



FAMILY RESOURCES MANAGEMENT PROCESS





IPB University
— Bogor Indonesia —



DEPARTEMEN
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Building Human Capital For Better Lives



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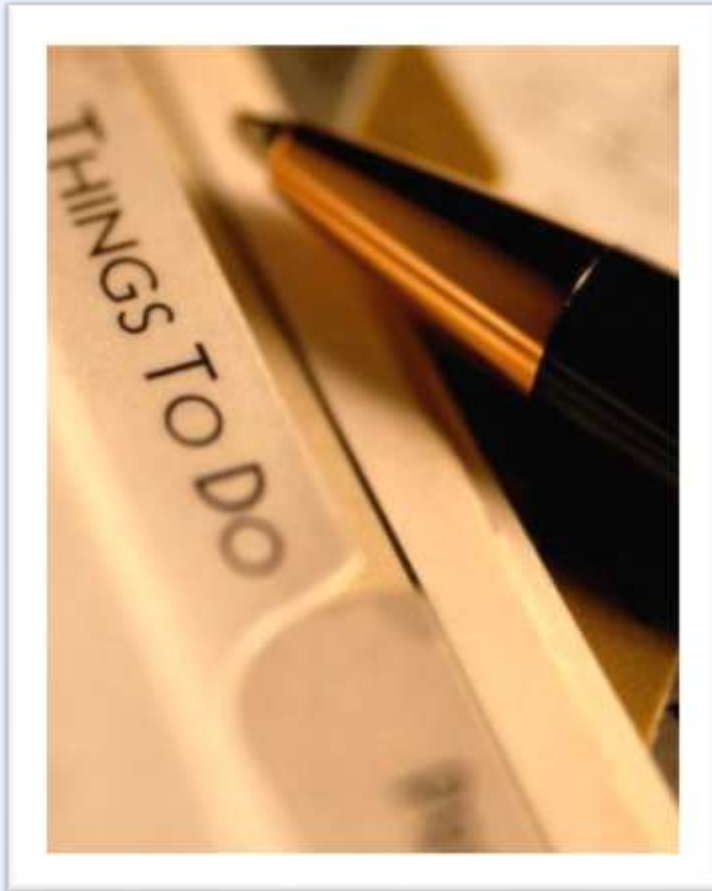
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Course Description



This course discusses the theories, concepts and processes of family resource management. Furthermore, the basic concepts of management such as values, goals, needs, resources, decision making, problem solving on how a plan can be implemented are also discussed; implementation of resource management in the family; family well being and ends with how families face the digital age

LEARNING OUTCOME

After completing this course:

1. Students are able to master the concept of family resource management
2. Students are able to analyze the management of various family resources critically, creatively, communicatively, collaboratively and by upholding character values
3. Students are able to plan the management of various family resources in various family life cycles



learning Outcomes

After attending this course, students are expected to be able to explain the process of family resource management which includes decision making and problem solving, planning, implementing, and evaluate

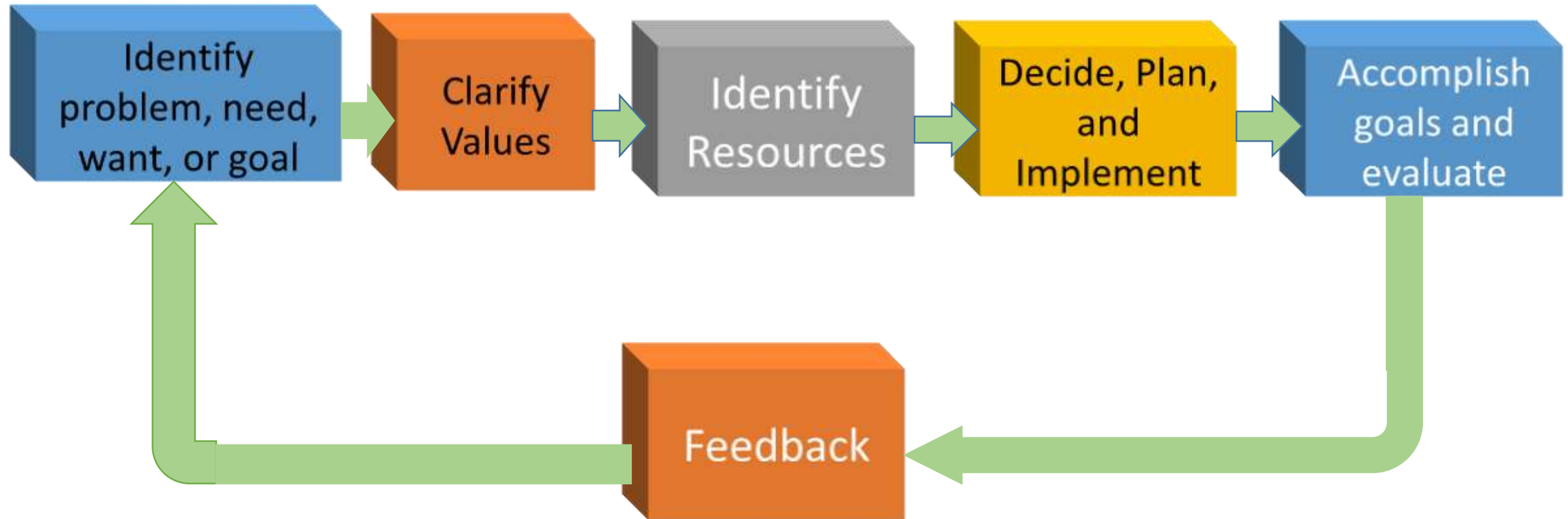


Today's Agenda



- 1 Decision Defined
- 2 Family Decision Making
- 3 Problem Solving
- 4 Planning
- 5 Implementing
- 6 Evaluating







Decision Making



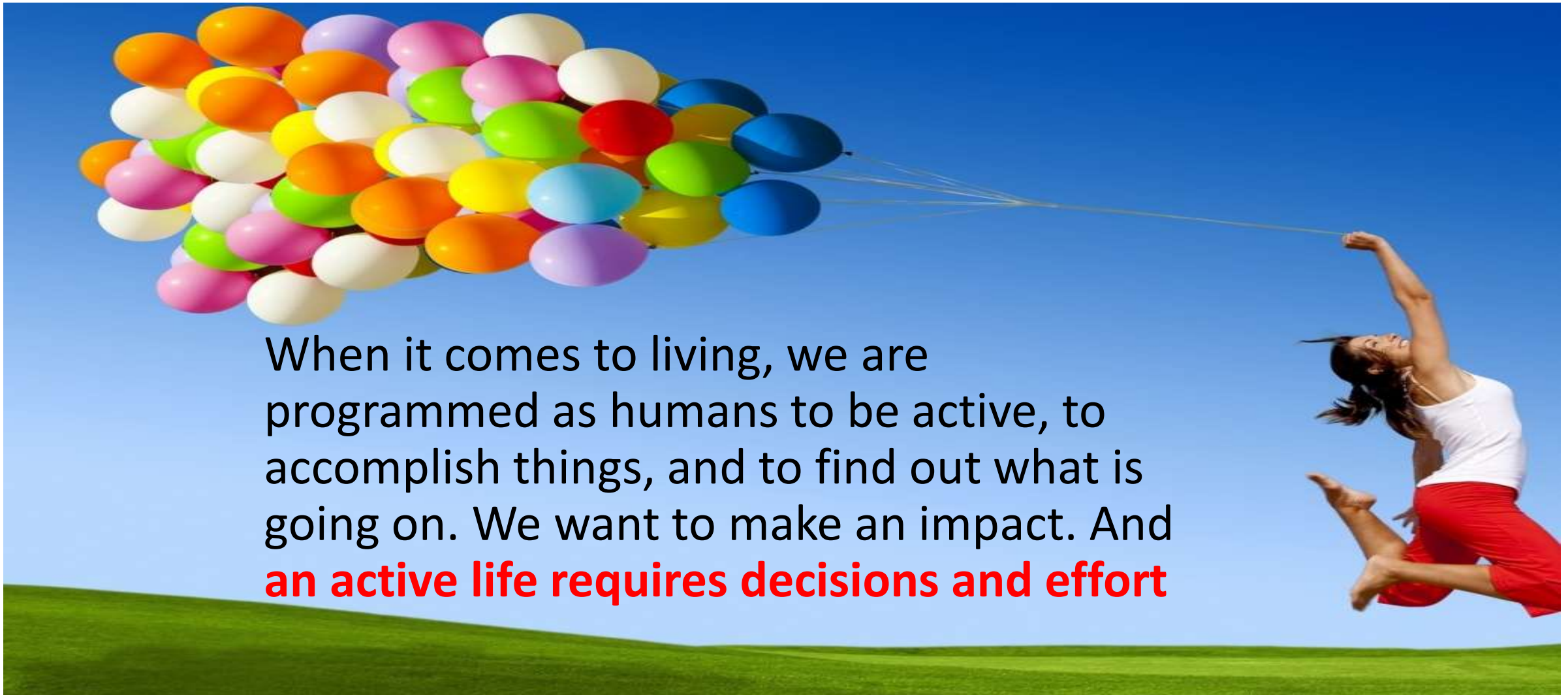
Decisions:
conclusions or
judgments
about some
issue or matter

Decisions are
guided by values
and directed by
goals



Decision Making:
the process of making
choice between two
or more alternatives

Decision Making: the
transformation process
that incorporates various
inputs and culminates in
outputs



When it comes to living, we are programmed as humans to be active, to accomplish things, and to find out what is going on. We want to make an impact. And **an active life requires decisions and effort**

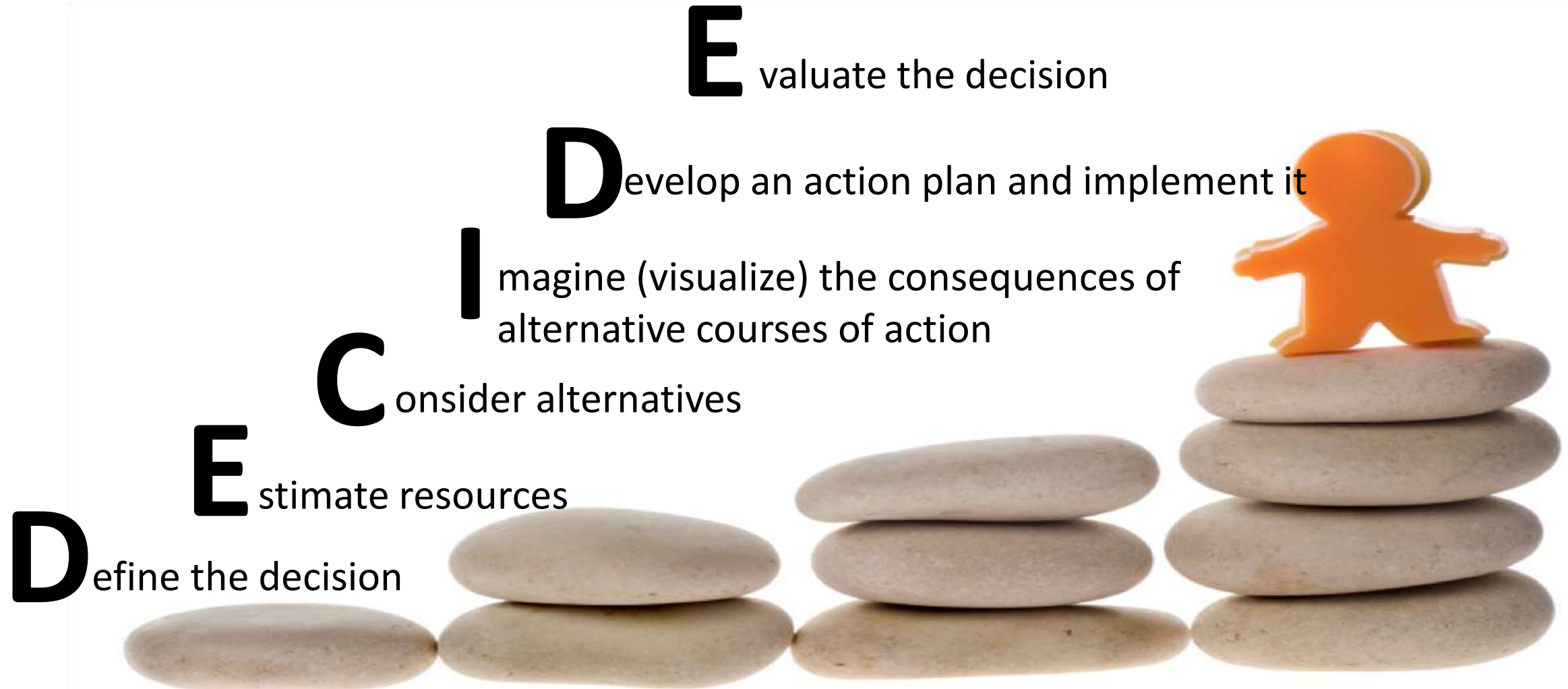
Rational decision making

- more on facts than gut instincts.
- in a logical and systematic way
- tends to involve careful analysis of facts and weighting of decision criteria
- based on detailed analysis of factual information

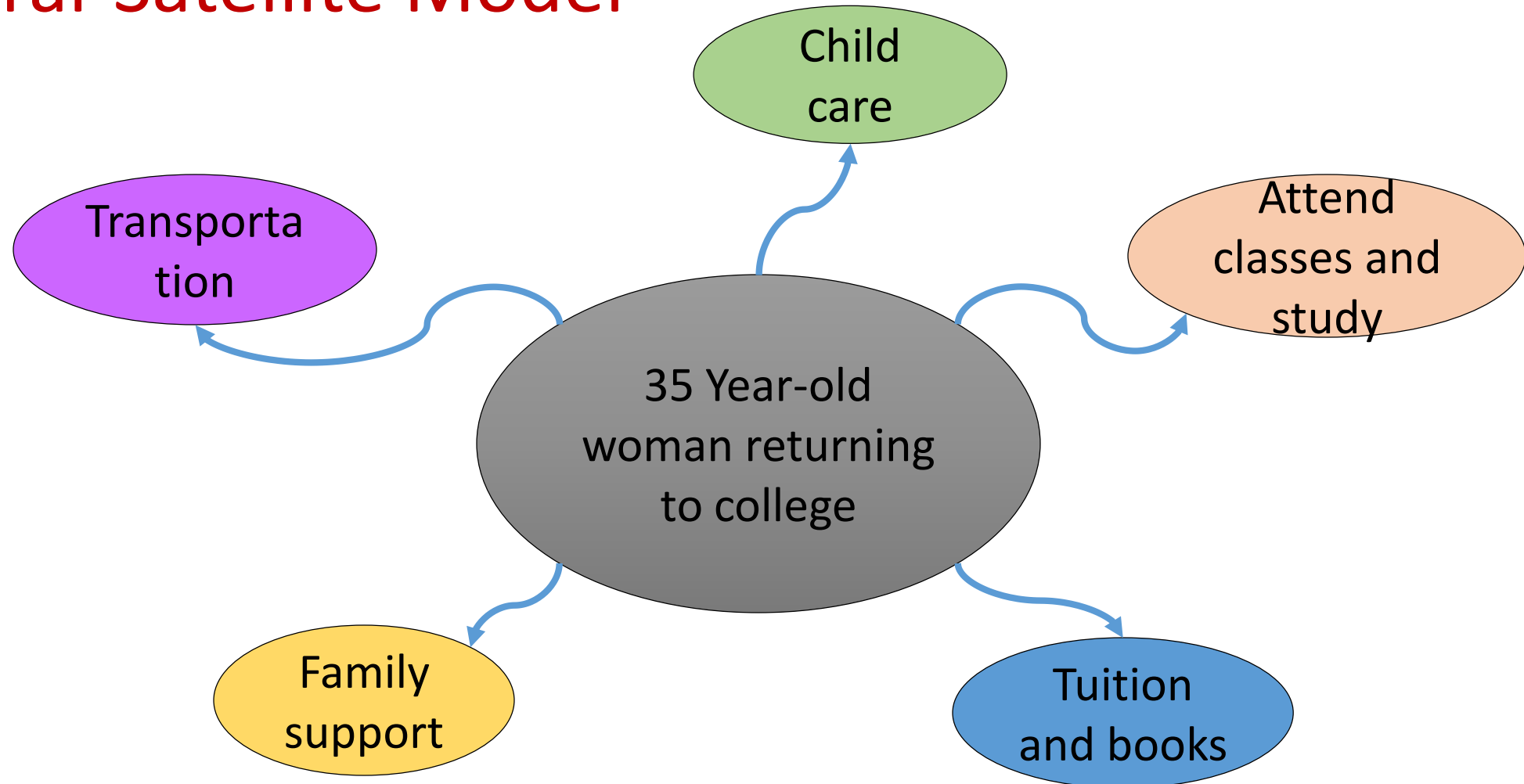


Intuitive decision making

- rely upon intuition more than anything else
- important to feel the decision is right
- won't make a choice that doesn't feel right, even when the facts indicate it is the right choice
- trust the inner feelings and reactions



Central-Satellite Model



Chain model



Decide
what food
to make

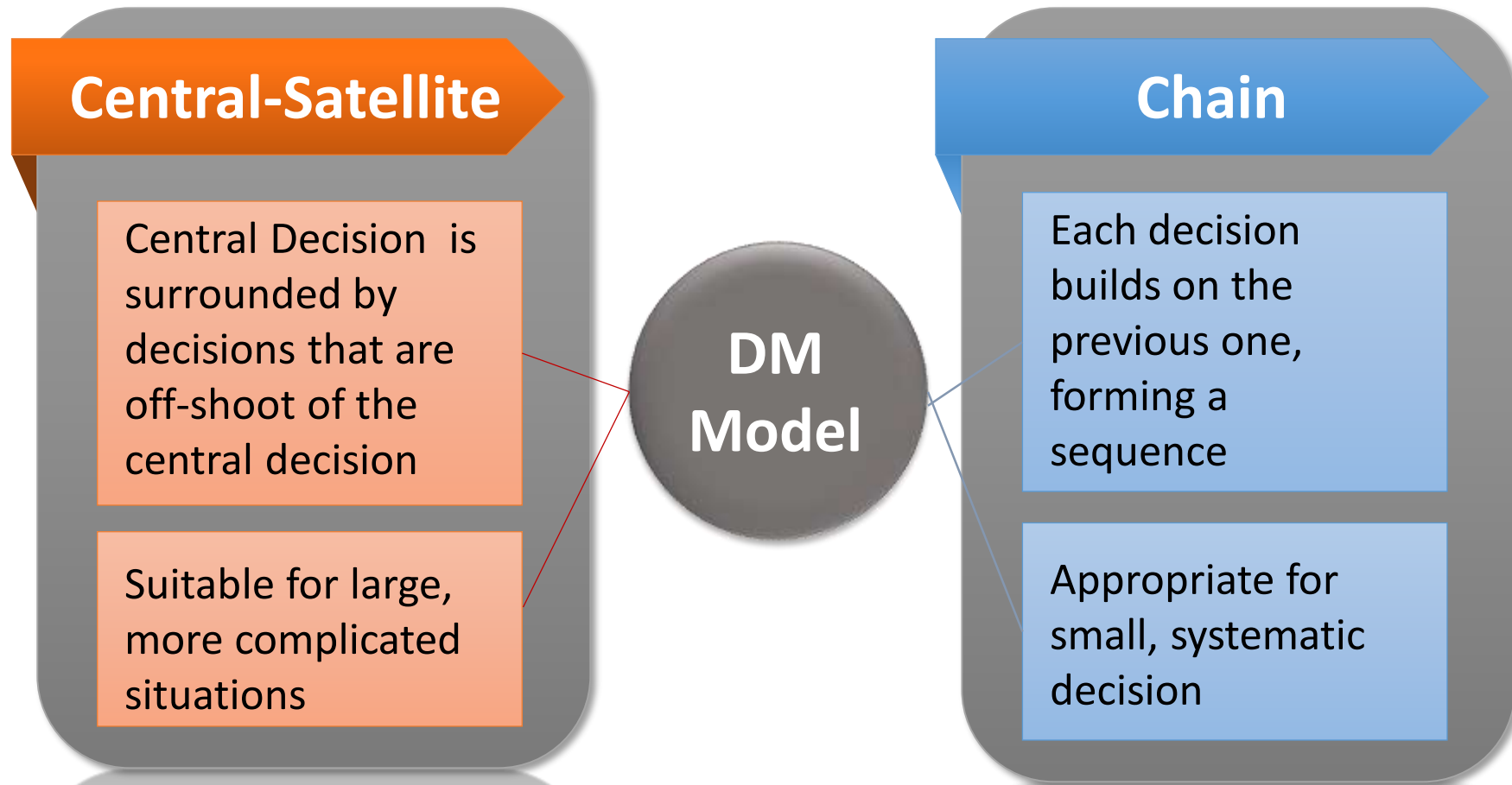
Find
ingredients
and recipes

Assemble
equipment

Prepare

Serve

Central-Satellite vs. Chain Model



Reference Group and Decision Making

Reference group: The people who influence an individual or provide guidance or advice

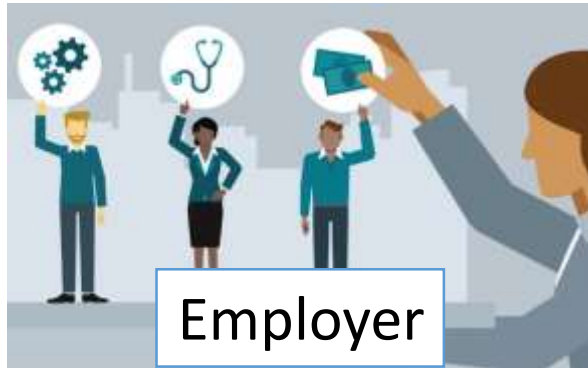
- ✓ A person is considered part of a reference group if the memory of her or his values and attitudes affects someone's decision making

Primary reference group: has regular contact

Secondary reference group: contact is infrequent



Reference group



Children learn about decision making through socialization process in family. Different socialization process → different decision-making type



Decision-making style is also affected by personality trait

Self-esteem is also affected decision making style. Low self-esteem → indecisiveness



Individual vs. Family Decision Making



More people involved in decision making,
more complex the process is likely to be



Families, Environment, and the Elbing Model

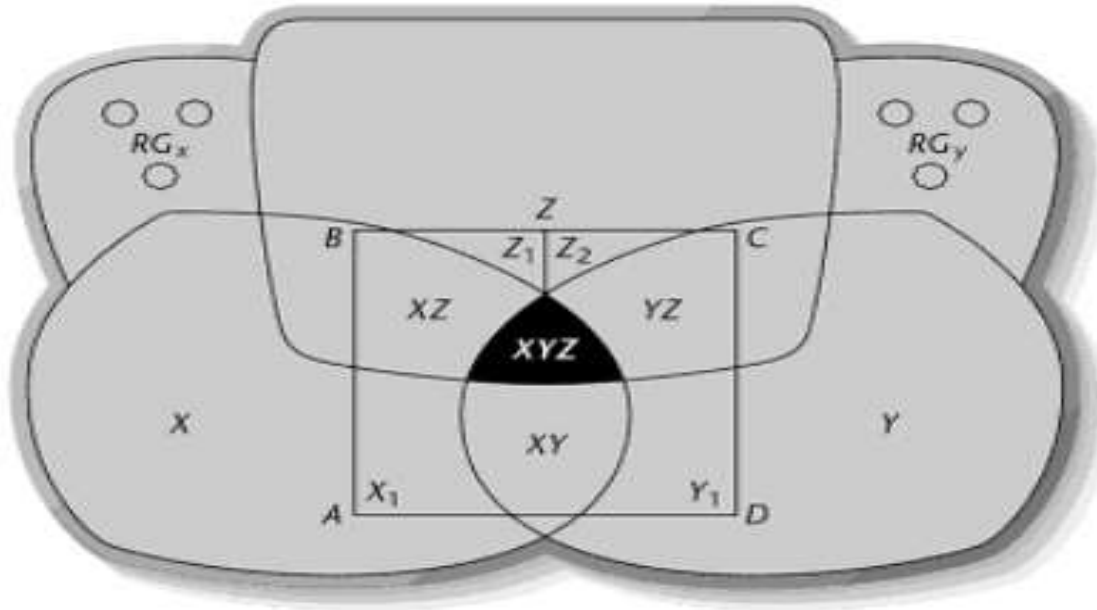


FIGURE 5.5
The Elbing Model for Viewing
Alternatives in a Family
Decision Situation

Source: Adapted from Alvar O. Elbing, Jr., "A Model for Viewing Decision Making in Interaction Situations from an Historical Perspective," In Alvar Elbing, *Behavioral Decisions in Organizations*. Copyright © 1970 by Scott, Foresman and Company.

ABCD: Family decision situation

X: Family member

Y: Family member

Z: Environment

RG_X : Reference group for member X

RG_Y : Reference group for member Y

XZ: Alternatives perceived by X and acceptable in existing environment.

YZ: Alternatives perceived by Y and acceptable in existing environment.

XY: Alternatives perceived by both X and Y but *not* acceptable in the environment.

X_1 and Y_1 : Alternatives perceived by one member but not acceptable in the environment.

Z_1 and Z_2 : Acceptable alternatives not perceived by family members.

Solution

XYZ: Alternatives perceived by both family members and acceptable in the environment.



Family Decision Making **Style**

Accommodation

Accepting the point of view of dominant person (related with power)

Consensual

Agreement → equally acceptable to all individuals involved

De Facto

Lack of dissent rather than by active ascent (when no one really cares the output)



Family Decision Making **Style**

Syncratic

Husband and wife share equally in making most of the decision

Vs.



Autonomic

Equal number of decisions are made independently by each spouse



Eight roles in family decision making:

1. **Influencers**: provide info about product/ service
2. **Gatekeepers**: control the flow of info
3. **Deciders**: has power to determine purchase or not
4. **Buyers**: make the actual purchase
5. **Preparers**: transform product to be consumable
6. **Users**: use/ consumer product/service
7. **Maintainers**: service/ repair the product
8. **Disposers**: initiate/ carry out the disposal



Problem Solving

Problem are questions or situation that present uncertainty, risk, perplexity, or difficulty

Problem solving: Making many decisions that lead to a resolution of the problem

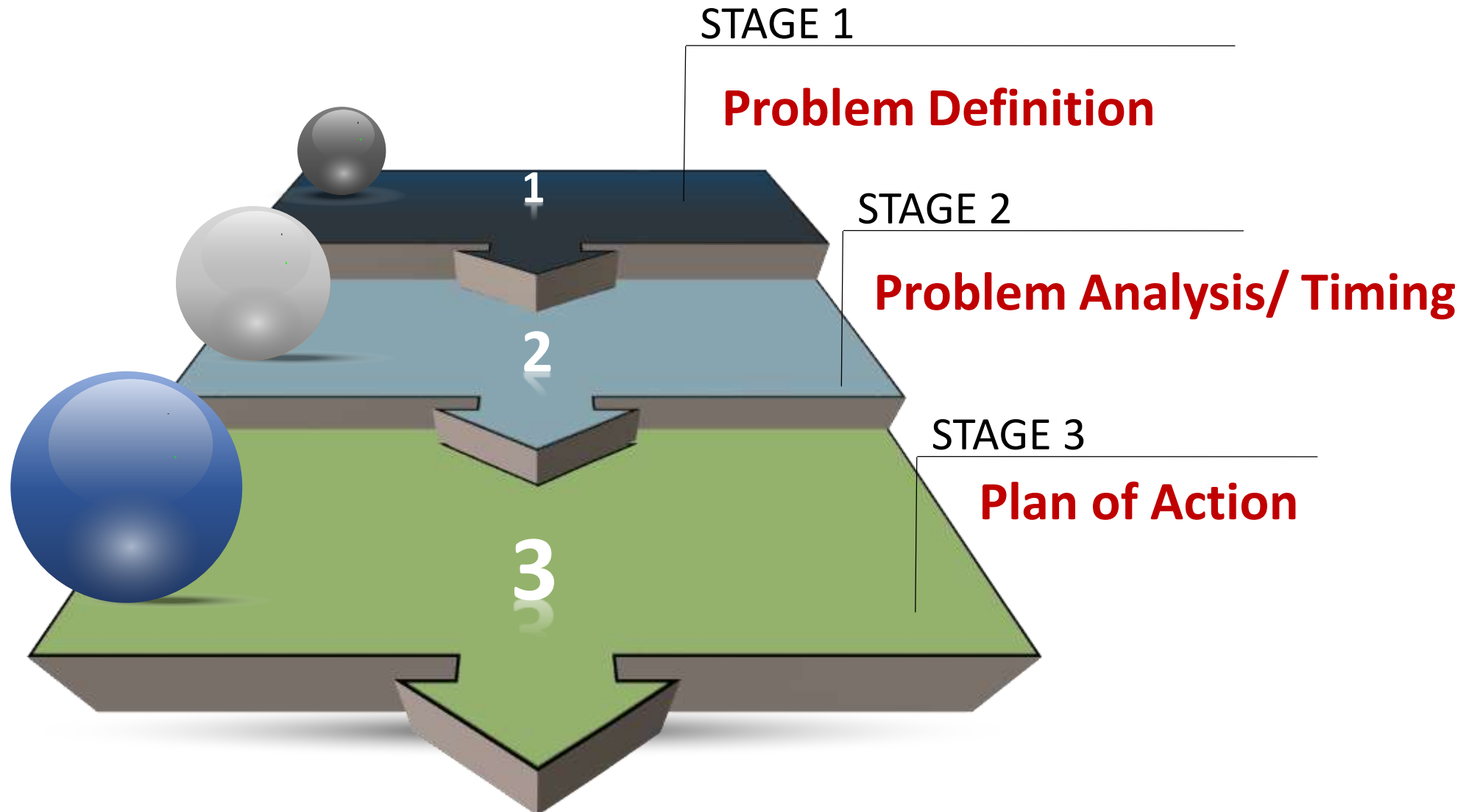


While decision making encompasses all sorts of situation (many of them routine), problem solving implies that a certain degree of difficulty or risk is involved





Steps in Problem Solving



State of feeling
of being in doubt

Achievement of
something desirable,
often expressed as a
successful outcome

Uncertainty, Risk, and Success

Possibility of pain,
harm, or loss from
a decision



PLAN FIRST!

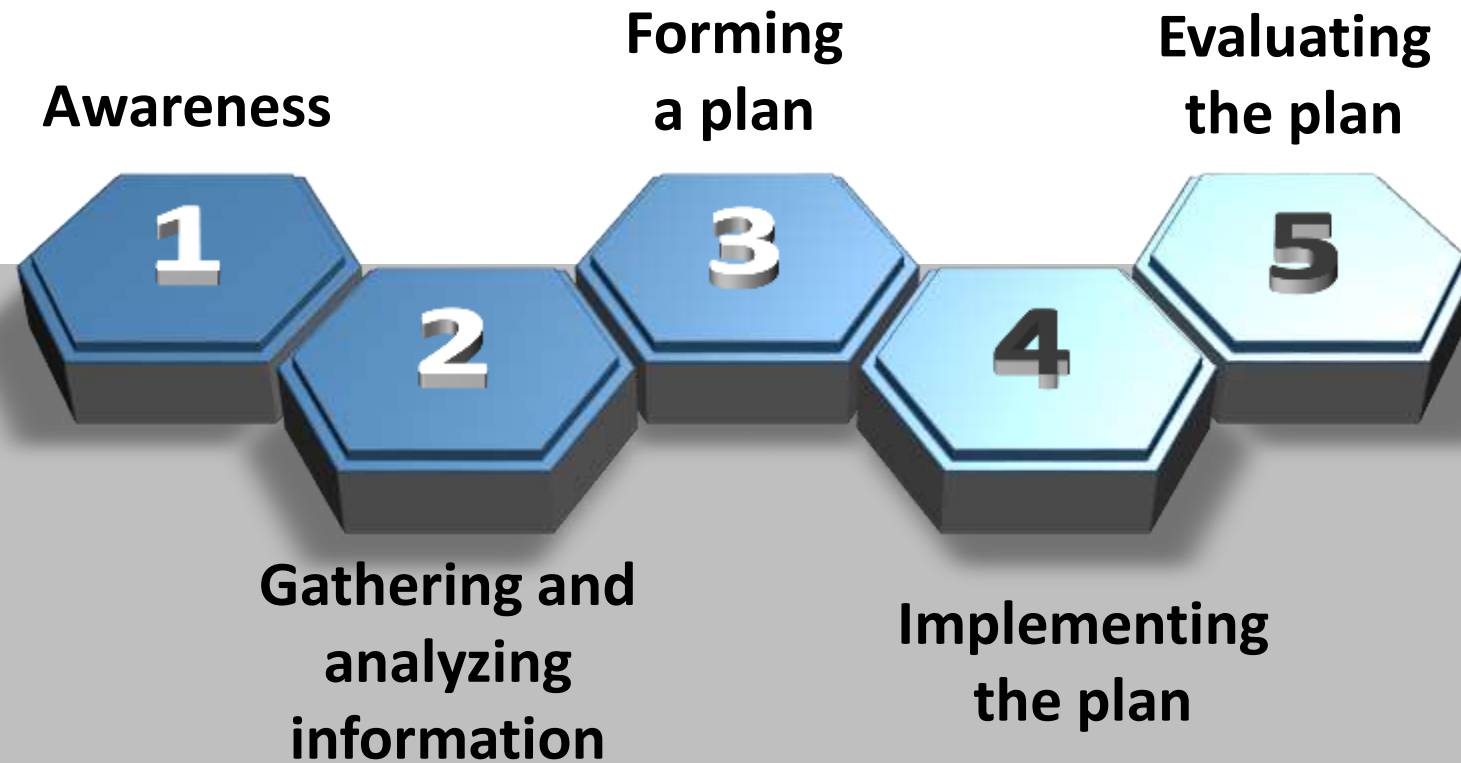
What is Planning?

Planning is a process involving a series of decisions leading to need or goal fulfillment



Plan is a detailed schema, program, strategy , or method worked out beforehand for the accomplishment of a desired end result

5 steps in a planning process



Time, Stress, and Planning

Planning is affected by **time constraint**, **stress**, and **the choice** between living in the moment and thinking long-term

Situational factors, including environment context, shape wants, needs, and goals → influencing planning.

Situational influences to be considered in making plans:

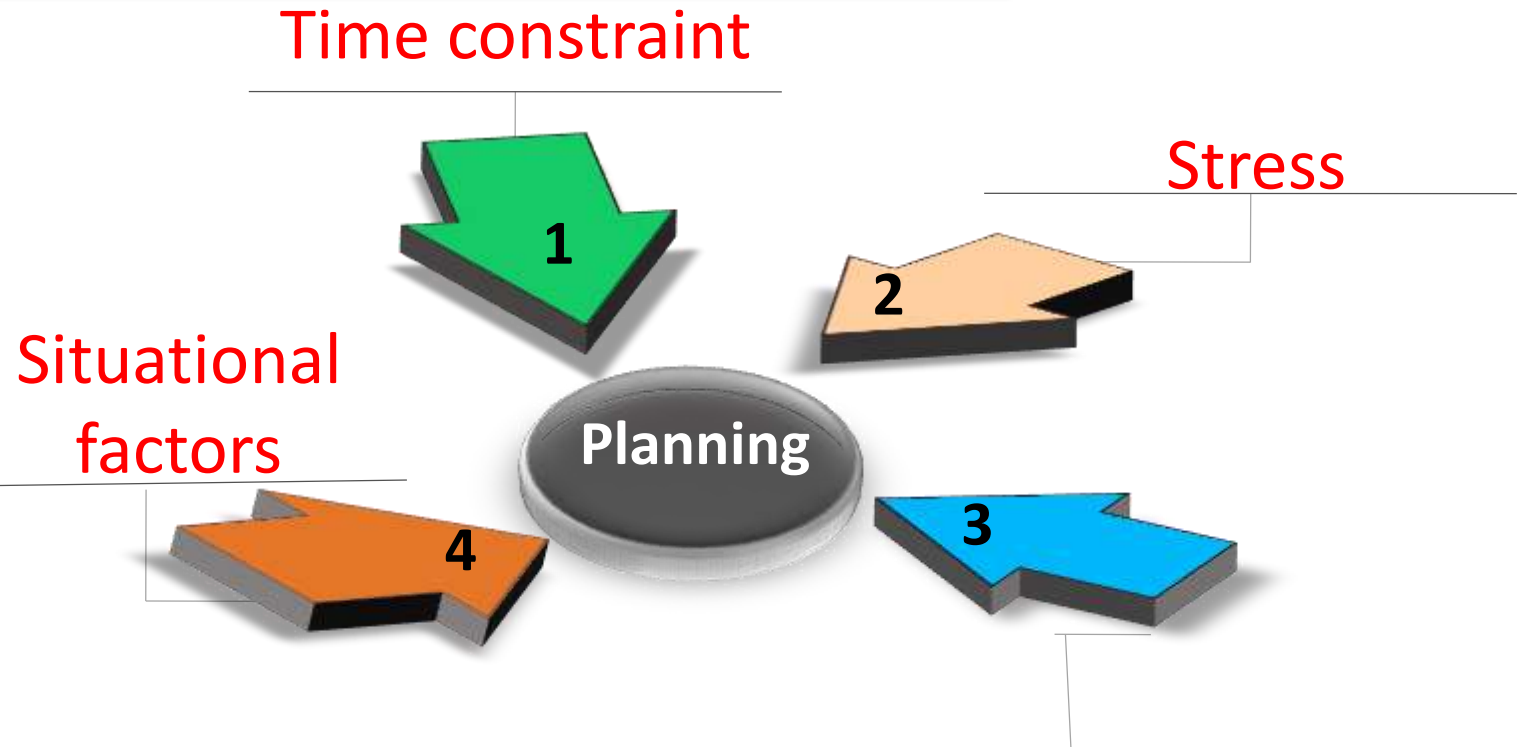
- Physical surrounding (location, décor, lighting, etc)
- Social surrounding (other people, crowding, and relationship)
- Time (time of the day, month, year, and season)
- Task (the reason the person is there, what needs to be done?)

Time, Stress, and Planning

Situational Factors:

- **Physical surrounding** (location, décor, lighting, etc)
- **Social surrounding** (other people, crowding, and relationship)
- **Time** (time of the day, month, year, and season)
- **Task** (the reason the person is there, what needs to be done)

Task saturation: occur when people are so busy doing things that they cannot plan or lead effectively



The choice between living in the moment and thinking long-term

Personal Traits, Characteristic, and Planning

Introverts

Tend to think about themselves first; their thoughts are directed inward

Vs.

Extroverts

Less interested in self and more interested in others and in the environment

Introvert vs. Extrovert

Introversion and extroversion are orientation, no one completely introverted or extroverted



How being
introverted or
extroverted
affect
planning?

Motivational Factors and Planning

Motivated planning behavior: thinking activity that is directed toward particular goal or objective

Three main aspects of motivation:

1. The goal objective must be **attractive and desired** by the seeker
2. The goal or objective seeker must be **persistent**
3. The seeker becomes **discontented** if she or he does not reach the goal or objective

Persistence: person's staying power; personality trait of not giving up when faced with adversity

Standard Setting and Planning

Standard provide **the criteria for action**, it affect the **assessment** and **allocation of resources**, leading to the clarification of demands, decisions, plans, and action.



It is important that the **plan fit the standards** of the individual or situation.

Scheduling, Sequencing, and Multitasking



Scheduling refers to the **specification of set of time bounded** projected activities which are sufficient for the achievement of a desired goal set



Sequencing, mental process that part of scheduling, is the ordering of activities and resources necessary to achieve goals.

4 Types of activities or task

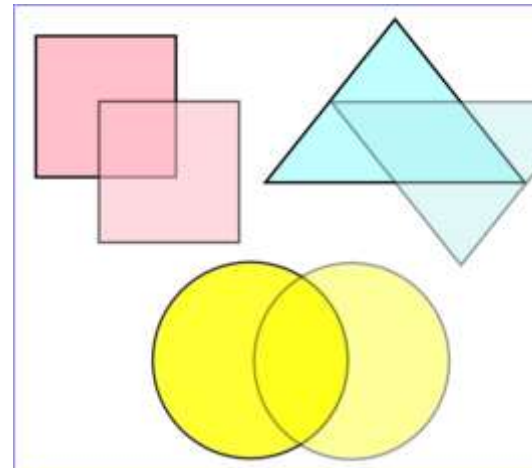
Independent:
take place one at
a time and they
stand alone



Interdependent: one
activity must be
completed before
another can take place

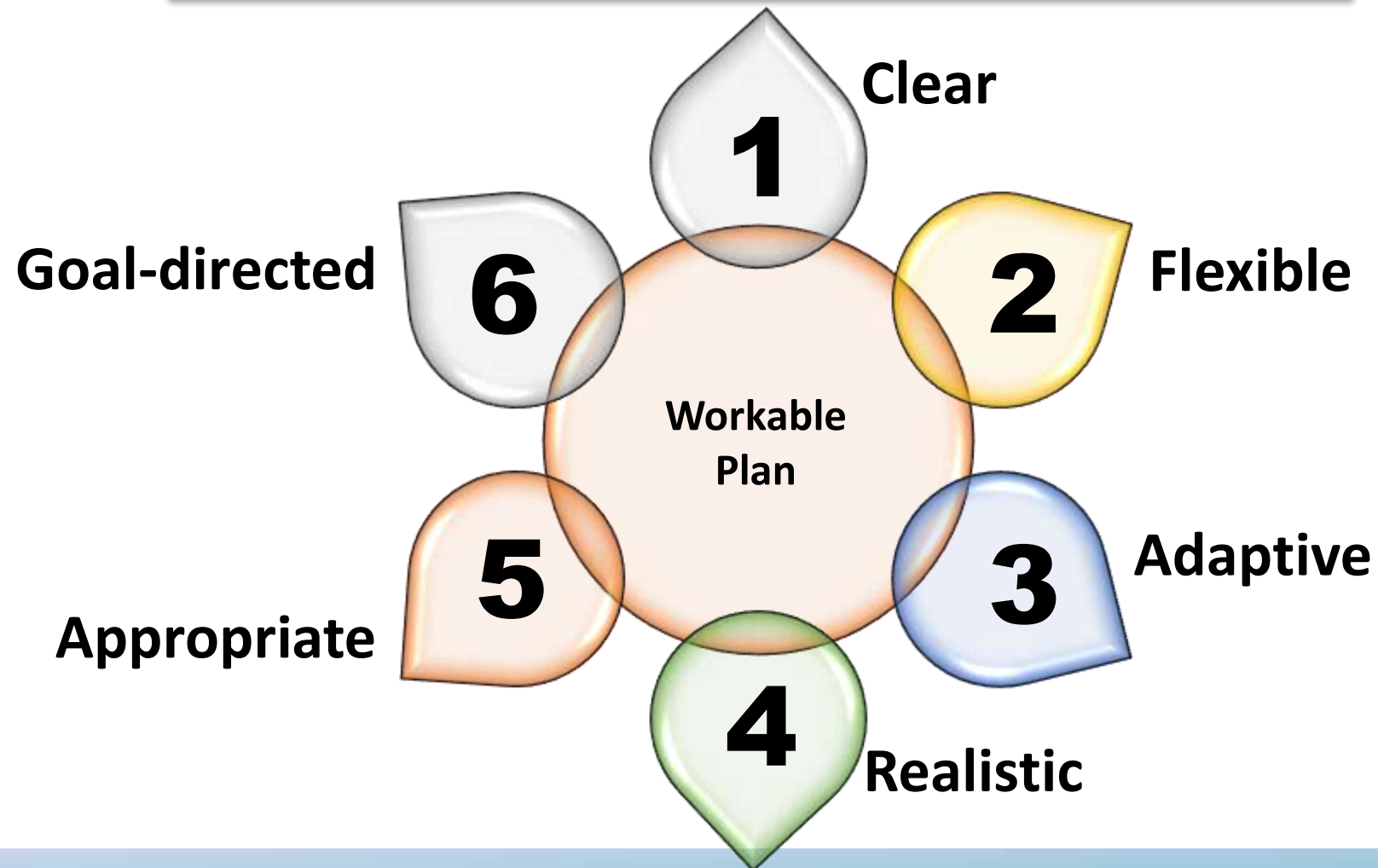


**Dovetailed/
Multitasking:** two
or more activities
take place at the
same time

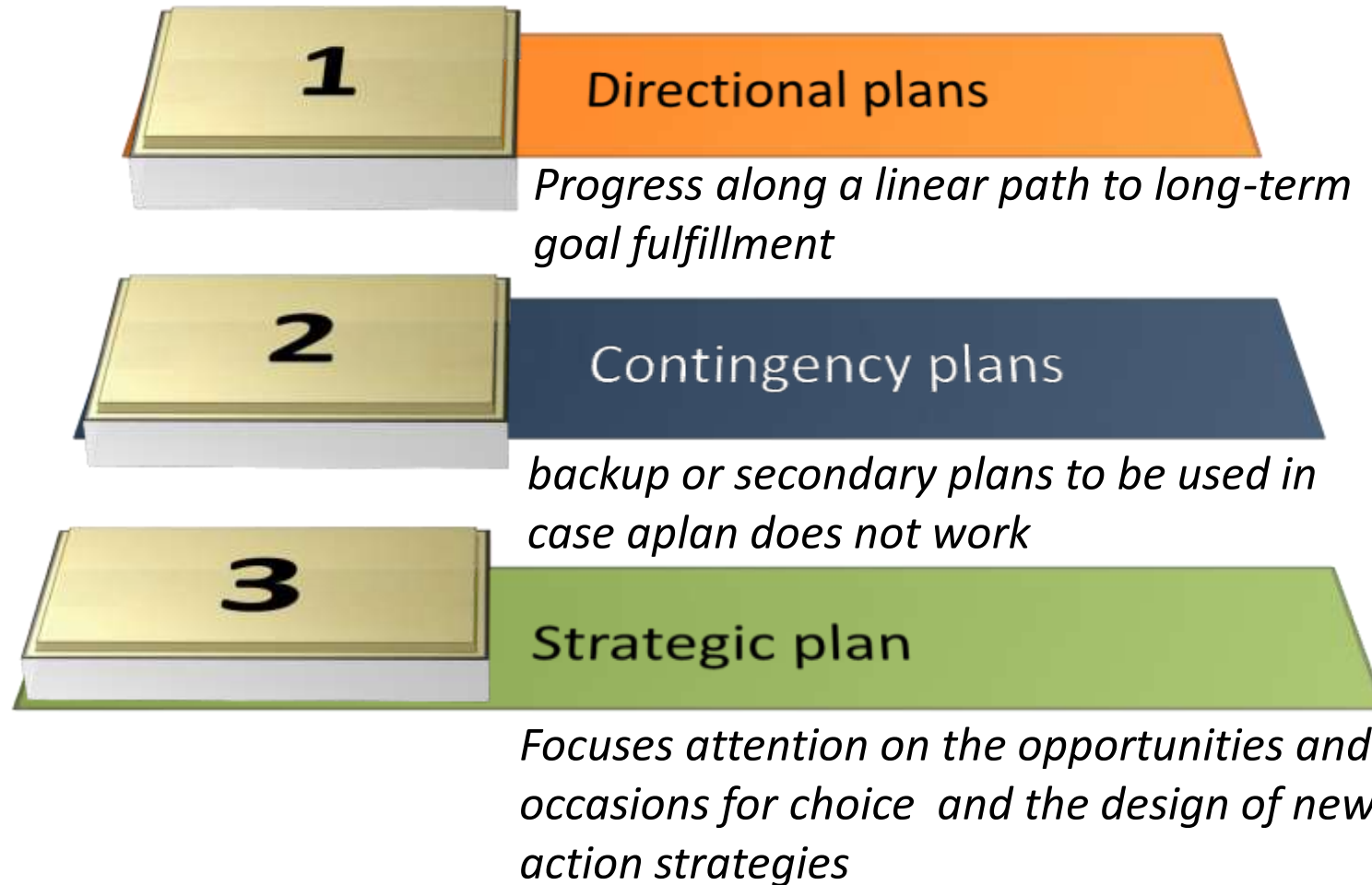


Overlapping: a
combination of
activities that require
intermittent and/or
concurrent attention

Attributes of (Workable) Plans



Types of Plans





Implementation

What is Implementing?

Implementing is **putting plan** and **procedures** into action and controlling the action



The factors **affecting implementing** are the same ones that affect planning: **situations, personal traits and characteristics, and motivational factors**

Actuating, Checking, and Controlling

Actuating: refers to putting plans into effect, action, or motion

Once the plan is activated, **corrective action** may needed

Checking: determining whether actions are in compliance with standards and sequencing

What is Evaluating?



Evaluation is a process of **judging or examining** the **cost, values, or worth** of a plan or decision based on such criteria as standards, met demands, or goals

Evaluation occurs throughout the management process



To avoid bias on evaluation and ensure better end result → **assessment**

Assessment: gathering of information about result, the **comparison of those result with the result of the past**, and the open discussion of the meaning of those result, the ways that they have been gathered, and **their implications for the next moves** of the family or the individual

Is there any question?





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- Rice AN, Tucker SM. 1986. Family life management. Sixth edition. New York: Macmillan Publishing Company.



