

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 2

CONCEPTS OF MANAGEMENT;
THE PRINCIPLES OF ORGANIZATION:
(1) Unity of Command

OBJECTIVES

1. Make the group aware that there is a science of management which, when applied, results in extensive improvement in efficiency.
2. Define a series of terms to be used in the management course.
3. Develop a knowledge of the unity of command principle of management.

AIDS AND MATERIALS

1. Worksheets 4, 5 and 6.
2. Charts 1, 2, 3, 4, 5 and 6.

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

10 min	I. Review
60 min	II. Concepts
	A. Scientific Approach
	B. Principle
	C. Conscious Management
	D. Cost-Consciousness
30 min	III. Unity of Command Principle
10 min	IV. Summary

I. Review of Conference No. 1 (10 min)	Use charts 1, 2 and 3 for a review of Conference No. 1. Let the conferees bring out the points from the charts, but keep the discussion brief. Ask only for the main points.
II. Concepts of Mana- gement (60 min)	First we must take up some of the basic concepts of management.
A. Scientific Approach to Management (15 min)	Scientific Approach to Management Write the above title on the board. Then distribute Worksheet 4, and have the group discuss it.
Worksheet 4	In the discussion on Worksheet 4 ask your- selves, "What are the basic principles, functions, foundations, and procedures of management?"
What about knowledge of management?	Can a structure like this building be built without a knowledge of the principles of construction and an ability to apply it? Can an organizational structure be built and a pattern planned for those people to operate on without a knowledge of the principles of management and how to apply it?
(Illustration)	
Objective of the Management Training Course	It is the challenge of this course, to learn the principles, functions and foundations and procedures of good management and learn to apply them.
(Illustration)	
The "Straight and Narrow Gate"	It is possible for the human engineer to know his principles so well that he can enter an office, a shop, or a warehouse, analyze management activities, and then recommend appropriate action that will solve the difficulties. Stress that this course will point out the way to attaining that expertness.
B. Principle (20 min)	Ask the conferees what a principle is. Ask for examples from science. How does it differ from a rule? After you receive some answers, turn to Chart No. 4 - "The Power of Principle." Discuss briefly.
Chart 4 (Illustration)	

Principle: a law that cannot be violated	Arrive at this definition: A principle is a law of nature; a rule is man-made. Later today we will take up the first of the principles of organization, but first let's take up some other concepts.
C. Conscious Management (10 min.) Chart 5	Ask what "Conscious Management" means to the group. Turn to Chart No. 5, "Making Right Deci- sions," and ask how it ties in with conscious management.
D. Cost-Conscious- ness (15 min.) Worksheet 5	Distribute Worksheet No. 5 to the group. Use all or parts of both sides, depending on the amount of time available.
Banker of Man-hours	A banker receives deposits from hundreds of people and then puts the money to work, thereby making a profit. In a similar way a supervisor receives workers, and he must skillfully utilize the man-hours in order to get out the highest production or profit.
Assignment Man-hour Cost Accounting	Each conferee is to submit a list of all the subordinates in his unit with his own name added to the top of the list. The total gross salary of each man is to be listed in the next column and then total- led at the bottom. In the next column the hourly rate should be calculated. In the next column, the rate for an 8-hour day. And in the last column, the rate for a 40-hour week.
(70 min. to here)	Explain that the purpose of this assign- ment is to check the justification for all this pay in terms of the amount of work produced by the conferee's unit.
III. Unity of Command Principle (30 min.) Chart 6	Let's take up the first of the four principles of organization. Turn to Chart No. 6, "Unity of Command." Ask the group to interpret this chart. Summarize the above discussion with these two points:

- a. Each person must know to whom he reports and whom he directs.
- b. Authority to direct an individual must be limited to one person.

(100 min.to here)

Have the conferees discuss actual violation of this principle at their own place of work.

IV. Summary

(10 min.)

Announce that the other 3 principles of organization will be taken up in Conference No. 3.

Chart 4, 5 & 6

Cover briefly all the main points of today's conference. Use charts 4, 5 and 6.

Brain twister

Worksheet 6

(110 min.to here)

Pass out Worksheet No. 6, "A Mental Workout," as a puzzle to be worked out in spare time. Correct solution to be discussed at beginning of Conference No. 3.

SCIENTIFIC VS. HUMAN ENGINEERING

Some of you have heard about the masterpiece of architectural engineering in the Pentagon Building of the U. S. Department of Defense in Washington, D. C. Thirty thousand people can get out of the building into cars and busses within an hour's time. Cars can move away from the parking lots by the thousands in a matter of minutes. They all get away without crossing lanes and flow into continuous streams of converging cars. The heating and lighting are analyzed to the "n"th degree for humidity and temperature and to the smallest fraction for adequate candlepower and lighting. There are twelve (12) refrigerating machines of 1,120 tons each with a 1,000 horsepower motor which cool and humidify or dehumidify the air as required. There are 960-foot-long roof ridges which, however straight and level, create an illusion of sagging, unless facade parapets are erected to break the lines.

There is another structure, however, centered around this building which is necessary to insure its value. That is the organizational structure.

What about the human engineering factors that are essential to the whole success of the enterprise. We look in vain for such evidences. We find in that building, which is the acme of architectural engineering, organization charts, duty assignments, and lines of authority that are not nearly so scientific and carefully designed.

We find persons sitting at modern desks, with adjustable chairs, fitting the eight dorsal vertebrae to perfection; with the air cooled and perfect for humidity; with the candlepower designed to prevent the least eyestrain and glare; but there is a series of bosses, overlapping of instructions and responsibilities, and a flow of work that often bottlenecks and piles up, or meets with unnecessary delays.

Another interesting point should be reviewed. Should you ask a builder what the principles of design and construction were, you would expect ready accurate responses; there should be no faltering or hesitation. They would, and they should, know the principles of stress and strains and many other principles; otherwise the building would fall.

We cannot build a structure like this building without a knowledge of the principles of construction and an ability to apply it. We cannot build an organizational structure and plan a pattern for those people to operate on without a knowledge of the principles of management and how to apply it.

COST-CONSCIOUSNESS

Have you ever stopped to think to yourself, "If I go by foot, I'll not only wear out my shoes, but I'll tire myself. If I go by bus, it'll cost me 10 yen. Which should I do?" The bus fare is 10 yen. Yet money is spent walking in the form of energy lost and wear and tear of footgear.

There are people who, without stopping to think in this manner, say that it would cost nothing to go on foot. As shown by the illustration above, however, there is a fallacy in such reasoning--the loss is not in visible yen, but in depreciation.

Among those important types of "invisible" costs would be included those not directly expended by the individual and loss in energy and work. There are some people, on the other hand, who, despite their very stingy nature, are inclined to waste in a quite surprisingly, ungrudgingly way, things belonging to others. It often happens that the person who habitually blows his nose with a scrap of old newspaper at home, will blow his nose with a high-grade of correspondence sheet in the office; and those who look upon the average human being as being of only small worth, pretend not to be aware of what their subordinates are doing.

It is customary today practically everywhere to calculate labor in terms of time. This unit of time and work is known as the man-hour. For example, in the case of a man receiving a monthly salary of ¥9600 for a 40-hour week - he is being paid at the rate of 60 yen per hour, or one yen per minute. Therefore, if you as a supervisor are not able to make the man work, paying him 60 yen per hour, you are actually to blame for the loss of the money.

If every member of your section or department does not produce, efficiency will be decreased. In the long run, such a decrease in efficiency would have to be considered a decrease in your own efficiency.

This training course has been initiated with the authorization of Headquarters, Far East Air Forces. In considering the course, costs in teaching materials, costs for holding conferences, expenses for conference leaders as well as officials in the Training Unit, and, even the expense for you conferees were estimated for inclusion in the budget. Otherwise, it would not be possible to execute the program according to plans.

Such thinking is called cost-consciousness.

(Cont'd)

QUESTION NO. 1:

Compute the following on the assumption that the average salary for a person attending the Management Training Course is 60 yen per hour: the number of sessions is 22 and the time required for a session is 2 hours and a half (2 hours spent in the classroom, and a half hour going to and from the classroom).

a. How many man-hours will be spent by this group in this course? ANSWER _____

b. What is the total payroll cost during the same period? ANSWER _____yen

c. How much time will be required; what will be the total expenditure with 60,000 field supervisors participating in the course? ANSWER _____man-hours, _____yen

QUESTION NO. 2:

Is this course a sound investment?

MENTAL WORKOUT—PROBLEM IN ORGANIZATION

THE PROBLEM

People listed below work in one office. Listed in the right-hand column, but not necessarily in proper order, are the positions held in the office.

Mr. Abel	Manager
Mr. O'Connor	Asst Manager
Miss Evans	Cashier
Mrs. Seely	Stenographer
Mr. Anderson	Typist
Miss Fields	Clerk

fitting the right person to the right job?

- a. The Assistant Manager is the Manager's Grandson.
- b. The Cashier is the Stenographer's son-in-law.
- c. Mr. Abel is a bachelor.
- d. Mr. Anderson is 25 years old.
- e. Miss Evans is the teller's Step-sister.
- f. Mr. O'Connor is a neighbor of the Manager.

With the following cues provided, can you draw a chart of the office,

(Illustration)

