

# Enhancing Decision-Making among State Universities and Colleges through Completed Staff Work: A Content Analysis

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**Abstract:** This article discusses the nature of Completed Staff Work (CSW) for the enhancement of decision-making among State Universities and Colleges (SUCs) nationwide. Essential information regarding the different ways of managing the boss to achieve innovative decision-making has been described. This includes the presentation and analysis on the different functions of Higher Education Institutions (HEIs) and HEI managers in both macro and micro levels, managing the managers for professional success, counter-dependent and over-dependent behavior among staff, developing and managing the superior-subordinate relationship, how to get proposals be approved and being a part of the solution of a certain problem. In addition, this paper expounds the features concerning the doctrine of CSW which includes the origin, developments and importance of CSW, the role of the CSW experts and stakeholders including the processes involved in CSW. Developing more awareness on the importance of decision-making and the principles of CSW and their application in collaboration with the stakeholders may contribute for better performance and efficiency in the attainment of organizational vision, mission, goals and objectives leading to quality service and productivity.

**Keywords:** Completed Staff Work, Decision-Making, Higher Education Institutions, State Universities and Colleges.

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## I. INTRODUCTION

Decision-making is considered a way of life. It commences when a person wakes up in the morning and retires at night time. Even the smallest thing, it demands decision-making and how much more in a complex environment when it requires a sound reasoning, decision-making and judgement.

The process of decision-making is helpful for the school managers to overcome problems and challenges. This may be done by examining alternative choices and deciding on the best actions. Using a procedural approach such as identifying the decision, gathering information, identifying alternatives, weighing the evidence, choosing among alternatives, taking action, and reviewing the decision is an efficient way to make thoughtful, informed decisions that have a positive impact in the organizational goals, (Hussung, 2017). Decision-making among State Universities and Colleges has become extremely crucial for it contributes to the success or failure of the institution. Obviously, Completed Staff Work (CSW) helps the school managers decide properly while incomplete CSW leads managers into the door of poor decision-making.

This paper attempts to describe and expounds on the different features of managing the manager for innovative decision-making in the context of Higher Education Institutions (HEI) and discusses the principles of CSW and its implications to the organization based on literatures including the ideas and experiences shared by educational experts from the Philippine Association of Universities and Colleges (PASUC). Indeed, their expertise may be helpful for both the superiors and subordinates to enhance their working relationship towards excellent services and sound decision-making.

## II. MANAGING THE MANAGER: INNOVATIVE DECISION-MAKING

### A. *Laying the Foundation: General Functions of Higher Education Institutions and HEI Managers*

The functions of Higher Education Institutions (HEIs) at the Macro Level are very essential for they serve as instruments for poverty alleviation. They build human capital for the attainment of progress and development. They generate new knowledge through research and engender innovation. HEIs drive economic growth and development. At the Micro

Level, HEIs expand and enhance career and life choices of students and graduates. They produce citizens with humanist values. They imbibe among students the desire to serve the community. They produce graduates with academic behavioural and technical skills. Most importantly, they prepare students for lifelong learning.

Higher Education Institutions are trying to hit an ever-moving target, to wit: Standards of Excellence; Quality Assurance Requirements; Student Behaviours; Government Policies; International Initiatives; and Advancements in Technology. Academic Managers in HEIs are therefore tasked to ensure the production of academic research and knowledge. This can be done with practical and immediate usefulness. HEIs also need to manage the multifarious affairs of the institution. Specifically, they show concerns of the present and focus on the requirements of the future.

Academic Managers juggle all of these concerns simultaneously. These concerns include: Access and Equity; Relevance and Responsiveness; Quality and Competitiveness; Good Governance; and Organizational Development.

The President of the Philippine Association of Universities and Colleges, Dr. Tirso A. Ronquillo has posed a challenging question in relation to the aforementioned concerns, “Are you a part of the solution, or do you contribute to your boss’ concerns?”

In this view, he pointed out that the traditional top-down emphasis in most HEIs makes managing relationships upward seem unusual, sometimes even suspicious. Managing the managers does not mean political manoeuvring or apple polishing; rather, it means consciously working with the superior to obtain the best possible results for the subordinate, their superior and the institution.

“Your success depends directly on whether you can manage your manager rather than whether your manager is good at managing you,” (Karlgaard, 2014).

The superior-subordinate relationship involves mutual dependence between two fallible professionals. It rests on cooperation, dependability and honesty. It is anchored on a similar but not necessarily the same set of work ethics. Such relationship is characterized by unambiguous mutual expectations. “In the end, you have more to lose if the relationship doesn’t gel. You rely on your superior for motivation, support and promotion even the fact that you have a job in the College or University at all,” (Ronquillo, 2019). “The onus is on you to make sure that you and your boss make a great team,” (Jay, 2002).

### ***B. Managing Your Manager: Gateway to Professional Success***

In managing your manager to open an opportunity for professional success, first, you ought to exert effort to ‘know your superior.’ Find out how your manager operates and what is important to him or her at work. To do this, you need to answer certain questions:

1. What does your manager actually do?
2. What sort of manager is he or she?
3. What are his or her strengths and weaknesses?
4. How does he or she communicate?
5. What motivates him or her?
6. What stresses him or her?

Once you understand your superior’s objectives, it makes it far easier for you to see the bigger picture that your superior has to look at every day. This means you can present ideas and solutions that meet your superior’s requirements not only your own.

Second, you need to learn the preferred modes of communication of your manager. How does your superior generally prefer to communicate with you? Is it through phone, face-to-face, email or memo? Whatever the preference is, it will help your superior and you especially if you use the same method. Hence, if your superior has sent you an email, reply by email. If your superior wanted to talk to you face-to-face or on the phone, he or she has done so. Respect your superior’s choice. Obviously, there will be times when there is a particular reason for choosing a different means of communications, but default at using his or her preferred method.

Third, know what motivates your superior. Is it a warm working atmosphere or a feeling of being in control? Is it a challenge of new projects, or a sense of order and a relaxed atmosphere? Is it a positive attitude and good relations with the academic community? Is it a competition-perhaps with other communities, or with their own track of record?

Fourth, know what stresses your superior. These stressors may come in the form of time pressure. Pressure from the Board of Regents or Board of Trustees, noisy environment, negativity, failure to be consulted when decisions have already been made, being bothered with what they deem as petty details, lack of organizations, conflict and incomplete data or information.

### ***C. Counter-dependent and Over-dependent Behaviour among Staff***

Although, superior-subordinate relationships are anchored on mutual dependency, it is inevitable (especially in the HEI context) that the subordinate is typically more dependent on the boss, especially for decisions and actions. This sometimes results in the staff feeling a certain degree of frustration-even anger- then their actions or suggestions are constrained by the manager's decisions. Some staff's instinctive reaction is to resent the manager's authority and rebel against his/her decisions (albeit often discreetly, even going to Social Networking Sites to rant); therefore, escalating conflict beyond what is appropriate.

Counter-dependence is the extreme opposite of dependence. It refers to the fear of depending on other people. If you are counter-dependent, you will go to great lengths to avoid asking for help. You may have a great fear of feeling, or appearing to feel, in need. In fact, the word "needy" may set your teeth on edge (Webb, 2018). When counter-dependent behavior happens, the staffs see the manager as someone who, by virtue of the role is hindering progress or an obstacle that needs to be circumvented if not tolerated. Psychologists call this pattern of reactions 'counter-dependent behavior.' When the staffs act on their negative feelings no matter how subtle or nonverbal, the manager will eventually lose trust in the staffs or in their judgment, which would consequently affect office productivity.

On the other hand, when over-dependent behavior happens, the staffs usually swallow their anger and behave in a highly compliant fashion even when they know their superior makes a 'poor' decision. These staffs will agree with the manager even when disagreement might be welcome or when he or she would have easily altered the decisions if given more relevant information or data. As opposed to seeing the superior as an 'obstacle,' these staffs see the boss as an omniscient and omnipotent individual who would know what's best, and thus, should take full responsibility and accountability for all decisions.

### ***D. Developing and managing the Superior-Subordinate Relationship***

#### **1. Compatibility in Leadership Style and Work Style**

- Subordinates can adjust their styles in response to their superior's preferred method of receiving information.
- When the staffs see their superior about to make an uninformed ill-advised decision, they should suggest a better alternative. However, once the superior has made that decision, the staff should staffs second-guessing and do their best to implement it-regardless of whether they agree or not.
- Remember that this is really about how the staffs work in relation to their superior, not how they work when they're left alone.

#### **Leadership Styles**

Take a look on the working styles that may be used by managers offered by Jay (2002) cited by Ronquillo (2019) during the PASUC seminar-workshop in Quezon City.

#### **1. Bureaucratic**

- ✚ The managers stick to the rules, and like paperwork. They are not great risk takers.
- ✚ To relate well with them: You need to put things in writing and stick to the rules yourself. Don't bother putting forward any proposals which involve taking major risks or major losses for the university.

#### **2. Organized**

- ✚ A tidy desk and a well-kept planner or diaries are the hallmarks of this boss. They like plenty of lists, and they always know what their priorities are, both short-and long-term.

✚ To relate well with them: Be organized. This boss won't believe you can work effectively if your desk is a mess and you're always late for meetings.

### 3. Consultative

✚ If you have this kind of boss, they are likely to involve you in decisions, projects and information, and keep you in the loop generally.

✚ To relate well with them: Don't be secretive around them. They won't necessarily want to be bothered with every detail of what you're up to, but they will want to feel that your general approach is as open as theirs.

### 4. Non-consultative

✚ Quite the reverse, this boss never tells you what's going on until he or she decides that you need to know. While his or her judgment may often be right (if frustrating), sometimes you need to know more than he or she realizes.

✚ To relate well with them: Don't ask for information you don't require. If you do need to know something, explain why, so they realize your need to know.

### 5. Concerned with detail

✚ This is not necessarily the same as being bureaucratic, although it often goes alongside it. This boss will breathe down your neck most of the time if they can, always wanting to know the nitty-gritty of what you're doing and why.

✚ To relate well with them: Give them plenty of progress reports and supply all the details they want. This will make them feel they can trust you.

### 6. Focused on the big picture

✚ This boss doesn't want to be hassled with minor detail. They are concerned with objectives and results, and how they are achieved is your concern, not theirs.

✚ To relate well with them: Don't trouble them with small things-use your initiative. Express ideas and suggestions in terms of the objectives and results that interest them.

### 7. Creative

✚ Originality and inventiveness are what grab this boss and they want ideas and creative suggestions from you about everything, from how to attract international partners down to a new theme for a particular program.

✚ To relate well with them: Learn from them-and from other sources such as books-how to exercise your creative mind so you can approach problems and challenges in the same way they do.

### 8. Logical

✚ This boss likes all ideas and suggestions to be based on logical reasoning, not on creative leaps of the imagination. Facts and figures should back up every argument.

✚ To relate well with them: Make sure you have data to justify every proposal or solution you bring to them.

### 9. Proactive

✚ New projects get this boss excited. They're always looking to initiate schemes and ideas.

✚ To relate well with them: Show enthusiasm for their ideas, and to be ready with plenty of your own, geared towards key objectives (yours and your boss).

### 10. Reactive

✚ This boss spends more time responding to issues and ideas than initiating new ones. So they tend to be more thoughtful and less inclined to take risks.

✚ To relate well with them: Don't try to get them to launch endless new projects. Instead, concentrate on getting the job done and thoroughly and seeing things through to completion.

## 2. Mutuality of Expectations

Ultimately, the burden falls on the subordinate to find out what the superior's expectations are. Ensuring mutuality in expectations saves time, money, and effort, thus ensuring work efficiency and productivity. In some instances, the staff may need to communicate to the superior his/her own expectations based on relevant data, especially if the boss sets unrealistically lofty standards that need to be brought into line with reality.

### **3. Continuous Flow of Accurate, Relevant Information**

It is not uncommon for a boss to need more information than the staff would naturally supply, or for the staff to think that the boss knows more than what he/she actually does. If not addressed, this leads to incomplete information that would serve as basis for certain decisions, which would consequently have adverse effects. In handling negative news, most bosses would want to receive issues or problems within the organization only when the data and information are complete, accurate, relevant and when all administrative remedies have been exhausted by those concerned; (e.g. an issue on teacher-teacher conflict must not reach the Office of the President if it has not been raised to the Dean or VPAA level yet). Provide solutions not complaints. Nothing irritates a manager more than being forced to listen to you rant about things that either you're not willing to change or are outside your superior's ability to change. Don't bring up a problem unless you have a solution in mind. However, even if you're afraid of some bad news might upset your boss, don't wait until the last minute to deliver it. This is especially true if your boss tends to "shoot the messenger." Frequent updates are your best and only defense.

### **4. Dependability and Honesty**

Staffs are hired because of the potentials seen in them during job application, so no one is deemed intentionally. However, some staffs are inadvertently so because of oversight or uncertainty in the superior's priorities. It is difficult for a manager to rely on a staff who repeatedly slips deadlines. In the same line, no staff deemed intentionally dishonest though it is tempting to shade the truth and play down on some issues. Dishonesty is the most troubling trait that a staff can have. Without a basic level of trust, a manager feels compelled closely monitor the staff's work and decisions, making it difficult to delegate. Keep your promises. Your superior wants to trust you to get your job done, so he or she isn't left in the lurch. Therefore, when you accept an assignment, follow through fanatically. Never over-commit and always deliver. As Yoda said, "Do or do not. There is no try."

### **5. Productive Use of Time and Resources**

HEI managers are some of the busiest people, having to juggle multifarious tasks almost simultaneously. Hence, staffs should refrain from using their superior's time for relatively trivial matters (e.g. Gossiping about two faculty members allegedly having an illicit affair). When dealing with your superior, speak and write in short sentences. Use the fewest words possible to make a point, and make that point easily understandable. This makes your superior's job easier which helps make your job easier, too.

#### **Turn the Spotlight on Yourself**

- If you look around at your university, you're bound to see that some staffs have better relationships with their superior than others.
- Is it possible that you are one of those who isn't doing as much as you could to develop the best possible relationship with the boss?
- Although very few staff create frequent major problems in the way they deal with their superior, most of them cause occasional difficulties, or simply miss opportunities to make the relationship even better than it is.
- This isn't a deliberate act, some staffs don't realize that they are contributing to the problem.
- Hence, the staff should analyze their behavior and try to see how they can adapt it to avoid problems with the superior.
- Creating new skills and finding ways to improve your relationship with your superior, is not about transforming yourself into someone you're not.
- You can't change your personalities overnight, and it would be futile to try. It's all about bringing your best points to the fore and learning to control your less helpful tendencies so that you present the most effective and constructive side of yourself.

***E. How to get your Proposals' Approved***

It is not just easy to create a proposal and immediately gets approval from the superiors. However, the following tips shared by experts from the Philippine Association of Universities and Colleges (PASUC) may provide beneficial results.

1. Supply adequate and sufficient information to avoid fallibility
2. Educate/support/enlighten your boss
3. Teamwork and harmonious relationship between and among the staff
4. Assign/Challenge: Know your boss-his strengths, weaknesses, support him, know his means of communication, motivation, stressors, etc.
5. Be aware on the "Knowledge management."
  - a. Gather facts/data
  - b. Agree or disagree
  - c. Data must be accurate and relevant information
6. Think twice
7. Burden of smooth relationship/dependability lies on the subordinate
8. Bite the first and last bullet of your boss
9. It's a matter of explanation/educate to solicit suggestions
10. Supply your boss with Progress Reports, updates must be accurate
11. Focus on the big picture (Macroscopic)
12. Meet general objectives
13. Justify your proposals with sufficient data
14. Learn to disagree. Educate your boss

***F. Being Part of the Solution***

How to be a part of the solution of a certain problem is one of the means of achieving success in an organization. The following are some of the recommendations offered by Ronquillo (2019).

**Build your skill base.** The better skilled you are in doing your job completely, accurately and punctually, the more productive you will be for the university which would eventually earn you points from your superior. Learning a skill that is done by your office mate tells your superior that you want to be able to stand in or give support when staffing is stretched especially when someone calls in sick.

**Have positive attitude.** Most superiors find it frustrating and depressing being around someone who seems to be negative all the time. You may think you're a realist, but they may see you as more of a harbinger of doom. Instead of focusing exclusively on the negative, present a more rounded view. Add positive remarks and use mild language.

**Manage your time well.** Your superior isn't going to be happy if you're in the habit of missing meetings or delivering work late. If you're always on top of your workload, usually available to help out with urgent, last minute tasks, and you always turn up on time, your superior will see you as a reliable, professional and exactly the kind of person they need on their team.

**Work on your stressors.** If you identify the things that stress you most at work, you can consciously take action to minimize them. All jobs entail stress, but still want to reduce the stress as far as possible. Your superior cannot control every factor which stresses you, but he/she does have at least some power over many of them. Hence, the need to communicate these appropriately is imperative.

**Don't repeat mistakes.** It's natural to repeat mistakes. And your superior knows that. But make sure you never make the same mistake twice. That is a waste of time and teaches you nothing. Your superior expects you to commit mistakes, but

also expects you to learn from them. They want to know that once you've got something wrong, they can count on you never get it wrong again.

Be willing to do a little extra. Any superior is grateful to have someone in the office who is happy to put himself or herself out from time to time (but not all the time of course). There are plenty of opportunities to give a little more than your job description commits you to, from helping out another colleague to simply arranging the venue of an office meeting.

Strive to under-promise and over-deliver. This is a great rule for dealing with everyone and especially superiors. The principle is very simple. You promise less than you feel you should be able to manage. Not only does this prevent you from disappointing your superior by letting him or her down. It goes further and gives you the chance actively to impress the boss or anyone else you apply it with.

“When the success of your relationship with your superior leads to promotion and new opportunities and challenges, you will have all the skills you need to manage the next boss, and the next one... until you become the boss yourself,” (Ronquillo, 2019).

### **III. THE DOCTRINE OF COMPLETED STAFF WORK**

People in an organization don't grow much without delegation and Completed Staff Work (CSW) because they are confined to the capacities of the boss and reflect both personal strengths and weaknesses (Covey, 2004).

It is important that people in an organization equip themselves with today's new literacy skills. These include the traditional literacy, information literacy, visual literacy, digital literacy, media literacy, critical literacy and tool literacy. In addition, 21<sup>st</sup> Literacy Skills and Literacies for iPad's include information literacy, media literacy, network literacy, global literacy, create/critical thinking, communicate/collaborative literacy. Possessing the aforementioned types of literacy skills is beneficial for the achievement of CSW.

#### **A. What is Completed Staff Work (CSW)?**

Completed Staff Work (CSW), a doctrine that has existed since Biblical Times and a principle which eventually embodied in the U.S. Military states that subordinates are responsible for submitting written recommendations to superiors in such a manner that the superior need to do nothing further in the process than review the submitted document and indicate approval or disapproval.

CSW is a concept considered as a key to managing high demands, while developing effectiveness in the employees and in others. As a principle, it requires individuals to give their best thinking, their best recommendations and their best work.” CSW is the emanation of the staff's duty to work out the details and recommend appropriate action to his superior.

The doctrine of completed staff work is a doctrine of any well-run office. It is a single proposed recommendation that has been thoroughly analyzed; has been coordinated; identifies the best recommendation; requires approval or disapproval; and is a completed work product.

CSW is essential since it adds value not cost. It solves problems and it presents solutions not questions. It produces quality work the first time and encourages ownership and accountability. In addition, CSW helps staff think things through and it raises questions. It presents ideas and solutions; identifies risks and consequences. It supports the recommendation and provides an implementation plan.

Applying CSW involves written and verbal reports, speeches or presentation, procedure or process improvement, when initiating action or new idea, tool or process; problem solving or issue development, in any decision-making process, and project or program development.

CSW is the key roles and responsibilities of subject matter experts, project sponsors, clients and sponsors, supervisors and managers, and the rank and file staff. The supervisor or manager has the function of clearly stating the problem, setting limits and establishing the deadline, making one person or a team responsible, providing advice and guidance, being available for discussion, monitoring and providing oversight, and sharing feedback and results.

The role of an analyst of staff includes the following: Identifies/defines or explores the problem, develops a unique project or action plan, performs research and analysis leveraging credible sources, identifies alternative solutions and options, does analytical work, conducts or coordinates an event or project, provides total program evaluation such as staffing,

fiscal, audits for program area, and reviews legislation or analyze proposed law changes to describe or outline impacts (Hernandez, Aguiniga, and Nielsen, 2015).

### ***B. Steps to Completed Staff Work***

Completed Staff Work consists of a series of steps employees follow when researching an issue.

#### **1. Identifying the issue and establishing a work process**

After determining how broad or narrow the issue is, consider the parameters of the issue such as geographical locations, fiscal considerations, public relation issues, deadlines for results. Also, identify decision makers. In all cases, consider the ultimate persons and groups that will make a decision regarding the recommendations made. For example, if the objective is a policy for the SUC, the BOR/CEO would be the decision maker. Likewise, if it is a recommendation to implement or change in the SUC policy, the SUC President most likely would be the decision maker. This is very important because there are threads that tie organizations together, and each thread has a different set of needs.

#### **2. Collecting and analyzing the data**

This pertains how well the employees research the data that will be used to make their superior's decisions. Data collection is a hard part of the research and requires the utmost in discipline and tenacity. When involved in a group process, there are always people who will persistently push the group to just make the decision. Frequently, this follows the following form, "I don't know why we are wasting our time here, the proper decision is as plain as day." Likewise, involve stakeholders. Early in the research process, spend time determining stakeholders. Some organizations call these stakeholders customer groups because the link between them and the service in every aspect of the work.

#### **3. Developing and assessing options**

Develop cost options. What is the cost associated with the alternatives? For example, a recommendation may include buying a piece of equipment while others do not. Often, alternatives come with varying levels of cost, depending on the variety of circumstances. Each alternative will normally carry with it a potential cost to the organization. Whether the final recommendation, equipment, facilities or personnel, it usually represents a potential cost to the organization. Even policy changes entail costs. Consider policy impacts and how the alternatives affect current policy. Recommendations do not mesh with existing policy. Consider non-cost impacts. Non-cost impact with regard to Completed Staff Work can involve any number of things. Consider the amount of change your organization can tolerate at one time as well as the prevailing culture. Consider public relations and marketing aspects. If your recommendation is going to have any effect on internal and external customers, good or bad, consider public relations. Make sure all stakeholders understand the need for implementing your recommendation is one of the keys to success. Open and honest communication is vital in public relations.

#### **4. Developing recommendations and proposals**

Seek consensus of stakeholders on recommendations. There comes a time in all committee processes when the group needs to line up behind a particular recommendation. Evaluating all of the facts using all the information gathered, the group must come in a sort of consensus on what the final recommendation will be. Select the best option. Your criteria should have guided you to the best option. Now, it is only a formality to review the facts and draft your report. Make sure that your final recommendation is based on facts and gets you to your desired outcome. The focus should be on how well the recommendation answers the organization's issue deserves the best interest of your customers.

#### **5. Drafting the report, obtaining decision making**

Present your draft reports to the stakeholders. Make sure that the drafted reports have circulated to the individuals or offices concerned. This is to make sure that the data or information are completed and up-to-date. Solicit others comments and suggestions prior to drafting the final copy of your reports.

#### **6. Presenting to the approving body**

After being satisfied on the accuracy and completeness of the data collected, prepare for a brief but complete presentation. Anticipate possible questions and try to look for appropriate answers. Be sure that the relevant suggestions have been incorporated so that those who suggested them beforehand shall no longer ask them during the Council Meeting. Take notes on suggestions during the Board Meeting.

#### 7. Implementing the approved decision

The involvement of stakeholders in the implementation process must be taken into consideration. The collaborative effort of the stakeholders concerned may result into efficiency and contribute to the success of the organization.

#### 8. Follow-up

Monitor implementation. The project leader must be in a position to effectively monitor implementation activities. This may take the form of benchmarks that determine if progress is being made or just checking with stakeholders to make certain plans are progressing as expected. Evaluate implementation. This evaluation should involve a review of current reality to see if the desired outcome has been achieved.

In summary CSW begins by defining a problem or issue or the way things are; listing the criteria or the way things ought to be; forming assumptions or conditions that can't be verified; identifying constraints or conditions that can't be changed; developing alternatives or ways that might solve the problems or issues; selecting best alternatives or clinching arguments by outlining pros and cons, consideration of non-concurrences and a decision matrix if it will clarify the issues; and submitting for approval wherein best alternative is recommended to the decision maker along with an explanation of why you chose it over the others. The Completed Staff Work concept may result in more work for the staff person, but it results in more freedom for the boss. It accomplishes two things: First, the boss is protected from half-baked ideas, voluminous memoranda, and immature oral presentations. Second, the staff person who has a real idea to sell is enabled more readily to find a market.

### III. CONCLUSION

This paper has shown the features of managing the school managers and discussed the strategies to improve subordinate-superior- relationship for excellent services. It described the doctrine of Completed Staff Work (CSW) for the enhancement of decision-making which has been considered a vital managerial function. The success or failure of the organization lies on the ability of the human resources in selecting the best possible solution to any problem or challenge. Completed Staff Work is essential for the attainment of sound reasoning, decision-making and judgement on the part of the school managers. It is very important that through teamwork and collaboration, the employees work hard with commitment and competence to provide pertinent documents containing the essential data needed by the school managers as basis in making decisions. It is so necessary that the subordinates painstakingly do something to complete the work given by their superiors as the foundation for better decisions in dealing with problems and challenges so that at the end, efficiency, effectiveness and productivity shall be sustained.

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