

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 20

EFFECTIVE PERSONNEL UTILIZATION: RIGHT MAN ON THE RIGHT JOB

OBJECTIVES

1. To explain how the entire course thus far builds up towards the effective utilization of personnel.
2. To study the problems involved in getting the right man in the right job.
3. To stress the responsibility of supervisors in taking proper action on a malassigned employee.
4. To understand the importance of controlling both off-the-job absence and on-the-job absence.
5. To recognize the need for stimulating the will to work, a problem of modern leadership.

AIDS AND MATERIALS

1. Worksheets 104—107.
2. Chart Nos. 32, 33, 34 and 35, plus others in review.

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20 min	I. Introduction and Review
40 min	II. Right Man in the Right Job
15 min	III. Keep Him on the Job
20 min	IV. Stimulate His Will to Work
15 min	V. Case Studies
<u>110 min</u>	

- I. Introduction and Review (20 min.)
- Chart No. 32
- Worksheet 104
- (20 min. to here)
- By making a quick review of all the charts in the series, show how the whole course thus far has been built up towards the effective utilization of personnel. The conference leader must select beforehand these points which he will stress in this review.
- In introducing the specific problems to be taken up in this conference and in the next one, turn to Chart No. 32, "Full Potential." Also distribute Worksheet 104, "Procedure for Effective Personnel Utilization." Explain that the first three points will be taken up today.
- II. Right Man in the Right Job (40 min.)
- A. Designing the Job
- Chart No. 33
- Turn to Chart No. 33, "Get the Right Man in the Right Job," and take up the first point. The following problems should be discussed.
- What important device from Conference No. 4 on the organizing function is absolutely necessary in designing the job?
- And what about homogeneous assignment?
- What part do the organization chart and the unity of command principle play in designing the job?
- And, most important of all, is there full justification for the job?
- B. Getting the Right Man
- The next problem is to get the right man for the job. Ask the conferees these questions.
- How a man is secured for a job in their respective units. What are the defects and good points in this system?
- What is the general quality of the people seeking employment at this base?
- Does the interviewer at the personnel office generally do a satisfactory job of screening the applicants first?
- What methods of classification are used at the personnel office to determine an appli-

cant's qualifications?

When an applicant comes from the personnel office, does the supervisor carefully screen the man again? Is it his responsibility to do so? Why? Should the supervisor clearly make it understood to the new employee that he is being hired for a couple of weeks on a trial basis?

Worksheet 105

To review for a moment the complexity of getting the right man for a job in a large company, turn to Worksheet 105, "Cooperation and Operation." Read and discuss.

C. Eliminating the Unfit

To take up the third problem, discuss the following points:

Why is this such an important responsibility of the supervisor? Is a person justified in remaining in the position of a supervisor if he cannot handle this problem satisfactorily?

What are some of the ways in which the supervisor can assure the man that he is treating him fairly? What about "hidden talent" in the man? Can the employee be helped in his personal problems which may be causing him to be a misfit at work?

How much is the supervisor responsible for an employee's not being able to make the grade?

Next, what are the possible actions once it has definitely been decided to eliminate a person?

What does reassignment within the unit require?

Is it fair to everyone concerned to arrange a transfer to another unit unless there is a good possibility that the employee can make a satisfactory adjustment to the new job?

What are the various problems involved in

- (60 min. to here)
- III. Keep Him on the Job (15 min.)
- Chart No. 34
(75 min. to here)
- IV. Stimulate His Will to Work (20 min.)
- Worksheet 104
Chart No. 35
- Worksheet 106
- Worksheet 107
- having an employee discharged? Which is more important to the supervisor, the efficient functioning of work of his unit or the security of the employee?
- Have the conferees discuss all the things that keep a man away from his job. How much of these could be eliminated in part or entirely? Ask for their experiences.
- Discuss absence-from-the-job and absence-on-the-job. Is this latter type common in private business or industry? In government offices? In occupation units? Why?
- What are some ways in which the supervisor can control both types of absences. Refer back to Conference 6 on the controlling function of management. Sum up this part of the discussion by making use of Chart No. 34, "Keep Him on the Job."
- Why is it so important today for supervisors to create various forms of incentives to stimulate the morale of workers? Was the will to work a big problem in the pre-factory age when a man was a craftsman who created an object or was an owner-manager-and-laborer combined of a store, shop or farm? In addition to the craftsman, was there a large employee group with serious problem in regard to the will to work? In the case of unskilled laborer how did overseers generally handle this problem?
- Discuss the four items under the third main point on Worksheet 104. Make use of Chart No. 35, "Stimulate His Will to Work" and also refer back to the charts and worksheets which deal with these items. Why are the four items so important?
- To sum up this part of the discussion, have the group turn to Worksheet 106, "The Right Incentives." If time is limited, have the group study it outside the conference time.
- Have the group turn to Worksheet 107, "Cases

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| (95 min. to here) | Needing Improved Personnel Management" and have them read and discuss each one in turn. |
| V. Case Studies
(15 min.) | Present actual cases, like the above, which you are well acquainted with and which were actually brought to a satisfactory solution on your base. This will close today's conference. |
| (110 min. to here) | |

PROCEDURE FOR EFFECTIVE PERSONNEL UTILIZATION

1. GET THE RIGHT MAN ON THE RIGHT JOB
 - a. Design the job to fit the needs of the organization.
 - b. Determine the man's qualifications if practicable, reassign him where his highest ability can be put to use.
 - c. Eliminate the unfit, the untrainable.
2. KEEP HIM ON THE JOB
 - a. As far as possible, eliminate the obstacles to a man's being on the job.
 - b. Control both his on-the-job absence and his off-the-job absence.
3. STIMULATE HIS WILL TO WORK
 - a. Start him right.
 - b. Provide for his personal needs as far as possible.
 - c. Furnish the right incentives.
 - d. Provide all necessary tools, equipment and facilities.
4. INCREASE HIS CAPACITY TO PRODUCE
 - a. Recognize training needs promptly.
 - b. Train effectively.
 - c. Put the newly acquired skills to full use.
5. USE HIM FULLY ON ESSENTIAL TASKS
 - a. Give him a full day's work.
 - b. Schedule for effective use of time.
 - c. Question the need for every task. Does the job justify the cost? Does it lack priority?
 - d. Check results.

COOPERATION AND OPERATION

(Illustration)

In a large industry, the sole right to hire and fire was vested in the personnel director. The operating head of the plant had the right to lay off men who were not needed or were not working out well, but he could not fire them.

When the operating head needed additional employees, he made out a request, had it approved by the production manager and sent to the employment section of the personnel director's department.

On receipt of the request, the employment section would interview applicants for the job, select the one best suited, put him on the pay-roll, tell him where to report and notify the department head who was to receive him.

QUESTIONS

1. What are the basic difficulties in this situation?
 - a.
 - b.
 - c.
2. Wherein does it vary from practices in your base?
3. Could the operating head claim the personnel director exceeded his authority? Verify the answer.
4. Could the operating head claim an unsound policy in personnel administration?
5. If you were manager of the company, what justification would you make for the practice?
6. If you were a new manager, what points would you present to change the procedure?
7. What could you do as personnel director to prevent the difficulty and yet not relinquish your sole right to hire and fire?
8. Do you think the company established the procedure by change, or on the domination of a strong personnel director, or was it based on principles?

THE RIGHT INCENTIVES

It is recognized by everyone that financial incentives are important (money talks). It is also agreed that the supervisor is considerably limited as to what action he can take about money incentives; but he has opportunities every day to other incentives.

Here is a summary of what several hundred workers in one of the commands said made them want to work, and wanting to work is good morale.

WHAT MAKES US WANT TO WORK?

1. The way we are greeted by our boss.
2. When we are asked to help a newcomer.
3. If we are asked to keep an eye on a difficult operation.
4. When we are given a job requiring special skill.
5. Being told how we stand in our work group.
6. If we can see tangible evidence of our social importance.
7. When we display a skill that is socially recognized as useful.
- 8.
- 9.
- 10.

QUESTIONS

1. What would you cross out of the list if you were asked to list the things (incentives) that make you want to work?
2. What others would you add?
3. Write three in the blanks 8, 9, and 10.

GLUEING STICKS OR BUILDING PIANOS

When I had occasion to interview a girl working in a piano factory and asked her what was her job, she replied without a moment's hesitation, "Oh, I build pianos." To my way of thinking it demonstrated exactly the kind of employee attitude I should have tried to foster if I had owned that piano factory. Too many people think their job is, say, glueing little pieces of wood on lever arms, when it is really building pianos. This matter of getting employees to think of the end result of their work is part of the problem of the supervisor.

DISCIPLINE (FORCED) VS. MORALE (SPONTANEOUS)

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| 1. Comes from outside. | 1. Has source within the man. |
| 2. Appeals to fear. | 2. Appeals to pride and loyalty. |
| 3. Is negative. | 3. Is positive. |
| 4. Standard imposed from outside. | 4. Standards are self-imposed. |
| 5. Tends to leave a man beaten or resentful. | 5. Inspires to high endeavor. |

Discuss this as the very basis for right incentive.

CASES NEEDING IMPROVED PERSONNEL MANAGEMENT

To arrive at definite conclusions is not the only object of the following case studies. Some of the questions and data are considered unnecessary, self-evident or even confusing; and some data which are absolutely necessary are missing. Therefore, we must question: Is it necessary or unnecessary? How will it change according to the circumstances? What is the real problem? Such a critical or scientific way of thinking is needed.

CASE ONE

In the only shuttle bus run on a base, of about forty minutes, there were two hours of the day when four fifteen-seat busses were needed and four hours of the time when six fifteen-seat busses were needed.

Since there were plenty of fifteen-seat shuttle busses available, the busses were requisitioned and put to use.

Personnel Management is concerned with the man-hours used up by the drivers. Think through this problem and isolate some of the problems. Answer such question as: What was the peak number of drivers? What was the least number of drivers? Would it be economy to hold the drivers driving the peak period to keep them available for the peak load?

CASE TWO

A large installation located between two towns of about the same size decided to reduce the number of guards by 30%. It was possible to do this by closing the entrance gate on the East and by requiring the people employed in the town in the South to take a train running around the field, approximately six miles, and requiring 30-45 minutes of extra travelling.

Discuss this problem in terms of personnel management and see if the thinking and the action was sound or unsound. A rough layout on the board adds some factors to the case that should be reviewed. Suppose it is decided that the decision to close the gate was sound. Where do the personnel management problems center?

CASE THREE

Because of the shortage of help in the cafeteria, it was decided to centralize the eating facilities in one large building. In that way, it was possible to release some cooks and cashiers and other help. Is there a possibility still that lost man-hours occur on that base? Present a line of reasoning which would tend to show a greater loss; a greater manpower saving.

CASE FOUR

A study of the work load of the eight civilian stenographers assigned to eight officers in a headquarters section revealed that three, although very capable, always had a great deal of unfinished work in their baskets at the close of each day. Of the remaining five, three had enough work to keep them busy until around 3 p.m. each day and two had usually finished most of their work by 2 p.m. This represented approximately 52 productive hours out of a possible 64 work hours. What could be done?