

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 21

EFFECTIVE PERSONNEL UTILIZATION: HIGHEST PRODUCTION

OBJECTIVES

1. To review the importance of training as a means to increase a worker's capacity to do useful, productive work.
2. To stress the supervisor's responsibility for seeing that as far as possible each subordinate is given a full day's work on projects deserving a person's maximum efforts.
3. To summarize the main problems in the effective utilization of personnel.

AIDS AND MATERIALS

1. Worksheets 108--110.
2. Chart Nos. 36, 37 and 38.

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

<u>Minutes</u>	<u>Topics</u>
10	I. Review
30	II. Increase a Worker's Capacity to Produce
40	III. Use Him Fully on Essential Tasks
30	IV. Summary
<u>110</u>	

- I. Review (10 min.)
Charts Nos. 32--35
- II. Increase His Capacity to Produce (30 min.)
Chart No. 36

Review the topics from the previous conference by making use of Charts Nos. 32, 33, 34 and 35.

Turn to Chart No. 36, "Increase His Capacity to Produce." Ask the group to recall the large objective of the instruction phase of this management training course.

Ask the conferees individually what they have done up till now in increasing their subordinates' capacity to produce. Have they conducted any informal on-the-job training? Have they encouraged their men to improve their skills or to learn new techniques outside of working time and during any slack period during working hours?

And to all those working directly or indirectly under American personnel how many of the supervisors have shown the initiative and industriousness required of a leader to improve their English ability so as to be able to work effectively with American personnel? And—just as important—how many have encouraged their subordinates to study English?

Ask the group how many have already found the training timetable so useful that they've actually made one and have started on-the-job training according to it. Ask for details on the training plans and on any progress made so far. Have they put up training timetables along with organization charts of their units in a conspicuous place where all workers and visitors alike can immediately spot them?

Have the conferees discuss three problems under the topic "Increase His Capacity to Produce." Ask for concrete illustrations from experiences of the conferees.

(40 min. to here)

Ask for comments on the practicability of the 4-step preparation for instruction and of the 4-step instruction procedure.

III. Use Him Fully on
Essential Tasks
(40 min.)

Chart No. 37

Turn to Chart No. 37, "Use Him Fully on Essential Tasks," and ask the group why this problem is so important to the worker, to the supervisor, and to the overall operations of the organization.

A. Full Day's
Work

To introduce the item on a full day's work, distribute Worksheet 108, "A Full Day's Work," and have the group read it and comment on it.

Worksheet 108

B. Schedule
Effectively

As for effective use of time, what do the above cases bring out? What about the cases in the previous conference?

Worksheet 109

Turn to Worksheet 109, "Trouble in the Pay Line," and have the group read it over quickly. Although this case does not happen to involve indigenous personnel, similar problems can be found in practically all nations.

What devices were studied in Conference 5 to assure effective use of time? Ask the group whether they've started making use of any of them. Ask for comments.

C. Question the
Need

Why is it so important to question the need for every task? Cannot a person find special and creative work to do during slack time? What about initiative?

Or is there full justification for reducing personnel? If there is, is it the responsibility of the supervisor to take steps to reduce personnel? How can this be accomplished with the least amount of hardship on the livelihood of his subordinates? Should a supervisor have a vacant position filled even though there is no need for it? Is a large reduction in force of personnel generally a sure sign that management had been poorly handled?

D. Check Results

In checking results, supervisors may find that his subordinates work best when the conditions are such that they are able to get the satisfaction of having accomplished something that challenges their ability,

something that is productive. Hence, the neverending need for advancing methods and standards in small things as well as in large operations.

- (80 min. to here) Ask the conferees to comment on this problem.
- IV. Summary (30 min.) Turn to Chart No. 38, "Waste of Manpower," and conduct a summary of the discussion of effective utilization of personnel. This amounts to a brief summary of the entire management training course.
- Chart No. 38
- Worksheet 110 Also distribute Worksheet 110, "Some Basic Principles in Maximum utilization of Manpower," and discuss.
- Worksheet 69 Before closing the conference, remind the group that they are to hand in Worksheet 69 filled in at the closing conference session, but the conferees are not to write their names on it. If extra copies of this worksheet are available, distribute them so that the conferees will have a permanent copy to keep.
- In addition ask the conferees to write briefly on the back of Worksheet 69, which they are to submit, answers to the following questions:
1. In what specific ways could the presentation of the conference have been made more effective?
 2. What mannerisms did the conference leader have which were distracting?
- (110 min. to here)

A FULL DAY'S WORK

An inspection was going on in an installation. None of the inspectors could see any major loss of manpower during the overall movements of the employees on the base. All were at work on time. The lunch counter and cafeteria were set up close to the groups. There was practically no movement of groups between buildings during work hours and rarely were there individuals traveling great distances.

Closer inspection showed that often several workers were standing around a supervisor to have work checked, approved or signed. Frequently there were several key men waiting their turn for a contact with their superiors. In one case there were eight people waiting to see the Chief of the Division.

QUESTIONS

1. What is the problem of each supervisor who keeps subordinates waiting?
2. Where would you look to begin to improve the individual supervisor's practice?
3. Should the organization chart, duty analysis and time budget be reviewed?
4. Analyze these statements:

"You can't give him a full day's work at 9 a.m."

"His schedule can't be efficient unless yours is."

"Some of the tasks you are doing can be labelled non-essential."

TROUBLE IN THE PAY LINE

An air inspector received a complaint that the work of office personnel was being disturbed by the noise and confusion created by civilian employees in the corridor near the window where civilian pay checks were distributed. He asked his Civilian Personnel Officer to investigate and received a report which contained the following facts:

- a. The confusion was caused by a long pay line which moved very slowly due to errors in pay checks, as to amount, deductions for tax, etc. These errors were found to be as high as 12%.
- b. In addition to the errors, the payroll procedure was behind schedule to the extent that checks were sometimes not ready until the third day after they were due.
- c. The highest loss of personnel in the division occurred in the payroll section.
- d. The report of exit interviews showed that in a large number of cases the pay problem appeared as one of dissatisfaction.

The supervisor of the payroll unit was a middle-aged civilian with a good accounting background. He had been in charge of the unit during the growth of the base from a small to a moderately large organization. He had never been known to have trouble with his people, on the contrary he had the reputation of being easy with them. A survey of the unit showed a number of significant factors. The group system of operation was in use, which meant that each person went through all the steps of payroll procedure for a delegated portion of the personnel. The production of the unit varied considerably when some of the more experienced people were on leave at peak periods. The turnover was high and when a new individual reported, the workload was reshuffled to some extent to divide it on the basis of experience. At peak periods there was considerable "desk-hopping" as individuals, finishing their allotted quota, stepped in here and there taking over various portions from others who were behind.

The unit had grown with the base. The supervisor, though trained in accounting, showed no evidence of ability to develop procedures and job efficiency. That was why he had caused inefficiency of the unit and the complaints in the pay line as the result.

(Cont'd.)

Conference 21, Worksheet 109

1. What caused the turnover? The supervisor was "easy." Consider the fact that sometimes people leave jobs because of the fact that they feel the place is a "madhouse." In other words, they cannot cope with the work flow. (Point out that lack of volume may be due to fluctuations in the production load, but lack of accuracy is due to lack of training.)
2. Aside from flaws in methods and layout, what are the first steps to be taken from the standpoint of the individuals in the unit.
 - a. Analyze the jobs.
 - b. Set a fair standard for each job.
 - c. Gauge the workers against the standard.
 - d. Administer the type of training indicated to approach standard.
3. What is the second thing to do? Develop the idea of setting a reasonable group standard of performance. Study the results of group performance with a view to finding whether training has solved all individual problems or whether replacements should be made.
4. What of the supervisor? From the answer to this question, develop the idea that with a program of management training in the first place, the situation could have been averted.

SOME BASIC PRINCIPLES IN MAXIMUM UTILIZATION OF MANPOWER

1. Maintain personnel in each unit to meet the average workload, not the peak workload.
2. Assign the right man to the right job, avoid malassignment.
3. Schedule non-productive activities outside of work hours; when not possible, schedule so as to avoid interrupting continuity of work.
4. When basic duties do not require full time, use employees for other jobs; do not limit them to one job entirely.
5. Arrange base facilities, layout, and schedule so as to reduce travel time to a minimum.