li> <li>•201 File</li> <li>•Technical exam</li> </ul>
<b>Equipment and Processes</b>	<ul style="list-style-type: none"> <li>•Technical standards</li> <li>•SOP</li> <li>•Locks or codes</li> </ul>	<ul style="list-style-type: none"> <li>•Warning devices and alarms</li> <li>•Instrument readouts</li> </ul>	<ul style="list-style-type: none"> <li>•Safety valve</li> <li>• Engine governor</li> <li>•Auto shut off</li> </ul>	<ul style="list-style-type: none"> <li>•Historical performance</li> <li>•Product review</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>•Budget</li> <li>•Financial Policies</li> <li>•GAAP</li> </ul>	<ul style="list-style-type: none"> <li>•Budget variance report</li> <li>•Audit report</li> </ul>	<ul style="list-style-type: none"> <li>•Budget control</li> </ul>	<ul style="list-style-type: none"> <li>•Actual expense vs. budget</li> <li>•Audit report</li> </ul>

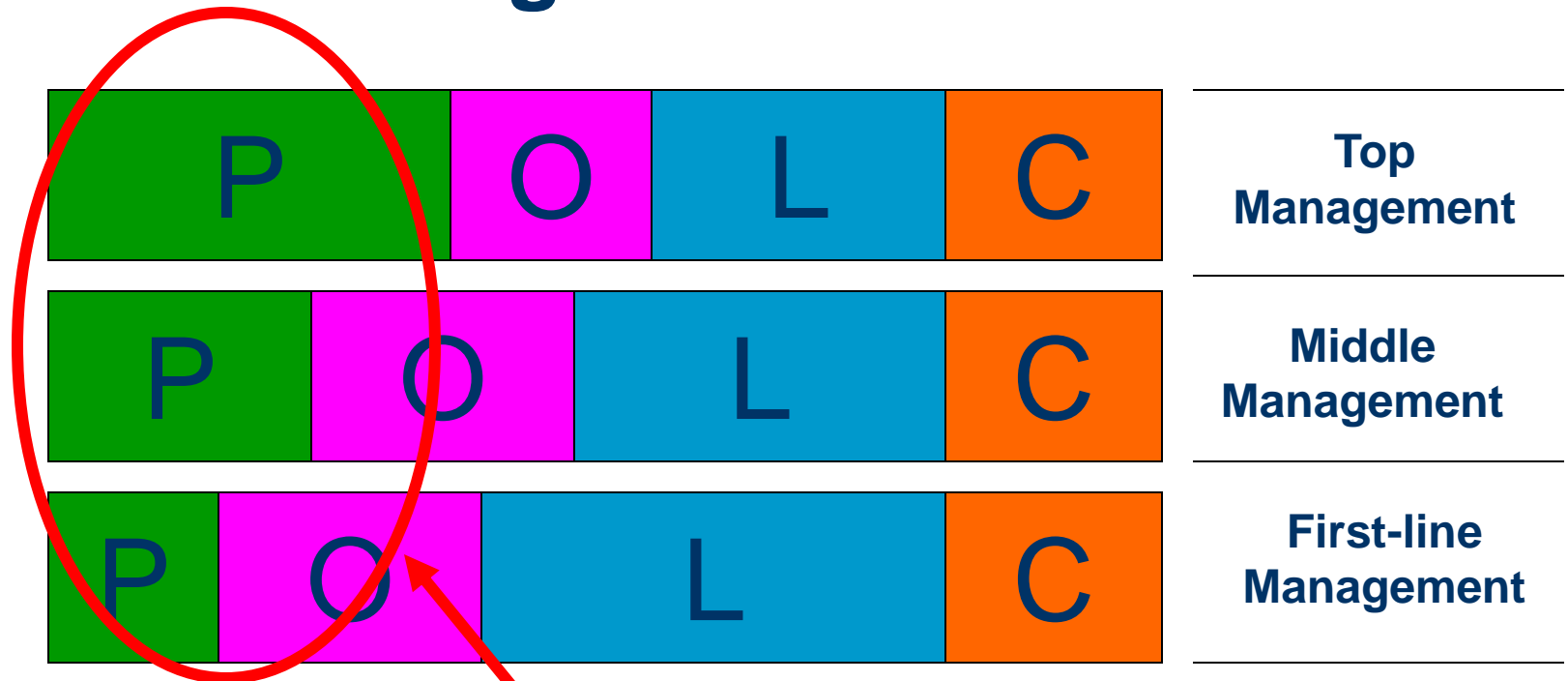


# Amount of Emphasis on Management Functions



**P - Planning**  
**O - Organizing**  
**L - Leading**  
**C - Controlling**

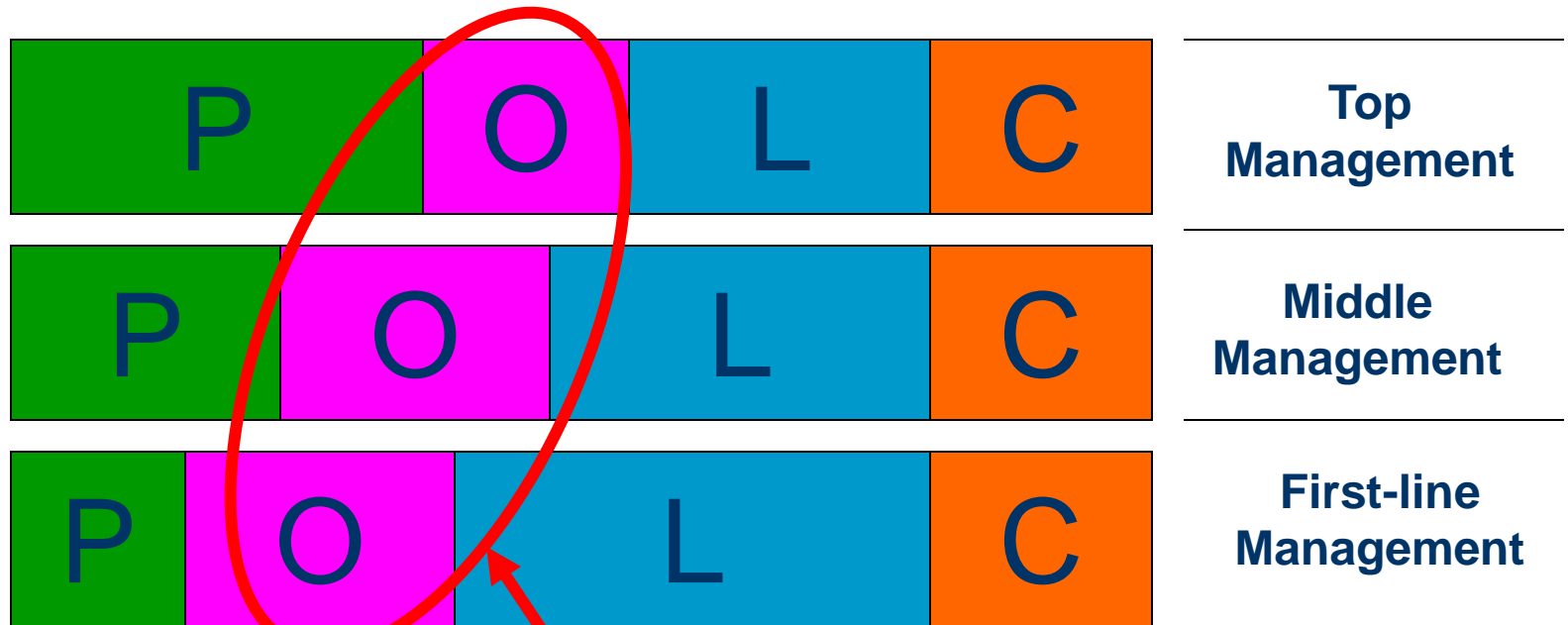
# Amount of Emphasis on Management Functions



**P - Planning**  
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Up in the organizational ladder, planning becomes very important since it determines the organizational goals and objectives.

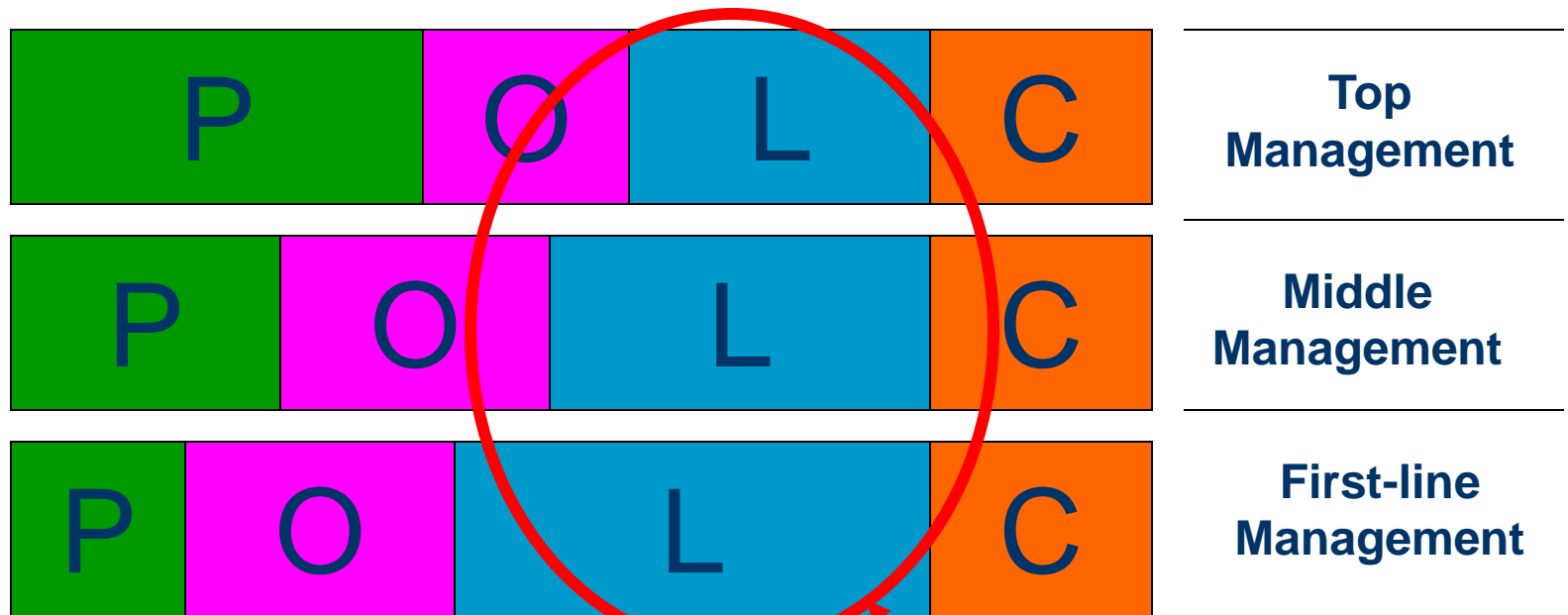
# Amount of Emphasis on Management Functions



**P - Planning**  
**O - Organizing**  
**L - Leading**  
**C - Controlling**

Organizing is fairly constant since it is seldom “re-arranged” unless there is a drastic change in planning ( new mandates or objectives)

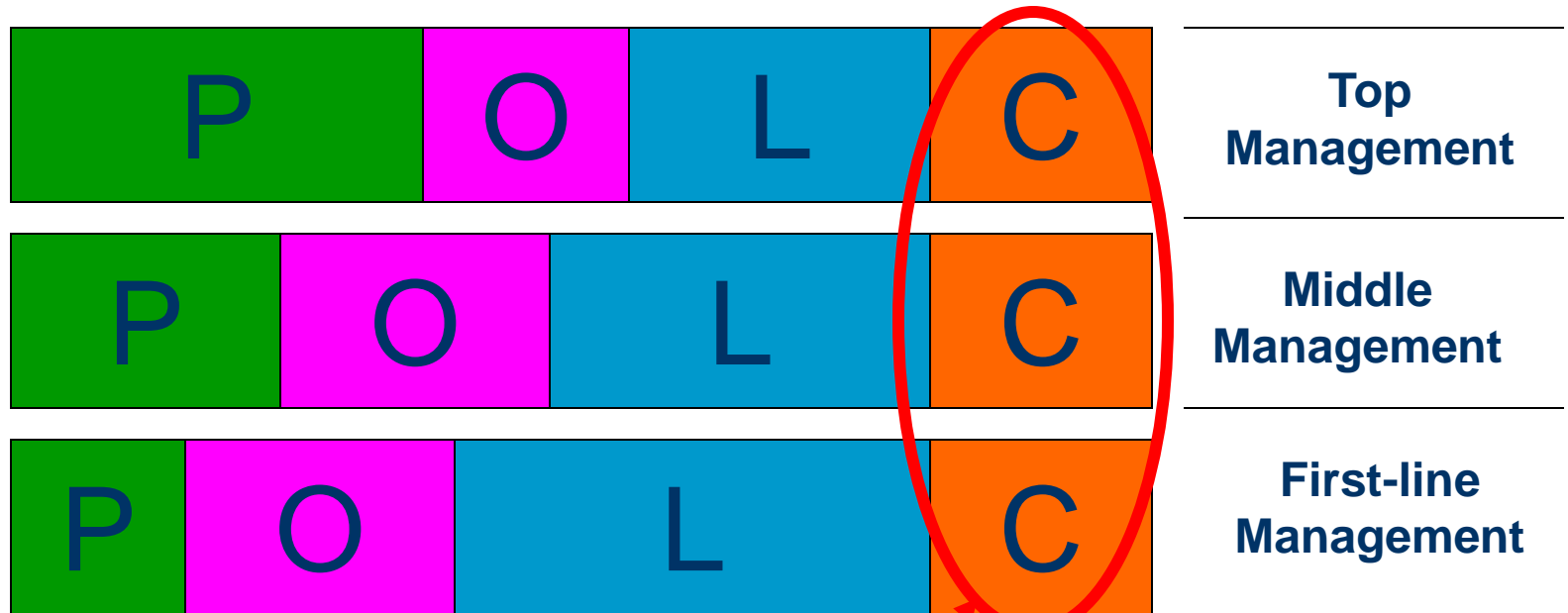
# Amount of Emphasis on Management Functions



**P - Planning**  
**O - Organizing**  
**L - Leading**  
**C - Controlling**

Leading diminishes as one goes up in the organization since normally the subordinates themselves are leaders. Leading is dominant in supervisory level.

# Amount of Emphasis on Management Functions

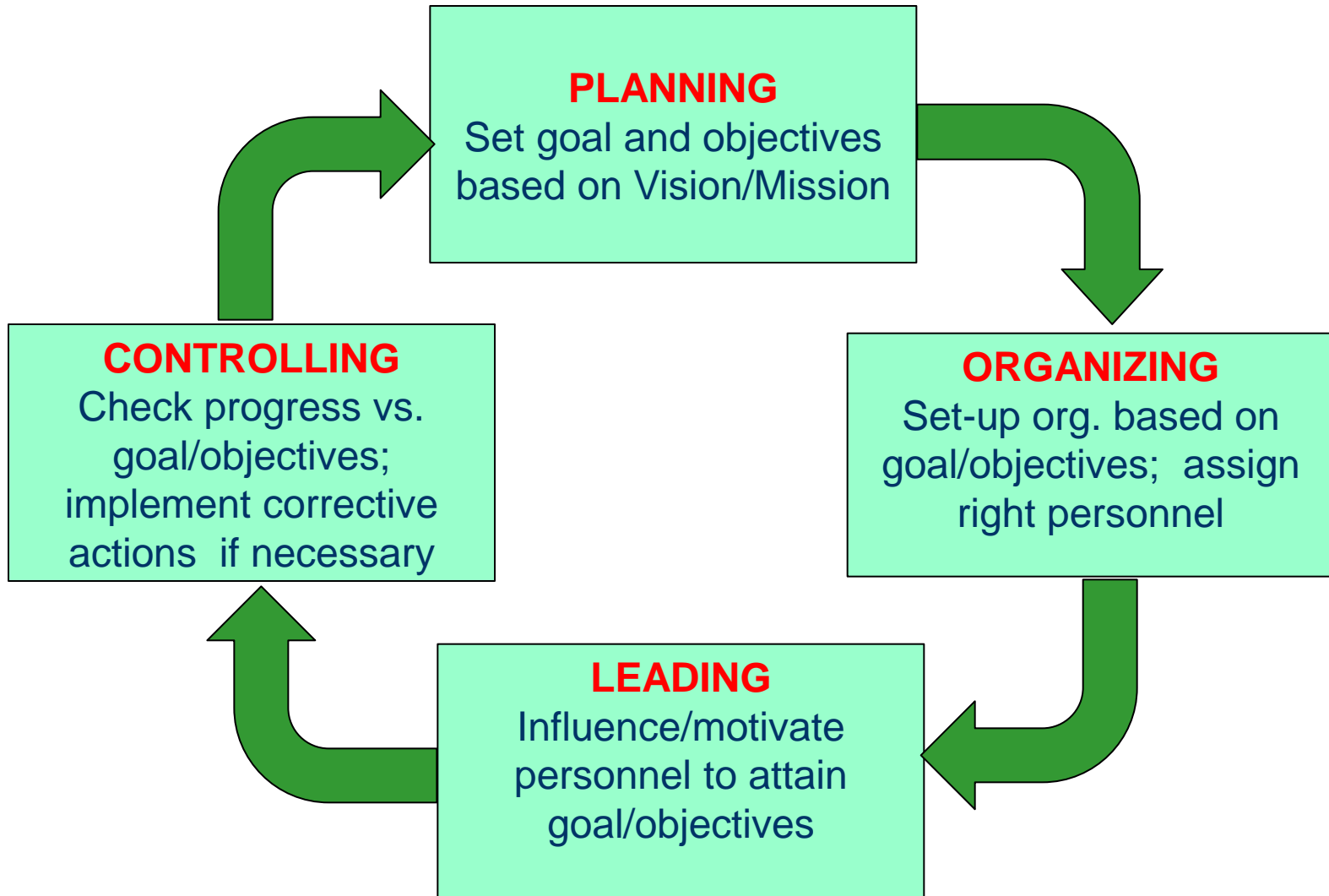


**P - Planning**  
**O - Organizing**  
**L - Leading**  
**C - Controlling**

**Controlling must be done constantly at all level to assure reaching of goals and objectives.**

# **Summary of Management Activities**

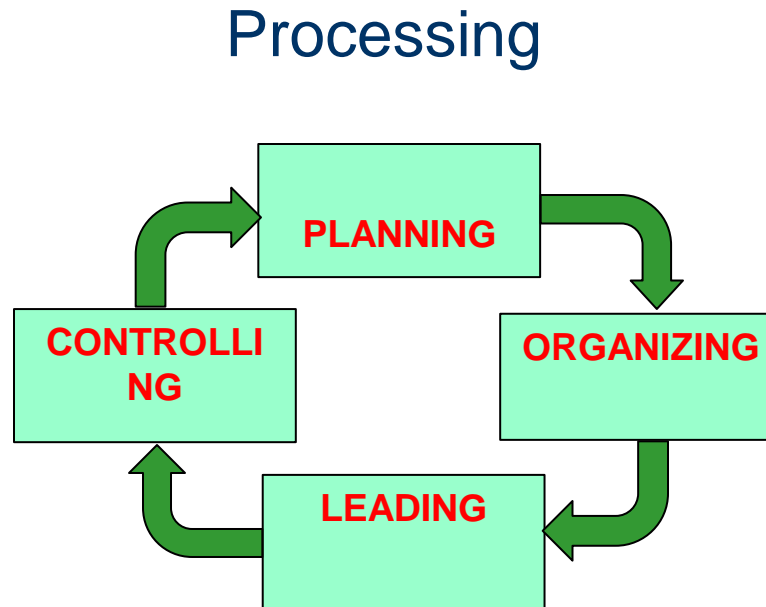
# The Management Functions Cycle



# The Management Functions Cycle

## INPUTS:

People  
Information  
Facilities  
Equipment  
Materials  
Supplies  
Finances



## OUTPUTS:

Product  
Services  
Profit/Loss  
Customer  
Satisfaction  
Ethical  
Behavior  
Socially  
responsive  
behavior



# Everything depends on Resources

<b>Resources</b>			
<b>Planning</b>	<b>Organizing</b>	<b>Leading</b>	<b>Controlling</b>
<b>Forecasting</b>		<b>Decision Making</b>	
<b>Capability Assessment</b>	<b>Developing the Organization's Structure</b>	<b>Motivating</b>	<b>Establishing Standards</b>
<b>Developing Objectives</b>	<b>Delegating Works</b>	<b>Communication</b>	<b>Measuring Performance</b>
<b>Developing Policies &amp; Procedure</b>	<b>Staffing or Personnel Selection</b>	<b>Developing People</b>	<b>Taking Corrective Actions</b>
<b>Plan Cascading</b>		<b>Displaying Principles and Work Values</b>	
		<b>Psychology</b>	

# To Be A Peak Performer, Work Less and Play More

The Workaholic	The Peak Performer
<ul style="list-style-type: none"><li>•Works long hours</li><li>•Has no defined goals</li><li>•Cannot delegate to others</li><li>•No interest outside of work</li><li>•Misses vacations to work</li><li>•Has shallow friendship developed at work</li><li>•Always talks about work matters</li><li>•Is always busy doing things</li><li>•Feels life is difficult</li></ul>	<ul style="list-style-type: none"><li>•Works regular hour</li><li>•Has defined goals</li><li>•Delegates as much as possible</li><li>•Many interests outside work</li><li>•Takes and enjoys vacations</li><li>•Has deep friendship outside work</li><li>•Minimizes talk about work matters</li><li>•Can enjoy “goofing off”</li><li>•Feels life is a celebration</li></ul>

“And I have seen that there is nothing better than that the man should rejoice in his works, for that is his portion..”

Ecclesiastes 3:22

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THE END

MCAPresentation