HUMAN RESOURCE PRACTICES IN SUPPLY AND PROPERTY MANAGEMENT: A CLIENT SATISFACTION FRAMEWORK FOR BENGUET STATE UNIVERSITY

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This thesis hereto attached entitled HUMAN RESOURCE PRACTICES IN SUPPLY AND PROPERTY MANAGEMENT: A CLIENT SATISFACTION FRAMEWORK FOR BENGUET STATE UNIVERSITY prepared and submitted by PHILIP T. ATULBA in partial fulfillment of the requirements for the degree of MASTER IN HUMAN RESOURCE DEVELOPMENT is hereby accepted.

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PHILIP T. ATULBA
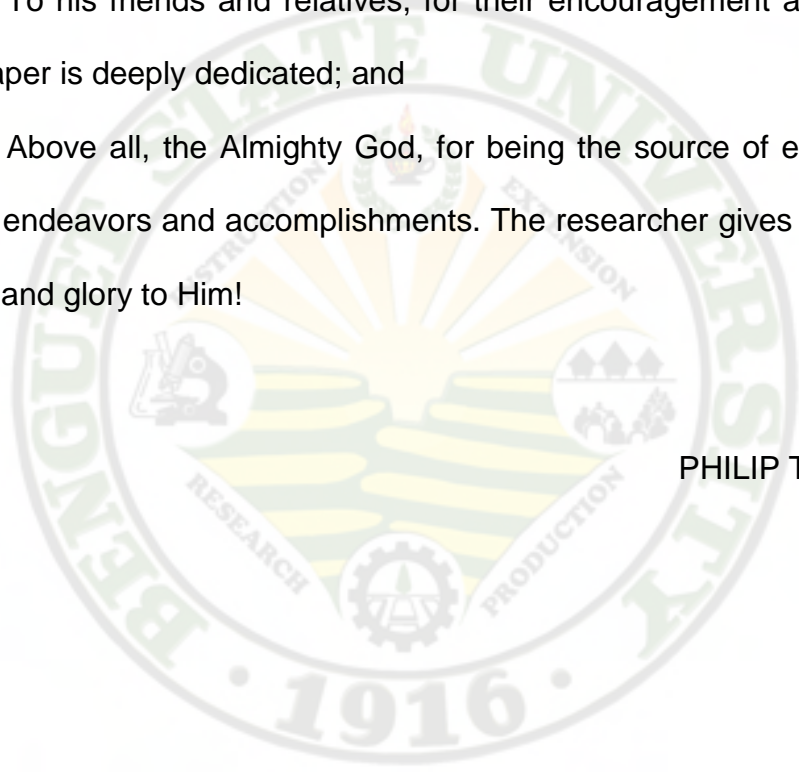
ABSTRACT

ATULBA, Philip T. April 2012. <u>Human Resource Practices in Supply and Property Management: A Client Satisfaction Framework for Benguet State University</u>. Benguet State University, La Trinidad, Benguet.

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The study determined the human resource practices in supply and property management which may serve as a basis for client satisfaction programs of the Supply and Property Management Office (SPMO) of Benguet State University (BSU). One hundred-two respondents, or 45% of the non-teaching personnel of the University, composed the population of the study. The respondents are the clients of SPMO, who shared their perceptions on the attributing practices towards their satisfaction as well as on the effectiveness of job design techniques in supply and property management, with the use of a questionnaire-checklist.

Collected data were analyzed and interpreted with the use of frequency, weighted means, ranking and t-test. Specific human resource practices were based on the functional areas of human resource management namely, organizational climate and working relations management, personnel development, discipline administration, and

performance management. Findings reveal that organizational climate and working relations management is the most attributing practice in the satisfaction of clients. Along organizational climate and working relations management, installation of Officer of the Day, adequate and constant communication, and teamwork were perceived to make a difference in the satisfaction of SPMO clients. Along discipline administration, the wide dissemination of guidelines and updates in relation to supply and property management will lead to timely and orderly delivery of services of SPMO as well as prevent error in work. Along personnel development, knowledge acquisition relative to supply and property management, skills enhancement trainings, and attitude reformation trainings will lead to improved productivity of SPMO staff and satisfaction of clients. Lastly, along performance management, the conduct of action planning and manpower audit is helpful in delivering better services of SPMO and its staff. The study also shows that the use of group technique in supply and property management is the most effective technique of job design as perceived by most of the personnel. Conclusively, employees of BSU SPMO can be more productive in their work when they are with a group or team where cooperation, communication and concern for other's benefit is expected. Hence, it is important to strengthen the groupistic identity of Filipinos (such *pakikisama* and *damayan)* among the employees and build

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a groupistic culture within the SPMO through *salu-salo* or *kapihan*, teambuilding activities, periodic conferences, and trainings on work-related knowledge acquisition, skills enhancement, and attitude reformation.

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INTRODUCTION

This part of the study presents the background of the study, statement of the problem, objectives of the study, importance of the study, and scope and delimitation of the study for a more detailed and clearer overview of the study.

Background of the Study

The provision of adequate facilities and supplies contributes greatly in the satisfactory performance of employees of Benguet State University (BSU) towards academic excellence. The Supply and Property Management Office (SPMO) is responsible in providing systematic and productive management of university supplies and equipment through responsible recording, releasing, receiving, inventory, disposal, disbursing and storekeeping.

In carrying out the mandate of SPMO, the following positions were created as shown in Figure 1.

Supply and property management requires effective human resource practices to effectively manage the assets of Benguet State University (BSU), as shown in Table 1, or carry out its worth a billion function and meet the satisfaction of its client on the services that SPMO provides.
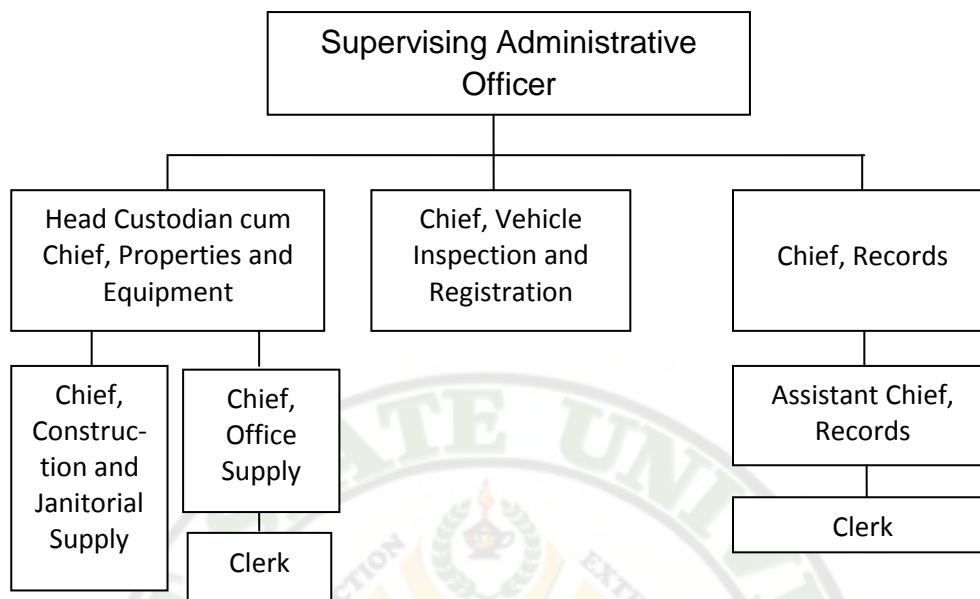
Figure 1. Organizational structure of Supply and Property
Management Office (SPMO)

In pursuit of providing satisfactory services to clients, however, SPMO is guided by government laws such as New Government Accounting System and Section 79 of Presidential Decree Number 1445 entitled "Government Auditing Code of the Philippines" in the inventory and disposal of properties (New Government Accounting System for National Government Agencies. Volume I – III. 2002).

The Researcher, being a staff in the Supply and Properties Management Office (SPMO) of Benguet State University (BSU), observed that clients come in different attitudes and needs. It is therefore, necessary to deal with these attitudes and be able to provide them with quality and timely service.

Table 1. List of materials accounted by SPMO

Property, Plant, and Equipment (PPE)	**Land Improvements**
	- Land improvements
	- Runways/taxiways
	- Electrification, Power and Energy
	- Structures
	Buildings (those that are predominantly)
	- Wood, Mixed, Concrete
	Leasehold Improvements
	- Land, Building
	Office Equipment, Furniture and Fixtures
	- Office equipment
	- Furniture and fixtures
	- IT equipment-hardware
	- Library books
	Machineries and Equipment
	- Machineries
	- Agricultural, Fishery, and Forestry
	- Communication equipment
	- Construction and heavy equipment
	- Medical, dental, and laboratory equipment
	- Sports equipment
	- Technical and scientific equipment
	- Other machineries and equipment
	Motor vehicles
Inventories	Office supplies
	Animal/Zoological supplies
	Medical, dental and laboratory supplies
	Textbook and instructional materials
	Computer peripherals
	Common janitorial supplies
	Small kitchen items
	Hardware and construction supplies
	Electrical supplies
	School chairs, desks, and tables

Source: COA Manual re: Guidelines on the Review of Appraised Value of Disposed Property Other Than Real Estate, Antique Property and Works of Art and Revised Guidelines on Appraisal of Property Other Than Real Estate, Antique Property and Works of Art

Moreover, the client's evaluation of SPMO staff based on the Client Rater Form (PRF) in the Agency Performance Evaluation System (AGENCYPES)of BSU (see sample in Appendix C), shows in Table 2 that even though all staff were generally rated Outstanding by their clients, not all staff were rated Outstanding in both the Performance indicator and Critical factors indicator. Each staff is evaluated by two (2) to three (3) clients. This feedback from the client implies that clients are not fully satisfied with the service delivery of all the staff of SPMO.Hence, the need to manage both individually and collectively is vital in providing client satisfaction (Sission and Storey, 2000).

This endeavor is geared towards the identification of attributing human resource practices to client satisfaction in supply and property management along the different functional areas of human resource management namely, organizational climate and working relations management, discipline administration, personnel development, and performance management, towards satisfaction of clients of SPMO. This study also intends to identify the level of effectiveness of each technique of job design on the staff of SPMO namely, scientific technique, job enlargement, job rotation, job enrichment, and group technique.

Table 2. Client's evaluation (July-December 2011)

INDICATOR	FREQUENCY					TOTAL
	2	4	6	8	10	
Performance				4	10	14
Critical Factors						
a. Courtesy				3	11	14
b. Readiness of service				3	11	14
c. Cleanliness and orderliness of work area				3	11	14
d. Grooming and appearance				3	11	14

Legend:

Rating Scale	Level of Performance
2	Poor
4	Unsatisfactory
6	Satisfactory
8	Very Satisfactory
10	Outstanding

Statement of the Problem

This study seeks to identify human resource practices in supply and property management of Benguet State University (BSU). Specifically, this study seeks to answer the following:

1. What is the perceived extent of attribution of human resource practices to client satisfaction of SPMO along the following dimension:

a. Organizational climate and working relations management;

b. Discipline administration;

c. Personnel development;

d. Performance management;

2. What is the level of effectiveness of the techniques of job design for supply and property management of Benguet State University (BSU)?

Objectives of the Study

Generally, the study aims to find out human resource practices which could lead to better delivery of the services of BSU Supply and Property Management Office (SPMO).

The specific objectives of the study are as follows:

1. To determine the extent of attribution of human resource practices to client satisfaction along the following dimension:

a. Organizational climate and working relations management

b. Discipline administration

c. Personnel development

d. Performance management

2. To find out the level of effectiveness of techniques of job design for the supply and property management of Benguet State University (BSU).

Importance of the Study

This study will pave way to a more rewarding Supply and Property Management Office (SPMO)with productive personnel hence, produces more satisfying services on releasing, receiving, inventory, disposal, disbursing and storekeeping of school properties of the Benguet State University (BSU). Empowered SPMO personnel can satisfy their customers or clients. For example, the maintenance of inventory is a necessary function of virtually all business operations. The cost associated with inventories can run into millions of pesos in large companies. In smaller companies, proper management of inventories often makes the difference between a successful and an unsuccessful operation.

The result of this study will also become an eye opener on the part of the management of BSU to understand better the importance of empowering the workforce in the provision of quality service as well as in the care and wise utilization of million-peso school supplies and properties.

When the recommended considerations and strategies in this study will be adopted and turn to be effective, this study will give credit to the entire Supply and Property Management Office (SPMO) of Benguet State University.

The staff of SPMO can even get some insights on how to improve their job performance. This can be an eye opener on the part of the management to consider some factors that influence or affect the job performance of its personnel in the delivery to satisfying services to clients..

This study can further become a benchmark for other annexes of Benguet State University – Buguias, Benguet and Bokod, Benguet, other academic institutions and organizations.   This can also serve as a reference of other related studies.

Scope and Delimitation of the Study

This study considered the functions of Human Resource Management in identify the attributing practices in satisfying clients of Supply and Property Management Office (SPMO) of Benguet State University (BSU). These functions include organizational climate and working relations management, discipline administration, personnel development, and performance management. All the possible job design techniques were included in instigating optimum productivity or maximizing the talents of the personnel such as scientific technique, job enlargement, job rotation, job enrichment, and group technique.

This study is restricted on the human resource-related practices which may contribute in satisfying the clients of SPMO, as perceived by the SPMO clients only. Second hand information to corroborate the findings from the survey questionnaire were gathered such as personal informal interviews with the respondents, available records of the Office, as well as through the Researcher's observation and experiences being a staff of the SPMO.

CONCEPTUAL FRAMEWORK

The framework of the study is presented in this chapter through a paradigm. The operational definition of terms and hypothesis of the study is also presented herein.

The idea of the organization as a social system requires that some consideration be given to the benefits received by its participants as well as by its customers and clients (Ivancevish, et al., 2005). Satisfaction is refers to the extent to which the organization meets the needs of clients. Efforts in providing satisfaction of clients involve the human assets of the organization. The human resource is the most critical and best asset in any organization or group (Bagano, 1999). The category of human resource practices involves methods designed to let the service providers learn and grow professionally and, even, personally so that these service providers will be able to provide laudable services and consequently, satisfy the needs of clients.

In determining the attributing human resource practices to client satisfaction, variables were identified and their relationship with each other were illustrated in Figure 2. Treated as the Independent Variable in this study are the human resource practices along the human resource management dimensions of organizational climate and working relations

management, discipline administration, personnel development, and performance management where job design techniques were considered.

The given human resource practices in the different dimensions has identified the extent of attribution of these practices to client satisfaction of the Supply and Property Management Office (SPMO) whether very strong, strong, weak, very weak, or no attribution hence, the Dependent variable in the study. Also considered was the degree of effectiveness of each technique of job design whether highly effective, very effective, moderately effective, fairly effective, or not effective.

The extent of attribution of human resource practices and the level of effectiveness of job design techniques were moderated by the organizational structure of SPMO as well as by compliance to government policies and regulations. In consideration of the government laws and policies, the end role, however, of the management of Supply and Property Office should be to come up with ways and strategies to make its office effective.

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

Human Resource
practices:
- Organizational climate and working relations management
- Discipline administration
- Personnel development
- Performance management
   o Job design techniques

1. Extent of attribution to client satisfaction:

- Very Strong (VS)
- Strong (S)
- Weak (W)
- Very Weak (VW)
- No Attribution (NA)

2. Degree of effectiveness of job design techniques

- Highly Effective (HE)
- Very Effective (VE)
- Moderately Effective (ME)
- Fairly Effective (FE)
- Not Effective (NE)

- organizational structure of SPMO
- government policies and regulations

INTERVENING VARIABLE

Figure 2. Paradigm of the study

Operational Definition of Terms

Benguet State University (BSU) is a chartered state university located in the province of Benguet. The BSU main campus is nestled in the heart of La Trinidad, Benguet while its satellite campuses are situated in the municipalities of Buguias and Bokod.

Clients are the beneficiaries of the Supply and Property Management Office (SPMO). They belong to the different offices and colleges of Benguet State University (BSU) at La Trinidad, Benguet.

Client satisfaction describes the fulfillment of the client's needs and expectations on the services being rendered by the Supply and Property Management Office (SPMO) of Benguet State University.

Discipline administration refers to the orderly procedure in availing and rendering services of the SPMO as well as the motivation initiative towards better delivery of services. It considers the strict implementation of office policies but with little leniency of the immediate supervisor on a case-to-case basis, posting of guidelines and updates of SPMO, and giving of reward to high performing staff of SPMO.

Disposal refers to the sale or destruction of property which are unserviceable and/or no longer needed in the operation of the institution.

Group technique is a job design by which a group of individuals performs a particular job, being a collective job.

Human resource management is a function in an organization that facilitates the most effective use of people to achieve organizational and individual goals through strategic acquisition, development, motivation and retention of competent employees.

Human resource practices are the norms and accepted usual activities which involve the participation of the employees and wise utilization of their capabilities. The human resource factors in attaining desired performance were based on the functions of human resource management namely, organizational climate and working relations management, compensation and benefits management, discipline administration, personnel development, and performance evaluation.

Human resource refers to the personnel of a company or firm such as the Benguet State University (BSU). Employees, workforce, manpower, workers or individuals are other terminologies for human resources.

Inventories refer to tangible assets with serviceable life of more than one year but small enough to be considered as Property, Plant and Equipment (PPE). Small tangible items with estimated useful life of more than one year shall be recorded as inventories upon acquisition and expense upon issuance.

Job design is a work arrangement or rearrangement in relation to supply and property management aimed at reducing or overcoming job

dissatisfaction and employee alienation arising from repetitive and mechanistic task.

Job enlargement is a type of job design which done by adding more related duties to a personnel according to his/her capabilities.

Job rotation is a type of job design which is described as a lateral shifting of an employee from one job to another.

Job enrichment is a job design of increasing the depth of job by increasing authority and responsibility.

Organizational climate and working relations management considers the availability of needed facilities, availability of effective technology, availability of ventilation, pleasant decorations in the office, physical arrangement of facilities/equipment in the office, location of the office, availability of database system, simple office procedures which prompts immediate action to requests, recognition of the worker's effort, and camaraderie between superior and subordinate.

Personnel development considers knowledge acquisition relative to work, attitude reformation, skills enhancement, and educational advancement.

Performance management considers availability of customer feedback system, regular conduct of group SWOT analysis or office performance review, conduct of commitment mapping, conduct of action

planning, internalization of company mission/objectives, and conduct of succession planning and manpower audit.

Property describes the inventoriables which includes small items, equipment and materials. An equipment is a property other than land, structure, and fixed facilities having a useful life of more than one (1) year with a cost of One Thousand Five Hundred pesos (Php1,500.00) or more, with reference to the Commission on Audit (COA) Circular Number 86-200B, and when used, does not suffer any material or substantial change in size or form. Whereas, materials refer to expendable commodities used by the government in the process of manufacture or construction including parts or remnants from destroyed or damaged assets.

Property, Plant, and Equipment (PPE). This refers to --- which has an estimated useful life of five (5) years or more.

The New Government Accounting System (NGAS) adopts the definition of Property, Plant and Equipment under the International Accounting Standards No. 16 which states that (COA Circular No. 2005-002 dated April 14, 2005):

> "Property, Plant and Equipment are tangible assets that:
>
> (a)   are held by an enterprise for use in the production or supply of goods or services, for rental to others, or for administrative purposes; and
>
> (b)   are expected to be used during more than one period."

Rank-and-file refers to the subordinate employees, who are under direct supervision by a section chief, or those who has lesser area of responsibility as distinguished by their superiors.

According to the Labor Code, as amended, a managerial employee is one who is vested with powers or prerogatives to lay down and execute management policies and/or to hire, transfer, suspend, lay-off, recall, discharge, assign, or discipline employees, or to effectively recommend such managerial actions. All employees not falling within this definition are considered rank-and-file employees.

Scientific technique is a type of job design which is done by observing the past performance of employees.

Supervisory level refers to the employees who are authorized to manage a section, branch, division or company and those who are privileged, responsible and liable to decide, control, implement and monitor policies, projects and activities in their respective jurisdictions. The Supervising Administrative Officer or the Chief of Supply and Property Management Office (SPMO) is in a supervisory level.

Supply and Property Management Office (SPMO) is one of the support unit of Benguet State University (BSU) which is located at Kilometer 5, La Trinidad, Benguet. With nine personnel, SPMO is responsible in the procurement, releasing, receiving, inventory, disposal,

disbursing and storekeeping of school properties which includes motor vehicles, livestock, and farm/agricultural, construction, janitorial, office, and medical materials of BSU.

REVIEW OF LITERATURE

This part of the study presents related articles and studies culled from books, manuals, thesis manuscripts, and websites.

Human Resource Factors and Desired Performance

Lopez (1995) asserted that the higher or stronger the regard for work of an employee, the higher is the level of his/her job efficiency, the more effective he/she is in the organization.

Human resource practices are very necessary in uplifting the performance of employees. However, there are HR practices that may be applicable to a certain organization but may not be as effective with other organizations. This conforms with the study of Dangle (2001) which made her recommend that the management of State universities and colleges of Region 1 should closely study their practices in the supply office inorder to eliminate the undesirable ones.

This can be achieved by integrating comprehensive human resources policies with overall organization plans and strategies and by implementing responsive human resource programs with a growing sensitivity to the economic and policy needs of the organization and the needs of the people who staff   the organization (Corpuz, 2000).

Nevertheless, Tomas Quintin D. Andres (1985) in his book *Management by Filipino Values* claimed that "management must be incarnated in the context of the culture, values, mores and idiosyncrasies'" of the Filipinos. In the Philippine setting, he recommended an *orienter approach* wherein management systems should be related to the actual issues Filipino management practitioners are facing today.

Problems in inventory control are usually associated with the use of poor processes, practices, and outdated support systems (http://www.terratechnology.com/transportation-forecasting Accessed on January 25, 2011).

Dangle (2001) found out in his study that the level of acceptability of respondents – both implementers and beneficiaries, on the practices involved in Supply management was perceived by them to be moderately acceptable. Also the extent by which supply management functions are undertaken is moderately undertaken, significantly and fully implemented.

Organizational Climate and Working
Relations Management

Andres (1985) claimed that good organizational climate is one of the reasons for continuing to stay in the same company and in the same kind of work. Characteristics of the workplace such as clarity, recognition, commitment, responsibility, and teamwork promotes productivity. The

climate dimension *recognition* is the most immediate concern that needs personal attention. Other than teambuilding, Ivancevich, et al., (2005) suggested other human asset approaches such as managerial grid, ethics training, mentoring programs, and introspection development.

A study of Dr. Rhoda Galangco (2008) entitled "Defining the University of Baguio's Organizational Culture" found out that attention to detail, aggressiveness, outcome orientation, team orientation, and innovation and risk-taking are much manifested as characteristics of the University's organizational culture. It was further found out that "In terms of their beliefs in management, a great percentage of employees believe that school officials should be knowledgeable about their job and should establish and maintain adequate communication with their subordinates. The work values manifested very much by the employees are professionalism, obedience to policies, conscientiousness and cooperation, willingness to do other tasks and sense of accountability, objectivity, sociability, spirit of volunteerism, and initiative and openness. The norms have contributed to the development of affiliate culture, conventional culture, and a competitive culture."

Manually conducting inventory management can be burden for most organizations, but through the use of automation, a business can improve their inventory management without a lot of additional cost.

Andres (1985) suggested to management ways of improving organizational communication, as follows: (1) Share more information with employees to eliminate misunderstanding and rumor; (2) conduct better appraisal interviews where managers should encourage employees to bring up any problem they encounter in their jobs; (3) praise the good work done by employees so that they will continue and persevere in their positive attitudes and activities; (4) give time for counseling as well as consultation; (5) determine if the intended meaning in messages was actually received and understood correctly; (6) qualitatively and quantitatively regulate communication to ensure an optimum flow of information to supervisors; (7) utilize feedback; (8) introduce repetition into communication; (9) encourage mutual trust; (10) effective communication can be facilitated with the proper timing of major announcements; (11) simplify the language used in communication; (12) listen effectively or with understanding; (13) use the grapevine as a bypassing mechanism; (14) develop positive attitudes; (15) be aware of hidden agenda and help the group find the appropriate method of solving hidden agenda; (16) use algorithm in explaining company rules by breaking down a problem, isolate the factors that point to the solution and frame those factors in separate questions answerable by yes or no.

Michael Ferris, managing partner, Management Health Solutions Inc., Wayne, PA, recommended winning strategies for effective inventory tracking to "Get involved with the clinical staff and leadership and create a customer focused relationship. Many times the inventory staff feels that the clinical staff is the enemy instead of the customer. You must build a trusting relationship with the key stakeholders and customers(Downloaded from http://findarticles.com. Accessed on January 20, 2012).

Supervisors in some companies receive trainings in Emotional Intelligence (EI) competencies to help raise their EI skills in areas such as how to listen better and help employees resolve problems on their own, how to empower and inspire others, and how to become effective personal leaders. For a team to have high emotional intelligence which surely will lead to team effectiveness, they need to "create a norm that establishes mutual trust and confidence among themselves, a sense of group identity, and a sense of group efficacy" (Parcasio, 2008).

A study of Cadiente, et al., (2011), who assessed the Emotional Intelligence Self-evaluation test of Saint Luis University Nursing Faculty, concluded that Emotional Intelligence Quotient can be developed with the years of experience in teaching thus, they recommended the offering of seminar workshops or course-offering on increasing or developing Emotional Intelligence Quotient.

Discipline Administration

John Kautzer, director, distribution, patient care services, MedAssets SCS Inc., Bridgeton, MO, recommended a strategy for effective inventory tracking that policies should be clearly established and policies and procedures should be concise. These could range from who has access and authority to enter a storeroom to how remote inventories are managed. The procedures themselves need to be written in a manner that they can be used as a tool to train new employees. The procedures are the how and policies are the why we do things. Likewise goals for the inventory should be developed in accordance with finance or internal audit. Items such as cycle counts, inventory stratification, turn rates, inventory valuation and variance rates should be prioritized. These are some of the tools and measurements that are used across multiple industries to help manage inventories. These established goals need to be shared and embraced by the entire materials management team (http://findarticles.com/p/articles/mi_m0BPC/is_4_30/ai_n26837598/. Accessed on January 25, 2011).

Powell, et al., (1996) and the "Principle of Attainability" of Miranda (1981) stressed the importance of establishing clear achievable objectives where every activity or policy is anchored from, so that there will be easier attainment of the general goal or company vision.

Institutional properties should be well maintained. COA-PITAF Manual on Disposal disclosed that there are considerable quantity of unserviceable, no longer needed, obsolete, forfeited/sized, supplies, materials and equipment as well as valueless records which have grown into unmanageable and uneconomical properties. On the other hand, a procured equipment, when it is already unserviceable or no longer functional should be disposed by the concerned agency to avoid further deterioration (Eufemio, et al., 1992).

Proper inventory management is essentially a management discipline, by forecasting what quantity of stock is needed and when it is needed, as well as accounting of the stock so that you can keep track of it in the system. Software and inventory management systems costs a lot but are still bought by companies in an effort to maximize their return on investment from inventory. Basically inventory management is about keeping two things in mind: *don't run out, and don't have too much*. Having the delicate balance of supply and demand firmly mastered, is what effective inventory management is all about (http://blog.technologyevaluation.com/blog/2009/02/24. Accessed on January 23, 2011).

With the result of Dangle's (2001) study, he recommended the regular inspection and recording of unserviceable equipment by technical

officers in the Supply Office. He believed that many of the properties of the government are exposed to the elements and are deteriorating to the disadvantage of the government.

A study of Dr. Rhoda Galangco (2008) found out that quality control measures such as orientation, establishment of groups that double check outputs, tasking, teamwork and issuance of memoranda guarantee minimal errors in the work of the employees.

Personnel Development

Development of an individual's abilities can take place on the job through several methods which are classified as on-the-job techniques and off-the-job methods (Decenzo and Robbins, 2010). On-the-job techniques include job rotation (moving employees horizontally or vertically to expand their skills, knowledge, or abilities); assistant-to positions or serving on special boards (employees with demonstrated potential sometimes work under a seasoned and successful manager, often in different areas of the organization, hence, experience a wide variety of management activities and are groomed for assuming the duties of the next higher level); and, committee assignments (employees are allowed to shared in decision-making, can learn by watching others, and can investigate specific organizational problems hence, making their assignment to committees be both interesting and rewarding to the

employee's growth, increase their exposure to other members of the organization, broadens his/her understanding, and provide an opportunity to grow and make recommendations under the scrutiny of other committee members). Included as off-the-job method of employee development are lecture courses and seminars (these help individuals acquire knowledge and develop their conceptual and analytical abilities through in-house or outside vendors or both, with the great role of technology, to enhance their value to their current employer); simulations (simulations exercises this include case studies, decision games, and role plays); and, adventure training (this trend teaches the trainees the importance of working together as a team, building trusting relationship, and succeeding as a member of a group especially during difficult times).

A Chinese sage stressed the importance of re-echoing or transferring knowledge. It quoted that "those who are the first to be enlightened should instruct those who are slower in attaining enlightenment, and the ignorant should seek help from those who understand. Through this process, the way of teachers should be established. As the way of teachers established, there will be many good people. With many good people, the government will be correct and the empire will be in order" (CongJie, 1996).

Joven N. Usana's (2001) article found in the book of Lorenzo and Piga (2001) unveiled that education is the surest way to safety. The public must, in every sphere of their lives, receive the kind of education they are in need of to equip themselves with the surefire formula of establishing a peaceful and orderly society. This is achieved by providing every member of the society the capacity to understand what is and what should be , what is improper and otherwise, what works and what else will sustain one's effort .

Lorenzo and Piga (2001) believed that to place police officers in school does not guarantee improvement in their knowledge and performance. What is needed is a place where students or police officers can approximate or even reach reality during their training. "Transfer of learning" theory tells that true learning has positive transfer value. This defines education as the art or skill of utilizing an idea in real life situation.

Kirkpatrick (1994) conceded to the aforesaid idea of Lorenzo and Piga (2001) by including the *job behavior* in his Four Criteria in Evaluating Training Effectiveness. The *job behavior* determines whether the trainee use what was learned from the training when back on the job. However, Kirkpatrick (1994) also accentuated that an effective training should show *results* that the training improved the organization's effectiveness.

The selection of trainees and trainee utilization is one of the considerations postulated by Galvin (1995) in designing training and development. This factor was supported by the study of Dalapnas (2008) wherein *selection of teachers to be sent for training should be based on criteria* and wherein *trainings should be applicable and implemented* were *Highly Recommended (HR)* by teachers of Baguio City National High School (BCNHS) to improve their present school training program.

The importance of refreshing the skills and renew the commitment for work of all employees were proven by DeCenzo and Robbins (2010) when "in early 2008, Starbucks made the controversial move of closing their 7,100 stores for three hours of training for their baristas at an estimated cost of between $2 and 4 million dollars", at a time when competitors like Dunkin' Donuts and McDonald's were gaining customers with lower-priced specialty coffees, to provide renewed focus on espresso standards and reignite the employee's enthusiasm for customer service . After completing the training, employees expect to improve the customer experience by exceeding their expectations with the "perfect drink".

Performance Management

Change is initiated, implemented and maintained to achieve a new and higher level of performance by the system. Figure 3 illustrates a conceptual scheme for organizational change that excellence, growth and

development as well as satisfaction and high morale are achieved through adaptation and innovation with at least five interacting variables namely, strategy, structure, technology, products/services, and people who link s all other variables in a productive way (Martires and Fule, 1993).

"Change management involves a composite bag of tools and processes that deals with shaping an organization's people, structure, and systems in a direction of change so that a marked improvement occurs" (Payos and Zorilla, 2003). These improvements shall be noted in the performance evaluation.

Jawaharlal Nehru (excerpt from Quotation Dictionary of the New Webster's Dictionary of the English Language. International Edition. 1992) deems that "Obviously, the highest type of efficiency is that which can utilize existing material to the best advantage". Nonetheless, employees are still the fuel of any organization.

SWOT Analysis

With this premise, Ivancevich, et al., (2005) supposes that employees will have to learn to manage and develop themselves by placing themselves where they can make the greatest contribution, stay mentally alert and engaged during their working life. Hence, it is necessary for an employee to be aware of what his/her strengths are because a

person can perform only from strength and cannot build performance on weaknesses. The only way to discover one's strength is through feedback analysis. Whenever a decision or action is to be taken, write down what are to be expected to happen then compare the actual results with what was expected.
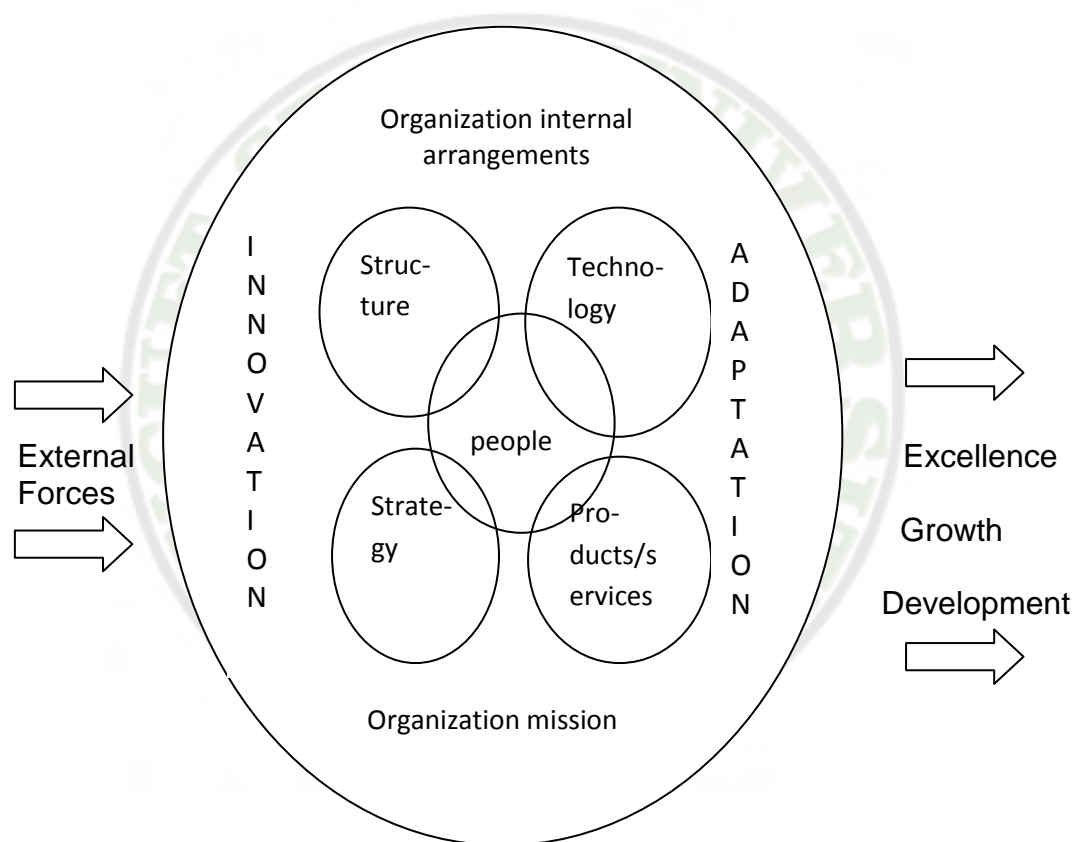
Figure 3. Organization Change Model

Like one's strength, how one performs is unique. It is a matter of personality. A person's way of performing is slightly modified, but it is unlikely to be completely changed. Just as people achieve results by doing what they are good at, they also achieve results by working in ways that they best perform. There are two (2) things to know about how one performs are: (1) are you a reader or a listener?; (2) how do I learn?

Other important things to ask in managing one's self, apart from the identification of his/her strengths and his/her performance include "What are my values?", Where do I belong?"," What should I contribute?" "Do I need a sense of responsibility for relationships?" and "How will I learn, contribute, or derive challenge and satisfaction from the job on the second half of my life?" (Ivancevich, et. al, 2005) . According to the same author, there are three (3) ways to develop a second career, namely: (1) to start one by having a second career as a challenge; (2) to develop a parallel career, usually in a non-profit organization; (3) being a social entrepreneur.

<u>Career Development</u>

One way of conceptualizing the various determinants of performance was presented by the Academy of Management Review in 1982, as illustrated in Figure 4 (Ivancevich, et al., 2005). Job performance may be viewed as a function of the capacity to perform, opportunity to

perform, and the willingness to perform. Sometimes employees may lack the opportunity to perform not because of poor equipment or outdated technology, but because of poor decisions and outdated attitudes. From the managerial perspective, it is important to realize that the presence of motivation per se, coupled with a capacity and opportunity to perform, does not ensure high performance levels.
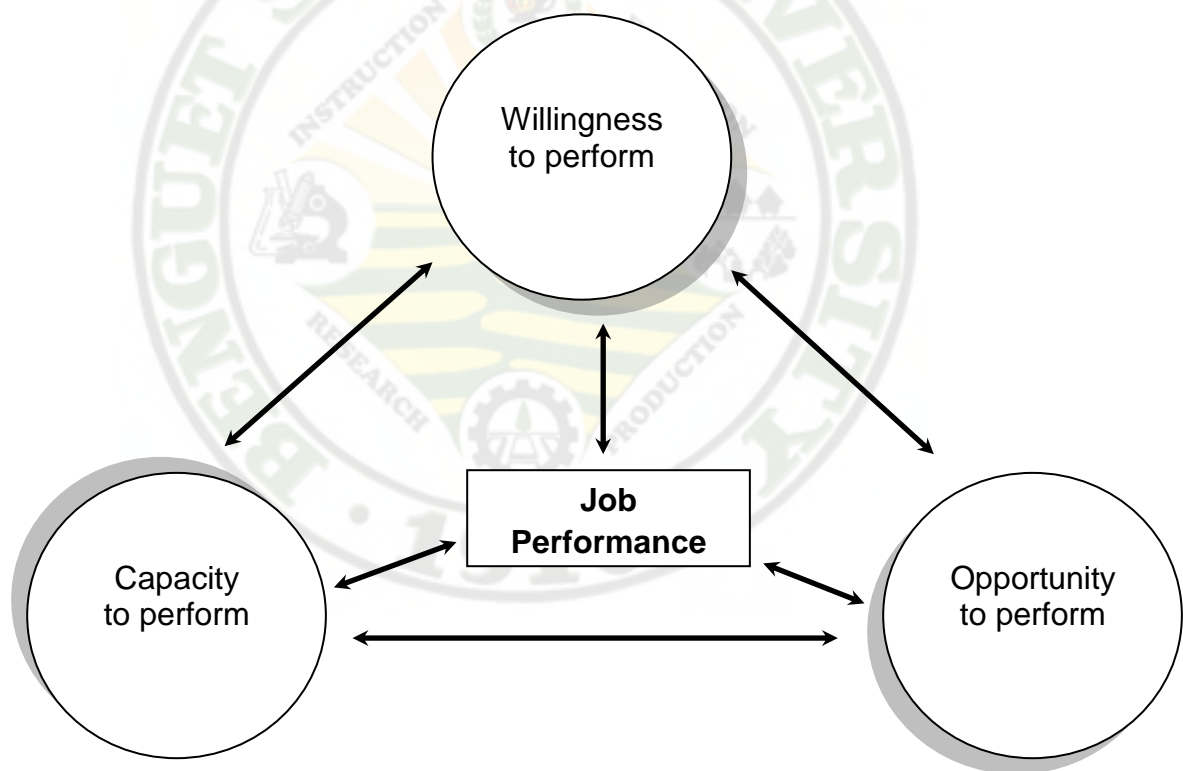
Figure 4. Determinants of Job Performance

Employee Commitment

Andres (1985) believes that companies should also consider employee participation through employee stock ownership plan because this will not only minimize turnover but act as a motivator to improve performance and productivity.

The success of a management's operation depends on the extent of its employee's involvement and commitment in executing their duties and responsibilities towards the attainment of their organization's purposes. Managers must use a great deal of skill in day-to-day communication process. They must also establish a climate in which the perceived difference between managers and employees operate to focus human energy rather than to dissipate it (Albrecht, 1978). Martires (2008) concluded that Filipinos are more groupistic than individualistic. This is why business firms utilize our strong value of *pakikisama* to sell products. Being groupistic facilitate teamwork, too. It has been observed that Filipinos acquiesce to group think and thus make group work less laborious and frustrating. For example, Filipino students perform better in group case analysis and presentation than their Western counterparts.

Organizational Structure

Chruden and Sherman Jr. (1984) believed that the number of management levels, or hierarchy, within the organization determines how effectively the chain of command operates. Each additional level down the line serves to remove top management farther from the employee level and thus lengthens the lines of communication. The sluggishness of many American companies in coping with foreign competition is probably caused by an excessive number of management levels. Ford Motor Company in America has 12 layers of management compared with only 7 for Toyota in Japan. Fewer levels thus enable management in Japan to be closer to the employee and to realize cost benefits from this relationship. Furthermore, "departures from rigid adherence to the chain-of-command concept coincide with current efforts to develop a more democratic work environment. Short-circuiting this chain at times can contribute to better and more rapid decision-making by drawing directly upon the expertise of employees at the scene of action. The increasing use of the committee and the matrix organization represents a departure from the rigid chain-of-command concept".

On the other hand, Sisson and Storey (2000) considered structure as one of the seven (7) factors contributing to effective management . The divisionalized organization is "decentralized operationally, but centralized

strategically". However, a number of organizations in the United Kingdom adopted the defragmentation to emphasize the point that many synergies of the large organizations have been lost. It was further suggested that in order to be adaptable to market changes and hold labor costs down, three (3) different types of labor flexibility can be simultaneously pursued, namely: functional flexibility, or the capability of employees to switch between different tasks; numerical flexibility, or easily adjusting labor supply to meet immediate needs; and, financial flexibility.

A lean organization creates job commitment and involvement of the workers. A useful summary of the changes and techniques typically associated with the lean organization including its positive and negative potential outcomes is shown in Figure 5 (Sission and Storey, 2000). However, that managing a lean organization has to be aware of the cost and benefits of leanness.

LEAN ORGANIZATION
Minimizing waste:
Materials, time, space, people = added value

Operating Systems   Work Practices

Just-in-time   De-layering
Statistical processes control   Teamworking
Supply chain management   Functional flexibility
Total productive maintenance   Job rotation
Material resources planning   Quality circles
Right first time   Involvement and participation
Benchmarking   Communication

Organizational Principles

Continuous improvement   Employee development
Flexible work organization   New work skills
Customer satisfaction   Self-regulation

Cultural Change

Control Systems   Human Costs

Monitoring and measurement   Stress and pressure
Surveillance of work   Individual scrutiny
Workflow change   Effort intensification
Routinization of tasks   Reduction in discretion
Peer group pressure   Feelings of blame

Figure 5. The "Hardware" and "Software" of a Lean Organization

Feedback System and Communication

Organizations must foster effective communication to perform well because communication is said to be the lifeblood of any organization. Communicating ideas makes action and coordination possible as it plays a major role in modifying behavior, effecting changes and achieving goals (Martires, 2008).

In an article written by Rick Dana Barlow entitled "Winning strategies for effectiveinventory tracking: it's not rocket science but high-tech solutions, street smarts and more than 35 useful tips from the pros can keep you on track", he mentioned a management inventory strategy presented by John Kautzer, director, distribution, patient care services, MedAssets SCS Inc., Bridgeton, MO, that personnel responsible in the inventory of properties need to understand what is expected of them and regularly receive communication on how they are doing. He suggested a routinely posting cycle count and turn rates. He said that let the staff see the results of their hard work and be sure that the administration knows how things are going (http://www.Healthcare Purchasing News. FindArticles.com. Accessed on January 25, 2011).

In this electronic era, technology is playing a very great role in the communication or information system of all organizations. Guillermo N. Carague, Chairman of the Commission on Audit (COA) stated in the

Manual on the New Government Accounting System for National Government Agencies (2002) that the New Government Accounting System (NGAS) envisions the eventual computerization of the NGAS to provide users with greater ease and a more comprehensive financial management information system.

Providing for plenty of opportunities for two-way communication is another way to cultivate the feeling that the work experience is a just one (Ivancevich, et. al., 2005). Continuous information can be gathered from Internal television network, Survey feedback, and "Hotline" programs. For example, Toyota's "Hotline" gives team members a 24-hour channel for bringing queries or problems to management's attention. Employees can pick up any phone, dial the "hotline" extension, and leave messages on a recorder. All hotline messages are reviewed by the Human Resources Manager and thoroughly investigated. It is decided a particular question would be of interest to other Toyota team members, then the questions and Toyota's response is posted on plant bulletin boards. Employees wanting a personal response must leave their names, but no attempt is made to identify anonymous callers.

Action Planning

Equally important to consider during a planning session is a suggestion or idea from William (1943) that there should be a standard

specification for all the materials and supplies being used in the office. These items should be packaged in easily disposable quantities and that their use should be supervised and checked to prevent waste.

In practice, supply chain based companies (e.g., Dell, Wal-Mart, Samsung, Toyota, Lenovo, Gome, etc.) have used different performance management tools to support their supply chain strategies. A complex performance management system includes many processes in monitoring, improving and optimizing the supply chain, such as identifying measures, defining targets, planning, communication, monitoring, reporting and feedback. These processes have been embedded in most information system solutions, such as i2, SAP, Oracle EPM, etc. (http://www-lih.univ-lehavre.fr/~serin/facade/uploads/Recherche/MIS6-SupplyChain.pdf. Accessed January 28, 2012).

Organizational Mission and Goal

Bhatti and Quersh (2007) suggested that the best way to improve productivity is by striving for the shared goals of employees and managers through allowing worker input into developing the mission statement, establishing policies and procedures, determining perks, improve communication and increase morale and satisfaction.

An individual is more likely to sustain his enthusiasm for work if he is aiming a particular goal. On the part of the management, it will be easier

for them to identify the candidates for promotion and transfer with the existence of a system. Also, in personnel matters, planning for individual employees is likely to be a priority rather than planning for groups. The basic instruments or strategy to cater to these needs are the Manpower Audit Sheet and the Succession Planning (Sisson and Storey, 2000).

Further, Bemis Associates' Mike Mather suggested clear accountability for inventory and driver's performance and clear and specific targets for inventory by component should be established (Downloaded from http://www.rockysoft.com/resources.php. Accessed on January 25, 2011).

Succession Planning

A planned progression is an approach to the development of managerial leadership (Andres, 1985).

For Small-Medium Enterprises and large organizations in the case of key personnel, planning for individual employees is likely to be priority rather than planning for groups hence, succession planning is of important role in the productivity of organizations (Sission and Storey, 2000). Succession planning contains the basic data on key individuals and scores them in terms of current performance, personal qualities and assessment of potential.

Relative to this, Payos and Zorilla (2003) clearly suggested the use of good rating forms to differentiate performance rating from assessment of potential. They further recommended to have the performance evaluation exercise separate from the potential or promotion evaluation. The potential evaluation exercise can be used when evaluating a candidate's readiness for promotion during the annual review cycle, or at any other time that the coach feels the associate might be ready for promotion, or the associate expresses a desire to be evaluated for promotion.

Job Design

 Problems in the job arise when employees do not feel a sense of accomplishment after completing their task. To prevent this, DeCenzo and Robbins (2010) put forward that the job needs to be designed so that the task have a clear purpose that relates to the company mission by incorporating tasks into every job description.

Scientific Technique

Scientific technique is commonly used by goods producing company although it can also be used by service providers in their departments however they give additional work to their employees according to their day to day needs (Downloaded from

http://hrmlanka.blogspot.com/2010/10/job-design.html.   Accessed   on

February 11, 2012).

<u>Job Enlargement</u>

Another motivational technique closely related to job enrichment is the job enlargement. "Job enlargement refers to adding a few more task elements horizontally." "Job enlargement involves performing a variety of jobs or operations at the same time. Thus it involves horizontal job loading as compared to vertical one in job enrichment." For example if a clerk in an office who is doing the typing work is asked to type 20letters a day instead of 10 letters, his job is enlarged. Another way of job enlargement is that the clerk who is doing the typing work may also be assigned the tasks of drafting letters, sorting of incoming mail and filing the letters. This will reduce his monotony and make him satisfied with the job. His efficiency will also improve (Downloaded from http://www.scribd.com. Accessed on February 11, 2012).

An enlarged job can motivate the worker in the following ways (Downloaded from http://www.scribd.com. Accessed on February 11, 2012): (1). Variety of tasks-In job enlargement, horizontal loading of the tasks is in there. Increasing the number of tasks can reduce the level of boredom of the employees; (2) Enlarged and

Meaningful Work Modules - Sometimes, the jobs are enlarged so that one worker completes a whole unit of work or a major portion of it. This will increase the satisfaction of the worker as he can see his contribution to the entire project; (3) Optimum Utilization of Abilities - Jobs tend to better utilize the physical and mental skills abilities of the workers. Enlarged jobs, with optimal levels of complexity can create tasks, which are challenging but attainable; (4) Worker Paced Control - In job enlargement, workers move from a machine paced production line to a job which is paced by themselves. The workers will enjoy his work more, if he can vary the rhythm and work at his own pace. He will also fell less tied in this way; and, (5) Meaningful Feed Back - Enlarged jobs allow for more meaningful performance feedback. It will be even more motivating if it is tied to evaluations and organizational rewards. Giving a worker different kind of jobs is not enough because the basic nature of the job remains the same. As such it does not work as a motivating factor. Rather, there should be up gradation of authority and responsibility.

However, in view of Herzberg's opinion, the following disadvantages can be found in job enlargement (Downloaded from http://www.scribd.com. Accessed on February 11, 2012): (i) Job

enlargement tends to be a costly affair. Workers may require additional training for their enlarged jobs. Moreover, if job enlargement involves breaking upon existing production line of work system and redesigning a new system and training employees for it, the costs will be very substantial; (ii) Productivity may fall in the short run, due to the introduction of the new system; (iii) Employee-unions often argue for increased pay because of the increased work load; and, (iv) Some jobs may still be routine and boring even after enlargement.

Job Rotation

Job rotation is used in employee development as well as in training. The horizontal rotation, also known as short-term lateral transfer, increases the employee's experience, allows him/her to absorb information, reduce boredom, stimulate the development of new ideas and provide opportunities for a more comprehensive and reliable evaluation of the employee by his/her supervisors (DeCenzo & Robbins, 2010) .

Job rotation will be used in a situation where an organization has a series of routine jobs that cannot be combined or enriched (Downloaded from http://www.scribd.com. Accessed on February 11, 2012). In such a case, the employees may be shifted from one job to another in order to provide some variety so as to minimize monotony and

boredom. Thus, in job rotation, a person is required to perform on job at a time but he is rotated at different jobs after certain period of time. When an activity is no longer challenging, the employee could be rotated to another job, at the same level, with the same skill requirements. It has the same effect as the job enlargement. The advantages of job rotation: (i) Job rotation reduces the boredom and monotony through diversifying the employees activities; (ii) Employees with a wider range of skills give management more flexibility in scheduling work, adapting to changes and filling vacancies; and, (iii) It broadens the range of experience of employees and is an effective training technique. On the other hand, the drawbacks of job rotation are: (i) Work is disrupted as rotated employees take time to adjust to a new set up; (ii) Training costs are increased; (iii) It can demotivate intelligent and ambitious trail1ees who seek specific responsibilities in their chosen specialty; (iv) Few people have the technical knowledge and skills to move from one job to another; (v) There is no appreciable change in employee satisfaction, unless the jobs are such that the person is really interested in them. Thus, the role of job rotation in motivating people is limited.

<u>Job Enrichment</u>

Frederick Herzberg suggested that the best way to motivate employees is through job enrichment, to wit: "if you want people to do a good job, give them a good job to do" (DeCenzo and Robbins, 2010).

Figure 6 (Flippo, 1971) justifies how job content turns into job enrichment which eventually leads to greater job satisfaction. Job enrichment is the modifying of job content so that the person has a wider variety of tasks, increased responsibility, and greater opportunity for recognition of accomplishments. It encompasses an increase in the person's autonomy to achieve the work so that it becomes rewarding and meaningful.

Flippo (1971) also believed strongly that the Herzberg's Motivator-Hygiene Theory is directed toward ascertaining the factors that lead to greater employee satisfaction. This theory indicates that the hygienic factors do not serve to promote job satisfaction, rather their absence or deficiency can create dissatisfaction. Their presence can only serve to eliminate dissatisfaction. The motivation factors are concerned with the work itself. Thus, if the worker is to be truly motivated, the job itself is the major source of that motivation. Employees can be motivated effectively if they are given meaningful task with provision for self-determination of

methods, pace, and quality. All of the other hygienic factors can serve only to "clean up" the environment and prevent dissatisfaction (Figure 6).

Expanding on Herzberg's suggestion, J. Richard Hackman offered a model of how to design jobs that provide motivation based on five (5) core job characteristics, namely: skill variety, or allowing workers to use different skills and talents to do a number of different activities; task identity, or when workers are able to see a completed product, project, or some visible outcome that creates a sense of accomplishment; task significance, or when the tasks performed have some meaningful impact on the organization or the external environment; autonomy, or when workers have some control over the job; and, feedback from the job itself, or when the job includes some opportunity to show the workers if the tasks are done properly (DeCenzo and Robbins, 2010).

a) Improved Performance

Job content (work itself):
- achievement
- growth and advancement
- recognition factors

Hygienic

prevent dissatisfaction

I M P R O V E D   J O B   P E R F O R M A N C E

- praise
- personal interest
- competition
- pride **equals (=)**
- delegation of responsibility
- money
- participation in decision-

Job context (work environment):
- salary/pay
- supervision
- working condition
- benefits/privileges
- interpersonal relations
- company policy and administration
- status
- job security

Maintenance factors

eliminate dissatisfaction

b) Greater Job Satisfaction

MODIFICATION:

Job Content →
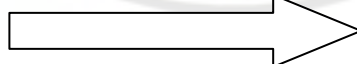
Greater Job Satisfaction

- wider variety of task
- increased responsibility
- greater opportunity for recognition of accomplishments
- increase in person's autonomy to achieve the work
- rewarding and meaningful work

Figure 6. The Herzberg's Theory

<u>Group Technique</u>

One of the processes and tools used in change management is the teaming and team building (Payos and Zorilla, 2003).

Team building was characterized by Andres (1985) as a mechanism for getting effective behavioral coupling between members of the work group. He advised that:

> *"to be able to work as a team, group members should know their individual social and functional roles so that in the event of absence of one or more members, one could take it upon himself to do the job of those not around… For a team to function properly and for a long period the atmosphere of cooperation, coordination, and regard for each other's benefits should be maintained. To harmonize the work group's behavior, activities should be designed such that they provide the necessary interaction for members to understand each other's values, sentiments and norms. It is only in this manner that whatever influence each group could have among its members, productivity would not be impaired and there would be no rivalry effects which could be detrimental to the working atmosphere of the company".*

The importance of a group effort was, likewise, supported by the multiplicative relationship presented by Thomas Davenport (1999) wherein effort activates skill, knowledge, and talent and harnesses behavior to call forth human capital investment:

Total Human Capital Investment = (ability + behavior) x effort x time

Time spent to accomplish a given task may vary depending upon one's ability, behavior (attitude or disposition) and work ethics (effort).

In addition, empowerment brings out creativity and innovation but "empowerment programs won't work unless employees work in teams" so Human Resource professionals who want employees to feel empowered should start by reorganizing their workforce into teams (Ivancevich, et al., 2005).

METHODOLOGY

This part of the study includes the locale and time of the study, respondents of the study, research method and design, data gathering instrument, data gathering procedure, and data analysis and interpretation.

Locale and Time of the Study

The Researcher's study was conducted at Benguet State University located at La Trinidad, Benguet, which is five (5) kilometers away from Baguio City, during the months of March to December 2011.

Figure 7 identifies the clients of the Supply and Property Management Office (SPMO) and their location in the University.

The Respondents

One hundred two (102) respondents, which is thirty-four percent (34%) of the two hundred ninety-two (292) non-teaching staff from the different offices and colleges of the university, gave their support to this study. The respondents were the clients of Supply and Property Management Office (SPMO). They are the staff from other offices of Benguet State University (main) who requests supplies and services from SPMO.

Figure 7. Sketch map of Benguet State University showing the clients of SPMO and their location

Research Method and Design

The descriptive method, through the normative survey, was used in this study. This study is a survey of present condition, the desired condition and held ideas and opinions of respondents in a direct manner. Client perception on the extent of attribution to client satisfaction and level of effectiveness of job design techniques were sought from a list of options stated in the survey questionnaire, which were supported by the Researcher's personal informal interview with the respondents and available records of the Office, apart from the Researcher's observation and experiences.

Data Gathering Instrument

The use of survey form, informal interview, observation and use of reference materials from Benguet State University were the data gathering techniques used in this study.

The structured close-ended questionnaire checklist, which is the main instrument used in this Research, consisted of two (2) parts only, namely: Part 1, which dealt with the human resource practices along the different functional areas of human resource management, and Part II, which dealt with the degree of effectiveness of job design techniques on

Benguet State University (BSU) in relation to supply and property management (Appendix "B").

Data Gathering Procedure

The Researcher secured a consent from the former President of Benguet State University, Dr. Rogelio Colting to administer the survey questionnaire to the clients of Supply and Property Management Office (SPMO) as well as to cull information from the references of the University (Appendix "A").

The Researcher administered personally the survey questionnaires to the staff and clients of SPMO and collected the same after one (1) week. Distribution and collection of survey questionnaires were easily carried out in a few days because the respondents were located within the university campus (Figure 7).

Personal interview to peers was conducted before and after the administration of the questionnaire.

Data gathered from the questionnaires were tallied, counted and reflected in tabular form.

Data on organizational structure and mandate of the Supply and Property Management Office (SPMO) as well as the client's evaluation on the performance of SPMO staff were taken from the records of said office.

Data Analysis and Interpretation

Data gathered were tabulated, categorized and analyzed using descriptive statistics like frequency, computed means and ranking.

Formula for Weighted Mean:

$$WM = \frac{\sum X}{N}$$

Where:

X = score

$\sum$ = summation of

N = number of scores

The study made use of the Five (5) - Point Scale in determining the extent of attribution of human resource practices to client satisfaction of Supply and Property Management Office (SPMO). Corresponding nominal values, statistical limits, and descriptive equivalents were assigned as follows:

Scale	Statistical Limit	Descriptive Equivalents
5	4.51 – 5.00	Very Strong Attribution (VSA), with 81%-100% attribution
4	3.51 – 4.50	Strong Attribution (SA), with 61% - 80% attribution
3	2.51 – 3.50	Weak Attribution (WA), with 41% - 60% attribution
2	1.51 – 2.50	Very Weak Attribution (VWA), with 1% - 40% attribution
1	1.00 – 1.50	No Attribution (NA), with 0% attribution or not a practice

T-test against $t_{2.5\%},101$ with a tabular value of 1.960 was used in determining the degree of effectiveness of job design techniques.

Computation of tc:

$$tc= \frac{\frac{D}{N}}{\sum D} \frac{\frac{\sum (D)2}{N}}{N-1} \frac{}{N}$$

Where:

Tc= Computed value of t

D= Difference of x and y

N= Number of cases

∑D= Summation of the difference of x and y

∑(D)2= Summation of the difference of x and y

Corresponding nominal values, statistical limits, and descriptive equivalents were assigned, with the use of the following scale:

Value	Statistical Limit	Descriptive Equivalents
5	4.51 – 5.00	Highly Effective (HE)
4	3.51 – 4.50	Very Effective (VE)
3	2.51 – 3.50	Moderately Effective (ME)
2	1.51 – 2.50	Fairly Effective (ME)
1	1.00 – 1.50	Not Effective (NE)

RESULTS AND DISCUSSION

This chapter delves with the presentation, analysis, interpretation and correlation of findings along the two problems on the investigation of human resource practices towards client satisfaction.

The results and discussion of findings revolved around the perceived extent of attribution of human resource practices to client satisfaction of Supply and Property Management Office (SPMO) of Benguet State University (BSU) along organizational climate and working relations management, discipline administration, personnel development, and performance management as well as the level of effectiveness of job design techniques for supply and property management of Benguet State University (BSU).

Extent of Attribution of Human Resource
Practices to Client Satisfaction

Generally, the computed weighted means of responses in Table 3 shows that Organizational climate and working relations management and Personnel development have Strong Attribution (SA) to client satisfaction of the Supply and Property Management Office (SPMO) with a computed mean of 3.80 and 3.60, respectively.

Table 3. Extent of attribution of human resource practices to client satisfaction

DIMENSION OF HR PRACTICES	M	DE	RANK
Organizational Climate and Working Relations Management	3.80	SA	1
Discipline Administration	3.50	WA	3
Personnel Development	3.60	SA	2
Performance Management	3.08	WA	4

Legend:

Statistical Limit	Descriptive Equivalents
4.51 – 5.00	Very Strong Attribution (VSA), with 81%-100% attribution
3.51 – 4.50	Strong Attribution (SA), with 61% - 80% attribution
2.51 – 3.50	Weak Attribution (WA), with 41% - 60% attribution
1.51 – 2.50	Very Weak Attribution (VWA), with 1% - 40% attribution
1.00 – 1.50	No Attribution (NA), with 0% attribution or not a practice

This implies that practices to boost desirable organizational climate and working relations as well as the practices towards professional growth of staff immediately provides client satisfaction. It may be inferred that the respondents are both "groupistic" and "individualistic". This finding substantiated the statement of Andres (2005) that Filipinos are particular with their relationship with their fellowmen in terms of carrying out a task, referring to the Filipino value of *pakikisama,* but tend to be self-centered in achieving something to credit themselves like raise in salary, promotion, and additional incentive. The same concept was cited by Galangco (2008).

Organizational climate and working relations management was scored as Rank 1 hence, the most attributing practice to satisfaction of clients among the other dimensions of human resource practice. This suggests that, as cited by Lopez (1995), greater degree of client satisfaction will be achieved by SPMO when practices in establishing smooth working relationship with the clients is given priority attention. This also favors the recommendation of Michael Ferris in effective inventory tracking to establish rapport with the staff and leadership and create a customer-focused relationship (downloaded from http://findarticles.com. Accessed online on January 20, 2012).

On the other hand, Discipline administration and Performance management was perceived to have Weak Attribution (WA) to client satisfaction, with a mean of 3.50 and 3.08, respectively. Performance management was ranked the least may be because the respondents were clients that they were focused on the immediate provision of their requests and not on the enhancement of the performance of the staff or service provider. If the respondents were the service providers, this dimension could have strong attribution to client satisfaction.

Extent of Attribution of Organizational Climate
and Working Relations Management
Towards Client Satisfaction

It can be gleaned in Table 4 that all of the given practices of organizational climate and working relations management, except the Use of courteous or accommodating words by the staff (3.44), were perceived by respondents to have Strong Attribution (SA) to client satisfaction with the following computed mean: Use of comfortable facilities/equipment – 3.63; Installation of duty on guard or Officer of the Day – 4.01; Use of Supply and Management database system (inventory, distribution, disposal, cost, requests, etc.) – 3.69; Installation of waiting/receiving area for clients – 3.70; Adoption of lean organizational structure and simple requirements for client's requests – 3.66; Use of courteous and accommodating words by the staff – 3.44; Adequate and constant communication between staff and clients – 3.90; Teamworking among staff in providing services to clients – 3.90; and, Use of intercom or paging system as a channel for information dissemination – 3.85.

The respondents of this study perceived the installation of duty on guard or Officer of the Day (OD) as the most attributing practice towards client satisfaction, being ranked number 1. This implies that most of the respondents deserves attention and that their requests be immediately catered.

Table 4.Perceived extent of attribution of organizational climate and
working relations management practices towards client satisfaction

ORGANIZATIONAL CLIMATE AND WORKING RELATIONS MANAGEMENT PRACTICES	M	DE	RANK
Use of comfortable office facilities/equipment	3.63	SA	8
Installation of duty on guard or Officer of the Day	4.01	SA	1
Use of Supply and Management Database system (inventory, distribution, disposal, cost, requests, etc)	3.69	SA	6
Installation of waiting/receiving area for clients	3.70	SA	5
Adoption of lean organizational structure and simple requirements for client's requests	3.66	SA	7
Use of courteous or accommodating words by the staff	3.44	WA	9
Adequate and constant communication between staff and clients	3.90	SA	2.5
Teamworking among staff in providing services to clients	3.90	SA	2.5
use of intercom or paging system as a channel of communication for information dissemination	3.85	SA	4

Legend:

Statistical Limit	Descriptive Equivalents
4.51 – 5.00	Very Strong Attribution (VSA), with 81%-100% attribution
3.51 – 4.50	Strong Attribution (SA), with 61% - 80% attribution
2.51 – 3.50	Weak Attribution (WA), with 41% - 60% attribution
1.51 – 2.50	Very Weak Attribution (VWA), with 1% - 40% attribution
1.00 – 1.50	No Attribution (NA), with 0% attribution or not a practice

This finding, however, negated the concept of Andres (1985) that climate dimension *recognition* is the most immediate concern that needs personal attention because, according to the Researcher's interview and observation with his co-staff in the SPMO, the respondents are not particular on the commendations from their supervisors as long as they have smooth working relationship with their supervisors and clients so that they can better carry out their duties and responsibilities. This implies that group cohesiveness in the most important in working relations management. Hence, ways of building smooth working relationship may include adequate and constant communication between staff and client to build mutual trust and confidence among them, as cited by Galangco (2008), and teamworking, as cited by Paayos and Zorilla (2003), Andres (1985), and Parcasio (2008), and Davenport (1999) which coincides with Table 8 that group technique is the most effective job design technique.

Adoption of lean organizational structure was perceived to have Strong Attribution (SA) to client satisfaction. This practice, however, disagrees with the belief of Chruden and Sherman Jr. (1984) that the number of management levels, or hierarchy, within the organization determines how effectively the chain of command operates because each additional level down the line serves to remove top management farther from the employee level and thus lengthens the lines of communication

and delivery of services. Short-circuiting this chain at times can contribute to better and more rapid decision-making by drawing directly upon the expertise of employees at the scene of action. Furthermore, the concept of Sission and Storey (2000) of a divisionalized or lean organization as "decentralized operationally, but centralized strategically" can be applicable in Benguet State University. However, functional flexibility, or the capability of employees to switch between different tasks, is the best recommended practice for better teamwork in supply chain management (Andres, 1985 and Chruden and Sherman Jr.,1984).

The use of courteous or accommodating words by staff was perceived to have the least and Weak Attribution (WA) to client satisfaction. This may be influenced by the non-expressive culture of Cordillerans.

Extent of Attribution of Discipline Administration
Towards Client Satisfaction

It is noted in Table 5 that the only Discipline administration practice which was perceived to have Strong Attribution (SA) to client satisfaction is the Posting of guidelines and updates of SPMO, with a computed mean of 3.65. This implies that proper procedures and guidelines of SPMO will be followed when its clients are properly informed about these procedures and guidelines, hence an orderly flow of office operations prevail. Clear

guidelines is imperative in efficient supply and property management. This finding coincided with the recommendation of John Kautzer (http://findarticles.com. Accessed on January 25, 2011) for effective inventory tracking that policies should be concise but clearly established policies and procedures should be well disseminated. It further conceded with the explanation of Powell, et. al (1996) and Miranda (1981) that the establishment of clear achievable objectives where every activity or policy is anchored from, will lead to easier attainment of the general goal or company vision. Even government guidelines governing management of supplies and equipment have gray areas leading to confusion and unacted concerns. Sometimes, employees are not aware of all the guidelines and policies of SPMO or of supply and property management. Again, constant communication should be practiced, as suggested in Table 4. This means that there should be wide dissemination of guidelines and updates of SPMO which could be through posting in bulletin boards, University website, through furnishing a copy to concerned offices and through announcing in the intercom or paging system of the school.

On the other hand, discipline administration practices having Weak Attribution (WA) towards client satisfaction include Very strict implementation of office policies (3.38);

Table 5. Perceived extent of attribution of discipline administration practices towards client satisfaction

DISCIPLINE ADMINISTRATION PRACTICES	M	DE	RANK
Very strict implementation of office policies	3.38	WA	4
Strict implementation of office policies but with little leniency of the immediate supervisor on a case-to-case basis	3.41	WA	2
Posting of guidelines and updates of SPMO	3.65	SA	1
Giving of recognition to high performing staff	3.39	WA	3

Legend:

Statistical Limit	Descriptive Equivalents
4.51 – 5.00	Very Strong Attribution (VSA), with 81%-100% attribution
3.51 – 4.50	Strong Attribution (SA), with 61% - 80% attribution
2.51 – 3.50	Weak Attribution (WA), with 41% - 60% attribution
1.51 – 2.50	Very Weak Attribution (VWA), with 1% - 40% attribution
1.00 – 1.50	No Attribution (NA), with 0% attribution or not a practice

Strict implementation of office policies but with little leniency of the immediate supervisor (3.41), and Giving of rewards to high performing staff (3.39).

This implies that positive and negative reinforcements cannot be effective to the staff of SPMO. This may be due to the fact that, being in a government employment, the staff have security of tenure and are satisfied with benefits and compensation.

Extent of Attribution of Personnel Development
Towards Client Satisfaction

Along personnel development, Table 6 shows that practices which were perceived to have Strong Attribution (SA) are More training is given on knowledge acquisition relative to supply and property management (3.86); More training is given on attitude reformation (3.70); More training is given on skills enhancement relative to supply and property management (3.76); Provision of personnel scholarship for higher education (3.64); Provision of related trainings to all personnel (3.53); Provision of related training to selected personnel; and formulation of programmed trainings for staff (3.52). Knowledge acquisition was ranked number 1 with the highest computed mean of 3.86. This implies that service providers who possess the necessary knowledge, attitude and skills can also provide client satisfaction in the delivery of services of SPMO through itsgood job performance. It can be inferred from this study that the capacity to perform knowledge-acquisition, skills enhancement, and attitude reformation are major components of personnel development which enables the service provider to meet the expectations and needs of clients. This requires training to be effective. Kirkpatrick (1994) accentuated that an effective training should show results that the training improved the organization's effectiveness. This supported the

conceptualization of Ivancevich, et. al. (2005) that job performance, is ensured when there is complete determinants of performance namely, capacity to perform, willingness to perform, and opportunity to perform.

Table 6. Perceived extent of attribution of personnel development
          practices towards client satisfaction

PERSONNEL DEVELOPMENT PRACTICES	M	DE	RANK
More training is given on knowledge acquisition relative to supply and property management	3.86	SA	1
More training is given on attitude reformation	3.70	SA	3
More training is given on skills enhancement relative to supply and property management	3.76	SA	2
Provision of personnel scholarship for higher education	3.64	SA	4
Provision of related trainings to all personnel	3.53	SA	5
Provision of related trainings to selected personnel	3.52	SA	6.5
Trainings are re-echoed	3.32	WA	8
Formulation of programmed trainings for staff	3.52	SA	6.5

Legend:

Statistical Limit	Descriptive Equivalents
4.51 – 5.00	Very Strong Attribution (VSA), with 81%-100% attribution
3.51 – 4.50	Strong Attribution (SA), with 61% - 80% attribution
2.51 – 3.50	Weak Attribution (WA), with 41% - 60% attribution
1.51 – 2.50	Very Weak Attribution (VWA), with 1% - 40% attribution
1.00 – 1.50	No Attribution (NA), with 0% attribution or not a practice

Personnel in a service-oriented organization like the SPMO has to have sufficient knowledge in the services it provides so that they become productive in their job. However, this finding challenged the statement of Lorenzo and Piga (2001) that to place police officers in school does not guarantee improvement in their knowledge and performance.

Extent of Attribution of Performance Management
Towards Client Satisfaction

Table 7 shows that all the given practices in performance management were perceived to have Weak Attribution (WA) to client satisfaction. However, most of the respondents have perceived both the conduct of action planning and the conduct of manpower audit to be the most attributing performance management practice towards client satisfaction, being ranked number 1.5, with a computed mean of 3.34. This implies a brainstorming of the problems and needs of the service providers, the ways to resolve them, and assigning of tasks before implementing any activity to ensure the success of such activity. It also implies that service providers may be assigned to carry out tasks according to their capability. It can be inferred that SWOT analysis, service orientation, and outcome orientation is helpful in evaluating the performance of the SPMO in satisfying the needs of their clients.

Table 7. Perceived extent of attribution of performance management
practices towards client satisfaction

PERFORMANCE MANAGEMENT PRACTICES	M	DE	RANK
Use of customer feedback system	3.26	WA	3
Conduct of SWOT analysis	3.06	WA	6
Conduct of personnel commitment mapping	3.18	WA	5
Conduct of Office performance appraisal	1.96	VWA	8
Conduct of action planning	3.34	WA	1.5
Internalization of office vision/mission or guiding philosophy	2.54	WA	7
Conduct of succession planning (for personnel promotion, transfer, demotion)	3.20	WA	4
Conduct of manpower audit (according to age, position, salary grade, performance rating, educational attainment, personal qualities, assessment of potential)	3.34	WA	1.5

Legend:

Statistical Limit	Descriptive Equivalents
4.51 – 5.00	Very Strong Attribution (VSA), with 81%-100% attribution
3.51 – 4.50	Strong Attribution (SA), with 61% - 80% attribution
2.51 – 3.50	Weak Attribution (WA), with 41% - 60% attribution
1.51 – 2.50	Very Weak Attribution (VWA), with 1% - 40% attribution
1.00 – 1.50	No Attribution (NA), with 0% attribution or not a practice

Degree of Effectiveness of Job Design Techniques

T-test result, as shown in Table 8, indicates that all techniques of job design are effective. The techniques are significantly different from the moderate degree of effectiveness.

The use of Group technique is the most effective job design in supply and property management as perceived by the respondents, being ranked 1 with a mean of 4.03.

This indicates that the Filipino value of *pakikisama* or groupistic (Andres, 1985) is strong among the employees of BSU. They use their being groupistic in ensuring wholistic, more accurate and faster services in supply and property management by creating committees such as the Inventory committee and Procurement Management Office hence, recommending the Group technique. This technique may have matched the perceived most attributing practice towards client satisfaction as unveiled in Table 3, which is Organizational climate and working relations management, because during the process of Group technique occurs teaming and team building (Payos and Zorilla, 2003), regard for each other's benefit is maintained (Andres, 1985), effort activates skill, knowledge, and talent and harnesses behavior to call forth human capital investment (Thomas Davenport, 1999), and brings out creativity and innovation (Ivancevich, et. al, 2005) especially during organization change (Martires and Fule, 1993).

On the other hand, the effectiveness of group technique may have been attributed to the nature of work in SPMO where big quantity of

supplies and materials are being managed hence, more manpower is also needed.

Other *Very Effective* job design techniques for supply and property management, other than Group technique, are Scientific technique (4.02), Job enlargement (3.82), and Job enrichment (3.84). The adoption of Scientific technique substantiates the need for action planning as unveiled in Table 7. Job enlargement and job enrichment can be implemented based on the result of manpower audit as suggested in Table 7 also. These techniques can be currently applicable to SPMO.

Table 8. Perceived degree of effectiveness of job design techniques in supply and property management

JOB DESIGN TECHNIQUES	M	DE	RANK	S	T_C
Scientific technique	4.02	VE	2	0.8874	11.494
Job enlargement	3.82	VE	4	0.7962	10.299
Job rotation	2.59	ME	5	0.9000	6.556
Job enrichment	3.84	VE	3	0.7617	11.028
Group technique	4.03	VE	1	0.7911	12.893

Legend:

Statistical Limit	Descriptive Equivalents
4.51 – 5.00	Highly Effective (HE)
3.51 – 4.50	Very Effective (VE)
2.51 – 3.50	Moderately Effective (ME)
1.51 – 2.50	Fairly Effective (ME)
1.00 – 1.50	Not Effective (NE)

However, Job rotation which is perceived as *Moderately Effective,* with a mean of 2.59, is the least recommended technique because the staff of SPMO may not appreciate the idea of job rotation. Currently, the staff of SPMO are in-charged of different properties but conducts the same procedures like recording, inventory, distribution, and disposal hence, there can be no challenge or there is very little learning on their part. To some extent, overlapping of job functions cannot be avoided sometimes.
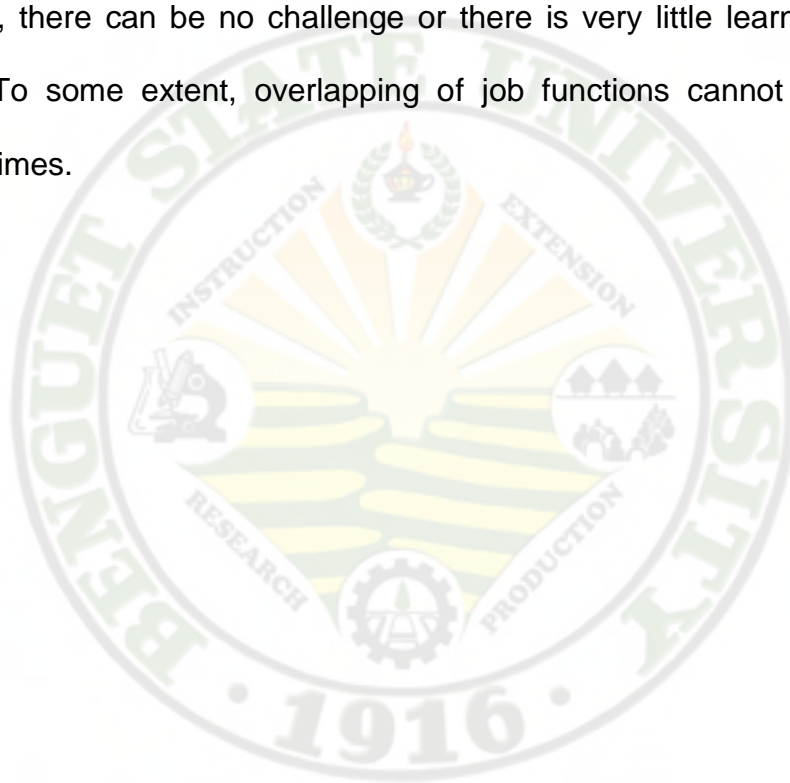
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of results, conclusion drawn from the results and the Researcher's recommendations.

Summary

The focus of this study is to identify the extent of attribution of human resource practices to client satisfaction of Supply and Property Management Office (SPMO) and to determine the degree of effectiveness of job design techniques in supply and property management of Benguet State University. The findings in this study are recapitulated as follows:

1. Along organizational climate and working relations management, the respondents of the study perceived the Installation of duty guard or Officer of the Day, Use of comfortable facilities/equipment, use of database system   (in inventory, distribution, disposal of materials), installation of waiting/receiving area for client's requests, adoption of lean organizational structure, adequate and constant communication, teamworking, and use of intercom or paging system for information dissemination, were perceived to have Strong Attribution (SA) to client satisfaction;

2. Along discipline administration, posting of guidelines and updates of SPMO was perceived to have Strong Attribution (SA) towards client satisfaction.

3. Along personnel development, conduct of knowledge-based training, conduct of skills enhancement training, conduct of values reformation, provision of related trainings to all personnel, provision of related trainings to selected personnel, provision of personnel scholarship for higher education, and formulation of programmed trainings for staff were perceived to have Strong Attribution (SA) to client satisfaction.

4. Along performance management, none of the given practices were perceived by clients to have Strong Attribution (SA) to their satisfaction.

5. In assigning duties and responsibilities in supply and property management, Group technique, Scientific technique, Job enrichment, and Job enlargement were scored as Very Effective (VE). Whereas, Job rotation was scored as Moderately effective (ME). Group technique of job design was scored to be the most effective technique of job design which surmised that the use of teamwork is the most effective means of accomplishing a task in supply and property management.

Conclusions

Based on the findings, the following conclusions are drawn:

1. The most attributing human resource practice to client satisfaction is the enhancement of organizational climate and working relations of the staff and clients of SPMO.

1.a. Installation of Officer of the Day, adequate and constant communication, and teamwork builds a favorable organizational climate.

1.b. The wide dissemination of guidelines and updates of SPMO is the foremost consideration in providing immediate delivery of services of SPMO and in committing lesser error of work.

1.c. SPMO staff needs more knowledge on matters related to supply and property management.

2. Group technique is the most effective job design in supply and property management as perceived by the respondents. Teamwork is the most effective way of getting things done in supply and property management.

Recommendations

In view of the summary of findings and conclusions, the following recommendations are forwarded:

1. In supply and property management, it is important that supervisors initiate the establishment of smooth working relationship among the personnel through adequate communication with their subordinates. This can be done by adopting the suggestion of Andres (1985), to wit: (1) Share more information with employees to eliminate misunderstanding and rumor; (2) conduct better appraisal interviews where managers should encourage employees to bring up any problem they encounter in their jobs; (3) praise the good work done by employees so that they will continue and persevere in their positive attitudes and activities; (4) give time for counseling as well as consultation; (5) determine if the intended meaning in messages was actually received and understood correctly; (6) qualitatively and quantitatively regulate communication to ensure an optimum flow of information to supervisors; (7) utilize feedback; (8) introduce repetition into communication; (9) encourage mutual trust; (10) effective communication can be facilitated with the proper timing of major announcements; (11) simplify the language used in communication; (12) listen effectively or with understanding; (13) use the grapevine as a bypassing mechanism; (14) develop positive

attitudes; (15) use algorithm in explaining company rules by breaking down a problem, isolate the factors that point to the solution and frame those factors in separate questions answerable by yes or no.

a. The Researcher recommends the conduct of periodic meeting or *salu-salo* or *kapihan* and teambuilding activities among both the supervisors, staff, and clients of SPMO.

b. In pursuit of building team effectiveness in supply and property management, trainings of personnel on inventory, recording, storekeeping, distribution, disposal and appraisal of supplies and properties as well as on Emotional Intelligence (EI) competencies is hereby recommended. See Appendix D for the proposed training design and EI exercises in Appendix E.

However, a tool on evaluating training effectiveness should be administered to the trainees after a certain agreed upon period to measure whether the training conducted improved the effectiveness of the office/department.

There are assessment tools in measuring EI but Organizational Vital Signs (OVS), by Six Seconds is more recommended. It is an organizational climate assessment that gives a clear picture of how people are relating to each other and the workplace. Unlike the other tests, OVS is designed to assess a group or an organization to show the context in

which individuals perform. The test measures six factors: Trust, Collaboration, Accountability, Leadership, Alignment, Adaptability. These factors statistically predict over 50% of productivity + customer service + retention.

c. The BSU management may initiate organizational practices to ensure that SPMO guidelines and updates are widely disseminated such as posting in bulletin boards, University website, furnish a copy of the guidelines to the concerned offices, and use of intercom of paging system.

d. A proposed organizational structure for a better illustration of the SPMO with the concept of teamwork is found in Appendix F.

e. The installation of Officer of the Day of SPMO is also recommended in order to provide prompt service to clients. Such Officer should be given authority and responsibility to release and record requests in the absence of the concerned staff.

2. The creation of teams or committees to carry out the functions of SPMO, especially those relatively wide, complicated or difficult functions is recommended by the Researcher. Such team may include such as inventory committee, information dissemination committee, disposal committee, distribution committee, and storekeeping committee for a better quality output.

3. A Client Satisfaction Framework is hereby presented and recommended for adoption by Benguet State University.

The satisfaction of clients of Supply and Property Management Office (SPMO) of Benguet State University (BSU) can be achieved through the four (4) dimensions of human resource management namely, organizational climate and working relations management, discipline administration, personnel development, and performance management. Result of this study shows that the priority practices leading to satisfaction of clients on the services of SPMO are on the enhancement of organizational climate and working relations management as well as on the development of the staff of SPMO. The foremost practice on organizational climate and working relations management in satisfying clients is the installation of Officer of the Day who will provide information to queries of clients and immediately accommodate the request of clients in the absence of the concerned staff. The subsequent practices according to order of priority are adequate and constant communication between staff and clients and teamworking among staff, use of intercom or paging system, installation of waiting/receiving area for clients, use of database system, adoption of lean organizational structure and simple requirements, and provision of comfortable office facilities/equipments. Likewise, SPMO staff needs improvement in their knowledge, attitude, and

skills through trainings and re-trainings. Secondary consideration which can support the priority aforesaid practices to win the satisfaction of clients on the services of SPMO are discipline administration and performance management practices. The results of the study shows that smooth flow of operation of the Office and good working relationship between SPMO and its clients will be achieved when clients are well informed on the guidelines and updates in relation to the services of SPMO. This can be done by posting the guidelines and updates e.i. bulletin boards, University website, use of intercom or furnish copy to the office/s concerned. In performance management, planning of the activities of SPMO, manpower auditing, use of customer feedback system has to be considered. In arranging and assigning duties and responsibilities in supply and property management, the organization of committees or groups, scientific technique, job enrichment, and job enlargement are very effective to ensure efficiency of service delivery to clients.

DISCIPLINE ADMINISTRATION

- POSTING OF GUIDELINES & UPDATES, BULLETINBOARDS, WEBSITE, USE OF INTERCOM, FURNISH COPY TO CONCERNED OFFICES

ORGANIZATIONAL CLIMATE & WORKING RELATION MANAGEMENT

- INSTALLATION OF WAITING AREA RECEIVING AREA FOR CLIENT
- USE OF DATA BASE
- INSTALLATION OF OFFICER OF THE DAY
- LEAN ORGANIZATIONAL STRUCTURE & SIMPLE REQUIREMENT
- ADEQUATE & CONSTANT COMMUNI-CATION BETWEEN STAFF & CLIENT
- USE OF COMFORTABLE OFFICE FACILITIES & EQUIPMENT
- TEAMWORKING AMONG STAFF
- USE OF INTERCOM OR PAGING SYSTEM

CLIENT SATISFACTION

PERSONAL DEVELOPMENT

- FORMATION OF PROGRAMMED TRAINING FOR STAFF
- CONDUCT OF ATTITUDE REFORMATION TRAINING
- CONDUCT OF SKILLS ENHANCEMENT TRAINING
- TRAINING & RETRAINING OF STAFF
- CONDUCT OF KNOWLEDGE BASED – WORK RELATED TRAINING
- PERSONNEL SCHOLARSHIP FOR HIGHER EDUCATION
- MANPOWER AUDIT
- SUCCESSION PLANNING

- JOB ENLARGEMENT
- JOB ENRICHMENT
- GROUP TECHNIQUE (FORMATION OF COMMITTEES OR GROUP)
- SCIENTIFIC TECHNIQUE (PERFORMANCE APPRAISAL)

- ACTION PLANNING, TASK ORIENTATION, OUTCOME ORIENTATION (BRAINSTORMING)
- USED OF CUSTOMER FEEDBACK SYSTEM
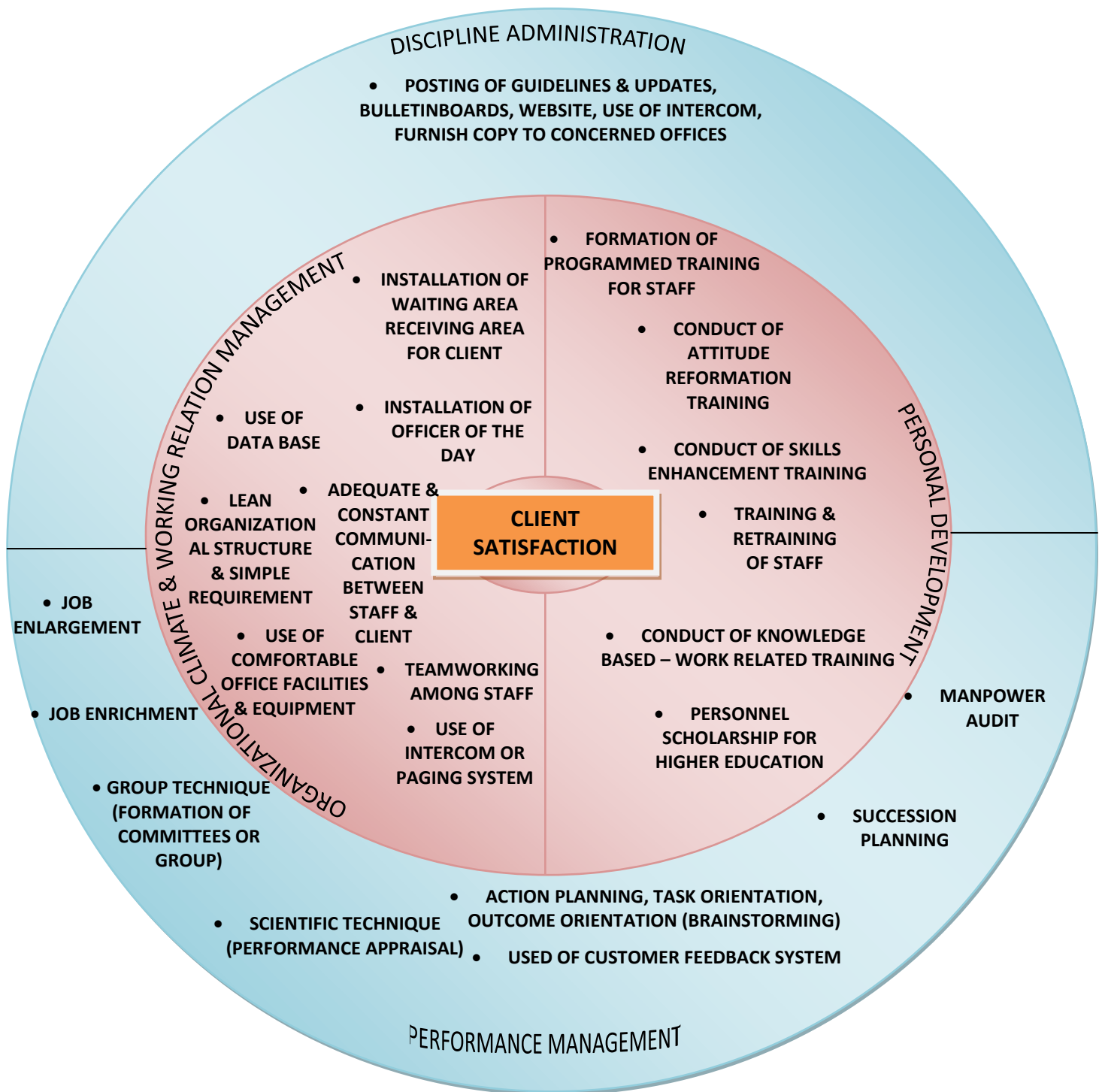
PERFORMANCE MANAGEMENT

Figure 8. Recommended client satisfaction framework
For Benguet State University by Landisan, C.A.
& Atulba, P. A. (2012)

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LETTER OF PERMISSION TO ADMINISTER QUESTIONNAIRE

October 12, 2011

DR. ROGELIO D. COLTING
President
Benguet State University
La Trinidad, Benguet

      Thru: The Vice-President for Administration

Dear Sir,

      Greetings.

      Yours truly is a student of Master in Human Resource Management at the Open University, Benguet State University. I am currently conducting a study entitled "Human Resource Practices for Improved Supply and Property Management of Benguet State University (BSU)" as a requirement of said course.

      In this regard, please allow me to administer my questionnaire to the personnel of SPMO as well as those who are direct clients of the Supply and Management Office (SPMO). Your approval to this request may help our school in providing better services of the school in supply and property management.

Cordially yours,

(sgd)PHILIP A. ATULBA
Researcher   Recommending Approval:

                        (sgd)LITA M. COLTING
                        Director, Open University

Appendix B

SURVEY QUESTIONNAIRE

Dear fellow workers,

I am currently conducting a study on the human resources practices in supply and property management as a requirement of my course in Master in Human Resource Management at the Open University of this institution. In this regard, I respectfully solicit your contribution by answering the Questionnaire below.

(Sgd)Philip A. Atulba
Researcher

I. What is the extent of attribution of the following human resource practices to your satisfaction as client of Supply and Property Management Office? Please put a check (☑) mark on the appropriate column of your choice:

5 – Very Strong Attribution (VSA), 81.00% - 100.00% attribution
4 – Strong Attribution (SA), 61.00% - 80.00% attribution
3 – Weak Attribution (WA), 41.00% - 60.00% attribution
2 – Very Weak Attribution (VWA), 1.00% - 40.00% attribution
1 – No Attribution (NA), 0% attribution or not practiced

PRACTICE	5	4	3	2	1
A. Organizational climate and working relations management					
1. Use of comfortable office facilities/equipment					
2. Installation of duty on guard or Officer of the Day					
3. Use of Supply and Management Database system (inventory, distribution, disposal, cost, requests, etc)					
4. Installation of waiting/receiving area for clients					
5. Adoption of lean organizational structure and simple requirements for client's requests					
6. Use of courteous or accommodating words by the staff					
7. Adequate and constant communication between staff and clients					

8. Teamworking among staff in providing services to clients					
9. Use of intercom or paging system as a channel of communication for information dissemination					
B. Discipline administration					
1. Very strict implementation of office policies					
2. Strict implementation of office policies but with little leniency of the immediate supervisor on a case-to-case basis					
3. Posting of guidelines and updates of SPMO					
4. Giving of recognition to high performing staff					
C. Personnel Development					
1. More training is given on knowledge acquisition relative to supply and property management					
2. More training is given on attitude reformation					
3. More training is given on skills enhancement relative to supply and property management					
4. Provision of personnel scholarship for higher education					
5. Provision of related trainings to all personnel					
6. Provision of related trainings to selected personnel					
7. Trainings are re-echoed					
8. Formulation of programmed trainings for staff					
D. Performance management					
1. Use of customer feedback system					
2. Conduct of SWOT analysis					
3. Conduct of personnel commitment mapping					
4. Conduct of Office performance appraisal					
5. Conduct of action planning					
6. Internalization of office vision/mission or guiding philosophy					
7. Conduct of succession planning (for personnel promotion, transfer, demotion)					
8. Conduct of manpower audit (according to age, position, salary grade, performance rating, educational attainment, personal qualities, assessment of potential)					

II. Assess the effectiveness of the following techniques of job design (arranging and assigning duties and responsibilities to ensure efficient completion of tasks) on Benguet State University in relation to supply and property management by checking (☑) the appropriate column of your choice.

    5 – Highly effective (HE)
    4 – Very effective (VE)
    3 – Moderately effective (ME)
    2 – Fairly effective (FE)
    1 – Not effective (NE)

TECHNIQUE	5	4	3	2	1
1. Scientific technique (done by observing past performance of employees)					
2. Job enlargement (adding more related duties to a personnel according to his/her capabilities)					
3. Job rotation (lateral shifting an employee from one job to another)					
4. Job enrichment (increasing the depth of job by increasing authority and responsibility)					
5. Group technique (a group of individuals performs a particular job, being a collective job)					

Appendix D

BRIDGING THE GAP THRU EMOTIONAL INTELLIGENCE
SKILLS TRAINING

A TRAINING PROPOSAL

Date: April 2-4, 2012

Venue: Neverland Mountain Resort, Asin, Tuba, Benguet

Course Level: Beginners and Intermediate

Participants/delegates: 9 personnel of SPMO, including its Chief
Supervisor

Rationale:

A study conducted by the Supply and Property Management Office (SPMO) of Benguet State University (BSU) shows that organizational climate and working relations management is the most attributing factor in attaining optimal performance of personnel. Particularly mentioned was the importance of adequate and constant communication and teamwork in the adoption of Group technique in arranging duties and responsibilities to ensure completion of task (job design). These factors involves the management of emotions of every individual in order to achieve good working relationship with the team/group.

Emotional intelligence can help the trainees to become more emotionally skilled.

Much has been discovered in the past 30 years on Emotional Intelligence and countless studies show its incredible role in an individual's success. It has been shown that, Emotional Intelligence or EI, can be even more critical than the power of the cognitive brain usually measured with IQ. In others words, if you want to succeed, you would be much better off working on your soft skills, empathy, communication skills, understanding others and so on than to become better only at a specific technical skill. Consider the following quote from the studies by Daniel Goleman:

> *"Comparing the three domains, I found that for jobs of all kinds, emotional competencies were twice as prevalent among distinguishing competencies as were technical skills and purely*

cognitive abilities combined. In general the higher a position in an organization, the more EI mattered: for individuals in leadership positions, 85 percent of their competencies were in the EI domain."

Introduction:

You, your staff and your team mates can hugely benefit from the information, methods and skills provided in this course. The EI course can pay huge dividends later on especially in situations where your team is under stress due to deadlines, demanding clients or boss or intense and unproductive meetings. Understanding EI and mastering the skills involving emotional intelligence will greatly help you and your team in difficult situations.

Objectives of the course:

By the end of this course the delegates will be able to:

- Identify the main EI competencies and know how each area can contribute to your personality and interaction with others
- Recognize and understand your moods and emotions and their effect on others
- Manage and regulate your emotions to make sure they don't disrupt your behavior
- Control and guide your emotions so you can achieve more, boost yourself and vastly increase your productivity
- Establish rapport with others and improve the effectiveness of your communication
- Understand others' feelings when interacting with them and become a trusted person in their network
- Understand others needs systematically and respond accordingly to get maximum results in your interactions with them

Training Design:

Day	Time	Topic/Activity	Resource Speaker	Expected Output
1 (April 2, 2012)	9:00 AM-12:00NN	Introduction to EI - What is EI? - What constitutes the		

	1:00-5:00 PM	EI framework? What are EI competencies? Self-Awareness ▪ What is emotion? ▪ Why are we emotional? ▪ How does "Emotional Hijacking" take place? ▪ How does the brain process emotions? ▪ How does the brain perceive the world?		
2 (April 3, 2012)	9:00 AM – 12:00NN	Self-Management ▪ How to take advantage of the power of optimism? ▪ How to manage your anger effectively? ▪ How to control your worry?		
	1:00-3:00PM	Self-Motivation ▪ How to motivate yourself? ▪ How to avoid apathy? ▪ How to be creative? Empathy ▪ How to have empathic		

	3:00-5:00PM	communication with others? ▪ What is the physiology of empathic communication?		
Day 3 (April 4, 2012)	9:00AM-12:00NN	Social Awareness ▪ How to have effective group interactions? ▪ How to listen positively? ▪ What are the "Negative Listening Types"? ▪ How to raise your social awareness through listening?		
	1:00-5:00PM	Relationship Management ▪ What are the "Six Human Needs"? ▪ How to recognize others' needs and desires? ▪ How to categorize people based on their needs to make useful conclusions on follow up actions?		

Remarks:

You can follow this training course with two more 1-Day Advanced courses on Emotional Intelligence such as:

- Advanced Emotional Intelligence: Personal Skills Training Materials
- Advanced Emotional Intelligence: Interpersonal Skills Training Materials

Budgetary Requirements:

Meals:Php_____ /head x 1 meal (lunch time) x 3 days x 10 pax =

Snacks: Php _____/head x 2 snacks x 3 days   =

Resource Speaker: Php_____/day x 3 days   =

Token to the Resource Speaker: Php 1,500.00   =

Total = Php _____

Recommendation:

The SPMO strongly recommends for the conduct of this training course among its 9 personnel.

(Sgd) NICANRA J. COILAN, MPA
Head, SPMO

Appendix E

EMOTIONAL INTELLIGENCE (EI)

EMOTIONAL INTELLIGENCE: Sample questionnaire and Exercises

Instruction:

This questionnaire is designed to provoke reflection about areas of your emotionality that you might like to expand or develop. They may also help you identify areas that are already well developed.

Some of the questions in this questionnaire may seem a little banal at first glance, nevertheless, do take the time to weigh up how each item applies to you personally, as honestly as possible. The questions are arranged in a number of categories, and they do not represent all aspects of human emotionality.

After you have answered 'yes' or 'no', ask significant people in your life how they see you in terms of these questions — their feedback could be both surprising and valuable.

If your friend or partner answered 'no' when you answered 'yes' or vice versa, take the opportunity to re-consider the question. Much can be learned from another's perspective.

Please note that this is not a quiz or a personality test; emotional intelligence is not quantifiable. This should not provide a framework for interpersonal comparisons.

It would be both unkind and unrealistic to expect perfect answers to all items — I doubt anyone exists who would not recognize some areas of personal difficulty in the questionnaire. But if any of the questions in this questionnaire feel particularly problematic to you, you might benefit from counseling or psychotherapy, or any other modality of healing and personal growth that you feel comfortable with.

A. Communicating emotions

Questions	Your Answer		Your friend's answer	
	Yes	No	Yes	No
If you are sad, grieving or mourning, do you allow yourself to weep? Do you allow trusted others to see your tears?				
Can you express anger freely and nondestructively, then let it go?				
Do you quickly let go of grudges and resentment?				
When you are afraid, do you let trusted others see your fear?				
Are you able to recognize when you need help, then ask for help or support?				
Can you receive help, as well as give it?				
Can you say 'no' without feeling guilty?				
Can you strongly protest against mistreatment?				
Do you easily express, as well as receive, tenderness, love, passion?				
Can you enjoy your own company yet gladly and comfortably accept intimacy?				
Do you listen clearly to yourself, and to others?				
Can you empathize with the needs and feelings of others, without judgment or criticism?				
Can you motivate others without resorting to fear tactics or manipulation?				

B. Emotional fluency

Questions	Your Answer		Your friend's answer	
	Yes	No	Yes	No
Do you allow yourself to frequently experience and enjoy pleasure?				
Do you allow yourself to experience bliss, ecstasy, excitement, fascination and awe?				
Do you often laugh out loud — a deep belly laugh?				
Do you sometimes feel moved by the courage or the spirit of others?				
When necessary, can you contain (rather than repress), your impulses and delay your gratification, without resorting to guilt, shame, or suppression of your emotions?				

C. Flexibility and balance

Questions	Your Answer		Your friend's answer	
	Yes	No	Yes	No
Can you focus your energy on work, yet balance this with fun and rest?				
Can you accept and even enjoy others who have different needs and world-views?				
Do you let yourself be spontaneous, play like a child, be silly?				
Are your goals realistic, and does your patience allow you to work towards them steadily?				

D. Self-esteem

Questions	Your Answer		Your friend's answer	
	Yes	No	Yes	No
Can you forgive yourself your mistakes, and take yourself lightly?				
Can you accept your own shortcomings, without feeling ashamed, and remain excited about learning and growing?				
Do you respect your strengths *and* vulnerabilities, rather than inflate with pride, or fester with shame?				
Would you say you are generally true to yourself without blindly rebelling against, nor conforming to social expectations?				
Can you bear disappointment or frustration, without succumbing to criticism of self or others?				
Are you kind to yourself, do you avoid being hard —even punishing towards yourself?				

How to assess your responses:

Have a look at the questions where you answered 'no'. Your areas for potential growth are signaled by those questions.

Areas of difficulty may well represent emotional wounds — possibly sustained early in life — that call for healing and growth. Your answers may also point towards areas of personal vulnerability where you might find your greatest challenges in parenting. For example, parents who have difficulty expressing anger may have the most trouble allowing their children to be angry, parents who find it difficult to express their needs may have the most trouble listening to their children's needs, and so on.

If any of the questions above feel particularly problematic to you, you might consider seeking counseling or psychotherapy, or any other modality of healing and personal growth that you feel comfortable with.

TEAMBUILDING EXERCISE: Interactive Collaboration

Purpose

This three-part exercise focuses on collaboration and team building. It highlights the importance of communication and teamwork in groups. The three parts of the activity incrementally add more partnership between individuals helping participants to compare their performance as more collaboration is introduced.

Objective

Make the tallest Lego tower in groups based on the amount of collaboration specified for each part of the exercise.

What You Need

- Lego bricks to make a tower. You need enough Lego bricks to make the task challenging and also be able to provide an equal number of bricks to several groups.

Setup

- Divide the delegates to groups of 3 or 4.
- Provide an equal number of Lego bricks to each group.
- Explain that this exercise has three parts.

Part 1:

- Each group must make the tallest tower using only the bricks provided to them. The team members are not allowed to communicate with each other verbally or by writing.
- Explain that they have 10 minutes for this part.
- At the end, measure and record the height of each group's tower.
- What to look for:
    - People would struggle to make a good tower.
    - The lack of communication can be annoying.
    - There is little creativity or exchange of ideas.
- Follow with a discussion for this part (see notes under discussion below).

Part2:

- Ask groups to dismantle their towers.
- Explain that now they are allowed to communicate anyway they want. Ask them to make another tower and aim to make it higher than their first version.
- Explain they have 10 minutes for this part. Expect them to finish sooner this time.
- Measure the height of the towers and compare the heights with each other as well as the results of Part 1.
- What to look for:
    - People would be much more cooperative and enthusiastic about their tasks.
    - Expect lots of knowledge sharing and discussions.
    - Expect good teams to self-organise by nominating a leader, divide tasks, discuss their designs, think of several designs and execute the best options.
- Follow with a discussion for this part (see notes under discussion below).

Part 3:

- Ask groups to dismantle their towers.
- Bring all groups together and ask them to work together to make one giant tower with all the bricks from all the groups and all the experience they have gained so far.
- Explain that they have only 10 minutes for this part.
- What to look for:
    - Because of the larger numbers of people involved, expect them to self-organise and nominate a leader who proceeds to assign tasks.
    - Expect the creation of sub-teams working on various parts in parallel.
    - Expect participants to create a much bigger tower.

- Follow with a discussion.

Timing

Explaining the Exercise: 5 minutes

Activity: 10 min + 10 min + 10 min = 30 minutes

Group Feedback: 5 min + 5 min + 5 min = 15 minutes

Discussion

Discussion for Part 1:

- What did you think of your performance in this part?
- What did you think of the lack of communication?
- Were you satisfied with the height of your tower?
- Did you think you could have done much better, but lack of good teamwork and communication stopped you to get there?
- Did you all end up working individually as a result, significantly compromising your performance?
- Did you find yourself competing with each other?

Discussion for Part 2:

- Did you do better this time?
- What made it easier?
- Did you nominate a leader?
- Did you work in parallel to save time and make a taller tower faster?

Discussion for Part 3:

- Did you manage to make a significantly bigger tower in comparison with previous attempts?
- Did you nominate a leader?
- Did you borrow ideas from groups who performed better in previous parts or put them in charge based on their better performance?
- Did you divide to sub groups with supervisors reporting to the leader?
- How did you manage to take advantage of the extended workforce?
- Do you think you were successful as larger team, or do you think it was more efficient to work in smaller teams such as in Part 2?
- If you had a chance to go through this exercise again, what would you do differently?

MOTIVATION EXERCISE: What do you want for reward?
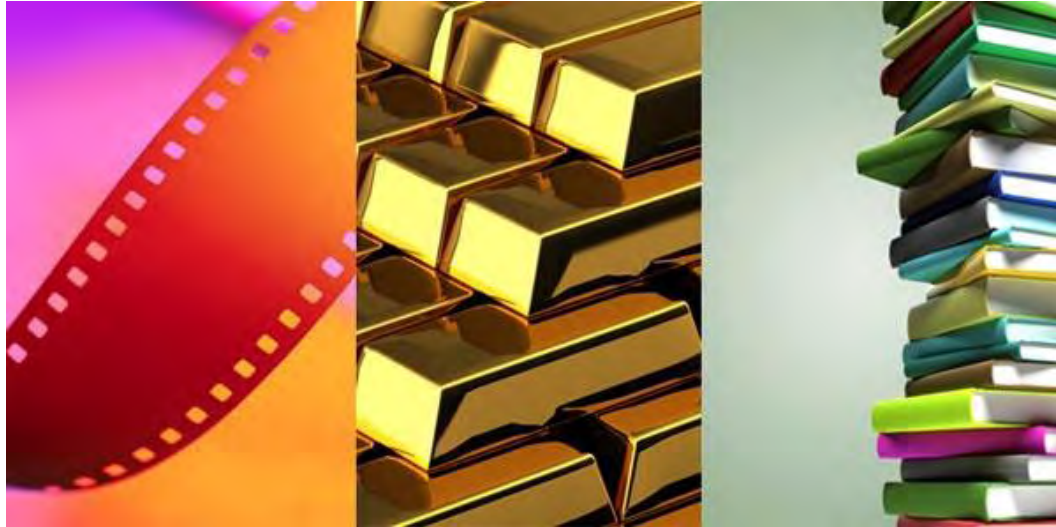
Purpose

We all want a better life, better job, more money, better recognition and so on. But do we really know what satisfies us the most in case we were going to be rewarded? Does your organization know what you would consider as a great reward?

This exercise is effectively a questionnaire that you can provide to members of staff on a periodic basis (e.g. annually) to collect ideas on rewards and recognitions. Knowing what your staff considers great reward, means you can provide them with what they want and therefore increase productivity within the organization.

Objective

Fill in the questionnaire on preferred rewards and recognitions.

What You Need

- Two copies of the *"Preferred Rewards Questionnaire"* for each delegate.
- One envelop for each delegate.

Setup

- Distribute two copies of the *"Preferred Rewards Questionnaire"* to each delegate.
- Ask each person to answer the questions honestly without fearing any judgment. This is not just about collecting information, it is also about helping to see what they want in life and what rewards are valuable to them.
- Allocate about 15 minutes for everyone to fill in their forms.
- Ask the delegates to put their forms into an envelope so that the forms remain confidential. Only their managers will get to see the forms.
- Explain that they can take the other form home and use it to answer the questions for themselves knowing that no one else is going to see them. They can be as imaginative as they want without fear of judgment. The exercise will help them see what they really want to get in life and what satisfies them the most.
- Optionally, follow with a group discussion after everyone has completed their forms.

Timing

Explaining the Exercise: 2 minutes

Activity: 15 minutes

Group Feedback: 5 minutes

Discussion

How did you feel about the questions? Was it easy to answer them? Those who like to share their answers are free to discuss them, though no one should be under any obligation to reveal anything they don't want to share.

Preferred Rewards Questionnaire

Please consider the following questions and answers as honestly as you can. The forms are treated as confidential and only your manager will get to see them.

NAME: _____

Date: _____

1. List your top three favorite gadgets or products that you don't own but wish to have.

_____

_____

2. List your top three favorite hobbies and interests.

_____

_____

3. List your top three favorites experiences that you want to participate in that you have never experienced before.

_____

_____

4. List three rewards that you think the organization can provide to you.

_____

_____

5. List three non-tangible rewards that you like to receive, such as being given a certain role or simply getting recognized for your work.

_____

_____

COMMUNICATON EXERCISE: Eliminate negative talk

Purpose

Negativity is contagious. It's all too easy to complain about everything that goes wrong and this can quickly spread to others. Fortunately there is a simple trick that can be used to eliminate negativity; simply don't say negative words. Aiming for positive remarks helps people to get energized. Rather than looking for blame, seek opportunities to improve and progress forward.

Here are some examples of negative statements that people commonly use:

- Don't do that
- We can't do it
- It can't be done
- We don't do such thing
- It is against our policy
- We have never done this before
- It has never been done
- No one knows how to do this
- You don't know how this works
- The management is clueless
- The staff are clueless
- They sit there all day and do nothing
- No one cares

These statements do not help and are sometime stated as a reflex reaction rather than with an appropriate thought. Sometimes they become a habit and it is important to eliminate them as bad habits.

This simple two stage exercise helps to increase the awareness of delegates about this issue and helps them to address it. It is ideal for delegates who work closely together or are part of the same team.

Objective

Identify negative statements used at work and formulate positive replacement statements for them.

What You Need

- Papers or small notebooks

Setup

- You have the option to carry out this exercise over two stages at different times (Option 1), or carry out both stages in one session (Option 2):

Option 1:

- Stage 1:
  - Ask delegates to monitor each other during a typical day at work and take note of every negative statement they or read as part of communicating with other team members. They should also include all the negative statements they say themselves.
  - It is important to record only the negative statements, not who said it. If the statement makes it clear who has said it, they should make it anonymous. This exercise is not about blaming or telling people off. It is only about becoming aware of negative statements that we all say and taking steps to turn them into positive statements.
  - Ask delegates to write these negative statements on paper or a notebook and bring them to the training class for stage 2.
- *Stage 2:*
  - Divide the delegates into groups of 2 or 3.
  - Ask each group to share the negative statements they have heard with each other.
  - Each group should compile a set of negative statements that are most frequently heard from their sets.
  - Each group should then think of positive statements that can be used to replace these negative statements. These should be recorded as well so they can share it with the class later.
  - Allocate 15 minutes for this part.

- o Bring back everyone together and ask each group to share their negative statements.
- o Ask delegates to suggest these statements. As they suggest them record a summary of the most common negative statements on a flipchart or a whiteboard.
- o Ask the delegates to discuss the replacement positive statements for each based on their earlier analysis. Record these statements on the flipchart as well.
- o Encourage a discussion on how negative statements can be destructive and how important it is to replace them.

Option 2:

- *Stage 1:*
  - o In this option, this stage takes place in a training room at the same time as stage 2.
  - o Divide the delegates into groups of 2 or 3.
  - o The difference in this option is that rather than observing and taking notes on a separate day, groups compile a set of commonly used negative statements that they have heard in the past and compile a list.
  - o Ask them to record these statements on a paper.
  - o Allocate 10 minutes for this part.
- *Stage 2:*
  - o This is similar to stage 2 described for option 1 above as groups should analyze the statements and compile a replacement set of positive statements.

Continue with the instructions for stage 2 presented above.

Timing

Explaining the Exercise: 5 minutes

Activity:

- *Option 1:* 15 min stage 2 analysis + 10 min sharing = 25 minutes
- *Option 2:* 10 min stage 1 + 15 min stage 2 analysis + 10 min sharing = 35 minutes

Group Feedback: 10 minutes

Discussion

Are you susceptible to use negative statements? How frequently are they used in your organization? Are they necessary? Can they be avoided? How can you avoid them? Is it easy to replace them with positive statements? Was there a consistent set of negative statements between groups that suggests many people hear all the time at their workplace? What are you planning to do to eliminate them?

LEADERSHIP EXERCISE: Which word is common?

Purpose

This is an entertaining exercise encouraging delegates to think on the spot, make decisions and self-organize to complete a task. It is ideal for teambuilding and leadership courses to show the value of communication from all members and how a leader can coordinate the activities and information exchange to significantly increase the performance of the group as a whole.

Objective

Find out the common word included in a series of cards given to all members of a team.

What You Need

- "Word Cards" with a number of words written on each of them. A set of these cards are provided below. You need one card per delegate. You can expand the cards using your own design though making sure the exercise remains challenging. Print these on colored papers or cards so they don't get mixed up with other white cards used for notes.

- 50 Blank white cards or more depending on the number of delegates.

Setup

- Ask the delegates to form a circle while looking away from each other

(looking to outside of the circle).

- Distribute one "Word Card" to each delegate.
- Distribute several blank cards to each delegate. There is no limit to this so they can have as many as they want during the exercise.
- Explain that there is one word common between all cards and their objective is to find it. However, there are a number of rules they need to adhere to:
  - Delegates cannot show their cards to anyone else.
  - Delegates cannot pass their cards to anyone else.
  - Delegates cannot talk to each other.
  - The only way to communicate is to send notes written on blank cards to another person adjacent to them.
  - The note cards can have a maximum of three words on them.
- Allocate 15 minutes for this part or until they find the common word.
- Time their performance so you can compare different groups' performance across multiple courses.
- Bring back everyone and follow with a discussion.

Timing

Explaining the Exercise: 5 minutes

Activity: 15 minutes

Group Feedback: 10 minutes

Discussion

How did you approach the problem? Did you pass messages to each other to nominate a leader so you could coordinate your activities? Did you organize information methodically? Did the task feel daunting? Did you try to solve the problem on your own or did you rely on others? Did you use the principles of self-organization to coordinate the activities and work towards channeling the information towards a particular direction? How did you nominate a leader (Example: pass the name of nominee to everyone and everyone messaging back that they agree)? How much messaging was required to complete the task? Were you happy with you performance?

Optional:

To Tutor: Once you have provided feedback and the group has discussed their performance, you can let them have another attempt at the exercise to see if they can improve on it. You will need to use a different set of card for the second attempt so the common word is different.
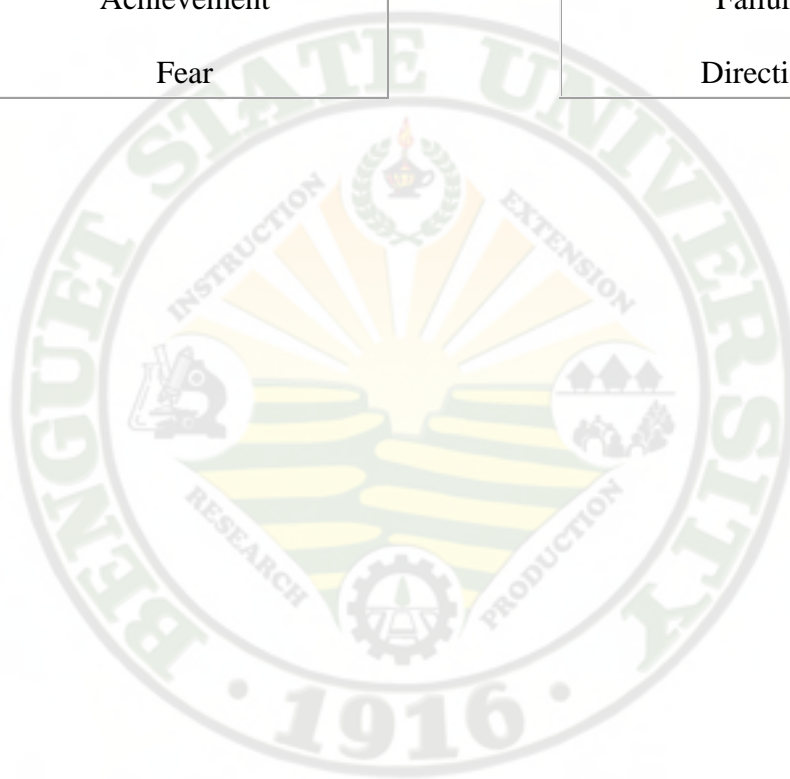
Word Cards

Card 1
Achievement
Destiny
Fear
Unknown
Lost
Failure

Card 2
Success
Fear
Motivation
Respect
Destiny
Unknown

Card 3
Mission
Unknown
Failure
Need
Achievement
Ambition

Card 4
Greed
Achievement
Money
Unknown
Fear
Ambition

Card 5
Unknown
Direction
Mistake
Answer
Achievement
Fear

Card 6
Decision
Unknown
Achievement
Ambition
Failure
Direction

THE BUTTERFLY EFFECT
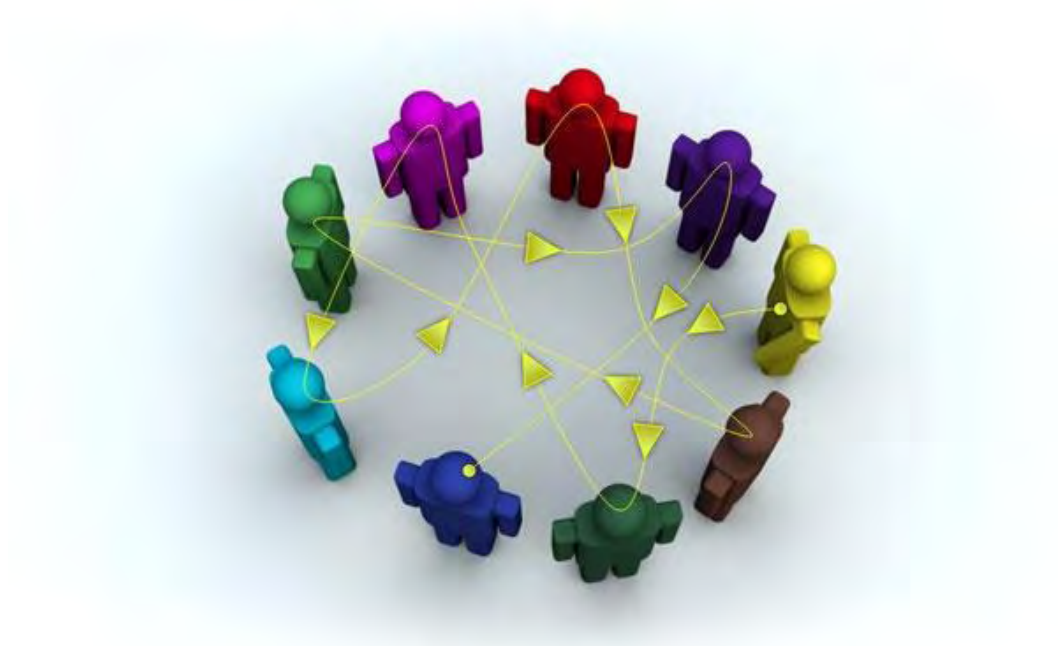
Purpose

Sometimes a little action can lead to a lot of change as the actions are amplified. This exercise helps delegates see this effect in a symbolic exercise on what is famously known as the "*butterfly effect*". It is ideal for courses on team building, communication skills, change management and leadership skills.

Objective

Remain still and imitate a designated person physically and observe the final effect.

What You Need

- An area where a group of delegates can easily form a circle and are able to watch each other.
- A ball

Setup

- Ask delegates to form a circle and face others.
- Give a volunteer a ball.
- Ask this person to throw it to another person.
- Ask delegates to repeat this exercise until everyone in the group gets to receive the ball only once.
- Delegates should remember who they throw the ball to which they will use for the next part of the exercise.
- While going through this exercise, don't state anything about butterfly effect or change so that you let the delegates make their own observations.
- Ask each person to look at the person they throw the ball to. The last person should look at the first person (the volunteer) effectively closing the loop.
- For this part of the exercise, everyone must stand still and not move.
- On your mark, each person should imitate all the physical movements of the person they are observing.
- The movements are very small, but over time these get amplified through the chain and lead to bigger movements. Hence, the group goes from a very static state to a very animated and physically active state all because of the incremental changes. Lead this exercise to the discussions to explain the butterfly effect and also the concept of "*positive feedback loop*" which is where errors remain in the system and lead to bigger errors. Positive feedback loop systems are inherently unstable.

Timing

Explaining the Exercise: 2 minutes

Activity: 10 minutes

Group Feedback: 5 minutes

Discussion

What do you think happened in this exercise? Why did you end up in such an animated state? How does this relate to everyday life situations? What did you learn from this exercise?
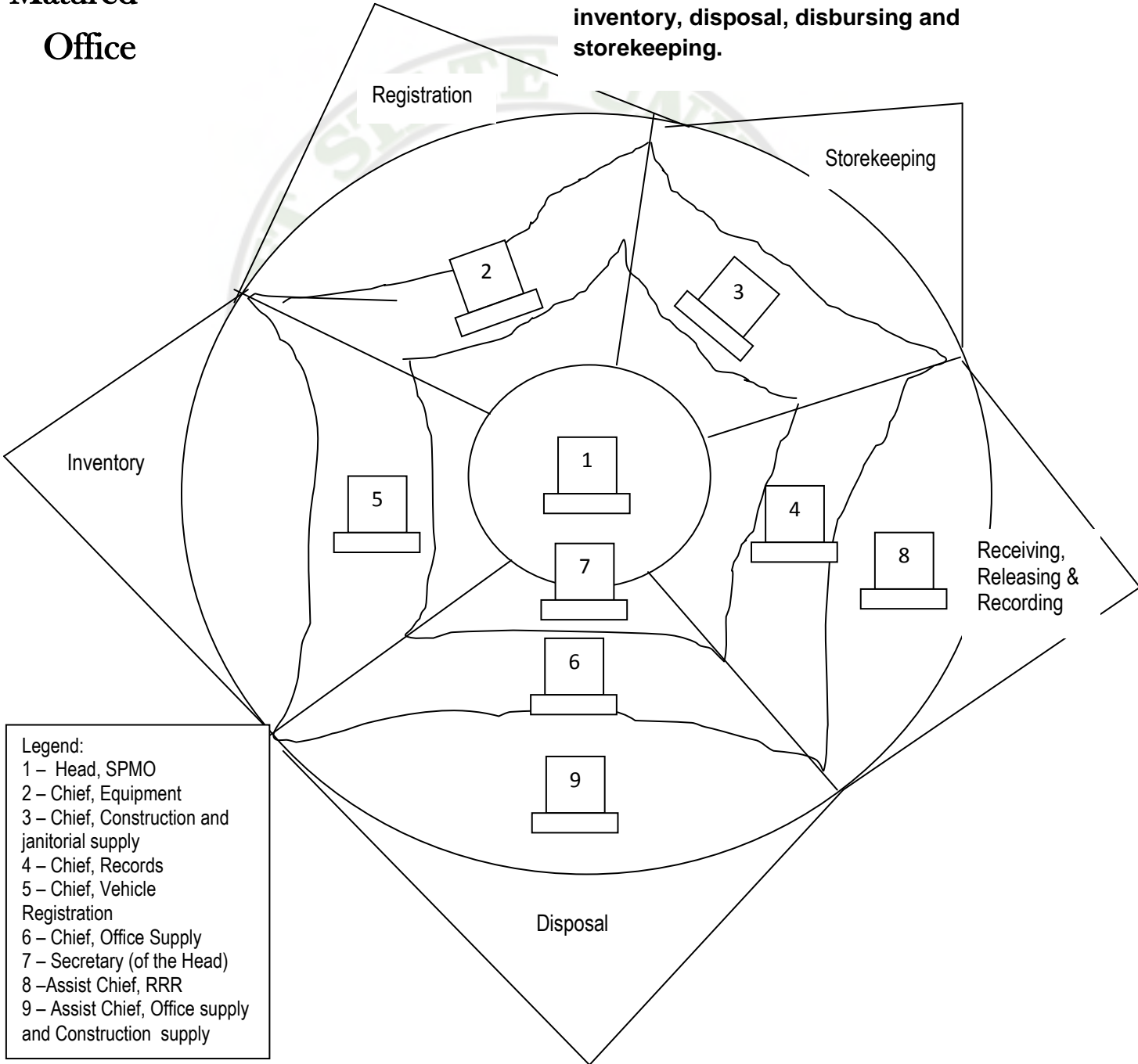
APPENDIX F

THE TEAMWORK WEBSTAR:
A Proposed Organizational Structure

Vision:

Service-oriented
Productive, and
Matured
Office

Mission:

TTo provide systematic and careful management of university supplies and equipments through responsible recording, releasing, receiving, inventory, disposal, disbursing and storekeeping.

Registration

Storekeeping

Inventory

Receiving,
Releasing &
Recording

Disposal

2

3

1

5

4

8

7

6

9

Legend:
1 – Head, SPMO
2 – Chief, Equipment
3 – Chief, Construction and janitorial supply
4 – Chief, Records
5 – Chief, Vehicle Registration
6 – Chief, Office Supply
7 – Secretary (of the Head)
8 –Assist Chief, RRR
9 – Assist Chief, Office supply and Construction supply

BIOGRAPHICAL SKETCH

The Researcher, PHILIP TIWAY ATULBA, born on the 19th of December, 1969 in Lantapan, Bukidnon. He is the youngest son among the three siblings of the late Albert C. Atulba and the late Elvira B. Tiway-Atulba..

He finished his elementary education and secondary education at Baguio Central University, Baguio City. He obtained his Bachelors degree of Accountancy at Baguio Colleges Foundation, now University of the Cordilleras, in 1996.

The researcher is married to Alma Luz B. Atulba. They are blessed with two adorable children - Sean Yurim and Yacian Hannah. At present, he is currently employed at Benguet State University (BSU) as staff of Supply and Property Management Office (SPMO) located at La Trinidad, Benguet.