

MINISTRY OF EDUCATION YOUTH
AND SPORTS

BUDGET DEVELOPMENT ADVISER

Management Processes Workshop -
May 1995

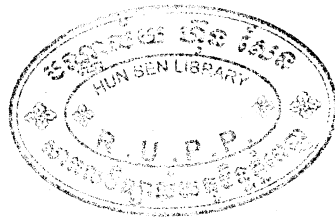
Report and associated
papers

Lance Asplin CPA

**MINISTRY OF EDUCATION YOUTH
AND SPORTS**

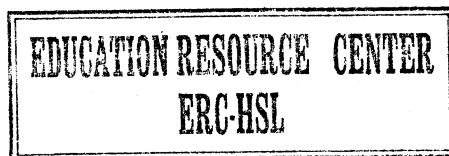
BUDGET DEVELOPMENT ADVISER

**Management Processes Workshop -
May 1995**



ERCE00000130

**Report and associated
papers**



Lance Asplin CPA

Report on Management Processes Workshop

Phnom Penh 29, 30 May 1995

Participants:

All Province Education Directors and one finance Staff from each Province. Additionally a handful of central office Department of Finance staff attended for background information and support to the Facilitator.

Facilitator: Lance Asplin
Short Term Budget Development Adviser

Method:

The workshop was based on a paper I had written which is attached. Additionally it was reinforced by a series of exercises taken from an American text. As well as those sources, I included discussion points I have used previously when making visits to Provincial Offices. All source material is attached to this report.

Objectives and Outcomes:

Participants will be better prepared to manage in an effective way and see themselves as part of a team involved in Educational improvement in Cambodia. Directors were encouraged to use the material to train staff from Districts within their Provinces in a "Train the Trainer" manner.

Reservations:

I had doubts at the outset as to the relevance of the Exercise material and as a result did not use some of it. In retrospect, I could have not only used it but the participants would have dealt with the problems the exercises posed with confidence and exuberance. More about that later.

Day One:

HE Kea Sahan (Secretary of State) opened the workshop and talked about the improvements needed in Education and specifically referred to the important role Province staff play in the development work needed. He wished the participants well.

1. What is management?

The brainstorming produced “textbook” responses. Groups came forward and added to a list provided by the previous group. Keen discussion took place. Very satisfying to see the level of understanding of the concept of what management is.

2. Organisation Chart

I drew the Siem Reap Provincial Office Organisation Chart (which is typical of the way Provincial offices are set up) on the white board and instigated lively discussion about several strengths and weaknesses in the structures and how to use the Chart as a starting point to analyse management issues. e.g. Are regular meetings called of section heads? Do District OIC’s attend regular meetings? Have you studied your organisation structure to determine how many posts you need to do the work the Provincial Office must complete? What is the relationship between the Province Education Office and the Provincial Governor in a statutory and in an unofficial sense? How do the various sections in the Education Office relate to other Government agencies? (e.g. Provincial Treasury)

These sorts of questions produced lively discussion, argument and debate from many Provincial Staff. The main comments revolved around the difficulty of getting a supply of cash from the Treasury. This was a problem common to almost all the provinces. The idea of delegating authority to the Provincial Education Director to sign Payment orders was floated and received a mixed reaction. Some in favour, some reticent to change the status quo which delegates that power to the Provincial Governor. Also the idea of paying staff salaries directly into their (the Staff’s) private bank accounts was met with a positive response from most participants.

3. Motivation

How do you motivate your staff? I Worked through the paper and covered such issues as improving performance through motivation, linking organisational goals and personal goals to achieve better performance, linking rewards such as promotion prospects, use of work and praise for effort as well as salary, to improve the performance of the Office. Participants looked through the “Needs satisfaction Questionnaire” and filled in the forms for their own personal use. This exercise shows where your particular needs are and gives you a insight into the things that motivate you. Suggested this could be valuable to give to the OIC’s of the Districts in the Provinces.

4. Group Decision Making

Following a brief introduction, I introduced them to the “Snowstorm Survival” exercise. I had been very unsure as to how well Cambodians who had not experienced snow would understand the exercise but I risked it. It was well worthwhile. This is a tribute to firstly the Khmer translation and secondly the resourcefulness of the participants. The answers, of course, are irrelevant in this context. What is important is the group dynamics that were generated during the exercise. Invariably, in the group discussions a leader emerged or in a couple of cases was elected. The participants came up and argued their particular priorities and comparisons were made of the groups results to lend authenticity to the exercise. The fact that 2 groups had arrived at decisions which, had the exercise been real, would have resulted in their death, is not important. The point of the exercise in group decision making was made and Managers advised to use groups where they thought it appropriate and useful. Some decisions will always have to be made individually but use the option where you can. Better results often occur.

4. Leadership.

What is a leader? Think of some great leaders. What attributes did they have in your eyes? This sort of approach developed the concept of using leadership attributes to enhance the management skills of the participants. We talked about the various styles and approaches some managers adopt ranging from coercive power through expert power, legitimate power and emulative power. Groups have power, use these groups to your organisation’s advantage. Participants urged to develop respect from their staff by using positive leadership qualities.

A Leadership Questionnaire was handed out and filled in and the results generally discussed. The exercise was meant to show up a particular leadership style ranging from a Facilitator to a director style but that result did not occur. Although no attempt was made to analyse the results, (that was not the purpose of the exercise) questionnaires I looked at showed that the individuals appeared strong in each of the 4 classic styles. (See questionnaire attached.)

At this stage I introduced the exercise “Motivating Jack Romero”. This is an American experiential exercise which confronts participants with a difficult management problem in an organisation and looks to extend managers concepts of motivation and leadership. I was quite unsure as to whether it would be understood in a Cambodian context as it reflects a USA private enterprise organisation. Not only did the participants understand the exercise they enjoyed and excelled in completing it. Once again the answers to the problem are not really important. The ideas discussed and argued though, are.

Day 2

5. Productivity

Briefly re-emphasised the relationship between participation and productivity and managing in times of change. Rescheduled these areas because the group wanted more time on Financial matters.

6. Financial management.

Talked through the concepts of responsibility, delegation of authority, accountability, financial recording using the “blue cards” and financial reporting. Introduced the unknown term; “audit”. Explained how audit operates in other countries and systems. Emphasised the importance of complete, accurate and reliable documentation for all financial transactions. Worked through an example of the documentation needed to properly document a payment. Invoices, vouchers, authorisations about budget availability, goods received, goods received in part or full, goods in good condition etc.

I gave examples on the white board of the sorts of financial statements that can be prepared from summarising the blue cards. These reports should be used for not only reporting up and down the organisation but also should be subject to analysis and critique by the manager.

To emphasise the delegation of authority concept I asked Mr Khieu Phan, the Chief of the Finance Bureau, to read the introduction to the Budget manual which the Minister had signed. That introduction emphasises the importance of accepting delegation.

7. Advice to Schools

I suggested the document “School Bursars Manual” which I wrote whilst in Vanuatu, and which I changed to better reflect the Cambodia situation, could be a useful guide to accounts people employed in the schools of Cambodia. I suggested they read the document and make allowance for the fact that it was not written with Cambodia in mind. There are several parts of the Manual which are quite relevant including accounting for receipts from parents and students, making payments and supporting those payments with adequate documentation, keeping registers of assets and cash books.

The course was considered a great success.

A financial statement comprising this workshop and the following workshop is included with the report on the Manager’s Budgeting Manual workshop as the two were held one directly after the other.

Lance Asplin Short Term Budget Development Adviser

cc Dr McNamara, Hang Sovonn.

WORKSHOP FOR PROVINCIAL DIRECTORATES

MANAGEMENT PROCESSES

A paper put to senior Provincial Education Personnel.

Phnom Penh, Cambodia May 7 & 8 1995

WHAT IS MANAGEMENT?

Assignment: Do a brainstorming exercise on this.

Maybe one way of defining Management is to look in the Dictionary. The Oxford Advanced Learners suggests Management is as follows:

1. Control and organisation (of a business etc.)
2. All those who control a business, enterprise, etc.
3. Skill in dealing with people.

So, management is a function and a description of people who undertake those functions and a skill with which those people operate. How did the brainstorming match up with the Dictionary meaning?

The term management can also be specific like, Human Resource Management or Financial Management, or Inventory Management. It has “control”, “decision making”, “authority” and “responsibility” connotations to it.

Scope of the Workshop.

The workshop will develop the theme of Management and showing the various areas where good management will be important and where improvements can be achieved. Above all the workshop is intended to create an awareness amongst you the participants, that sound management will result in many benefits to the organisation at all levels from the Minister’s Office to the local school community.

The workshop will also concentrate on the theme that management is only effective if there is good, reliable and correct information readily available for managers to utilise. Where does this information come from? Your staff. Your colleagues and employees.

The workshop will reinforce the importance of reliable and timely information flow to and from the Province. The processing of information properly will establish the effectiveness of the Management of the Province.

The overall theme of the workshop will be “managing for productivity”.

1. Management is Changing.

Today's workers are better educated. Many more people nowadays have University degrees. People have higher expectations from life. Workers of today are less likely to put up with the sacrifices and frustration that their parents put up with. There are more women now coming into the workforce and Government plans to assist them in climbing the management tree. Not everybody wants to work in the one job for the rest of their lives. There is an expectation to change jobs and get promotion. People want their jobs to be more interesting. They want to participate in decision making that will affect their jobs and their place in the organisation.

You as managers must be aware of the changing world of work and the different expectations your workers will have. You must be able to manage effectively with knowledge of the changing face of your organisation. Managers should realise that to get the job done, it will mean enlisting the cooperation of workers.

2. Motivation.

Motivation is about improving the performance of individuals. If individuals performance improves it follows that your Office's performance will improve. The job of making it happen belongs to you as the manager. There is no one best way to do this. Different people will be motivated in different ways. You have to find out what motivates your people and then adopt a strategy for them.

Usually motivation has a direct link to a reward. That is, effort put in by an employee will result in a certain level of performance which will depend on the reward at the end. The reward doesn't necessarily have to be money in the form of a salary. It may be in the form of praise for the results, prospect of promotion, the utilisation of the results of the work to benefit the organisation etc..

Motivation works best when we can link individual goals with the organisations goals. Workers who satisfy their own goals at the same time as satisfying the organisations goals are likely to be better motivated.

Assignment: Needs Satisfaction Questionnaire.

Assignment: Motivating Jack Romero.

3. Group Decision Making.

There are two kinds of groups in an organisation. Formal groups - the kind that show up on organisation charts and Informal groups which may or may not cut across formal groups. Human behaviour is largely shaped by group membership.

Groups have certain characteristics. They have a definable membership of people who interact in some way. They share a sense of identity or psychological awareness of one another. They hold common goals.

In a lot of situations decisions are best made by the group. Not always, but the manager should develop a sense of when to use groups for making decisions and when not to.

Assignment: Snowstorm Survival.

4. Leadership.

We know what management is: the process of organising methods, materials, manpower and other resources to achieve organisational goals. Then, what is leadership?

Leadership is more difficult to define than Management. Leaders tend to inspire as well as manage. They have vision, they enable people to extend their capabilities, they inspire loyalty and they command respect. How do they do that? Leaders seem to have power over their followers. This power can take many different forms some positive some negative. People are motivated by a desire to satisfy a particular set of needs. Rewards often influence behaviour. Most bosses control rewards so this is a source of power for the leader. Some managers use coercive power. This is negative. Penalties are imposed for poor performance. Some leaders have the quality which makes their employees try to emulate them. A boss with this sort of power exercises a strong influence on the thoughts and actions of staff. A manager who possesses expertise can influence others. He has expert power and this is a respected characteristic. Managers by virtue of their position in the organisation have legitimate power. This is also an influential characteristic as long as the manager doesn't exceed his power.

What sort of a leader are you?

Assignment: The applied leadership questionnaire.

5. Participation and Productivity.

It is well documented that participative management leads to better productivity. People like to be involved in decisions that will affect them.

The best way to study this is to work through an example.

Assignment: Two Supervisors: A study in style.

6. Managing for Change.

There is no doubt the world is changing. Change is all around us. Organisations are no different. Changes are occurring in the way we do our jobs. There is a personnel database being developed. There are new demands being placed on you as to how you will develop the budget next year. The planning process is getting better because it is responding to change. Human resources are being developed to better service the organisation. Computers will soon occupy space in your offices. You as a manager can facilitate acceptance of organisational change by learning some of the principles for managing change and then applying techniques of participative management.

Many people resist change. What can managers do to deal with this resistance? Behavioural scientists have suggested that change should be introduced steadily rather than imposed too quickly. They say that there are 3 steps to the process.

- * Unfreeze old attitudes
- * Introduce the change
- * Refreeze attitudes around the new change

Unfreezing involves pointing out where problems exist in the status quo. Until staff recognise there are problems they will not change. Remember however that if there is nothing wrong don't change it. "If it isn't broken don't fix it."

Once people are aware of the benefits of proposed change and the deficiencies in the current situation they will readily change. It is an attitude thing. The specific changes must be understood and accepted by the workers. This training program is in fact an attempt at change. If you are not convinced that this change is necessary then it will not happen. Once you do agree and take these thoughts back to your workplace and use them, then change will occur.

Refreezing is the process where newly acquired behaviour becomes regular behaviour. Your role in refreezing is to create an environment in your workplace which will reinforce the desired change.

To reduce resistance to change, managers can note the following:

- create awareness of the need for change
- involve people in determining what the changes should be
- communicate the changes and the rationale behind them honestly
- deal in a forthright way with people's concerns
- give people a role in introducing the changes

- foster participation.

Assignment: Improving efficiency at Diamond Auto Parts.

7. Organisational Integrity.

Perhaps the most critical challenge facing management is building and retaining an organisation of technically proficient, highly motivated, and creative thinking managers, working together toward common goals.

Assignment: Organisational Effectiveness Questionnaire.

8. Financial Management.

Some of you will have attended the Education Budgeting and Financial Management workshop in March. I will not go over the same ground here. What I want to talk about is making the most of the financial resources at your disposal.

As managers you have responsibility for a part of the Education Budget. It is your responsibility to spend it in a planned and efficient way. There must be systems in place which enable you to participate in the planning process for your province. This will mean involvement of your district offices and the schools within your districts.

With responsibility comes accountability and you must be able in your budget bidding process, to show that all the needs of you districts and schools are included. This is part of the planning cycle. If the budget that you get is less than the bid you have made then you should, using some of the techniques talked about in this workshop, adjust your plans and communicate those changes.

Accountability obviously also extends to actually spending the money. Spending is best recorded by using the blue cards. Every purchase you approve should be recorded by your accounts staff on the blue card for the appropriate sub paragraph. Periodically, the Department of Finance will issue reports which you can check against your records. The blue cards are useful because they will give you a running total of how much you have spent on a particular sub paragraph and how much is left. You will be assisted in your accountability by a financial controller who will be placed in each province by the Ministry of Economy and Finance.

You should prepare reports on expenditure for the districts and schools under your control. This is part of sound financial management. You need to be able to show that money has been spent on planned activities and that it has been spent properly. Eventually you may have to provide your accounts for audit and for this reason as well as others it is critically important that you can properly document all expenditure. Documentation will include order approvals, invoices and receipts and appropriate cash withdrawals and authorisations. Each single payment must be supported by full documentation.

Financial Management like all types of management comes down to common sense. Remember it is not your money but treat it with care and spend it as you planned.

9. Asset Management.

Are you all clear on what assets are? Books have been written to attempt to define the term properly. For our purposes assets can simply be defined as things of value which have a useful life. Best if we give some examples. Cash, equipment, buildings, grounds, library books, desks, chairs and school furniture, computers and software, etc..

Asset management means that you should have systems in place to enable you to tell where all assets are at a particular time and who is in charge of them. You should, for example, have a system in your schools libraries to show who has borrowed a particular book and when it is due to be returned. You should also be able to assign responsibility for assets such as photocopiers etc to particular people in positions of authority. Assets should be treated with the same respect as cash. They can be stolen so you need to ensure that they are secure and that all important details are recorded about them. An assets register is used for this. Such items as date purchased, how much it cost, where it is housed, when it was last officially stock taken, what its condition was and when it was sighted by the auditors.

At some future stage it may be necessary to record values of assets and to prepare balance sheets and depreciation schedules in respect of assets. At this stage though an assets register is all that is required.

10. Advice to Schools.

I have attached a Manual for school bursars and principals for keeping their accounts. It was written in relation to an education system in the South Pacific but has some relevance here. A lot of what is contained in the manual relies on the fact that there is a banking system and that payments are made by cheque and not by cash. This needs to be read here in Cambodia, which has not got a full banking system yet in place, in that light.

It is suggested that in the future you could use in-service sessions to circulate and discuss this document amongst school finance people and principals.

Acknowledgement: The assignments used are taken from a publication called "Managing for Productivity" by Organisational Dynamics, Inc. Many of these assignments have been used elsewhere.

សិក្ខាសាលាសំរាប់គណនាយកក្រុមខេត្ត

អង្គក្រុមនៃការគ្រប់គ្រង

« ឯកសារជូនដល់បុគ្គលិកអប់រំខេត្ត ជាន់ខ្ពស់ »

រាជធានីភ្នំពេញ , ១៦-១៧ ឧសភា ១៩៩៥

តើការគ្រប់គ្រងជាអ្វី ?

« សូមអិះគិតពិចារណាសំណួរខាងលើ »

បើតាមនិយមន័យក្នុងវចនានុក្រម " OXFORD ADVANCED LEARNERS " បានអោយន័យថា :

១- ត្រួតពិនិត្យ និងចាត់តាំង

២- អ្នកគ្រប់គ្រង

៣- វិធីសាស្ត្រសំរាប់បង្កើតទំនាក់ទំនង រវាងមនុស្ស និង មនុស្ស ក្នុងការគ្រប់គ្រង

ដូចនេះ, ការគ្រប់គ្រងគឺជាតួនាទីចំបងចំពោះមុខរបស់មនុស្សដែលទទួលយកតួនាទីទាំងនោះ មកប្រតិបត្តិដើម្បី ដំណើរការ ការងារណាមួយអោយបានល្អ ។

តើយើងយកអត្ថន័យណាមួយមកប្រើប្រាស់ ?

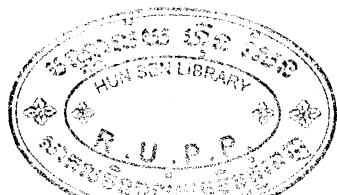
ពាក្យថា «ការគ្រប់គ្រង» បានយកមកប្រើជាពាក្យជំនាញដោយឡែកដូចជា «ការគ្រប់គ្រងធនធានមនុស្ស» «ការគ្រប់គ្រងហិរញ្ញវត្ថុ» ឬ «ការគ្រប់គ្រងសារពើភ័ណ្ណ» ។

អត្ថន័យរបស់វាគឺត្រូវមានន័យថា « ការត្រួតពិនិត្យ » « ធ្វើការសំរេចចិត្ត » « សិទ្ធិអំណាច » និង « ការទទួលខុសត្រូវ » ។

ខ្លឹមសារអប់រំសិក្ខាសាលា :

សិក្ខាសាលានឹងអភិវឌ្ឍន៍ប្រធានបទនៃការគ្រប់គ្រងនិងឆ្លុះបញ្ចាំងពីប្រយោជន៍នៃការគ្រប់គ្រង បានល្អ និង ការកែលំអមួយចំនួន ។

សិក្ខាសាលាមានបំណងបង្កើតនូវ ការយល់ដឹងឱ្យអង្គសិក្ខាសាលា ដែលបានចូលរួមអំពី វិធីសាស្ត្រក្នុងការគ្រប់គ្រង ដែលអាចនាំមកនូវគុណសម្បត្តិជាច្រើន សំរាប់អង្គការចាត់តាំងគ្រប់លំដាប់ តាំងពីការិយាល័យ កណ្តាលរហូតដល់ សហគមន៍មូលដ្ឋានឆ្ងាយៗ ។



សិក្ខាសាលាអាចផ្តល់ ជាបទពិសោធន៍ល្អ ដល់អង្គសិក្ខាសាលានូវប្រសិទ្ធិភាព សំរាប់បំពេញ ការពិប្រសិទ្ធិខាង ពិបាករាល់ពេលវេលា របស់អង្គសិក្ខាសាលានេះ ។ ដើម្បីដោះស្រាយ ឬ ពិបាកល្អ ល្អ មកពិណា? ពោលគឺបានមកពីការ ពិភាក្សាទៅវិញទៅមក របស់អង្គសិក្ខាសាលាទាំងមូល ។

សិក្ខាសាលាបាន បង្កើតបានជាចលនាព័ត៌មាន ទៅវិញទៅមក រវាងខេត្តនិងខេត្ត ។ ចលនា ព័ត៌មាននេះអាចក្លាយជាលទ្ធផលល្អ និងមានប្រសិទ្ធិភាព សំរាប់ធ្លាក់គ្រប់គ្រងខេត្តទាំងនោះ ។

សរុបមក, សិក្ខាសាលាមានបំណងតែម្យ៉ាងគឺ « ផ្តល់ព័ត៌មាន ដើម្បីគ្រប់គ្រងការងារ អោយទទួលបានលទ្ធ ផលល្អបំផុត » ។

១- បសិទ្ធិកម្មការគ្រប់គ្រង :

នាបច្ចុប្បន្នកាលនេះ មនុស្សភាគច្រើនបានទទួលបាន នូវការអប់រំខ្ពស់ , អ្នកខ្លះ បានទទួល សញ្ញាប័ត្របរិញ្ញាត្រី ឬ បរិញ្ញាទោ ឬ រហូតដល់បណ្ឌិតទៀតផង ។ ការចេះដឹងនេះ ហើយដែលនាំឱ្យ មនុស្សទាំងនេះ ចង់ទទួលបានការងារល្អ និងថ្លៃសំរាប់គេ ដើម្បីយកទៅបំរើប្រទេសជាតិអោយទទួលបាន នូវវឌ្ឍនៈភាពសង្គម ។ អ្នកចេះដឹងទាំងនោះមិនចង់ ធ្វើការណាមួយសំរាប់មួយជីវិតរបស់គេឡើយ, គឺ ចោលកិច្ចការចាស់ចោល និង បន្តយកកិច្ចការថ្មីមកជំនួស ។

បច្ចុប្បន្ននេះ ,មានស្ត្រីជាច្រើន បានទទួលការអប់រំបានខ្ពស់, គេអាចចូលទៅបំរើការងារ របស់រដ្ឋា ភិបាល ក្នុងមុខតំណែងសំខាន់ៗ ដូចបុរសដែរ ។ មានតែមនុស្សចេះដឹងនេះហើយ ទើបមានកំរិតកែលំអ ការងារឱ្យ ប្រសើរឡើងៗ និងទទួលបានប្រសិទ្ធិភាពខ្ពស់សំរាប់សង្គមជាតិ ។

ក្នុងនាមជាអ្នកគ្រប់គ្រង , អ្នកត្រូវស្វែងយល់អំពីភាពវិកចំរើន របស់ពិភពលោក ដែលមានប្រទេស ភាគច្រើនបានអភិវឌ្ឍន៍ ទៅមុខជាលំដាប់ ។

២- ការលើកទឹកចិត្ត :

ដើម្បីជំរុញការងារ អោយបានលទ្ធផលល្អ , ចាំបាច់ត្រូវមានការលើកទឹកចិត្តដល់មនុស្ស ដែលបំ ពេញការងារនោះ ។ ការលើកទឹកចិត្តត្រូវបង្កើតឡើងដោយ ប្រធាន ឬ នាយកណាមួយ ។ ការលើកទឹក ចិត្តនេះ អាចអនុវត្តបានច្រើនយ៉ាង សំរាប់មនុស្សផ្សេងៗគ្នា ។ ត្រូវប្រើយុទ្ធសាស្ត្រ ដើម្បីលើកទឹកចិត្តអ្នក ធ្វើ ការល្អ ដូចជាជូនរង្វាន់ផ្សេងៗ សំរាប់ស្នាដៃណាមួយ ដែលសំរេចបានលទ្ធផលល្អៗ រង្វាន់នោះមិនអាច សំដៅ តែទៅលើប្រាក់ឡើយ , ពោលគឺជាប័ណ្ណលើកទឹកចិត្ត , ការតំលើងតំណែងថ្មី , ឬ វត្ថុផ្សេងៗដែល តំណាងអោយអ្នកមានស្នាដៃល្អ ក្នុងការងារ ។

ជំហាន II - « ចូរឆ្លើយ នឹង គ្រឿងស៊ីស្តែមផ្នែកណាមួយនៃអត្ថបទ ដែលបង្ហាញពីការលើកទឹកចិត្តល្អ សំរាប់លោក JACK ROMERO ។

៣- ការច្រើនសេចក្តីសំរេចចិត្ត :

សេចក្តីសំរេចចិត្ត ក្នុងការងារ , អាចមានកើតឡើងគំនិតខុសៗគ្នា, ពុំអាចមានតែប្រធានម្នាក់គត់ ដែលអាចសំរេចការងារបានឡើយ , ជួនកាលបុគ្គលិក ឬ ក្រុមបុគ្គលិកណាមួយអាចគាំទ្រ ឬ ជំទាស់ការសំរេច ចិត្តនោះ ព្រោះក្រុមនីមួយៗ អាចមានគំនិតរួមរបស់គេ ។

ការធ្វើសេចក្តីសំរេច ចាំបាច់អនុវត្តទៅតាមក្រុមៗ ជៀសវាងមនុស្សណាម្នាក់ ព្រោះគំនិតច្រើនប្រសើរជាង គំនិតមួយ ។

ជំហាន III « តើអ្នកធ្វើការតស៊ូយ៉ាងណាខ្លះ ចំពោះព្យុះទឹកកក កំណាចដែលបានរារាំងការងាររបស់អ្នក? »

៤- ការដឹកនាំ :

យើងបានដឹងថា ការគ្រប់គ្រងដ៏ជាអភិក្រម រៀបចំវិធីសាស្ត្រត្រួតពិនិត្យ , ចាត់ចែងកំលាំងពលកម្ម រៀបចំសំភារៈការងារ , និងរៀបចំកិច្ចការផ្សេងៗទៀត ដើម្បីសំរេចបាននូវលទ្ធផលល្អ ។ ដូចនេះ សួរថា « ការដឹកនាំគឺជាអ្វី ? »

ពាក្យថា « ដឹកនាំ » មានន័យខុសពី « គ្រប់គ្រង » ហើយពិបាកកំណត់ អត្ថន័យរបស់វាទៀតផង ។ ម៉្យាងទៀតខ្ញុំ, អ្នកដឹកនាំអាចមានតួនាទី លើសពីការគ្រប់គ្រងទៅទៀត ។ អ្នកដឹកនាំអាចមានអំណាចទៅ លើអ្នកនៅពីក្រោម, ហើយអំណាចនេះអាចទទួលបានទាំងវិជ្ជមាន និង អវិជ្ជមាន ។ ប្រការដែលចេះគិតគូរ អំពីរង្វាន់លើកទឹកចិត្ត គឺជាប្រភពអំណាចរបស់អ្នកដឹកនាំ ។ មានអ្នកគ្រប់គ្រងខ្លះប្រើអំណាចផ្តាច់ការ ទៅ លើបុគ្គលិក, ការប្រើអំណាចបែបនេះ នឹងនាំមកនូវរាព « អវិជ្ជមាន » ឬ ដាក់ទំលាក់លើបុគ្គលិក ដែលធ្វើ ការមិនបានល្អ ។ ចំណែកអ្នកដឹកនាំល្អ វិប្រើបុគ្គលិក អោយបំពេញកិច្ចការតាមរយៈ របៀបព្រះបណ្ឌិត និងលើកទឹកចិត្ត, ពោលគឺពុំមែនអោយបុគ្គលិក ពោតខ្លាចតែតំណែងខ្ពស់របស់ខ្លួនឡើយ ។ កិច្ចការអ្វីមួយ ដែលបុគ្គលិកធ្វើ គួរតែកើតឡើងដោយ ស្មារតីផ្ទាល់ខ្លួន និង ការស្ម័គ្រចិត្តរបស់គេ ។ ដូចនេះអ្នកដឹកនាំល្អ គឺជាអ្នកគ្រប់គ្រង ដែលមានសិទ្ធិអំណាចស្របច្បាប់ និងមានព្រំដែនកំណត់ មិនមែនប្រើអំណាចហួស ព្រំដែនឡើយ ។

តើលោកជាអ្នកដឹកនាំប្រភេទណាដែរ ?

ជំហាន IV « ចូរគ្រឿងស៊ីស្តែមចំណុចណាមួយ ដែលអ្នកយល់ថា ល្អជាងគេ បើសិនជាអ្នកជាប្រធាន បុគ្គលិក ? »

៥- ការចូលរួម និង ផលិតផល នៃការងារ :

ការគ្រប់គ្រងទាមទារ ការចូលរួមបំពេញការងារ ដើម្បីនាំមកនូវផលិតផល ដ៏ល្អប្រសើរ ។
ដូចនេះ មនុស្សគ្រប់រូបត្រូវតែឆ្លងកាត់ការសំរេចចិត្តដើម្បីទទួលបាននូវ ផលិតផលទាំងអស់នោះ ។

វិធីសាស្ត្រល្អបំផុតសំរាប់ សិក្សាស្រាវជ្រាវ គឺត្រូវអនុវត្តការងារនោះ តាមរយៈលំហាត់ខាង
ក្រោមនេះ :

លំហាត់ V: « យើងមានប្រធានពីរនាក់ ឈ្មោះ Martin and Franklin ចូរធ្វើការវាយតម្លៃ លើការ
ងាររបស់អ្នកទាំងពីរ ។

៦- ការតែងតាំងការងារគ្រប់គ្រង :

ដោយសារបច្ចេកវិទ្យា ចេះតែរីកចម្រើនជាលំដាប់ ទូទាំងពិភពលោក ដូចនេះ ពេលវេលាបំពេញ
ការងារ អាចថយចុះព្រោះយើងប្រើប្រាស់ម៉ាស៊ីន COMPUTER ក្នុងការិយាល័យ។ ម៉្យាងទៀតយើង
ត្រូវសិក្សាស្រាវជ្រាវ អំពីបច្ចេកទេសថ្មី ក្នុងការគ្រប់គ្រង ដូចជាមូលដ្ឋាន ទិន្នន័យត្រូវបាន បញ្ចូលទៅក្នុង
ម៉ាស៊ីន COMPUTER ជាប្រចាំ ។ ដូចនេះការវិវត្តន៍ នៃ បច្ចេកវិទ្យាអាចនាំអោយការ គ្រប់គ្រងប្រែ
ប្រួលទៅតាមបច្ចេកវិទ្យាថ្មី ទាំងនោះដែរ ។

មានអ្នកខ្លះមិនចង់រត់តាមវិទ្យាសាស្ត្រឡើយ ព្រោះនេះជារឿងថ្មីសំរាប់ ការងារ និង ជំនាញរបស់
គេ ។ អ្នកវិទ្យាសាស្ត្របានលើកឡើងថា ការបញ្ចូលបច្ចេកវិទ្យាថ្មី អាចដំណើរការសន្សឹមៗ មិនរហ័សពេក
ឡើយ ។

យើងមានចំណុច ៣ ត្រូវពិចារណា :

- * ប្រែក្លាយគំនិតគ្រប់គ្រងចាស់ ទៅជាគំនិតថ្មី ៗ
- * បញ្ចូលគំនិតថ្មី សំរាប់គ្រប់គ្រងការងារ
- * រក្សាទុកគំនិតចាស់នៅដូចដើម

ការលុបចោលឬបំភ្លេចចោល នូវគំនិតការងារចាស់ គឺ បានន័យថា ទទួលយកគំនិតថ្មី ប្លែកៗ និង
ទិសដៅការងារនៅដដែល ជួនកាលបុគ្គលិកពុំបានចាប់អារម្មណ៍ថា មានការកែប្រែផង ។ ឧទាហរណ៍:

បើរថយន្តខ្លួន ហើយយើងមិនជួសកុលវាទេ ជួនកាលយើងយល់ថា រថយន្តយើងមាន ស្ថានភាព
ដូចមុន (បើយើងមិនបានដឹងថាឡានខូច) ។

បើក្នុងករណី ដែលយើងចង់បានលក្ខណៈថ្មីឬបច្ចេកវិទ្យាថ្មី ដែលយើងយល់ថា យើងទទួលបានគុណសម្បត្តិ
ពីការកែប្រែនោះ យើងគួរតែធ្វើការកែប្រែ ។ ឧទាហរណ៍ : បើយើងយល់ថា ការបណ្តុះបណ្តាល អាចនាំ
មកនូវផលប្រយោជន៍ សំរាប់យើង, នោះយើងត្រូវចូលរួមសិក្សាស្រាវជ្រាវក្នុងកម្មវិធីបណ្តុះបណ្តាលនោះ ។

ក្នុងករណីរក្សាទុកគំនិតលើម នៅដដែល ពេលនោះអ្វីៗ ដែលមានពីមុនមកពី រក្សាទុកភាពលើម ដដែល ។ ប៉ុន្តែតួនាទីក្នុងការថែរក្សាទុក ការគ្រប់គ្រងនៅដដែល គឺ ត្រូវជួបប្រទះបញ្ហាផ្សេងៗខ្លះ ព្រោះអ្វីៗ ទាំងអស់សុទ្ធសឹងមានចលនា និង ប្រែប្រួលគ្រប់ពេលវេលា ។ ដូចនេះអ្នកគ្រប់គ្រង ត្រូវយល់ដឹង អំពីចំណុចសំខាន់ៗ របស់ខ្លួនឯង និងពីបុគ្គលិក ដូចខាងក្រោម :

- បង្កើតគំនិតកែប្រែការគ្រប់គ្រង
- បង្ហាញពីគុណសម្បត្តិ នៃការកែប្រែរបៀបគ្រប់គ្រង
- ប្រៀបធៀបការខុសគ្នា រវាងការកែប្រែ និង បែរកែប្រែ
- សាកសួរគំនិតបុគ្គលិកម្នាក់ៗ អំពីការគ្រប់គ្រង
- អនុញ្ញាតិអោយបុគ្គលិកម្នាក់ៗ បញ្ចេញគំនិតកែប្រែការងារ
- បង្កើតការចូលរួម ប្រជុំការងារកែប្រែ ការគ្រប់គ្រង

ឧទាហរណ៍ VI ចូរធ្វើបសិក្ខកម្ម នៅរោងចក្រតំឡើងរថយន្តឈ្មោះ "DIAMOND AUTO PARTS"

៧- បុរេណាគាត ទំន ករមាត់ភ័យករខ្មាច :

ក្នុងប្រព័ន្ធចាត់តាំងការងារ ប្រហែលជាមានភាព ររាក់រអួលខ្លះ ៗ ក្នុងការគ្រប់គ្រង ព្រោះបុគ្គល ម្នាក់ៗ មានទស្សនៈយល់ឃើញផ្សេងៗគ្នា ។

ឧទាហរណ៍ VII: ចូរក្រើសរើស និង កំណត់តំលៃទៅលើខ្លឹមសារនីមួយៗ នៃ ប្រសិទ្ធិភាពការងារល្អ ។

៨- ការគ្រប់គ្រងហិរញ្ញវត្ថុ :

យើងបានថាមានសមាជិកខ្លះ បានចូលរួមក្នុងសិក្ខាសាលា ស្តីពីការគ្រប់គ្រង ហិរញ្ញវត្ថុ និងតំរោង ថវិកា ចំនួន ៣ ថ្ងៃ ពីថ្ងៃ ២១- ២២-២៣ - ខែមីនាឆ្នងទៅ ។

ចំណែកឯសិក្ខាសាលាពេលនេះ គឺជាទំនាក់ទំនងរវាងការិយាល័យស្រុក និង សាលារៀននៅតាម ស្រុកទាំងនោះ ។ បើសិនជាថវិកាសំរាប់ខេត្តរបស់អ្នកខ្លះ ឬ គិតជាឯករាជ្យការជាក់ស្តែង សូមប្រើប្រាស់ពេល វេលា និង ចម្ងល់នៅក្នុងសិក្ខាសាលានេះ គឺ ក្នុងបំណងកែប្រែ ឬ ដោះស្រាយបញ្ហាទាំងនោះ ។

ការចំណាយគឺត្រូវតែកត់ចូល ក្នុងប័ណ្ណខៀវ " BLUE CARD " ព្រោះថាការចំណាយ អាច នាំឱ្យយើងបានបានស្ថាន ថវិកាសំរាប់លើកក្រោយ ។ ម៉្យាងទៀតការចំណាយអាចប្រាប់អំពី ថវិកាជាក់ ស្តែងបាន មានន័យថាការស្នើរសុំថវិកា មិនពិប ឬ លើសពីការជាក់ស្តែងឡើយ ។ ក្រោយពីបានកត់ចូល ក្នុងប័ណ្ណខៀវរួចហើយ យើងយកតួលេខចំណាយនោះ ទៅតំកល់ទុកក្នុងម៉ាស៊ីន COMPUTER បន្ទាប់ មក អ្នកចេញផែនការចាយការណ៍ចំណាយប្រចាំខែ ប្រចាំត្រីមាស ឬ តាមកាលកំណត់ណាមួយ ។

ក្រោយពីបានទទួលរបាយការណ៍ចំណាយ ប្រចាំសាលារៀន របាយការណ៍ចំណាយនោះ អាច
យកមកផ្ទៀងផ្ទាត់ និង របាយការណ៍ចំណាយដែលអ្នកបង្កើតបាននោះ ។

នៅតាមខេត្តនីមួយៗ ត្រូវមានអ្នកពិនិត្យហិរញ្ញវត្ថុម្នាក់ ដែលប្រចាំការនៅខេត្តនោះ ។ អ្នកត្រួត
ពិនិត្យហិរញ្ញវត្ថុនោះ ត្រូវបានចាត់តាំងពីក្រសួងហិរញ្ញវត្ថុ ។

រាល់សំណុំឯកសារចំណាយផ្សេងៗទៀត ត្រូវរក្សាទុកយ៉ាងត្រឹមត្រូវ សំរាប់ធ្វើការវែកត្រួតពិនិត្យ ។
ថវិកាដែលត្រូវចំណាយ ពុំមែនជាប្រាក់របស់អ្នកឡើយ ប៉ុន្តែអ្នកត្រូវចាត់ទុកប្រាក់នោះ ជាប្រាក់ផ្ទាល់ខ្លួន
អ្នក ដោយចាយវាយយ៉ាងត្រឹមត្រូវ និង ប្រយ័ត្នជាទីបំផុត ។

៩- ការគ្រប់គ្រងទ្រព្យសកម្ម :

ទ្រព្យសកម្មរួមមានសាច់ប្រាក់ ឧបករណ៍ប្រើប្រាស់ អាគារ , ដីធ្លី , បណ្ណាល័យ , តុ ទូ , ម៉ាស៊ីន
អង្កុលិលេខ, COMPUTER - ល . ។

ដូចនេះការគ្រប់គ្រងទ្រព្យសកម្ម ទាំងនោះត្រូវអោយមានកន្លែងទុកដាក់ ច្បាស់លាស់ និងមានអ្នក
ទទួលខុសត្រូវទៀតផង ។ ត្រូវបង្កើតសៀវភៅសារពើភ័ណ្ណ (បញ្ជីសារពើភ័ណ្ណ) សំរាប់គ្រប់គ្រង ទ្រព្យ
ទាំងនោះ ។ បញ្ជីសារពើភ័ណ្ណរួមមានកំណត់កាលបរិច្ឆេទទិញ តំលៃវត្ថុនោះ លេខសេរីរបស់វត្ថុនោះ អ្នក
ណាតាមអ្នកប្រើប្រាស់ (ឈ្មោះអ្នកប្រើ) .ល. ។

១០- ការផ្តល់ឱ្យវិនិយោគសាធារណៈ :

ខ្ញុំបានភ្ជាប់ជាមួយនូវ សៀវភៅរក្សា សំរាប់ហិរញ្ញវត្ថុ ដែលទាក់ទងដល់តំបន់ SOUTH
PACIFIC ។ សូមបញ្ជាក់ថា ប្រព័ន្ធច្រើប្រាក់ និង ចំណាយត្រូវអនុវត្តទៅតាម មូលប្បទានបំប្រុង (សែក)
គេពុំសូវប្រើសាច់ប្រាក់ឡើយ ។

ដូចនេះ ប្រទេសកម្ពុជាគួរតែចាប់ដំណើរ ចំណាយជាមូលប្បទានបំប្រុងវិញ ទើបប្រសើរជាង
ប្រើប្រាស់សាច់ប្រាក់ ។