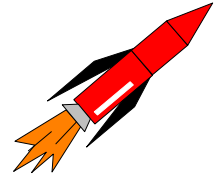


# The Four Step Method

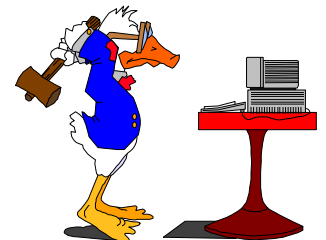
**1. Step: Preparation of student**



**2. Step: Demonstration and explanation**



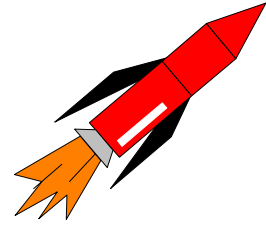
**3. Step: Student activity**



**4. Step: Exercising and strengthening**



# 1.Step: Preparation of Student



- **take the shyness**
- **motivate**
- **show the objectives and tasks**
- **evaluate the knowledge**
- **familiarize with the  
workingplace**
- **give advices concerning  
safety**

## **2.Step: Demonstration and Explanation**



- **place the student so that he is standing in the same direction to the workpiece than you.**
- **demonstrate the whole procedure in original time.**
- **in case of complicate procedures devide them into modules and teach them step by step.**
- **repeat the demonstration and make the single steps visible.**
- **say what you are doing, how and why you are doing it in that way.**
- **give the opportunity to ask questions.**

### **3. Step: Student Activity**



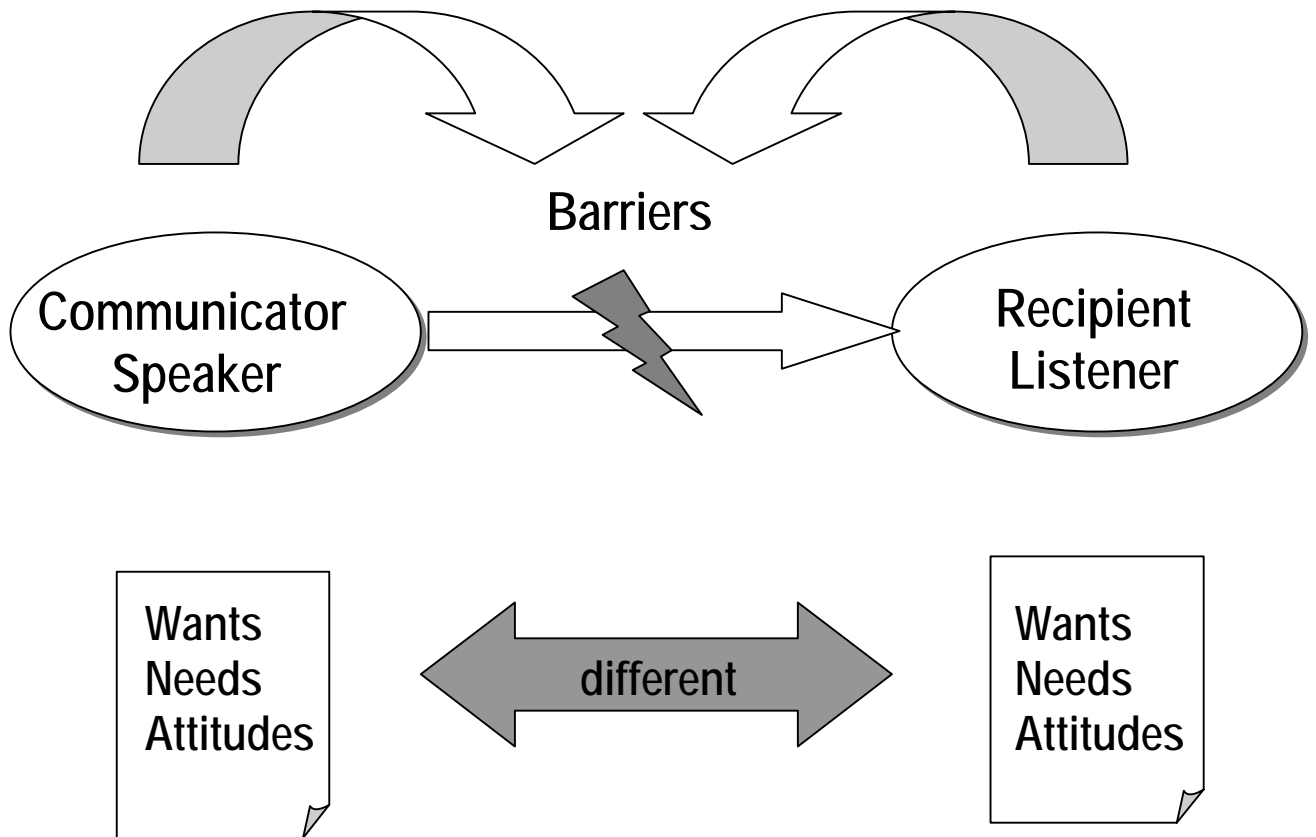
- enhance the student to try it on his/her own.**
- don't interrupt the student in his/her first attempts.**
- make comments on serious mistakes.**
- precision is more important than speed.**
- let the student say what he/she is doing, how and why.**

## 4. Step: Exercising and Strengthening



- ➔ **give enough time to exercise.**
- ➔ **acknowledge progress.**
- ➔ **control that no mistakes are done during exercising.**
- ➔ **change conditions of exercising.**
- ➔ **slowly adapt to real working conditions.**

# TWO-WAY COMMUNICATION



- Maintaining eye contact
- Listening to what the other person is saying
- Mirroring body language

The **three rules** that govern good communication are all associated with clarity:



- Be clear in your own mind about what you want to say
- Deliver the message properly
- Ensure that the message has been correctly understood

Good communication means saying what you mean – and fully comprehending any feedback.

The **three rules** that govern good communication are all associated with clarity:

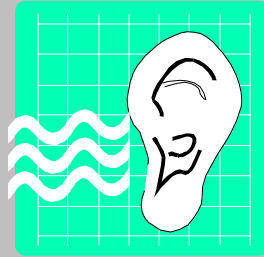


- Be clear in your own mind about what you want to say
- Deliver the message properly
- Ensure that the message has been correctly understood

Good communication means saying what you mean – and fully comprehending any feedback.



## Type of Listening



### EMPATHIZING

Drawing out the speaker and getting information in a supportive, helpful way.

### ANALYZING

Seeking concrete information and trying to disentangle fact from emotion.

### SYNTHESIZING

Proactively guiding the exchange towards an objective.

# GIVING FEEDBACK



- Show an understanding of exactly what went wrong and why.
- Draw out ways in which poor performance or behaviour can improve.
- Use questioning to let the staff member know what you think and why.
- Aim to express your negative opinions honestly, but in a positive manner.
- Above all, take negative feedback away from the emotional zone by being objective, not personal.

## Questions to ask yourself



- Am I devoting enough time and resources to strategic planning and overall monitoring?
- Is my desk overflowing with uncompleted tasks?
- Am I delegating routine but necessary tasks to staff?
- Is staff training given priority to ensure effective skills for future delegation plans?

## Questions to ask yourself

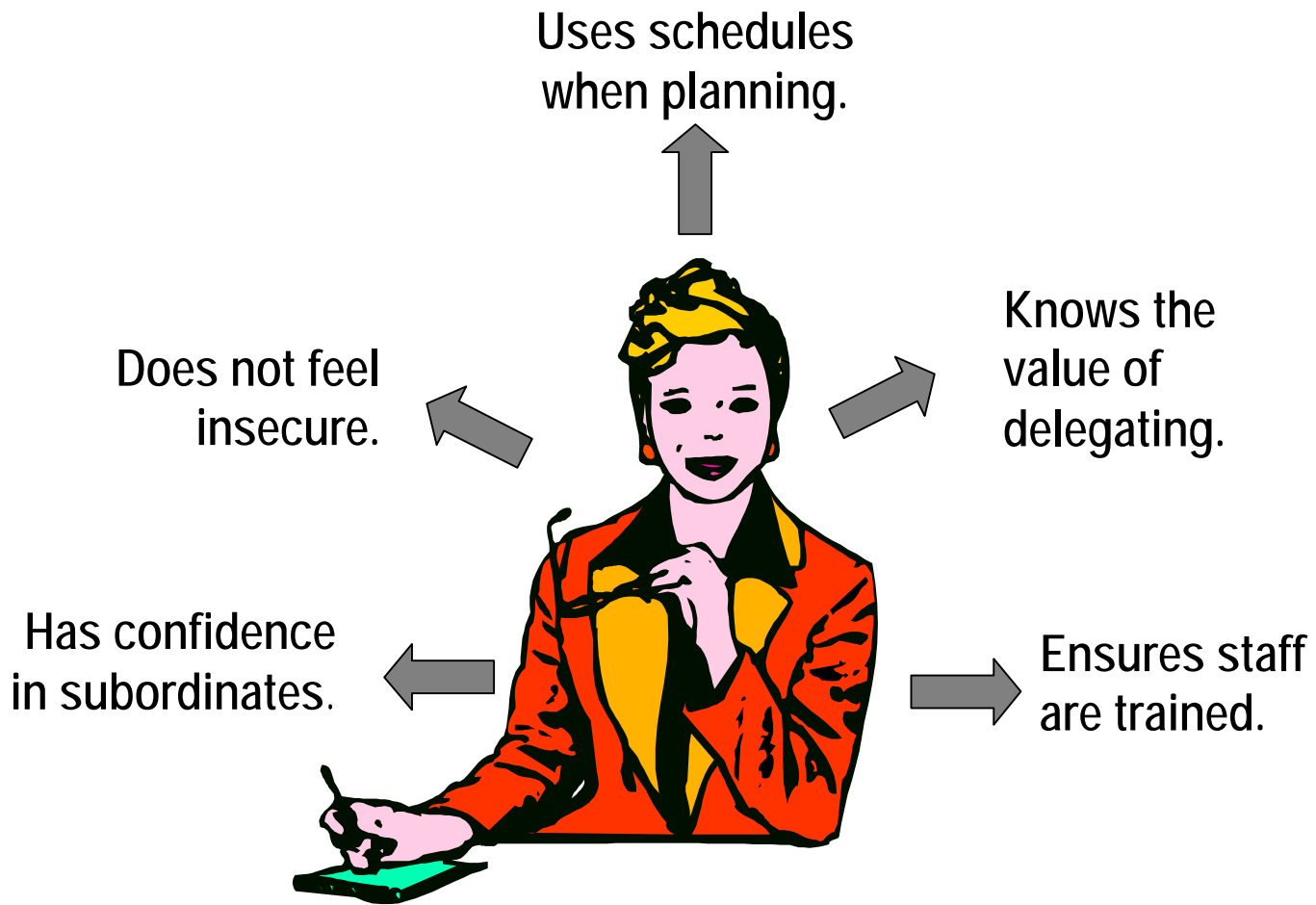


- Can I learn from the way my own boss delegates to me?
- Why should it upset me if a subordinate performs part of my job brilliantly?
- How much spare work capacity is there in my unit?

## Questions to ask yourself

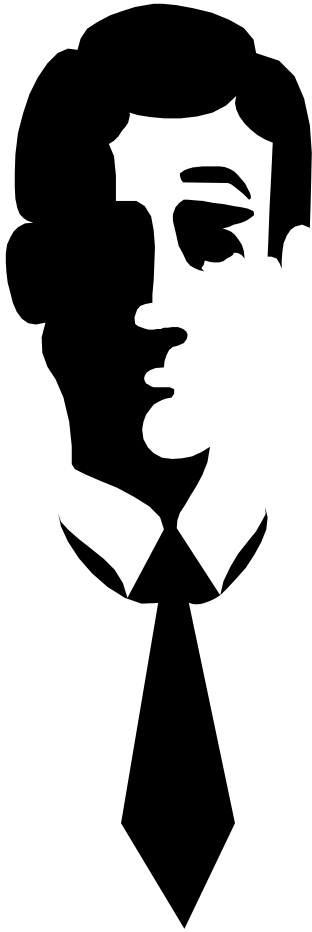


- Is the task suitable for delegation?
- Is the delegate competent to perform the task?
- Will I brief them fully and correctly?
- Will I give them all the right backup, authority, and resources?
- How much spare work capacity is there in my unit?



## THE EFFECTIVE DELEGATOR

Keep always in mind

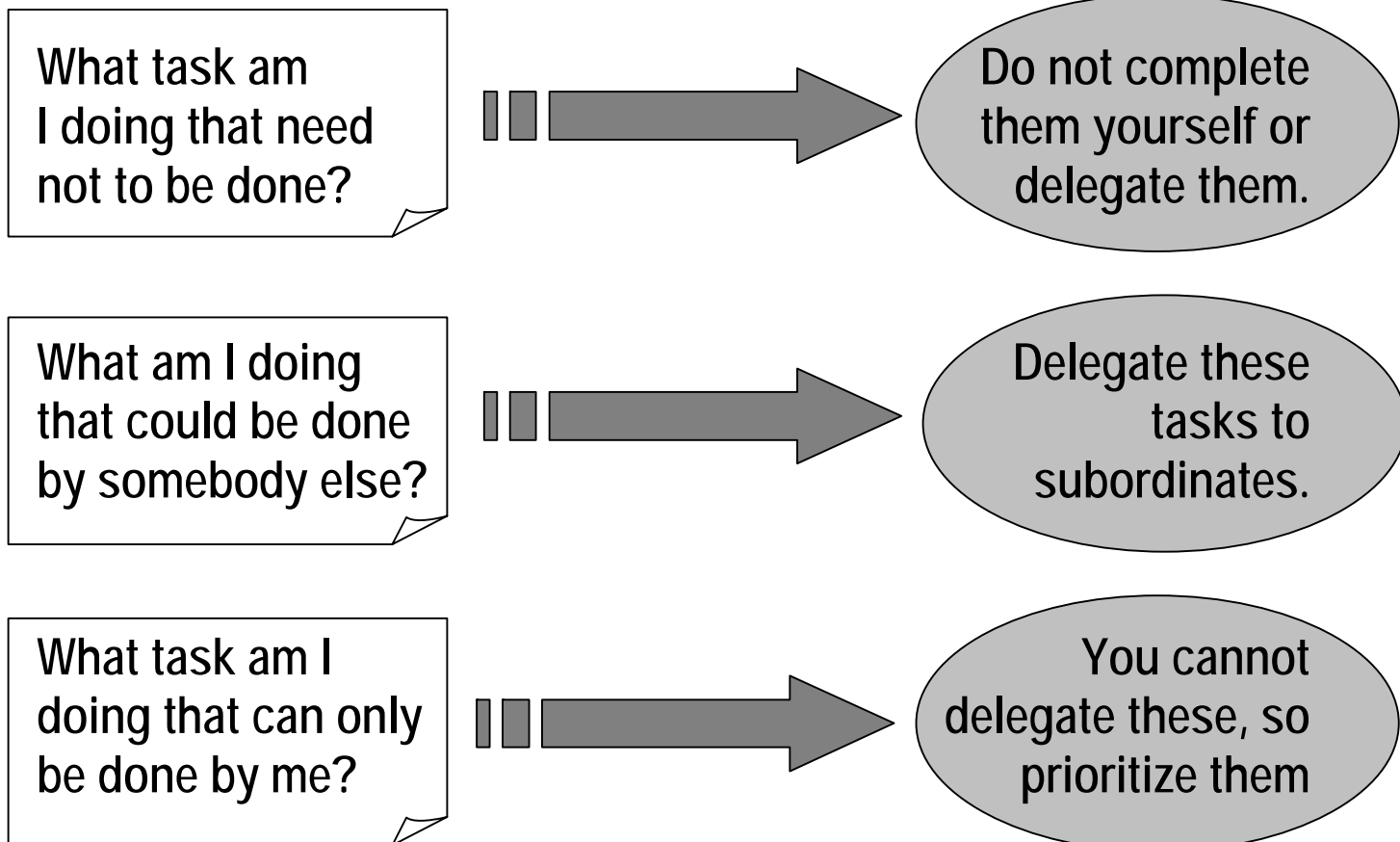


!

Repetition of the same  
error is inexcusable,  
since it shows failure  
to learn from mistakes

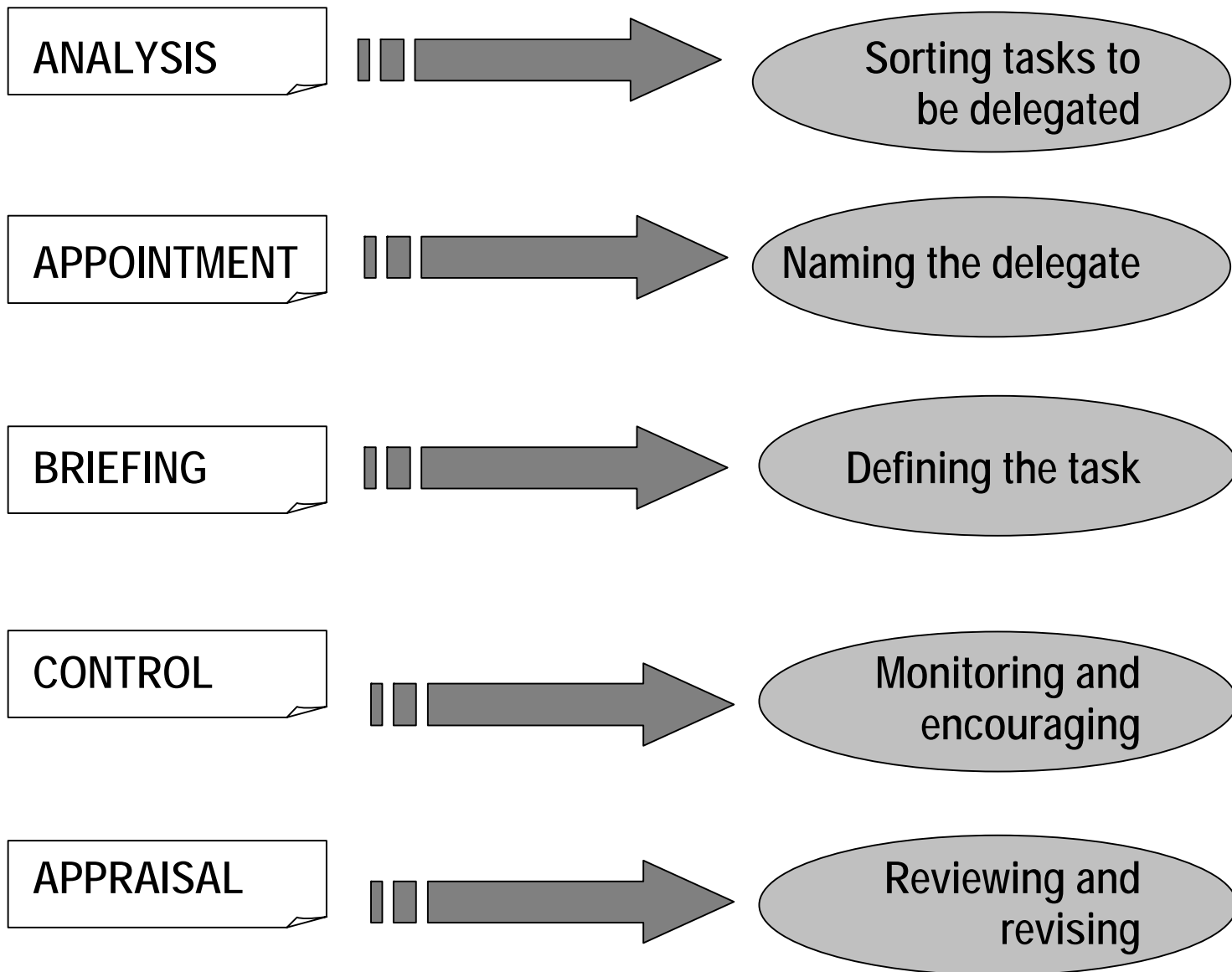
## Selecting tasks

1. Keep a detailed time log (2 weeks)
2. Note all activities (tasks)
3. Note the time they take
4. Divide the tasks in 3 groups





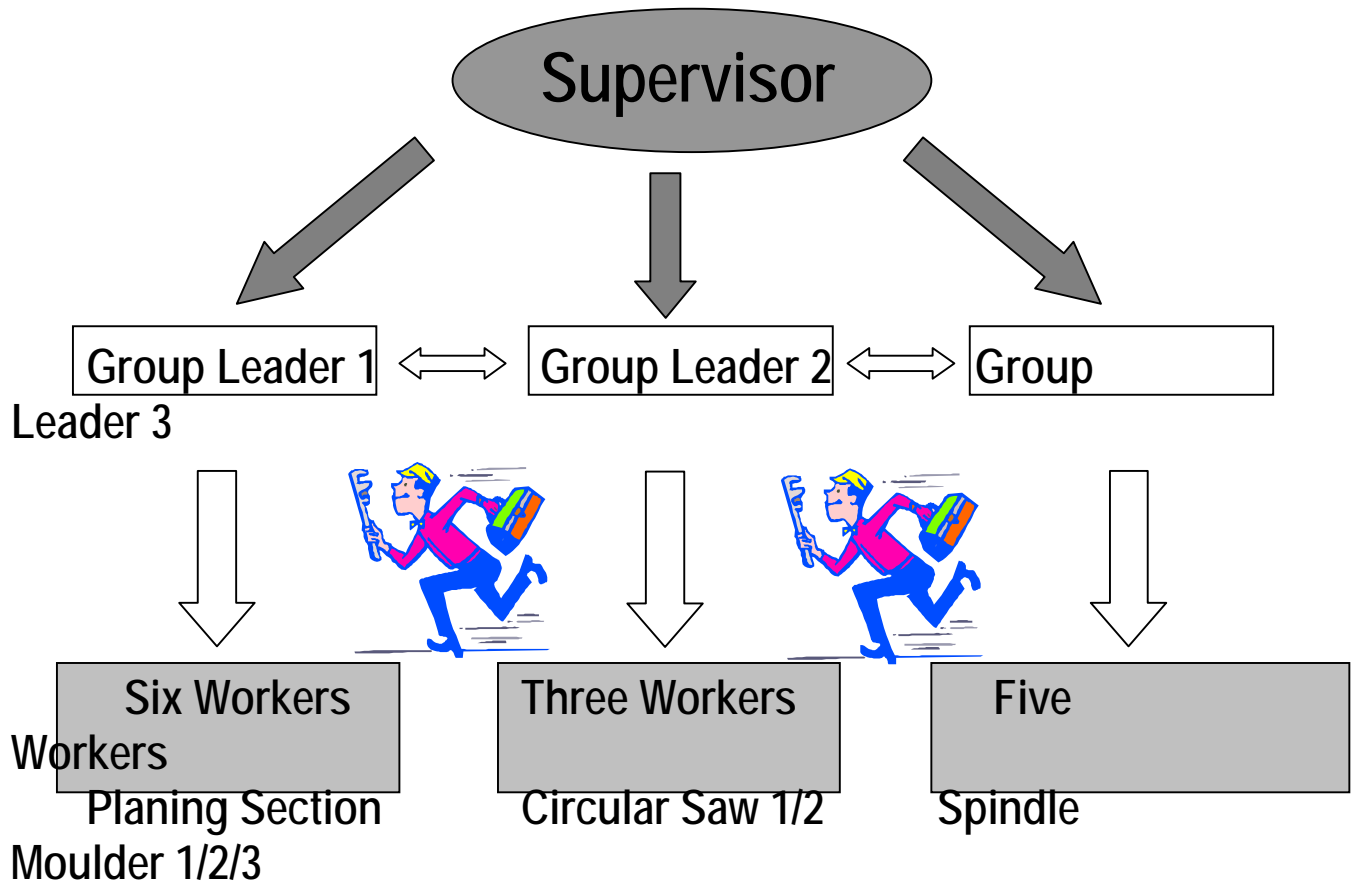
## Planning a structure



# Checklist for avoiding duplication

KEY ACTIVITIES						
No. 01						
No. 02						
No. 03						
No. 04						
No. 05						
No. 06						
No. 07						
No. 08						
No. 09						
	Peter	John	Mary	Dodong	June	Name 6
	Names of those with delegated responsibilities					

# APPOINTING SUB-LEADERS



## Things to do for a good briefing



- Keep objectives as clear and concise as possible.
- Build a certain amount of flexibility into the brief.
- Base the objectives on requires outcomes.
- Make a checklist to avoid overlaps and omissions.
- Ensure that the delegate is fully aware of the aims.
- Allow the delegate to comment on the brief.

## Structuring a brief

### **OBJECTIVES**

Defines the task, listing the major objectives and sub-objectives in clear and concise language.

### **RESOURCES**

Specifies what personnel, finance, and facilities are available or need to be obtained.

### **TIMESCALE**

Sets out the schedule with review points, stage completion dates, and final deadlines.

### **METHOD**

Describes procedures, as agreed with the delegate, and summarizes the key points.

### **LEVELS OF AUTHORITY**

Specifies the range of the delegate's authority and to whom they will report.

## DO'S and DONT'S in Delegating

### DO'S

- Do encourage all delegates to make their own decisions.
- Do move from hands-on to hands-off as soon as possible.
- Do intervene when absolutely necessary, but only at that time.
- Do ask delegates if they feel thoroughly prepared for their task.

### DONT'S

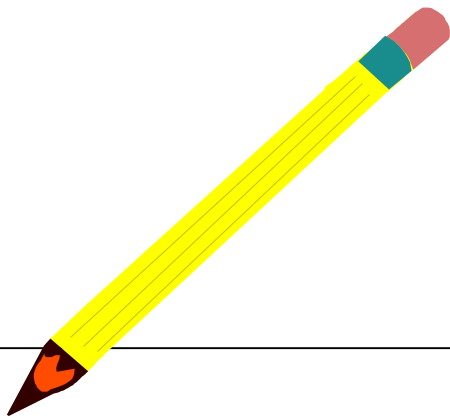
- Don't say or hint that you doubt the delegate's ability.
- Don't miss any stage in the briefing process.
- Don't place seniority above ability.
- Don't deny a delegate the chance to learn by interfering too much.
- Don't take back a task without a good reason.

## Questions to ask yourself



- Was I too hasty in making the appointment?
- Is there somebody available who would do better?
- How can I prevent this problem from recurring?
- What would I do differently if I could start again?
- What are the delegate's strength and weaknesses?

## Questions to ask yourself



- What is the meeting for?
- Why is it being called?
- How will I know if it has been successful?
- Who should attend?



## Workplace Motivators

<b>MOTIVATORS</b>
<b>ACHIEVEMENT</b> The urge to achieve is a basic human drive. Is a great source of satisfaction.
<b>RECOGNITION</b> Enhance self-esteem. May be reviewed as a reward itself.
<b>JOB INTEREST</b> Responsibilities should be matched to individuals' interest.
<b>RESPONSIBILITY</b> Opportunity to exercise authority and self-direction.
<b>ADVANCEMENT</b> Promotion, progress and rising rewards. Feeling that advancement is possible.

# Management Styles

## THEORY X

- If I did not drive my people constantly, they would not get on with their work.
- I sometimes have to fire somebody or tongue-lash them to encourage others.
- Leaders have to lead by taking all key decisions themselves.
- I find that most people are unambitious and must be forced to raise their sights.
- I keep my distance from the team since it is necessary for effective command.



# Management Styles

## THEORY Y

- If somebody falls down on the job, I first ask myself what I did wrong.
- I should sometimes take a back seat at meetings and let others take the lead.
- If I ask someone for their opinion on an issue, I try to do as they suggest.
- People should appraise their bosses as well as be appraised by them.
- Anyone can have creative, innovative ideas if they are encouraged.



## Keep always in mind

!



Establish a system that is  
constructive

– not obstructive –

in which people can hope  
to perform at their best.

Keep always in mind



!

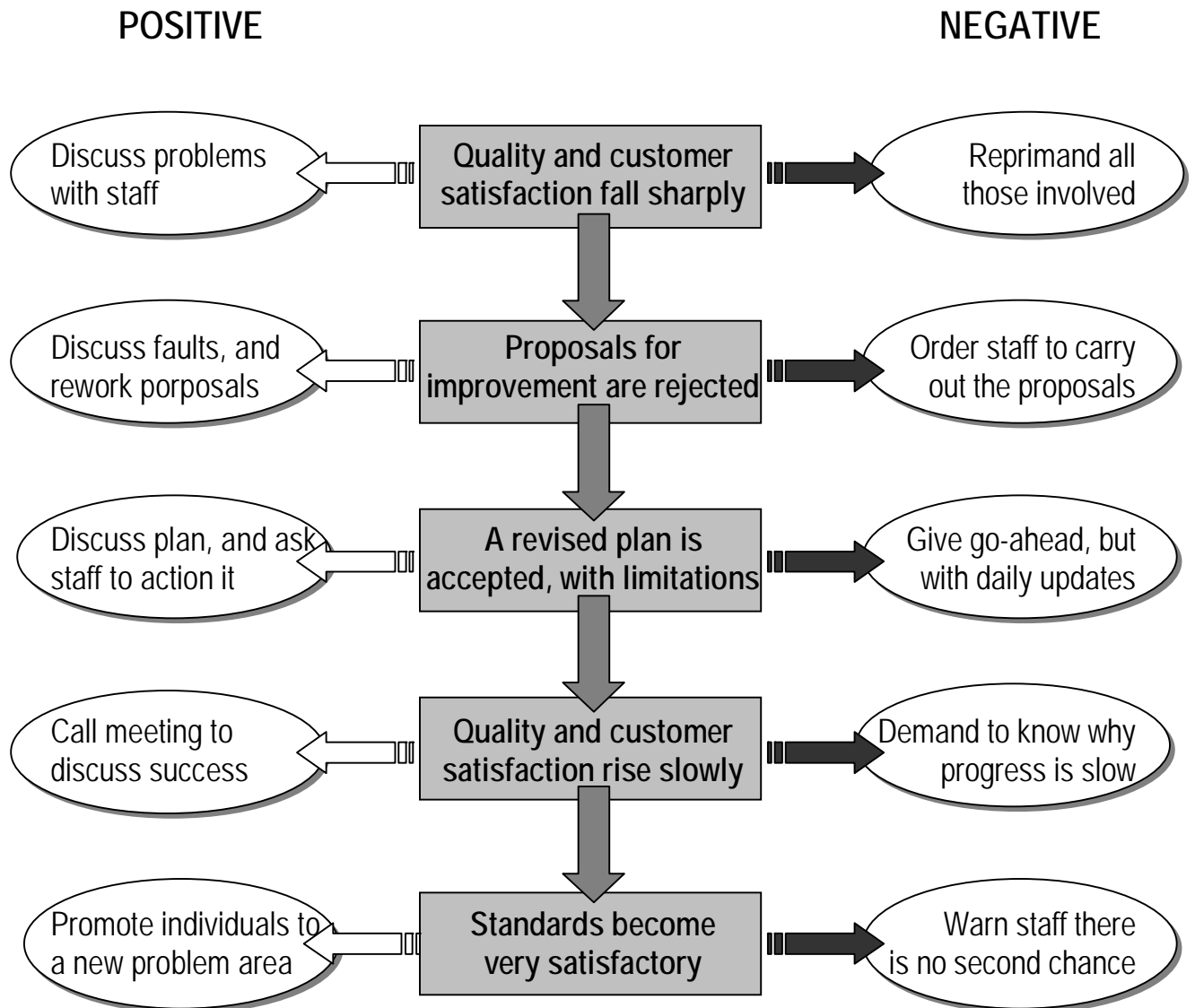
Repetition of the same  
error is inexcusable,  
since it shows failure  
to learn from mistakes

## Questions to ask yourself



- What precisely went wrong, when and where?
- What were the root causes of the failures?
- When were the deviations first signaled?
- Why were the warning signals not acted upon?
- What could have prevented the failures from occurring?

# SOLVING PROBLEMS WITHOUT ATTRIBUTING BLAME



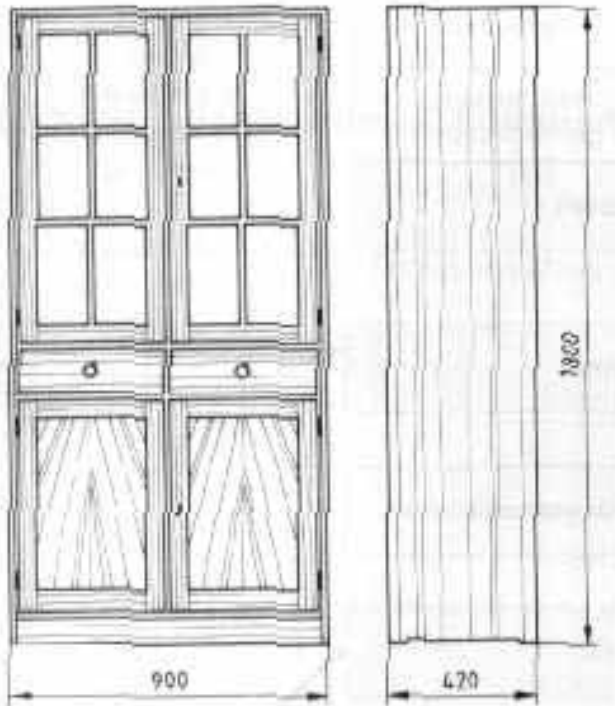
## Disciplinary Action



- Set one-to-one Meeting
- Describe performance problems.
- Review past discussions.
- Ask for reasons for the situation.
- Listen openly to the employee's response.
- Indicate what kind of disciplinary action you must take.
- Explain why.
- Discuss and agree on ways to improve the workers performance.
- Set a follow-up appointment.
- Ask the employee to summarize the discussion.
- Indicate your confidence in the employee's ability to improve.



## Composition of a Price



Solid timber:   Mahagoni  
 Finish:     Matt Finish  
 Gross amount: 156,080.00 Pesos

Cost of Sales: 100% (122,800 Pesos)



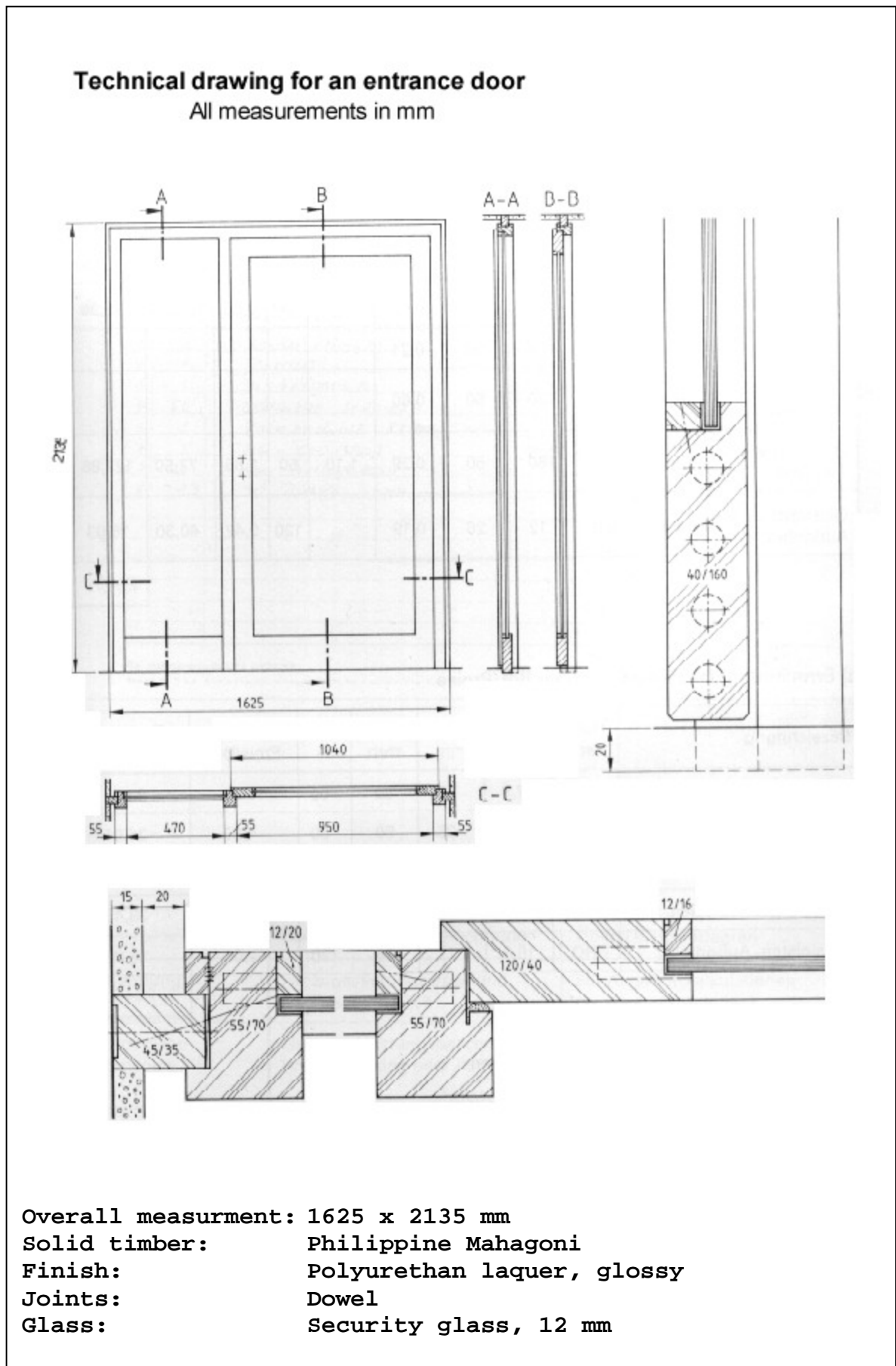
<b>Material costs</b>  39,300 Pesos  32%	Chipboard Solid timber Veneer Plywood Glue, screws Hinges Laquer, etc.
<b>Production costs</b>  31,920 Pesos  26%	Machine rates Operator rates
<b>Overhead costs</b>  cost  51,580 Pesos  42%	Taxes Insurances Administration  Rents Electricity Maintenance Repairs Depreciation Interest, etc.

<b>Margin</b> 13,540 Pesos 11% investments	Rate to cover risks and for further
---	-------------------------------------

<b>VAT tax</b> 20,460 Pesos 15%	Value added
---------------------------------------	-------------

**SELLING**  
  
**PRICE**  
  
(Gross amount)

## Example for a Technical Drawing



# Form for a Cutting List

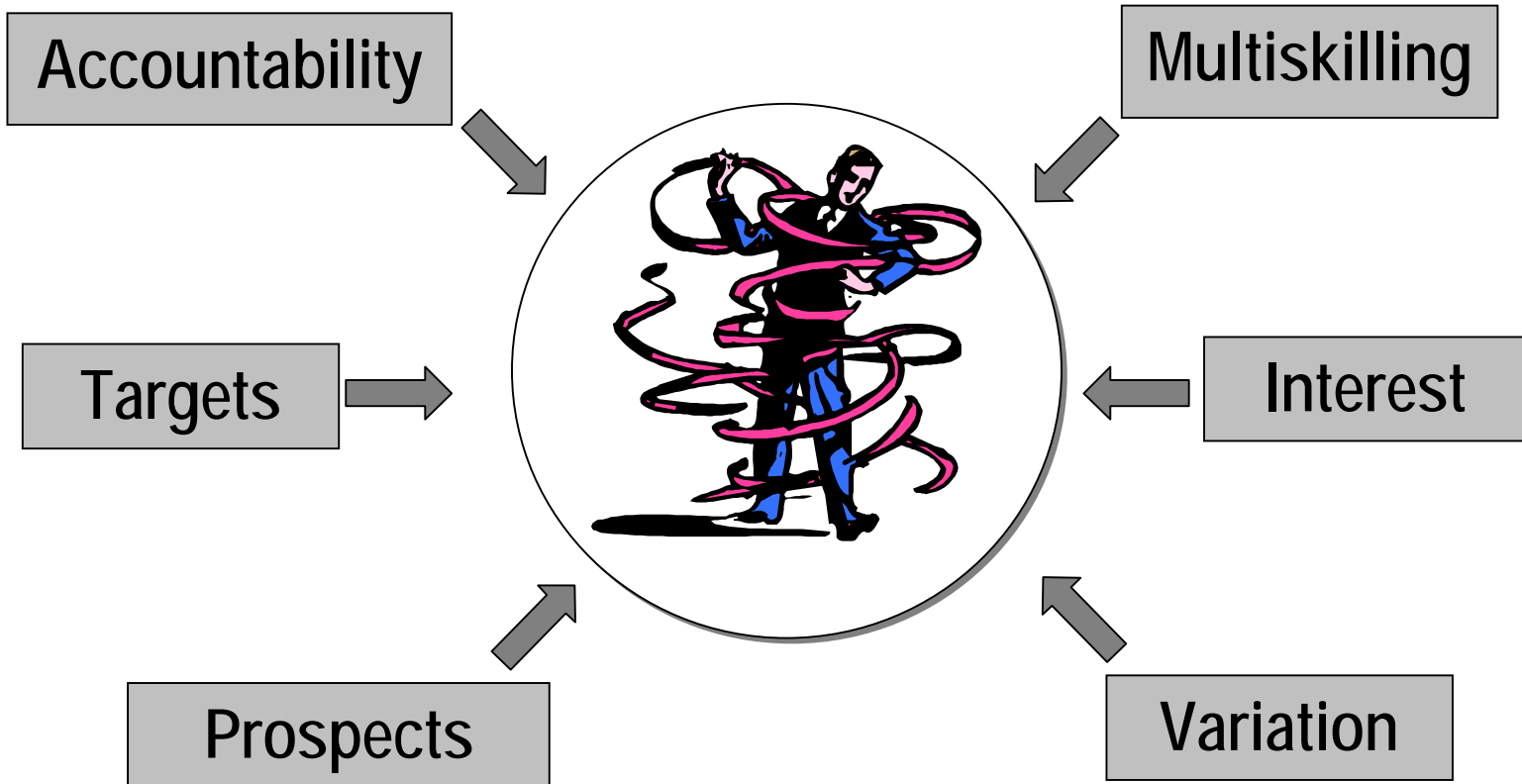
Part No.	Part Name	Material Used	Rough Dimensions			Final Dimensions			No. of Pieces	Cost / Unit	Material Cost
			Length	Width	Thickn.	Length	Width	Thickn.			
									Total Cost:		



# Form for a Calculation Sheet

<b>Company Name</b>				ORDER ID			
<b>PRECALCULATION SHEET</b>				for Item:			
Customer:				Material:			
Address:				Drawing No:			
				Quantity:			
<b>Material Costs</b>							
<b>Material Overhead</b>				<input type="text"/>		%	
(Plus)							
<b>Production Costs</b>			Prod.	Mach.	Worker	Mach . Rate	
(Machine/Section)			(hrs.)	Rate	Rate	incl. Wages	
(Equals)							
<b>Total Production Costs</b>							
(Plus)							
Administration Overh.				<input type="text"/>		%	
Sales Overheads				<input type="text"/>		%	
Product Developm. Overh.				<input type="text"/>		%	
(Equals)							
<b>Total Costs</b>							
(Plus)							
<b>Mark up</b>				<input type="text"/>		%	
				(Total Cost / ((100 - Mark Up)*.01))			
(Equals)							
<b>Retail Price</b>							
<b>Profit</b>				<input type="text"/>		Peso	

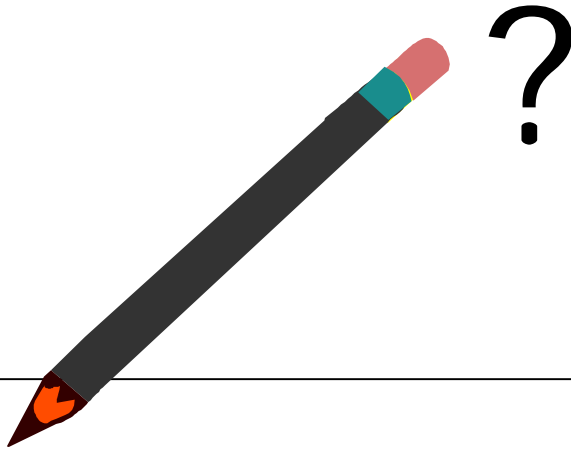
# CHARACTERISTICS OF A GOOD JOB



# How to break down a working process

Scheme of a work analysis			
Workprocess:			
Tools required:			
No.:	Work Steps WHAT?	Explanation of process HOW?	Reasons WHY?
01.			
02.			
03.			
04.			
05.			
06.			
07.			
08.			

## Questions to ask your staff



- Can I do anything to help you to perform better?
- Am I doing anything that hinders your performance?
- What do you see as your strengths and weaknesses?
- Have you any ideas about how you can improve yourself?
- How could your job or the system be improved?



## Non-financial rewards

REWARD	FACTS TO CONSIDER
<b>RECOGNITION</b> Handwritten note, engraved trophy	Reward that is personal as well as being effective in both the short and the long term.
<b>GIFTS AND PRIVILEGES</b> Holidays, sports facilities, merchandise	Immediate, and stimulating in the short term. May not meet long-term motivational needs.
<b>SPECIAL EVENTS</b> Weekends away, parties, gatherings	Involve staff from all levels. Can stimulate, relax, bond, and motivate staff.
<b>PROFESSIONAL TRAINING</b> On- or off-site courses	Effective, focused training brings high returns. Company gains a qualified employee, who feels valued.
<b>SELF-DEVELOPMENT</b> Personal, non- vocational training	Very high motivational value. Enhancing self-image raises performance level at work.
<b>EQUIPMENT</b> Company car, lap-top	Expensive equipment is highly motivational. Need to ensure that equipment is fully utilized.

## Financial rewards

REWARD	FACTS TO CONSIDER
<b>SALARY INCREASES</b> Increases in basic rate of pay	
<b>COMMISSIONS AND BONUSES</b> One-off payments linked to targets	
<b>PERFORMANCE RELATED PAY</b> Regular wage increases based on target-linked performance	
<b>SHARES/STOCK OPTIONS</b> Gifts of shares, or the chance to buy shares at a fraction of actual value	
<b>SPECIAL RATES</b> Help with mortgage/rent, insurance, and other items.	
<b>FAMILY HEALTH BENEFITS</b> Paid or subsidized schemes offering private family health care	

## How to make your production faster:



- Training of workers
- Better machines and equipment
- Use of jigs
- Identify bottleneck in the production
- Allocate materials for each order right in time
- Reduce set-up times

## The idea of KAIZEN



- ➔ "In its broadest sense, quality is anything that can be improved."
- ➔ "There is always a better way."
- ➔ "There is no acceptable best way."

The management should provide you  
with:



- Technical drawing of the item  
(or a sample)
- Specification of material, hardware  
and the quality standard (or a  
sample)
- Quantity of items that should be  
produced
- Machine rates for each machine in  
the workshop
- Operator rates (if they are not  
included in the machine rates)
- Material prices

## Determination of time



- ➔ Define the different steps of work to be done in the correct order.
- ➔ Fix the appropriate machines you want to use.
- ➔ Determine the amount of work (number of pieces, m<sup>2</sup>, etc.).
- ➔ Consider the time for the machine set-up.
- ➔ Compute the time for each working process based on your experience.
- ➔ Add a percentage for transportation inside the workshop.