CHAPTER 1 — PLANNING

·The Primary Function of Management

Introduction

Management, as many experts' view, is a process that involves a number of functions. It refers to various functions performed by managers to ensure that the available materials and human resources are efficiently utilized to achieve the desired objectives (Ward, 2021). Based from the management theory of Fayol, he described management as a process of five functions such as planning, organizing, commanding, coordinating and controlling. Modern authors, however, do not view co-ordination as a separate function of management. It is mainly the task of planning, coordinating, motivating and controlling the efforts of others towards a specific objective. Thus, the functions of planning, organizing, staffing, directing, co-coordinating and controlling fall under the process of management. Whether its people are working from home or back in the office — support systems, communication and innovation channels for continued change management, and transformation need to remain alive and well for employees in the long term (Carroll, 2020).

Planning in the context of management refers to the steps that are needed in order to reach the desired goal and anticipating what changes are expected to meet and how to maximize human resources and other opportunities to reach the expected outcome (Havrysh, 2019). It involves processes and a careful analysis of the present resources and current trends to foresee the demands in the future. A goal is basically what the organization wants to realize at a certain time and a plan is the one that provides directions on how they can get there. It is a basic function of management which is necessary in the other managerial function like: organizing, directing, staffing, and controlling. Planning is considered a framework on how the business will be organized. It outlines what future activities are to be done, and how these activities are delegated to the right personnel in the organization. Having a plan of action also help managers to direct their people as it lay down instructions, that guide people to perform their duties and responsibilities. It also establishes standards to measure the performance of the staff by comparing their accomplishments as per the set plans.

Planning involves careful analysis. To come up with a viable plan, SWOT analysis need to be conducted. Identifying the organization's strengths, weaknesses,

opportunities and threats is very important to obtain efficiency and sustainable growth. It determines the organization's direction towards a systematic way of decision-making. It is an organized foresight that involves predicting future risks and creating plans to control the future problems. Effective planning entails incorporating both internal and external factors that would affect the entire operation of the organization from capital, materials, resources, economic impact, government formalities, and technological advancements.

Reflection

a. Educational and Industrial Planning in the New Normal
The COVID-19 pandemic created a predicament in terms of social, economic, and environmental, and educational implications. The consequences of this crisis in the most affected countries are manifold and of unprecedented severity for most organizations particularly educational institutions. In addition to its human impacts, particularly for victims with severe symptoms and for overburdened health services, restriction policies and the halting of economic activities in most industrialized countries (McKee, 2020).

At the height of the pandemic, traditional resilience planning was not enough. The rapidly growing threat of the

COVID-19 virus impacted the business community across the world. The global nature of today's business environment is facing a serious risk of distractions that resulted in significant loss of revenue and adversely impact global economies. The most affected sectors of the pandemic are the education sector. Due to lockdown and community quarantine imposed by the government, all educational institutions worldwide need to shutdown to lessen the spread of the pandemic.

Educational planning was needed to prepare a contingency plan on how to continuously deliver their services despite of the pandemic (IIEP-UNESCO, 2020). Educational leaders in the academe played a vital role in establishing a culture of trust, collaboration, and shared leadership during the crisis and identified the ability of the institution to withstand times of crisis. Though educational leaders and planners in the academic institutions played a crucial role, in reality, their role faced with hesitations with the widespread of the virus. In order to ensure that the delivery of educational services will not be disrupted, educational planners all over the world, came up with a strategic decision to mirror the classroom teaching and learning into online teaching and learning (Duari & Sarkar, 2019).

The purpose of planning in educational institutions particularly in the HEIs is to improve the institutional effectiveness and enhance management capability. It helps educational institution manage whatever uncertainties in the future. It has two purposes which include to connect the academe to its to its environment and to provide unity and direction. Planning helps educational institution become active rather than passive. It serves as a resource and potential provider of competitive advantage that signifies a dramatic shift away from the notion of a "one size-fits-all" model (Pucciarelli & Kaplan, 2016). Planning should be adapted to the specific conditions facing the institution. Each institution must evaluate its own environment and make the best decisions possible. Thus, planning is a rational and a systematic process that requires leaders of educational institutions and to determine where the institution is headed in times of difficult times like the worldwide pandemic.

Educational planning during the new normal is critical because educational institutions' function is the sum of independent parts that work together to achieve a desired purpose. However, the plan remained flexible as the conduct of remote learning needs to be monitored and evaluated as the world is still not stable due to current pandemic issues. Plans are not permanent because they need to be updated and

revised as the need arises. In educational institutions, planning needs both formulation and implementation of strategy. Through planning, educational institutions identify the major goals and objectives and then formulate policies to meet objectives. In higher education, changes in the plan are needed due to external influences that caused in the realization of the plan. There was a need to use planning techniques to reshape the strategy in order to survive, and become more flexible. In the ne normal, identifying end before means is needed in order for the means to be guided for getting there. If an aim or end is imperative for the institution, decisions must be made about the allocation of resources to realize the objective.

Without a plan the institution will miss defining and justifying where it is headed before defining how to get there especially during the difficult time. In the educational institutions, planning provides the structure needed to identify and focus on problems, issues and concerns for the institution (Moran, 2020). It helps organize and engage personnel in the pursuit of common goals. It increases communication so all parties understand their responsibilities. It focused on the top priority and students' educational achievement. The greatest responsibility is to provide students with the knowledge, skills, learning

experiences, and support so they may be prepared to survive and thrive in a world full of uncertainty, changes, and challenges. Planning permits the institution to set the stage for change: for the institution and most importantly for students.

Planning in the new normal was a big challenge, as educational leaders plan in a short period of time and less preparation. Most educational institutions had their plan which were not so intensive just to respond to the worldwide pandemic just to obtain a desired future through a road map. Thus, a contingency planning was adapted as there is no best way to manage the educational institutions during the pandemic. All planning was considered a stimulus response to the current situation. It begun with the identification of the problem which included the proposed solutions as an option to cope the current situations in the academe. In the same manner, other organizations also did the same. The common goal of all organizations, including academic institutions, was to accomplish the desired objective in order to respond to the current situation. However, the basis of planning in the new normal was based on the framework suggested by the international organizations like: ILO, UNICEF, and UNESCO to recover the environment of change and to achieve uncertainty.

***b. Management Actions in Response to the New Normal
On Education Sector***

*Preparation on Remote Teaching and Learning Delivery
and Modality.* Amid the continuing stress of the COVID-19
global pandemic, the action taken by educational leaders to
continue deliver the education services to their students was
to shift from traditional classroom to distance learning
education (DLE). The prevalent shifts were in response to
government order to avoid the spread of the virus that led
teachers and students to embrace a *new normal*. The present
situation provided a unique opportunity for educators to
battle the desire to return to the routines, practices, and habits
of pre-pandemic education and instead take the time
to *reflect, rethink,* and *intentionally plan* for a future that
meets the needs of all learners *and* educators. Due to the
abrupt change in the academic setting and the adaptation of
the new trend in teaching and learning, teachers rethink on
their previous practices and integrate the emergent learnings
and best practices and approaches to support learners
through hybrid, blended, and online education.

The basic education institutions had two options on the
modality of teaching and learning which include: online and
modular approach. Online learning requires the teacher as
facilitator of learning and requires students' engagement

through the use of modern technologies accessed through the internet while they are away from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is done live synchronously which requires students to have internet access using either MS Teams, Zoom, and Google Meet. It is more interactive than the other types of distance learning as it is done in real-time. The learners may download materials from the internet, complete and submit assignments online, using a Learning Management System or related technologies. The modular approach, however, involves individualized instruction that allows students to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources (Llego, 2021).

The HEIs, adapted the online and flexible teaching and learning modality. Online education has been adopted widely to address the educational turmoil created by the Covid-19 pandemic. Some colleges and universities adapted the flexible learning as the new norm. Flexible learning for higher education institutions involves a combination of digital and non-digital technology, which doesn't necessarily require internet connectivity (Magsambol,

2021). Prior to the opening of AY 2020-2021, all educational institutions particularly the basic education institutions were required to submit their learning continuity plan (LCP). The LCP contains a proposal that outlines the readiness of educational institutions to continue delivering their educational services following the government protocols which include the teaching and learning delivery and modality (DepEd Order No. 12, 2020). HEIs LCP, however, reflect the framework and system for the transition and integration of flexible learning approaches anchored on the existing tools and resources of the institution, capability of staff and faculty members, and capacity of students. It outlines procedures for the transition to Flexible Learning, learning strategies on content and use of learning materials and objects, teaching and learning activities and requirements, evaluation/assessment, including that for OJT and practicum, . resources and support services for students and faculty, health and safety in accordance with the government protocols, and mechanisms for continuous quality improvement (CHED Memorandum Order No. 4, 2020).

To fully prepare teachers and students, educational institutions provided suitable training to faculty, staff and students in relation to the use of the chosen platform and

teaching and learning modality. There was also a survey done to ensure that the homes of faculty and students are equipped with internet connectivity for the smooth application of online teaching and learning methods. The most essential learning competencies for basic educations were still the basis for the remote teaching and learning strategy to ensure that the need of the students is addressed. At the same time, performance evaluation is also anchored on the prescribed standards. Educational institutions opted to deliver online teaching and learning made some made sure that teachers have computer or laptop and internet access at home to be used for remote teaching virtually. Computers of teachers were installed by the chosen platform like: Zoom, MS Teams and Google Meet. At the same time, educational institutions made sure that students also have the same preparation with the teachers as classes will be done in a real time. In terms of teaching strategies, teachers did a lot of trial and error strategies to ensure students engagement in the online classes.

Implementation of Remote Teaching and Learning. Several consideration and strategies were done in the implementation of teaching and learning in the new normal. Strategies across all learning modalities were laid down to

ensure smooth implementation. At the height of the pandemic when lockdown and community quarantine was enforced, working from home for teachers was strictly implemented and studying from home was the new trend for students in the new normal. To support teachers and students in the implementation of the new trend, virtual learning opportunities for teachers to further their professional development, such as online communities and education portals was created to strengthen the home and school connection by using technology to communicate with parents on student progress (Council of Business and Society, 2020).

When the pandemic turned into its denouement, and the government allowed 70% of the workforce and students to go back to the classroom, everyone was still requested to follow government protocols and guidelines to be extraordinarily careful to ensure safety in going back to the campus. Apart from the full vaccination requirements, still wearing of facemask in closed-door spaces is still fully enforced. A blended approach was implemented to deliver the teaching and learning particularly in the HEIs. Every academic institution has its own interpretation on the implementation of blended learning. Garrison and Vaughan (2008) define blended learning as a student-centered, self-

paced, flexible and multi-modal approach to learning but argue that merely supplementing a face-to-face mode with online. As pointed out by Picciano and Dziuban (2007) "*there are many forms of blended...[but] a generally accepted classification does not exist. Some schools say it is hybrid, others say it mixed-mode.*" However, despite the many descriptions of blended learning, the most common definitions refer to a combination of physical classroom learning and virtual environment (Garnham & Kaleta, 2002).

Monitoring and Evaluation of Remote teaching and Learning. Monitoring the progress of the teaching and learning in the new normal is different than that of the traditional classroom. With the use of the LMS, school administrators and teachers get their real-time data on the LMS. It served as their basis to monitor the students' attendance and the academic progress of the students and evaluates the gaps. In terms of evaluating the implementation of the distance learning, a regular feedback survey is given to both teachers and students to identify the gaps and other challenges.

Students' satisfaction and the amount of learning gained during the new normal needs to be evaluated to fill the gaps. Various researches have conducted and designed

various frameworks to evaluate the effectiveness of online teaching versus face-to-face learning in achieving learning outcomes. Robinson and Hullinger (2008) argue that studies on the effectiveness of online learning fall into three broad categories: (1) student outcomes, focused on test scores and grades; (2) student attitudes about learning; and (3) overall student satisfaction with online learning. Online studying increases passivity for students who are not engaged in learning. Disengaged students often treat online classes as an addition to other activities performed at the time – by logging into a virtual classroom and then focusing on something else (Szopinski & Bachnik, 2021).

On Industrial Sector

Preparation for Work from Home. For the industrial sectors, employers opted to adapt the work from home as the new normal to continue delivering services to their clients and or customers. To prevent the virus from spreading at the workplace, reducing face-to-face contact is an important action to mitigate the impact of COVID-19. According to the International Labour Organization (ILO), around 68 per cent of the world's total workforce, including 81 per cent of employers, are currently living in countries with recommended or required workplace closures. In this new

environment, employers adapted and made contingency plans to respond to new measures as they arise. Many companies explored working from home (WFH) as a temporary or alternative working arrangement. Working from home was an alternative working arrangement that requires a shared responsibility and commitment for both employees and the employers to ensure that business transactions are still going as normal (ILO, 2020).

Lots of companies rushed in installing technology to make offices and workplaces safer. Sensors that monitor employees' movements, smartphone apps that alert everyone if once has come in contact with workmates and even devices that take body temperature have been installed and became the **new normal**. Organizational leaders took the responsibility of providing clear communication and work from home guidelines to their employees. Employers also developed remote work plan to keep workers at home continue working without spreading and contacting the virus. The employers came up with a assessed plan to sustain operations with those dispersed workforce.

Industry sectors that opted to work from home include: financial sectors, information technology sectors, government and public administration sectors, hospitality services, manufacturing and construction, and retail trade

and transportation. Preparations in working from home varies depending upon the nature of these industrial sectors. Each sector has its own preparations that fit to their employees and to the needs of the industry in such a way that the desired outputs are met. A policy relevant to the implementation of work from home was created by the companies to ensure that the productivity of employees is monitored and measured.

Protocol on the Implementation of Work from Home. It is noted that some aspects of work are more difficult to perform in a virtual environment. A study showed that more time was spent in meetings and less time was spent in direct interactions with the supervisor or colleagues. Employees also tightened their range of communication and interaction with fewer people and business units, both inside and outside the firm. It indicates that the costs of communication, collaboration and coordination are higher when done virtually. Moreover, these factors are likely causes of changes in focus time, and in the decline in productivity (Gibbs et al., 2021).

Monitoring and Evaluation of Work from Home. Monitoring and evaluation of employees' productivity while working

from home is difficult. The first step in measuring productivity is based on the policy formulated that clearly lays out how the employees will do their tasks at home. It helps companies to put in place the process. Employees working from home know haw their outputs are measured. This transparency will build trust with employees and help them prioritize their work. At the height of the pandemic where employees worked from home, monitoring was done through regular meeting online. Through weekly meetings, top management monitored the status of their staff accomplishments. Performance evaluation was still measured using the same tool to evaluate if the desired targets were met.

Results of the Abrupt Changes Brought by the New Normal

The forced change to the new normal, particularly in the academe, was so stressful. The transition from traditional to remote teaching and learning required radical changes in the attitude of the students and teachers as well as their values and beliefs. Limited access to technology is one of the major challenges that students and teachers faced. Klawitter (2022) said that technical issues are bound to happen in the online environment. Technical issues are not limited to internet

connection but also include access to digital devices and literacy in using it.

The impact of poorly resourced institutions and socially disadvantaged learners where limited access to technology and the organizational response or students' ability to engage in an online environment (Huang et al., 2020). Online education does not only include simply uploading educational content; but, it is a learning process that offers learners agency, responsibility, flexibility and choice (Anwar, 2020). It is a complex process that requires careful planning, designing and determination of goals to create an effective learning environment (Houlden & Veletsianos, 2020).

Lessons Gained on the Management Change in the New Normal

What has/have learned for the change? The impact brought by the pandemic was felt by all nations without exemptions. Peoples' health was affected as many people died due to infection. The countries' economic conditions were also affected due to closure of business transactions that led to termination of some employees that contributed to unemployment problems of the country. These are only few major effects of the pandemic that helps planners to prepare

for the future. All good future focused on a clear, and realistic view of the current state of each of the institution in terms of financial position; market position; technology position; staffing position; and risks and failures.

Before the COVID-19 lockdown, all sectors had initiatives and plans. However, as a result of the new normal, plans need to be regularly studied against the known uncertainties and threats of the present and future. It will also be useful to identify the changing thinking of funders, especially for public educational institutions as these are the most affected during the transition from classroom learning to remote learning. They are likely to use the instability of the current moment to change the systems, structures, and roles within the educational system. There is a need to revisit the institutional mission statement to foresee what will happen in the future and to what extent they have to improve the technology-enabled learning as key to our future. One strategic move might focus on investments in the professional development of staff to increase and enhance technology-enabled learning and to expand their understanding of the pedagogical methods of online learning.

Additionally, expand digital capabilities as there is a need to build resilience to handle future issues that allow the institution to remain competitive. On the part of the students, it will be important to consider technology as a form of risk mitigation, a method to continue to attract and retain students. Leaders and institutions must develop alertness to respond to crisis. There is a need to review and consider the insight and abilities needed to respond to an evolving crisis. Planning is key to success. Scenario-planning exercises need to consider decisions that might be needed in the short-term, medium-term, and long-term to ensure differing responses. Flexibility in planning for student needs is critical. More emphasis should be placed on meeting actual student needs rather than prescriptive programs. There is a need to actively plan for a second pandemic. Traditional schools have to offer something more than just online learning because institutions doing online learning for years were much better at online learning for students who only wanted an online approach to learning.

What Areas in Planning Are Needed? In terms of academic institutions areas on financial, faculty development, technology infrastructure, maintenance and operations, student engagement, and information dissemination for

students and faculty are the areas that need to be taken into consideration in terms of planning as a result of the challenges met during the pandemic. The global pandemic has demonstrated that the education system, in general, is unprepared and vulnerable to external threats. Although academic institutions that normally teach face-to-face in classrooms or on campuses will likely return to that mode of instruction, special arrangements put in place during the COVID-19 crisis will leave a lasting and indelible trace. The challenges met during the pandemic can be an enabler of more flexible and innovative digital methods of education but could also lead to less quality assurance activities while the focus is on revenue mitigation. Educational institutions undergoing a rapid change need to be conscious of their ability to continuously monitor the quality of the learning design. The quality of the learning online needs further study. The pandemic has demonstrated that the internet, including social media, provides powerful communication channels for both students and teachers as well as those who are in the industry.

Conclusion

The core function of management is planning. The manager cannot execute any other function without performing a

planning function. It is considered as the foundation of all managerial functions. It serves as a guide for organizing, directing and controlling. Managers need to have creative thinking and sound imagination in order for him to plan strategically at a given point of time. There is a need for a manager to have an overall view of the organization in order to determine what the future lies ahead. The manager should have a right forecast of the future tasks and events and anticipate the future problems to come up with a right decisions and course of action. Planning is done to achieve the set of goal and objectives of the organization along with the activities to be done in order to achieve the goals. It arises when alternatives are available and involves selecting suitable course of actions especially when unexpected problems arise.

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