



TOGETHER
for a sustainable future

OCCASION

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TRAINING

Every firm setting up needs training.

- 1) In industrialized countries this may be retraining to
 - (a) familiarise staff with the new firms methods and practices.
 - (b) train them in new technology.

- 2) In countries without a widespread tradition in industrial employment, it may be to
 - (a) Accustom workers to a new way of life.
 - (b) Familiarize them with industrial methods.

Ireland belongs to the latter category. The majority of workers to be trained come from a rural background.

OPERATOR TRAINING

We realized from the beginning that it was essential to provide training at operator level. The facilities were not available locally at that time and training was carried out by each firm in their own plant assisted by grants from SFADCO.

After being at work for about a year SFADCO saw the importance of training and appointed a Training Officer. Initially his work consisted mainly of

1. Meeting industrialists and giving them details of the training facilities available.
2. Examining their training proposals and inspecting and reporting on the training so as to make recommendations when claims for training grants were made.
3. Identifying particular training needs and assisting companies to train instructors and operators.

In 1967 the Government realized the importance of training and ANCO -- The Industrial Training Authority was established. It has responsibility for training at all levels of industry from Management to Operator level. It imposes a levy (1 - 2% of gross payroll on industry) the greater portion of which is recoverable if the firms carry out the training procedures specified by ANCO.

ANCO have also established a number of Training Centres around the country which specialize in providing intensive courses in basic skills, mainly in the engineering and electronics fields. You will have the opportunity of seeing one of the centres later on this afternoon.

SUPERVISORY TRAINING

In 1967 the Development Company realized that there was a need for Supervisory Training on the estate. We realized that the Supervisor was the key man in promoting good labour relations and ensuring that costs were controlled within the standards set. Many supervisors did not have any training in these areas as they had been promoted from the shop floor. Training was needed to help them carry out their new duties successfully.

P.A. Management Consultants carried out a market study to determine the content of a suitable course and the likely number of participants. Twenty seven manufacturing and service companies located at Shannon were visited. This represented 97% of the total employed by commercial and industrial companies at the airport.

The purpose of the visit was to outline the proposed Supervisory Training Scheme and to assess their reactions.

A questionnaire designed to assess the current level of supervisory performance in each firm was also used. Thirty aspects of a supervisors job were noted, under three main headings:-

1. Technical
2. Human Relations
3. Administrative

Firms were asked to rate the performance of their supervisors and the importance of the factor to the company. The results gave a reliable indication of the overall training needs of supervisors at Shannon.

Results of Interviews.

1. The proposed scheme was most attractive to companies where there were a number of organizational levels. Communications in such firms between top management and supervisors was considered difficult. This may have resulted from a lack of awareness on the part of the supervisors on what their exact functions were.
2. There was a general acceptance of the important role of supervisors in maintaining good labour-management relations.
3. Most of the firms approached, welcomed the initiative in setting up a locally administered scheme but were sceptical that such a scheme could be applied to the diversity of conditions at Shannon.
4. The majority of firms requested that as many lectures as possible be given outside normal working hours.

COURSE CONTENT

The results of the questionnaire and interviews were sufficiently encouraging to proceed with the recruitment of a Supervisory Training Officer. A detailed syllabus was drawn up in conjunction with the consultants, and based on the results of the questionnaire previously completed by the manufacturing companies.

It was decided that three courses be held per year, each course lasting 16 weeks. The course would be divided into 2 main sections.

1. The basic Principles of Supervisory Management.
2. Aids to Management Control.

The first section comprises a series of lectures, films, and filmed case studies on the principles of management. (See appendix 1) The purpose of this section is to give the supervisor a basic understanding of supervisory management and its basic skills. The classroom sessions are augmented by on-the-job training where the Training Officer helps the Supervisor to put into

practice what he has learned in the classroom. This practical on-the-job training is the major difference between this course and others where the supervisor often fails to translate the principles learned in the classroom into better performance in his own work situation. If he fails to do it through lack of motivation or guidance, then the classroom session becomes a purely academic exercise.

The second part of the course, Aids to Management Control, consists of four subjects. (See Appendix II)

1. Work Study.
2. Operator Training
3. Production Control
4. Costing.

During these sessions the supervisor is asked to do a practical project to demonstrate his ability to put into practice what he has learned in the classroom. This project is a most important aspect of the course because:-

1. It demonstrates to Management the value of training since the end result of the project can usually be expressed in financial savings. The savings generally pay for the cost of the course and in some cases, are very much greater.
2. It is often the first opportunity the supervisor has had of receiving help and guidance in putting his ideas in writing. Ideas and suggestions are often lost because, the supervisor has not got the confidence to present them in a way that would do justice to him and his ideas. The completion of a worthwhile project is often a source of great personal satisfaction to the Supervisor.

Each course ends with the presentation of certificates to participants who have successfully completed the course.

EFFECTS OF TRAINING

Our experience to date has been that Irish workers from a rural background adapt well to an industrial environment both as operators and supervisors.

At management level also, three of the largest companies on the estate now have Irish managers and this is a trend which we feel will continue as a result of the emphasis being placed on training at all levels.

SUPERVISORY MANAGEMENT FUNDAMENTALS

1. The nature of management
2. Planning
3. Organising
4. Controlling
5. Standards and Appraisals
6. Communications
7. Motivation and Human Behaviour
8. Problem Solving and Decision Making

1. WORK STUDY

- (a) METHOD STUDY - Job Selection, Labour and Work Flow; Present Method; Record and Examine; New Methods; Install and Maintain Improved Method; Practical Exercises.
- (b) WORK MEASUREMENT - Rating, Range of Techniques, Stop Watch, Time Standards, Relaxation Allowances, Application of Time Standards.
- (c) PRODUCTIVITY IMPROVEMENT - Measuring improvement; Comparison Period; Setting Budgets; Evaluating and Using Controls.

2. OPERATIVE TRAINING

- (a) LEARNING INDUSTRIAL SKILLS - Acquiring knowledge; developing dexterity; developing stamina.
- (b) DEVELOPING SKILLS - Skills analysis; Quality specification; Fault analysis; Basic Skills; Production Skills; Stamina build up.
- (c) ORGANISING TRAINING - Role of the Supervisor, Role of the Trainer.
- (d) WORKING WITH A TRAINING INSTRUCTOR - Selection; Induction; Promoting effective effort; Maintain quality; Control progress; Transfer to Production.

3. PRODUCTION CONTROL

- (a) INTRODUCTION - Demand forecasting, Forward loading, Provisioning, Programmed manufacture, Work in progress control.
- (b) STOCK CONTROL - Establishing and controlling levels; selective stock control.
- (c) QUALITY CONTROL - The quality control function; The specification, Procedures.
- (d) MACHINE AND MATERIAL UTILISATION
- (e) CONTROLS FOR MANAGEMENT

4. COSTING

- (a) COST ACCOUNTING -- Types of Cost, Labour, Materials; Overheads.
- (b) BUDGETARY CONTROL - Plan for profit; Controlled expenditure; Management accounting, Aids to financial control.
- (c) REDUCING COSTS - Design factors; Value analysis, Variety reduction, Work simplification; Incentives.