

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 6

THE PLANNING, COMMANDING AND COORDINATING FUNCTIONS

OBJECTIVES

1. Outline the basis of good planning.
2. Present the essentials of the commanding function.
3. Develop a working knowledge of the coordinating function of management.

AIDS AND MATERIALS

1. Worksheets 19, 20 and 21
2. Chart Nos. 3 and 12

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

Minutes

Topics

25	I. Review
30	II. The Planning Function of Management
30	III. The Commanding Function
20	IV. The Coordinating Function
<u>5</u>	V. Summary
110	

I. Review (25 min.)

As far as possible, have the three assignments - (the position description, the organization chart and the wage cost accounting) - collected before the opening of today's session.

Assignments

Then take up the small organization charts, only (those which all conferees have submitted) and discuss each one separately before the whole class. Be sure that all errors and questionable items on the charts are cleared up. Make use of the small organization chart on Chart No. 3. (No. 13 will also do.)

Chart No. 3

Point out that an organization chart should give a clear picture of how a unit functions. Explanations should be added, if necessary, as footnotes. Poor management is quickly evident from the organization chart.

Next take up two of the conferees' position descriptions and cost accounts. Discuss them briefly.

Do the same with two or three of the large organization charts of the departments.

(Plan to check all these assignments carefully before the next session so that they will be ready to be handed back to the conferees.)

Today's Assignments
(Functional Chart)

(25 min. to here)

Lastly, announce that the assignment of a functional chart based on the small charts of each conferee's own little unit will be required by the opening of Conference No. 8.

II. Planning Function
(30 min.)

Chart No. 12

Turn to Chart No. 12, and announce the second of the five functions of management: Planning. Inform the group that only the planning of individual operations and not large-scale planning will be discussed here.

A. Not Being a "Desk-Planner"
(Projecting One's Self) (15 min.)

Ask the group why it is necessary that a person projects himself into a given situation whenever he makes plans. Have conferees discuss the results of making plans without projection into actual shop situations.

Next, ask for specific instances in which planning is necessary. The following are examples:

1. When answering a letter or check sheet.
2. When setting up a time budget.
3. When setting up a procedure.
4. When arranging an office layout.
5. When setting up a project to improve a method.

B. Checking On the Basis of the "Six Questions"
(15 min.)

Discuss the usefulness of checking a plan with the six interrogatives: why, what, where, when, who and how.

The following are examples of the use of the six interrogatives:

1. Why is it necessary? Why do it that way? Why do it today? Why should they be consulted? Why should it be checked?
2. What is needed? What is available? What difficulties could arise? What problems can be prevented? What rules apply?
3. Where is the best place? Where should things be placed? Where can materials be obtained?
4. When should it start? When should it be completed? When is the best time? When is it needed? When will it reach there?
5. Who should do it? Who should coordinate it? Who should approve it? Who else is concerned?
6. How is it to be done? How can it be proved to be essential? How can the best way be determined?

(Illustration)

Study to Plan	Next, ask the group what are some of the ways a person can prepare himself for planning work. Here are some suggestions: 1. Reading and studying. 2. Visits to other installations. 3. Attending selected courses. 4. Consulting specialists.
Worksheet 19 (55 min. to here)	Lastly, pass out Worksheet 19, "Completed Staff Work." Tell the conferees to read and re-read this worksheet carefully outside of conference hours. Encourage them to apply the ideas in it in their daily work.
III. The Commanding Function (30 min.)	Announce the third function of management. Use Chart No. 12.
Chart No. 12	Ask the group why assigning a person in an organization is a commanding or directing function.
A. Type of Assignment (15 min.) 1. Basic Jobs 2. Special Assignments	Next, ask what things must be kept in mind when assigning a person in the organization. Be sure that the role of the position description and the organization chart is brought out. What other principles of organization apply? Announce that the problem of orienting a new employee will be taken up in conference No. 9. But bring out the point that it is necessary to give a new employee special assignments in order to help orient him to his new job and as a general follow-up procedure. Ask why a person's special assignments as well as his basic duties should be in writing.
B. Types of Orders: oral and written (15 min.)	Ask the group to discuss when written orders should be given and when verbal orders should be given. Write the points down on the blackboard.
Worksheet 20	Have the group turn to Worksheet 20, "Giving Orders." Continue the discussion from this worksheet.

Worksheet 21	Distribute Worksheet 21, "Types of Orders."
	Ask the conferees which of the three alternative suggestions they would use if they were the supervisor in the example given.
	Guide the discussion so that all will agree that a good modern supervisor--a real leader of men--would not hesitate in the least in picking out alternative 3.
(85 min. to here)	
IV. The Coordinating Function (20 min.)	Ask the group what coordinating involves and why it is absolutely necessary if the over-all operations of a unit are to proceed smoothly. Show how waste can be prevented, or how unnecessary work or personnel can be eliminated. What is vertical coordination? What is horizontal coordination?
A. Consulting Others	
B. Limiting the Number of People	Ask the group why the number of people making a decision on a problem being coordinated should be limited to about four.
C. Using Specific Plans	Discuss the need for making appointments and holding meetings according to specific plans.
(105 min. to here)	
V. Summary (5 min.)	Make a quick summary using Chart No. 12. Show the bearing one function of management has on another.
Chart No. 12	
Assignment (one person)	Assign one outstanding person in the group the task of giving a ten-minute review of the first four functions of management at the beginning of the next conference session. Assist him with suggestions after today's session is over.
(110 min. to here)	

- COMPLETED STAFF WORK -

"Completed Staff Work" is a commonly used expression in the United States Armed Forces.

It is the duty of the staff to aid the commanding officer of a unit. There are, however, many interpretations of the word, "aid." To perform odd and sundry duties as ordered may be one form of "aiding," or being a mere fixture may be "aiding." Staff functions include neither. It is the duty of the staff to prepare and present work in such a manner that when it is presented to the commanding officer, only his signature of approval or disapproval is required.

Nowadays, "Completed Staff Work" is an often-used expression in the office or shop. What does "Completed Staff Work" mean?

"Completed Staff Work" is the analysis of a problem, and the presentation of a solution—in such form that the responsible authority need only indicate approval or disapproval. The more difficult the problem, the tendency is to present it to the chief in piecemeal fashion. The product, whether it involves the pronouncement of a new policy or affects an established one, should, when presented to the chief, be worked out in finished form. The impulse to ask the chief what to do occurs more often when the problem is difficult. It is accompanied by a feeling of mental frustration. It is so easy to ask the chief for his opinion and seems so easy for him to answer. The impulse must be resisted, for it is the function of every staff officer to advise the chief what he ought to do. He should receive answers, not questions.

The function of the supervisor is to study, write, restudy and rewrite until he has evolved the best action of all which have been considered. Do not worry the chief with long explanations and memoranda. Writing a memorandum to the chief does not constitute completed staff work, but writing a memorandum for the chief to send to someone else does. In most instances completed staff work results in a single document prepared for the signature of the chief, without accompanying comment. If he wants comment or explanation, he will ask for it.—The final test of completed staff work for the writer is this:

"If you were the chief would you be willing to sign the paper you have prepared and stake your professional reputation on its being right?"

GIVING ORDERS

Objective: To get people to want to accomplish a certain thing despite the fact that most people do not like to take orders.

DIRECTING, ONE OF THE FIVE FUNCTIONS OF MANAGEMENT, INCLUDES THE FOLLOWING:

1. Assigning men to their initial task
2. Making special assignments (training of new personnel, follow-up, etc.)
3. Giving verbal and written orders

A. USE WRITTEN ORDERS

1. When transmitting orders to another location
2. When worker is slow in understanding or is forgetful
3. When precise figures or complicated details are involved
4. When you desire to hold the worker strictly accountable
5. When the order of operation is important and needs to be followed exactly
6. When a bulletin board can be used for general orders or work assignments
7. When quoting "general orders" or higher authority

B. USE VERBAL ORDERS

1. For minor details
2. In giving directions
3. In giving assistance
4. To clarify a written order
5. In an emergency
6. Where worker interest is lacking
7. In the event of disagreeable tasks, to explain why the work must be done

What are some of the reasons for orders not being understood? In some cases the fault may lie with the employee, but there are also numerous other causes among which there are the following:

WRITTEN

1. Not using words with clear meanings
2. Not arranging instructions in a logical sequence
3. Too lengthy
4. Too complicated
5. Not flexible enough
6. Makes work appear complicated

VERBAL

1. Speaking indistinctly, mumbling words
2. Assuming worker knows what you are talking about
3. Giving orders when there is too much noise.

TYPES OF ORDERS

1. Direct or Command.
2. Request
3. Implied
4. Call for volunteers.

In a small factory the janitor was off one day. It was not thought necessary to get someone to assume his duties. During the course of the morning, however, one of the workers became ill. Making his way out of the shop, he knocked over two trash cans near the door. This caused quite a mess, and presented a problem for the foreman whose responsibility it was to get it cleaned up. What kind of order could be given to a semi-skilled or skilled worker to avoid antagonism?

SUGGESTION ONE

"Yamada, I know it's a dirty job but I'm wondering if you will clean it up. I'll certainly appreciate your cooperation."

SUGGESTION TWO

"Fellows, Asanuma was sick and knocked those trash cans over on his way out. The janitor is off, and someone has to clean it up. How about a volunteer?"

SUGGESTION THREE

"Sasaki, it's such a mess that I can't ask you to clean it up yourself. We'll do it together. I'll get the pail and water. Will you get the mop? O.K.?"

A GOOD FOREMAN WILL SET AN EXAMPLE WHENEVER POSSIBLE

In northern France a pontoon bridge across an ice-cold stream became disconnected. The officer in charge yelled, "Come on, men—let's hold it together until those half-tracks have crossed!" He waded into the water waist-deep. The men followed.