

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 7

THE CONTROLLING FUNCTION OF MANAGEMENT

OBJECTIVES

1. Develop skill and knowledge in setting standards.
2. Develop skill and knowledge in taking action to improve standards.

AIDS AND MATERIALS

1. Worksheets 22, 23, 24 and 25.

- - - - - TIME SCHEDULE - - - - -

Minutes

Topics

10

I. Review

90

II. The Controlling Function of Management

A. Setting up Controls

B. Setting up Standards

C. Checking through Standards

10

III. Summary

110

I. Review (10 min.)

Have the assigned person give a ten-minute review of the first four functions of management.

Follow the same procedure of giving the conferees in turn the assignment of presenting the review at the beginning of as many conference sessions as is practicable.

II. Controlling Functions (90 min.)

Use Chart No. 12 to announce the fifth (and last) function of management.

Chart No. 12

A. Setting up Controls (30 min.)

Explain to the group that the controlling function of management in this course deals with graphs, charts, statistics and devices (e.g., time schedules, suspense files, memo pads, calendar pads, attendance records and card indices, etc.)

Examples:
Chart No. 13

Take up the organization chart as an example of a control device. Turn to Chart No. 13. Ask the group how this organization chart serves as a control. Make sure that the following points are included:

1. It limits the number to whom a supervisor or an executive can give orders.
2. It determines whom he can contact.
3. It shows the relationship of each man to everyone else in the unit.
4. It shows that each person has only one boss.

Ask the group how a position description or a duty analysis serves as a control device.

(Illustration)

Next ask the larger question ---- What useful purposes do charts, graphs and statistical data have in a unit? Be sure that answers include that they indicate whether:

1. Production goals are being met and routine items are completed as scheduled.
2. Current operations compare favorably with last week's, or last month's or last year's.

- (40 min. to here)
- B. Setting up Standards:
Long-range and Short-term
(30 min.)
- Time and Quality
1. Have a good operator accomplish the job to establish his time and his quality.
 2. Add to this operator's time, enough additional time to bring the job time within the range of an average worker's ability. Any allowance for quality should be well within the accepted tolerances or minimum requirements or specifications.
- (Illustration)
- If no one offers a good example to illustrate the above procedure, give the following example of a supervisor in charge of a duplicating unit who set a standard for stencil cutters:
1. He had a good operator cut a series of stencils using well selected samples of the work from his unit. The average time was twenty minutes.
 2. He added what he thought was a reasonable amount of time so that the job could be done on a "day-in, day-out" basis by typists less able than the operator used to set the standard. The standard was set at 30 minutes per stencil.
 3. Then, under exact working conditions he surveyed the actual production of his operators. The survey showed a wide difference between the standard and actual accomplishment.
- (70 min. to here)
- C. Checking through Standards
(30 min.)
- Explain that the above illustration of the stencil cutters is a good example of what it means to check on the quality and quantity of production through standards that are set up.

When production lags below standards.	Ask the conferees whether they can cite similar examples of actual checking through standards in their own units.
Worksheet 22	Distribute Worksheet 22, "Quality and Quantity Control." Have the conferees read it carefully and then discuss it. Ask the group what big problem remains when performance falls below the standards.
(Illustration)	What is the first answer to this problem? What other solutions should be explored? Be sure to include rearrangement of the office layout, method improvement, better lighting and working conditions, higher morale and---lastly---change of personnel. Ask the group what precaution must always be taken when setting up standards. Does exceeding the safe workload generally lead to a drop in efficiency over a period of time? Ask the group whether standards should remain permanent. Why not? Next take up the problem of setting up some kind of a control on work done by supervisors or staff members. This is a difficult problem.
Worksheet 23	Distribute Worksheet 23, "Control Chart for Management Training Instructors." Explain the use of this chart.
Assignment: Control Chart	Then announce that each conferee is to write in a list of his own major responsibilities, rate himself on the degree and quality of performance of each one, and make a graph of this rating. This is to be handed in before the beginning of Conference No. 8. Ask the group what useful purpose other than evaluation the control chart of major responsibilities serves.

Ask the conferees whether or not they have difficulty in seeing that not a single one of their major responsibilities is being neglected.

Worksheet 24

Have the conferees turn to Worksheet 24. Have the group discuss the usefulness of such a control sheet.

Announce that no assignment of a routine control sheet will be made but that it is expected that each supervisor will make one out so that it can be shown to higher supervisors at any time.

(100 min. to here)

III. Summary (10 min.)

Make a summary of the points brought up in today's conference session.

Worksheet 25

Then distribute Worksheet 25 and urge the conferees to review the five functions of management until they understand them thoroughly.

(110 min. to here)

QUALITY AND QUANTITY CONTROL

Production Quantity Standard per Hour

It is very important to determine the production quantity standard per hour in the effective control of production. Various factors should be taken into consideration in determining this standard such as, the worker's skill, the employees' morale, amount of wages the employees are paid, etc.

Research shows that there is a definite the relationship between the production quantity per hour and the number of working hours a day, as follows:

- (1) Low production if worked 4 or 5 hours a day.
- (2) Production still low, even if worked 8 hours a day, 3 days a week.
- (3) More than 50 hours a week work increases the accident rate and absenteeism.

NOTE: The above figures vary to some extent depending on the type of work, worker's personal traits, environs and others.

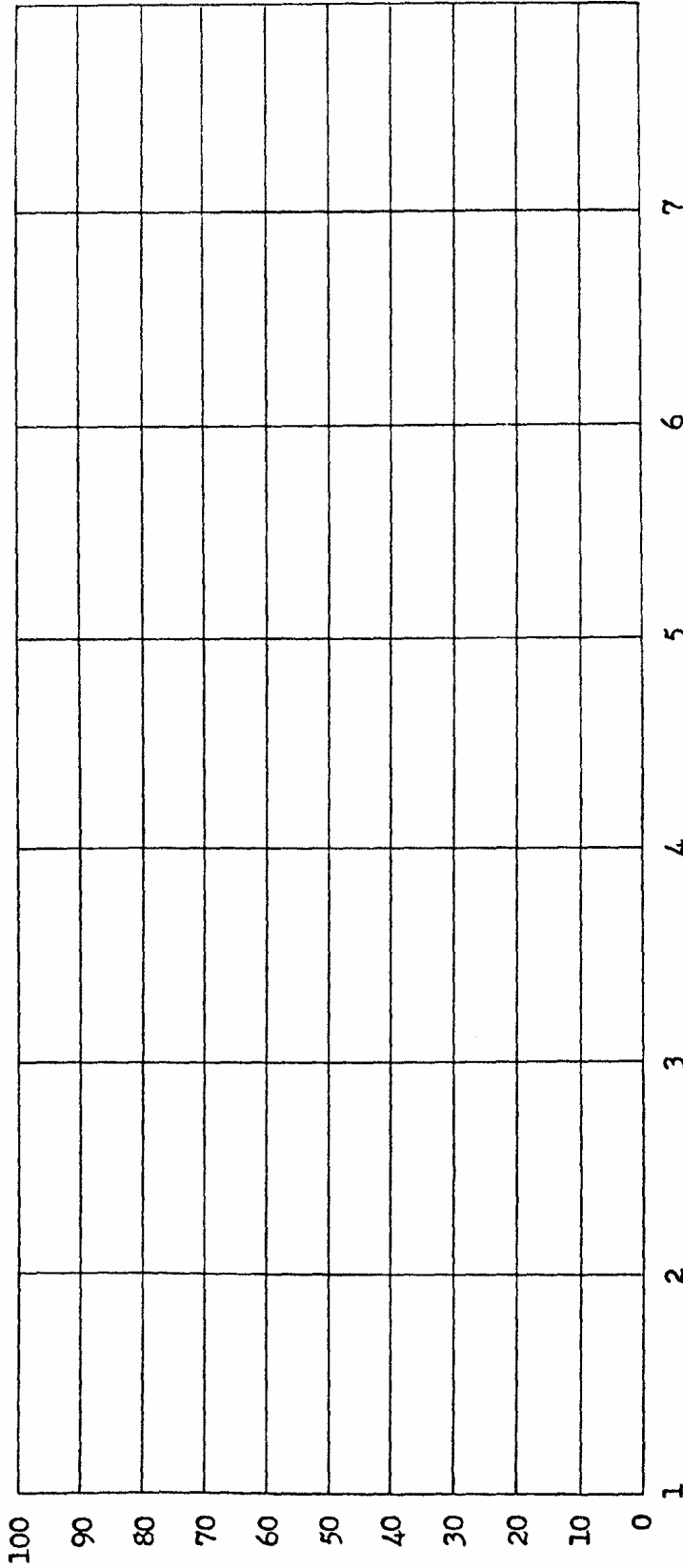
The important thing in controlling is to consider not just the material factors but also the workers -- their physical and psychological condition.

Quality Control by Stages

Quality control formerly was carried out by making inspections of the finished product only. This method, however, involves too much waste of manpower and time.

By making inspections at each stage of a long process the standards of the finished product as required by the specifications can be assured.

Quality control must be examined and studied systematically from all angles -- planning, procurement of materials, manufacturing, sales, storage, distribution, and so forth.

CONTROL CHART FOR MANAGEMENT TRAINING INSTRUCTORS**MAJOR RESPONSIBILITIES:**

- | | |
|--|---|
| 1. Conducting management training conferences | 4. Developing instructional materials |
| 2. Making follow-up contacts | 5. Compiling data and cases to evaluate and to improve training |
| 3. Arranging facilities and materials for training | 6. Keeping records of training |
| | 7. Special assignments |

HOW TO APPLY THE CHART:

1. Rate yourself on each major responsibility showing with a vertical column the percentage "well down" according to standards you set up.
2. Re-evaluate yourself monthly, or at least quarterly.
3. People in other jobs can simply substitute their own major responsibilities for those given above.

FUNCTIONS OF MANAGEMENT

1. PLANNING

- a. Project yourself (persons, location and conditions)
- b. Check by: Why, What, Where, When, Who and How.

2. ORGANIZING

- a. Analyze the mission
- b. Determine the jobs and make duty analyses
- c. Set up the structure and draw up an organization chart
- d. Assign the resources (personnel and material)

3. COMMANDING

- a. Assign the person to his basic duties, and in the proper place in the organization
- b. Use special assignments to orient a new person, as follow-ups, and whenever required
- c. Use written and verbal orders, based on specific plans and policies

4. COORDINATING

- a. For balance and objectivity consult others having varied experience
- b. Limit the number making decisions on a coordination
- c. Base contacts on specific plans and policies

5. CONTROLLING

- a. Set up mechanical controls and standards
- b. Control quantity and quality through standards