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Author:

Public administration
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Place:

Chicago

Date:

1945

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230 P96	<p>Public administration service, <i>Chicago</i>. Work simplification as exemplified by the work simplification program of the U. S. Bureau of the budget ... Chicago, Ill., Public administration service, 1945. 2 p. l., 49 p. Incl. illus., forms. 27^m. (<i>Its</i> Publication no. 91) Bibliography: p. 49.</p> <p>1. Work, Method of. 2. Efficiency, Industrial. I. U. S. Bureau of the budget. II. Title.</p> <p>Northwestern univ. Libr. for Library of Congress</p> <p>A 46-867</p> <p>{20}</p>
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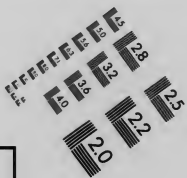
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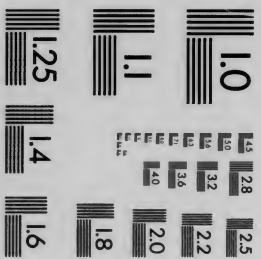
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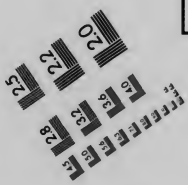
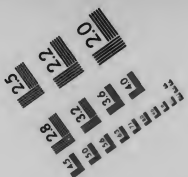
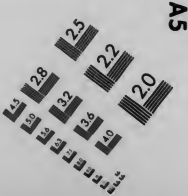
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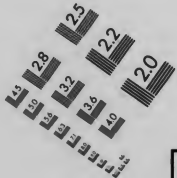
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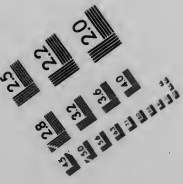
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School of Business Administration
Columbia University

OCT 16 1945



WORK SIMPLIFICATION



Public Administration Service

PUBLICATION No. 91



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WORK SIMPLIFICATION

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THE WORK SIMPLIFICATION PROGRAM
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FOREWORD

IT TAKES many hands—and heads—to do the management job of the Federal Government. Some are highly trained; others are less so. To do the job better and better, which is the objective that we have clearly and constantly in our sights, requires that we distribute the best management skills as widely as possible.

A significant amount of share-the-skill activity has always existed in government. To stimulate its even greater development the Bureau of the Budget, in its position as a central management agency, is capturing the story of good administrative practice and attempting to carry it to the widest possible audience. Three recent steps have been taken in this direction: the publication of an agency self-appraisal guide called "An Agency Management Program"; the publication of four "reconversion" check-lists on files administration, record keeping, property management, and personnel administration; and the development of a work simplification program.

This publication describes the plans and materials worked out for the Bureau's work simplification program which, in essence, is a scheme for attacking the procedural problems of large organizations by teaching line supervisors to analyze and improve methods.

While the Federal Government has enormous procedural problems, I know from personal experience that state and local governments face similar problems. It is my hope that this record of the Bureau's experience may prove useful to state and local agencies in meeting their own needs for reducing costs and plugging time-loss loopholes.

HAROLD D. SMITH
Director
Federal Bureau of the Budget

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WORK SIMPLIFICATION

A PRICELESS STORY is told involving a couple of federal agencies which needn't be named. It seems that some of the staff of one of these agencies felt that the other agency should be informed about decisions on certain topics. Therefore, whenever this agency reached a decision on one of these topics a memorandum describing the decision was prepared in duplicate. The carbon was sent to the second agency and the original was thrown in the wastebasket. Finally, someone took the trouble to scrutinize this peculiar procedure. In the course of his study he called agency number two to see what was done with the carbon. They threw the carbon in the wastebasket.

Another agency had set up an elaborate procedure to deal with applications for employment from the field. Each application was reviewed by several people. As it passed from hand to hand records were kept of its movement for control purposes. Finally, each application reached the files with no action ever being taken. It was an ironclad policy of the department to hire only individuals who applied in person!

MANAGEMENT "FIRE PREVENTION"

Traditionally, efforts at management improvement through conscious attention to machinery of government, administrative costs, and effectiveness of procedures have been the province of some staff office. Teams of "experts" from such offices descend on an area of creaking operations and worry out a better way. This process is known as an administrative survey. Such a survey, however, is watered with blood, sweat, and tears and is not to be undertaken lightly. Therefore, it is generally undertaken only in an emergency, to extinguish a flaming management fire, to deal with problems of reorganization and broad-scale procedural reform.

Thus by tradition and by default, "through-the-looking-glass" foibles of management like those described in the foregoing anecdotes get little attention. Yet many people who are familiar with the state of administrative management in the government today feel that the fundamental problem is one of dealing with these chronic and, individually, minor problems, commonly known as "red tape." Systematic fire prevention work, it is pointed out, can prevent a lot of small fires and reduce materially the risk of conflagrations. Now when anyone throws out a suggestion for management "fire prevention," he's sure to get one of two responses:

"Fire prevention" is OK in principle but we

don't have the manpower these days to do a satisfactory job."

"You're talking theory; its couldn't be done as a practical matter."

Well, if every federal employee can be enlisted just as every householder is enlisted by a local fire chief who is directing a fire prevention campaign, the manpower problem will take care of itself. As for how to go about it, the specialists in administrative management are supposed to have some techniques and skills in management analysis. If they don't, they've been traveling under false colors for years. Why not pass this "know how" along? That's what the fire chief does.

As a matter of fact, a lot of the specialists' technique would have been put to use by the operating official years ago if he'd been able to understand what the technician was talking about. Therefore whatever is to be passed along must be expressed simply and it must be practical. Another leaf can be taken from the fire chief's book in that regard. He says, "Oily rags in a stuffy closet may cause a fire. Clean 'em out." He doesn't go into a theoretical discussion of spontaneous combustion or convection at the slightest excuse. No one has to talk doubletalk about management either.

Thinking of this sort has been going on in the United States Bureau of the Budget for some time. It has culminated in the decision to make a concerted drive to capture the best available means for exposing and disposing of common management problems, set it forth in clear, simple language, and put it in the hands of those who can use it to best advantage. And who are they? They are the operating managers of government: middle management people and first line supervisors. The first product of this decision was a checklist called "An Agency Management Program" which identifies important management problem areas which call for attention from all levels of agency management. The second product is the Bureau's Work Simplification Program. This program is aimed right at the first line supervisor himself.

In shaping its program for the simplification of work methods and procedures, the Bureau naturally took advantage of the experience and skill it has within its own walls. But it did not stop there in developing the Work Simplification Program. It went to other civilian agencies of government, to the armed services, and to industry. Much help and perspective were gained from these pilgrimages.

THE WORK SIMPLIFICATION PROGRAM

From the standpoint of the Bureau of the Budget, Work Simplification is a method of attacking the procedural problems of large organizations by equipping first line supervisors with the skill to analyze and improve procedures. It provides a way of tapping the great reservoir of unused practical knowledge represented by this group. In content, it is a program for imparting skill in the use of three techniques of the specialist:

1. *The Work Distribution Chart*—a device for analyzing division of labor.
2. *The Process Chart*—a device for analyzing flow of work.
3. *The Work Count*—a device for interpreting the facts about volume of work in terms of their bearing on method.

In this program, operating agency people who have been instructed in the plan, train agency first-line supervisors to study and solve the basic problems of their own units. Therefore, improvements grow from the "grass roots," and management obtains results which cannot be achieved in any other way. Supervisors are taught to gather relevant facts quickly, to organize them in simple chart form, and to interpret them properly. Then supervisors take action on improvements within their own units. Proposals for improvement affecting wider areas of the organization are referred to their superiors. Finally, work simplification is not something that supervisors will use only once—a single "shot in the arm." When the supervisor masters the methods, he can continue to use them as a matter of course in solving his everyday work problems.

A word may be said about the reason for selecting these three techniques. First, they had been tested on a large scale by the Army Quartermaster Corps and paid big dividends. Second, they are best adapted to meet the needs of the customer for whom the program was designed, the first-line supervisor. Third, they are most relevant to the problems of the federal service today. It should be noted that these are techniques for dealing with the procedural problems of a single operating unit. Since the first-line supervisor was the customer, obviously techniques for improving practices cutting across organization lines were not appropriate subject matter.

Note also that these are techniques for improving procedures, that is, group activities, rather than operations—the work of individual workers. At present untold work needs to be done to improve procedures, to effect logical division of labor, and to streamline work flow. Until these problems are solved the continuing waste of energy that is rooted in faulty processes hardly warrants giving attention to operator analysis, motion economy, or whatever you wish to call the study of work habits of the individual employee.

It was decided to concentrate on Work Simplification, that is, streamlining paper work, as one of the first steps in the Bureau's program. This was felt to be an area which needed attention at once. It is not hard to make a case for this point of view. For instance, the federal government writes 300,000,000 checks, audits 80,000,000 vouchers, and sends 1,530,000,000 letters in a single year. These figures spell big business—business which must be transacted with dispatch during the war especially, and during the critical period which will follow the war. Moreover, increased demands upon government agencies, coupled with manpower shortages that make it doubly hard to satisfy those demands, have multiplied the problems of production and procedure which face each agency. Thus, it is obvious that war will leave a residue of old, unsolved management problems. Furthermore, it stands to reason that reconversion will bring new demands and new adjustments which will create new administrative problems. Government must be "tooled up" to handle them, too.

The Bureau of the Budget's Work Simplification Program is in part a training program, but it is more than that. It is an action program as well. It is true that supervisors are taught to use three devices for analyzing procedural problems. However, the cycle is not complete when the supervisors have merely mastered the use of the techniques. Every supervisor in each training group should successfully apply the techniques to the work of his office and come up with an improvement which is good enough to be adopted and installed. This is an extremely important feature of the program. It immediately produces a dividend—a saving in time, money, and manpower—thereby earning continuing support from the top management of the agency concerned. Equally important, with a success story on his record each supervisor is stimulated to continue to apply these techniques to his work problems. In the long run, it is this continued application of the analytical approach which will produce the really big dividends in improved federal management.

Inasmuch as the first step was to train, considerable thought and attention were given to training methods at an early stage in the development of the program. Since it was necessary to transmit a skill, a training method which would permit maximum active participation by the trainee during the training period was selected. The training is done through an alternation of conference work with on-the-job practice.

THE TRAINING CONFERENCES

To increase the effectiveness of the conference periods, visual training aids were developed. These took the form of a "foldover" or "standing easel" type of presentation consisting of a set of two-color

posters emphasizing, through pictures and slogans, the points it is desired to drive home at various stages of the training process. These posters—80 in number—are shown to the trainees and are accompanied by lectures and discussion.¹

A preliminary set of posters entitled, "Meet Yourself" is used at the first meeting of each training group to introduce the course. This presentation and the talk which accompanies it are designed to stimulate a desire to learn and to provide a quick preview of the field to be covered by the course. This session emphasizes the importance of the supervisor's job in the scheme of things, stresses the benefits of work simplification to him and to his agency, and defines for him the work distribution chart, the process chart, and the work count.

Charting Work Distribution. At the very first session the trainee is plunged into the subject of work distribution charting. He realizes, therefore, that some solid work is involved, that this is not just some more evangelism. Another foldover presentation devoted to work distribution charting aids in telling this story. A work distribution chart, a sample of which is shown on page 21, is not difficult to construct. It is a simple tabulation of the various tasks performed by the several employees of an organization unit classified according to a listing of the major activities of that unit. Time spent by employees on each task is indicated. When this chart has been completed it is therefore possible to add up the total manhours spent on each major activity. Sometimes the result comes as quite a surprise to a supervisor and he immediately discovers any misdirected effort, such as undue emphasis on activities which are of minor importance in relation to the main job.

The function of the work distribution chart is to probe the soundness of the existing division of labor. It shows up failures to delegate, for instance, and cases of waste of critical skills through assignment of routine duties to professional employees who never seem to have time to get their important jobs done. It detects those jacks-of-all-trades who, through no fault of their own, work themselves to death yet fail to make any impression on the work piled high in front of them. And it shows who is overworked and who is underemployed.

While it is easy to teach the mechanics of constructing a work distribution chart, analysis of the completed chart calls for considerable skill. Consequently, most attention is devoted to analysis. This is taught by the case method. The training aid con-

tains a completed work distribution chart in which are "planted" numerous examples of bad division of labor. The trainees are taught to identify these examples and the management principles they violate.

Process Charting. The conference sessions on the process chart and the work count follow a similar pattern. For each of these techniques there is an accompanying visual aid. The mechanics of process charting are slightly more difficult to learn than work distribution charting. The process chart is a device for tracing and highlighting work flow. To make such a chart it is first necessary to identify an office procedure involving a number of steps in sequence. Usually a form, a paper, a case or other office medium is selected to be followed through the several steps in processing it. In some cases it may be the steps performed by a single individual that are recorded. In either event the steps are recorded in order on a special form which is provided for the purpose.

This form, a completed illustration of which appears on page 31, is divided into two sections. The right hand section provides space for entry of a brief description of each step. In the left hand section a set of symbols is printed. These symbols assist the charter to see at a glance just what steps are taking place during a work process. They are the sign language of process charting.

In the use of this form, when something is being changed, created, or added to (a letter typed, for example) a large circle is used to show that an action or an operation is taking place. When something is moved from one place to another, such as a letter carried to another desk, a small circle is used to show transportation. When something remains in one place waiting further action, such as a letter in an "outgoing" box, a triangle is used to indicate storage. When something is checked or verified but not changed, as in proofreading a letter, a square is used to denote an inspection.

A master process chart is a part of the visual aid material on this subject. It contains examples of duplicated effort, backtracking, and other work flow difficulties. This material is based on actual cases involving familiar procedures. The method of teaching the analysis of a process chart is the same as the one followed in dealing with work distribution charting. The trainees learn to recognize cases of poor work flow, why they are bad, and what the proper solution may be.

Work Counting. Teaching the work count presented the most difficult problem of all. It is necessary in teaching this technique to create an awareness of the extent to which the volume of an operation influences the choice of the method by which it is to be performed. Attention is given to the fact that both the work distribution chart and the process

¹The 36 pictures which make up the visual aid for the introductory lecture launching the training period are reproduced on pages 43-48. The visual aid material used to point up the discussion of each of the three Work Simplification techniques is not reproduced here, as the art material from these aids is used to illustrate the problem material in the Supervisor's Guides printed on pages 19-42.

chart point to activities with respect to which a work count should be made. For example, a long storage time or delay at one step in a procedure will be highlighted by a process chart. Perhaps a work count at this point will reveal a volume situation which requires that additional manpower be used to expedite the flow. Or it may reveal that the volume is not excessive and the delay is due to poorly trained employees. The work distribution chart may raise a question about the desirability of specialization in handling a certain piece of work. Here, too, the facts about volume will provide a sound basis for decision.

A set of case histories is the basic teaching material for this part of the course. These are also represented in the visual materials. Each case history illustrates a specific type of management problem on which volume facts will shed light. It is pointed out that knowledge of volume is essential in planning job content, classifying work for special treatment, and stimulating employee interest in the work. As each case history is reviewed, trainees are encouraged to mention cases from their own experience in which work count facts might have been useful as a basis for improving methods. The trainer spends some time in considering these points with the group.

The mechanics of work counting are not susceptible to expression in simple chart form. Consequently during the discussion period the trainer does no more than suggest the multitude of things in an office that can be profitably counted: letters, inquiries, postings, vouchers, telephone calls, etc. He also points out examples of the many ways of counting: by tallying, weighing, measuring, through the use of serially numbered forms, etc. Ability to make the work count is developed by the supervisor in the on-the-job practice period which follows the discussion session.

ON-THE-JOB TRAINING

Practice periods, as previously mentioned, are alternated with discussion periods. This process conforms to the following pattern. After the discussion of work distribution charting, the supervisors are given several days to collect data about the division of labor in their own offices. They prepare a list of the major activities of their unit and secure a task list—a simple statement of duties performed—from each employee. Then, at the end of the third day after the discussion period, they meet with the trainer, individually or in small groups, and he helps them organize their data in proper work distribution chart form. Some effort may be spent in analysis at this time to "alert" the supervisor to opportunities for improvement revealed in his chart.

Following the discussion period on process charting, a similar practice period on process charting is scheduled. During the time interval between the dis-

ussion and this practice period the supervisors trace several important procedures through their offices and make notes of each step. Hints as to the procedures to trace are given by the work distribution chart, which shows how many manhours are devoted to the various processes in the office. Supervisors naturally pick the most time-consuming process to chart. At the practice period the trainer assists them in recording the data on the process chart form and teaches the use of the symbols which identify the character of each step. Again, possibilities for improvement are discussed in a preliminary way.

Following the discussion of work counting, the trainer visits each supervisor in his own office for the work count practice period. In this way he gets the feel of the environment, sees the forms that are used, the records that are kept, and the media which move. He is thus able to assist in identifying the significant things to count—a very important consideration in using this technique.

A final session is held after all discussions and practice periods are past. At this time the supervisors use all three of the tools to work out an installable improvement of some phase of the operations of their offices. They are encouraged to postpone coming to any conclusions about the practicability of a potential improvement until they have seen the results obtained through the use of all three devices, for each tends to shed additional light on the basic problem. Hence, improvement based on all three analytical approaches is bound to be sounder and more far reaching than that based on only one or two. In the final session the trainer gives each supervisor what help he can. In every case, however, he must assure himself that each supervisor has been able to formulate a definite improvement which, perhaps after refinement, will be installable.

PAMPHLET MATERIALS

In the development of another feature of the program a leaf was taken from the book of the sidewalk salesman. His rule is that to make a sale you must "first tell 'em what you're going to tell 'em; tell 'em; and then tell 'em what you've told 'em." The introductory visual presentation of the first session covers the first point. The actual "telling" is represented by the discussion periods on the three devices and by the visual aids used in them. Apropos of the third, three pamphlets—one devoted to each technique—were prepared. They are called respectively:

The Supervisor's Guide to the Work Distribution Chart (See pages 19-26)

The Supervisor's Guide to the Process Chart (See pages 27-34)

The Supervisor's Guide to the Work Count (See pages 35-42)

At the end of each discussion session, the appropriate pamphlet is distributed to the supervisors. By this means the trainer is better able to secure the undivided attention of his audience, as note taking becomes unnecessary. This device also assures an accurate record of the materials for the trainee.

The Bureau's plan for disseminating this program created the need for a fourth pamphlet, entitled the *Trainer's Guide to Work Simplification* (see pages 11-18). This is a handbook containing suggestions about the conduct of the discussion and practice sessions, and is designed for the guidance of any one intending to train a group of supervisors. It covers such points as scheduling, physical arrangements requiring attention, and suggestions for making the best use of the visual aids.

Inasmuch as the Bureau had a rather small staff to commit to this program and interest in the program on the part of other agencies of government seemed keen, a plan to provide for additional trainers had to be evolved. As the program now operates, the Bureau undertakes to train a group of trainers for any agency in which it is desired to launch the program. This group then trains the supervisors of that agency. The Bureau staff renders standby assistance during the time the agency trainers are handling their first group of supervisors in order to observe the way in which the trainers perform and to suggest means for improvement. At the end of this standby period Bureau staff is available for periodic consultation, but the agency group assumes the load. The *Trainer's Guide* is useful in the training of the agency trainer group, but it becomes particularly important as a reminder about key points in the program at the time the agency group takes command of the operation.

Since the top management officials of any organization which undertakes a program of this kind hold the key to its success, they came in for their share of attention during its development. The story of what was deemed to be the proper role of top management was set down in an additional pamphlet *Specifications for an Agency Work Simplification Program* (see pages 7-10). This pamphlet emphasizes two points: that top management must give hearty public support to such an undertaking if it expects results, and that it should appoint its own representative to follow the progress of the program. It stresses above all that management must launch such an enterprise only on the basis of a complete knowledge and acceptance of its cost. The cost is adequate staff assistance and at least twelve hours of the time of the supervisors who participate.

While this is a supervisor's program, staff assistance is necessary to train the supervisor. Most important of all is the need for effective handling of suggestions which a supervisor who has been trained in work simplification inevitably makes about phases of agency operations which lie just beyond his immediate unit. These suggestions can become an extra management improvement dividend or they can become the shoal on which the whole effort founders. In both industry and government supervisor's programs have run aground where top management has failed to do its share in management improvement. Staff assistance enables it to hold up its end.

The Work Simplification Program of the Bureau of the Budget is now in operation. While it will be pushed with vigor, those identified with the program have not lost sight of the fact that it represents a step in the right direction—not the end of the trail.

WORK SIMPLIFICATION PROGRAM

SPECIFICATIONS FOR AN AGENCY WORK SIMPLIFICATION PROGRAM

Every good supervisor always seeks to improve the work methods of his unit. The WORK SIMPLIFICATION PROGRAM is designed to furnish such supervisors with handy, clear blueprints of the present working methods of their own units. Analysis of the facts on these blueprints will help eliminate bottlenecks and lost effort and make supervisory work easier. WORK SIMPLIFICATION is a tested program for improving the method of doing work — finding a better way — doing a better job with less effort and in less time.

WHY DOES THE GOVERNMENT NEED WORK SIMPLIFICATION?

The government writes 300,000,000 checks, audits 80,000,000 vouchers, and sends 1,530,000,000 letters in a single year. These figures spell big business. The government is big business — the biggest in the world. Its business must be transacted with dispatch — during the war especially and during the critical period which will follow the war.

Increased demands upon agencies and less with which to satisfy those demands because of current manpower shortages have multiplied the problems of production and procedure which face each agency. Thus, war will leave a residue of old unsolved management problems. Reconversion will bring new demands and new adjustments which will create administrative problems that must be solved. A simple, systematic way of solving them with available resources is a program of work simplification carried out by your own line supervisory personnel.



WHAT IS WORK SIMPLIFICATION?

Work simplification attacks the procedural problems of large organizations by equipping first-line supervisors to analyze and improve procedures. These operating managers have a great unused reservoir of practical "know how." This program will tap it.

IT GETS AT THREE BASIC MANAGEMENT PROBLEMS:

- The distribution of work.
- The sequence of work.
- The volume of work.



Since in this plan agency people train agency first-line supervisors to study and solve these basic problems in their own units, improvements grow from the "grass roots." Thus management obtains results which cannot be achieved in any other way. In this program supervisors learn to gather facts quickly, to organize them in simple chart form and to interpret them properly. Then supervisors take action on improvements within their own units. Proposals for improvements affecting wider areas of the organization they refer to their superiors.

Work simplification is not something that supervisors will use only once — a shot in the arm. It is a continuing program which becomes a part of every supervisor's day-to-day job. Once the supervisor masters the method he will use it as a matter of course in solving his everyday work problems.

WHAT WORK SIMPLIFICATION WILL DO FOR YOUR AGENCY

Work simplification is a means through which your agency can cut red tape, simplify procedures, eliminate unnecessary reports and forms and provide better scheduling of work. Thus your agency will be able to balance its work, reduce backlogs and provide speedier service to the public. If the flood of papers can be reduced to a trickle all hands can pitch into the substance of your program.

Work simplification will also bring many broader problems of procedure and organization to the attention of top management and staff assistants. These may be sources of further improvements.

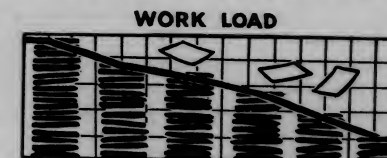
Benefits of work simplification have been demonstrated in other organizations:

A large aircraft manufacturing company saved 4,000,000 man-hours annually as a result of such a program in which 6,000 supervisors received instruction.

The Quartermaster Corps reduced its force by 16,298 employees by applying work simplification techniques for one year.

In the Army Service Forces as a whole work simplification spotted 834 useless forms and records which were eliminated.

In a field office of one civilian agency a work simplification program resulted in a 50% reduction in force.



WHAT YOU MUST DO

To put work simplification over in your agency you must take these steps:

Decide to give the program your whole-hearted enthusiastic support.

Discuss the program at some length at a meeting of your key subordinates. You may even find it advisable to call a general meeting of all your employees to explain the program to them personally and emphasize your interest in it.

Issue an administrative order or directive emphasizing your support of the program.

In this tell your employees what this program of work simplification is — what it will do for them.

Appoint a top management representative as your agent to follow up the program.

It will be his job to see that the program keeps a full head of steam. Instruct him to report it to you if it shows signs of bogging down.

Provide adequate staff facilities for carrying on the program in your agency.

Staff personnel must be provided to train first-line supervisors in work simplification. They must also follow-up on complex problems growing out of the supervisors' suggestions which require further attention.

Select the places in your organization where work simplification should begin.

Experience shows that work simplification pays the biggest, quickest dividends in streamlining routine repetitive processes. When your staff is fully familiar with the program it can be extended to other areas.

Make sure that the program gets results.

By reports on progress and contact with the staff you select you can keep informed on what is being accomplished.

WHAT IS THE PRICE OF WORK SIMPLIFICATION? VIGOROUS SUPPORT

Several hours of your time must be spent in expressing your interest and support for the program vigorously so that it will get off to a good start. You will also want to spend some time review-

ing the results of the program. Then you must be prepared to face the fact that the follow-up of the program will take a considerable amount of the time of one of your principal assistants.

STAFF ASSISTANCE

Staff assistants must be selected to carry on the actual program. You know how fast you want to move. Here's a rule of thumb to use in calculating personnel requirements for the program. One staff assistant should be able to train 50 supervisors over a period of six months.

If this seems like slow progress remember a staff assistant has a follow-up as well as a training job. He must handle any problems that arise which are over the supervisor's head or out of his bailiwick.

Members of an organization and methods staff would be a natural choice for this assignment. Otherwise alert operating officials or members of budget or personnel staffs can be used if carefully selected for resourcefulness and analytical ability. Immediate leadership should be available from a full-time program director of high caliber. Adequate stenographic assistance is also necessary.

OPERATOR PARTICIPATION

You must invest 12 hours of the time of the supervisors who participate in the program. This is not all just "schooling" by any means. Only 3 hours of the 12 will be spent in actual training conferences. The supervisors will spend 9 hours in working out simplifications of their own work with the guidance of the staff assistants. The supervisors will then be ready to carry on work simplification as a part of their regular day-to-day responsibilities.

WHAT ASSISTANCE IS AVAILABLE TO YOU?

PERSONAL ASSISTANCE

Assistance can be obtained to help you select and train the staff assistants who will carry the program to the supervisors.

Such assistance will help insure the success of your initial program so that work simplification will become standard operating practice in your agency.



PREPARED TRAINING MATERIALS

All the training materials required to put on a work simplification program are available to government agencies without charge. "Supervisor's Guides" on the Work Distribution Chart, the Process Chart and the Work Count — the three tools of Work Simplification — are available for distribution to supervisors. In effect these guides constitute the "text" in your work simplification course. There is also a "text" for the staff assistants who train the supervisors. This booklet contains suggestions on conducting the training conferences and hints for using a set of training posters which are also available for any agency adopting the program.

CONSULTING SERVICE

Specialized assistance on particular areas or problems of administration will frequently be of use in fully capitalizing on work simplification. Supervisors are certain to make suggestions about problems whose solution demands assistance from a specialist. Several of the staff agencies of government furnish advisory service on special problems of administration. Maybe some other line agency has encountered your particular headache and cured it. Professional and trade associations, universities and private business houses are often fertile sources of suggestions. Part of the stock in trade of those who are available to assist you to launch your program is a thorough knowledge of such sources.

WORK SIMPLIFICATION PROGRAM

TRAINER'S GUIDE TO THE WORK SIMPLIFICATION TRAINING SESSIONS

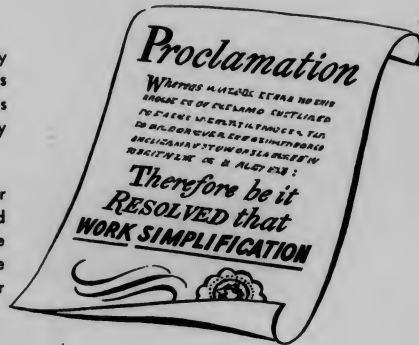
Every good supervisor always seeks to improve the work methods of his unit. The WORK SIMPLIFICATION PROGRAM is designed to furnish such supervisors with handy, clear blueprints of the present working methods of their own units. Analysis of the facts on these blueprints will help eliminate bottlenecks and lost effort and make supervisory work easier. WORK SIMPLIFICATION is a tested program for improving the method of doing work — finding a "better way" — doing a better job with less effort and in less time.

YOU AND WORK SIMPLIFICATION

WHAT IT IS

The Work Simplification Program is an agency-wide work-study program, sponsored by the top management of your agency. Its purpose is to improve operations, particularly clerical operations involving large volumes of paper work. It is the natural enemy of excessive records and cumbersome repetitive operations.

First-line supervisors carry on this work-study job as a regular part of their supervisory duties. It is a lifetime job for them and a continuing job for you. Your share of the job is to show these first-line people how to simplify work through the use of a simple time tested method. Then you pitch in and help them with their actual simplification efforts.



WHY IT IS IMPORTANT



Work Simplification attacks the mass paper work problems which affect every citizen and every federal employee. Even in peacetime, the government employed over 150,000 clerks excluding such classifications as postal clerks and carriers. Now, more than 90% of regular federal employees have some direct connection with these mass operating problems.

The simplification of this work which cuts across the whole federal government is clearly in the public interest and in the interest of those who have to deal directly with it. The President of the United States has repeatedly emphasized the need for finding better, more economical and more efficient ways of doing the job.

It is easy to see that this job is too big to be tackled by any one group of people. Only if each of the federal agencies, seeing the problem, takes action within its own walls can the job be done. The management of your agency sees this and is moving now, with your help, to mobilize the first-line supervisors.

WHY IT IS A SUPERVISORS' PROGRAM

The "first-line" supervisor is the one man who is constantly face-to-face with the realities of running a government office. Most of the paper work problems revolve around his desk. He knows both the work requirements and the problems first hand. He does the job — and the one who does the job is the one who is in the best position to do the job better. This applies to developing improvements and to getting action on improvements after they are developed. So Work Simplification is a supervisors' program. Your job, as a trainer, is to help him.



WHAT YOU ARE GOING TO DO

LEARNING THE GAME

You have been selected to form the "spearhead" of Work Simplification in your agency. Therefore you must know "the answers" to a few important questions: What is the method of simplifying work which first-line supervisors can use to best advantage? What is the best way to teach it to them?

Thus, your first part in the program will be to learn the system. In this, you will have the help of people who have done this work in other places and who have taught the plan to first-line supervisors in agencies like this one. Even more important, this learning job will be made easier by the use of tested training materials. These materials present Work Simplification to you in a way that has proved successful (and speedy) in industry, the armed forces and other government offices.



You may find that a part of the program merely restates facts and methods you already know from your past experience. If that is so, all the better for you. Then you will have more time to pick up the special details of this particular plan — angles which will help you quickly to equip first-line supervisors to get started on improving operations.

TEACHING THE GAME

When you have mastered the plan, you and the other people who are forming the "spearhead" team will begin to show the first-line supervisors how to do Work Simplification.



In showing this method to the supervisors you are a "trainer" — but not in the usual formal sense of the word. You will work with small groups — say ten or less — in a series of three informal discussion sessions. Altogether, these discussions will cover about 3½ hours time. Between the sessions you will intersperse "laboratory" periods during which you will help the supervisors work out actual improvements to procedures they have brought in from their own offices.

WINNING THE GAME

The third part of what you are going to do is the follow-up to see that the supervisor, the agency — and the government as a whole — get the fullest benefits from Work Simplification. This means you will take such steps as:

- ▶ Making a master plan for the whole program and keeping the plan up to date.
- ▶ Keeping up personal contacts with operating officials and top management so that everyone knows what is going on.
- ▶ Keeping the program on its time schedule by spotting and removing obstacles.
- ▶ Helping supervisors refine improvement proposals involving the more complicated aspects of work simplification.
- ▶ Assisting to work out problems with respect to procedures that cut across organizational lines.
- ▶ Helping supervisors "sell" and install improvements.
- ▶ Watching for by-products of the program in the form of ideas requiring top management attention and bringing these points to the notice of those who are in a position to act.



Yours is a full-time continuing Work Simplification job. You will always be learning new "tricks of the trade" since there is an inexhaustible supply of them. You will continue to train groups of supervisors, covering them all and then going back to pick up the new ones who have come in since you started. And you will continue to follow up in an effort to capture every last benefit. Finally you will see to it that reports of accomplishments of the program are prepared and brought to the attention of the proper topside officials.

ARRANGEMENTS

"Frills" are at a minimum in the Work Simplification Program and should be held there. But any program requires "arrangements" — details that must be taken care of. These details are your responsibility. Double check them, because a program complete in every other way will fall down if the detail arrangements are slipshod.

BE SURE YOU HAVE A PLAN AND KEEP IT UP TO DATE

LINE UP YOUR OBJECTIVES

Your agency management has stated the general objectives of Work Simplification. Spell them out again in terms of the parts of the organization with which you are working. If you have a clear idea of what you want to accomplish you will improve your "batting average."



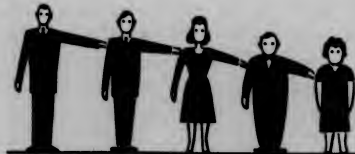
LINE UP YOUR TIME SCHEDULE

Your agency management has determined the time span for the total agency program. Apply this to the territory you have to cover and set yourself some deadlines. Then work out the order in which various units are to start on the program. Keeping in mind such factors as receptivity, likelihood of "pay dirt," size of the job in terms of the numbers of supervisors to be trained and availability of personnel to assist you.



LINE UP YOUR STAFF

Considering all factors, it will take you about a month, on the average, to teach and help ten supervisors get started on Work Simplification. So you will need one trained "trainer" for every ten supervisors you expect to cover in a month. However, a trainer often may find it possible to start on a second group before he has completed the work with the first. Get the plan approved and furnish copies of it to all persons concerned. Change the plan to meet changing conditions — don't make haphazard deviations.



FOLLOW DETAILS THROUGH DAY-BY-DAY TO KEEP THE PROGRAM SPARKING



Know what is going on every day. See that the time schedule is followed. If it isn't, adjust it so that it can be met.
Watch the performance of all individuals concerned with the program. If anyone begins to lag, take action before it is too late.
Obtain a good, comfortable meeting place and be sure it is available whenever it is needed.
Keep the program supplied with the necessary props, printed materials.
Be sure everyone concerned with the program knows where to find you — how to reach you on the telephone.

GET OFF TO A GOOD START

The first group of supervisors is all-important. Select it carefully. Choose people who are receptive, who have the time and who work in situations ideally suited to Work Simplification. Above all, choose the first group from those who have a reputation for open-mindedness, a willingness to go along with constructive ideas and for getting action and showing results when given an assignment. The results obtained by this first panel will pave the way for the rest of the program.
Limit each training group to a maximum of ten persons.
Once the first panel of supervisors has been selected and trained, select subsequent groups of supervisors on the basis of common problems, likelihood of "pay dirt" in their units and general receptivity to the idea.

TOOLS AND MATERIALS

The right tools and materials at the right place, in the right amount, at the right time are just as important in Work Simplification as they are in any other action program. Be sure you arrange for:

THE RIGHT KIND OF A WORK PLACE



It should be big enough to accommodate ten supervisors and you comfortably with plenty of room to spread out your work papers.

Check for good lighting, good acoustics, ventilation, comfortable chairs, plenty of ash trays.

Tables should be provided. They will be needed in the "laboratory" work.

Also, a blackboard, chalk and an eraser.

THE NECESSARY PRINTED MATERIALS

These include:

An introductory poster presentation on the Work Simplification program called "Meet Yourself."

Visual training cards to be used in training conferences on the three tools of Work Simplification — the Work Distribution Chart, Process Chart and Work Count. These can be obtained already mounted on an easel. You will merely have to furnish a stand or table.

At least 10 copies of each of the three "Supervisor's Guides" — one of each for each supervisor. There is one of these for each subject — in effect the supervisor's textbook.

Sample "task list" forms for each supervisor. A "prefabricated working paper."

Sample "process chart" forms for each supervisor. A "prefabricated working paper."

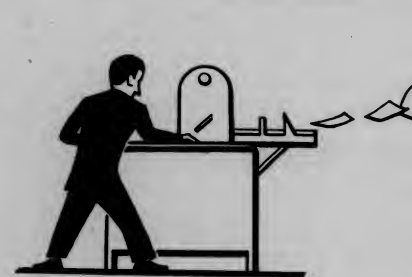


THE NECESSARY STATIONERY SUPPLIES



Several pencils for each supervisor.
Large sheets of blank paper or columnar accounting pads for making work distribution charts.
An 18" ruler or straight-edge for each supervisor.

A MIMEOGRAPHED OUTLINE OF THE COURSE



You will prepare a course outline to fit your local conditions. Be sure each supervisor gets a copy. This outline should list:

The starting and closing time, place and purpose of each training session.

The starting and closing time, place, and purpose of each group "laboratory" session.

The name, office address and phone number of the trainer in charge.

THE FIRST TRAINING SESSION



You know what Work Simplification is and how to use it. You know your part of the responsibility for carrying it through. You have arranged the details and you have the tools and materials on hand, in the right amount, at the right place, at the right time.

Now, you are ready to pass this "know how" on to the key men, the first-line supervisors.

OBJECTIVES OF THE FIRST SESSION

Three things must be accomplished in this first meeting:

You establish the right personal relationship with the supervisors.

You give them a general picture of Work Simplification — a bird's eye view of the whole program.

You show them how to make and use a Work Distribution Chart.

GET ACQUAINTED

(5 minutes)

Begin by introducing yourself. Tell who you are, where you came from, what you have done and what you propose to do. But make it brief. Then, be sure you know each supervisor and that they know each other.



INTRODUCE THE PROGRAM

(5 minutes)

Your management has made a statement endorsing Work Simplification. Read it. Add your own personal endorsement. Then explain the "course outline," read it, and distribute a copy to each supervisor.

"MEET YOURSELF"

(15 minutes)

Next step in the first session is to deliver the "Meet Yourself" presentation to give the group a picture of the whole program. For hints on how to present this, see your "Supervisor's Training Outline for 'Meet yourself.'"

WORK DISTRIBUTION CHART

(60 minutes)

After completing "Meet Yourself" move right into the Work Distribution Chart training. The people have seen what the program is and should be interested. If they are, they will want to get on with the job.

Remember to change the pitch of your approach to the audience. The "lecture" part of the program is over. From now on, it's a discussion group. See your "Supervisor's Training Outline for the Work Distribution Chart." When you have completed the Work Distribution training the first session is finished except for these things:

Distribute the "Supervisor's Guide to the Work Distribution Chart." Remember that this is done after the training.

Tell the supervisors to have their employees fill out task lists. Furnish them with blank forms.

Set the time and place for the group laboratory session to which the supervisors will bring their task lists.

Set the time and place for the next training session.

GROUP LABORATORY SESSION

(120 minutes)

Between the first and second training sessions the supervisors meet with you to make up their work distribution charts. This session consists of actual work. Each supervisor sits at a table with his task lists and work distribution chart paper. As each one makes his chart you move around the room and help. Some of them will not finish their charts at this meeting. It is your responsibility to follow up and see that the charts are finished.

THE SECOND TRAINING SESSION

The training is well underway now. You have shown the supervisors how to make the Work Distribution Chart. You have helped them make their charts. Now you show them how to make the process chart.

OBJECTIVES OF THE SECOND SESSION

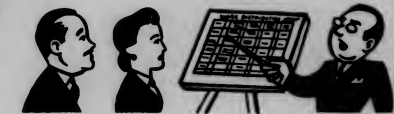
One thing must be accomplished in the second session:

You show the supervisors how to make a process chart. Concentrate on this objective. You want to keep the meeting informal but be ruthless in holding to your objective.

INTRODUCTION

(10 minutes)

Check attendance. Open the meeting with brief remarks about the group experience with the Work Distribution Chart to establish continuity in the training. Make any necessary general announcements, but be brief.



THE PROCESS CHART

(50 minutes)

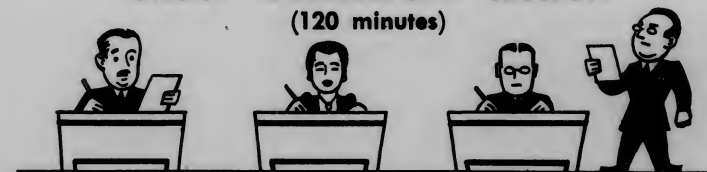
Move right into the process chart training. Consult your "Training Outline for the Process Chart" for detailed instructions on handling this instruction. Remember to keep it informal. Allow time for questions, but keep the questions on the subject. When you have completed the Process Chart training the second session is finished except for these things:



1. Distribute the "Supervisor's Guide to the Process Chart," one to each supervisor.
2. Tell the supervisors to select the process they are going to chart and compile rough notes on every detail in the process.
3. Set the time and place for group laboratory session on process charting. They will bring their notes on the process they have selected and all of the other working papers they have accumulated.
4. Set the time and place for the next training session.

GROUP LABORATORY SESSION

(120 minutes)



Between the second and third training sessions the supervisors meet with you to make up their first process chart. Like the first laboratory session, this is a working meeting. The supervisors arrive with the notes on the process they have selected for charting. They also have their work distribution chart papers for reference. You pass out blank process chart forms. Then they proceed to make up their process charts. You circulate around the group and help them. But remember to let the supervisors do the job themselves. You only help them over the rough spots.

THE THIRD TRAINING SESSION

This is the last of the training sessions. It is followed by two kinds of laboratory work. First, you work individually with each supervisor to help him get started on counting work. Then the group meets again for laboratory work on recommended improvements.

OBJECTIVES OF THE THIRD SESSION

There are two things you must accomplish at this session. They are:

1. You put across the idea of Work Count, what it is, how to do it.
2. You tie-up any loose ends, questions or doubts about the Work Distribution Chart and the Process Chart.

INTRODUCTION

(10 minutes)

Check attendance. Discuss a few process charting points to maintain continuity with the previous session. Report on top management's expressions of interest in the program's progress by way of re-emphasizing top management support.

THE WORK COUNT

(50 minutes)

Move right in to the Work Count instruction. For hints on how to handle this instruction see your "Training Outline on the Work Count." Note that at the end of the work count training outline there are suggestions on how to summarize the course. Follow these, tying together the Work Distribution Chart, the Process Chart and the Work Count in the minds of the supervisors. When you have finished this instruction the formal training is complete, except for these things:

1. Distribute the "Supervisor's Guide to the Work Count."
2. Make a "final call" for questions.
3. Ask the supervisors to remain at the end of the meeting to arrange individual appointments for private laboratory work on work count.
4. Set the time and place for the final group laboratory session, to which each supervisor will bring all of his work papers.

The WORK COUNT shows you the VOLUME of WORK



INDIVIDUAL LABORATORY WORK

(120 minutes with each supervisor)

You have made an individual appointment with each supervisor. (See point 3 above.) Now you proceed to visit him at his desk. There you help him determine what work to count and where to count in his own office.

During this visit you look for signs of tentative improvements which may be developing in the supervisor's mind. Make a suggestion or two to encourage him. Then remind him to get all his work papers together (including work count facts) and bring them to the final group laboratory session.

FINAL GROUP LABORATORY SESSION

(180 minutes)

Here you are faced with a group of supervisors who have completed round one of Work Simplification. They understand and have performed the mechanical process of recording the facts about their work in the proper form. They should arrive with their task lists, work distribution chart, process chart and notes and work count facts. Perhaps they have already started developing their recommended improvements. They will certainly have some ideas. Your job is to start the supervisors writing up their proposed improvements. Have them make "after" process charts illustrating improved methods and help them develop brief memos summarizing the changes and benefits. If they haven't finished the final write-ups by the end of the period, you are responsible for the follow up.

* * * * *

When you have followed the course of action outlined in this booklet you should end up with a group of ten supervisors who have achieved a tangible result. More important — they should be in a frame of mind to continue with Work Simplification as a regular part of the pattern of their job. Wish them good luck and send them on their way — BUT REMEMBER THAT WITHIN THE LIMITS OF YOUR TIME, YOU HAVE A CONTINUING RESPONSIBILITY TO FOLLOW UP THE JOB.

WORK SIMPLIFICATION PROGRAM

SUPERVISOR'S GUIDE TO THE WORK DISTRIBUTION CHART



WORK DISTRIBUTION CHART
PROCESS CHART
WORK COUNT

Every good supervisor always seeks to improve the work methods of his unit. The WORK SIMPLIFICATION PROGRAM is designed to furnish such supervisors with handy, clear blueprints of the present working methods of their own units. Analysis of the facts on these blueprints will help eliminate bottlenecks and lost effort and make supervisory work easier. WORK SIMPLIFICATION is a tested program for improving the method of doing work — finding a "better way" — doing a better job with less effort and in less time.

THE WORK DISTRIBUTION CHART

FIRST STEP IN WORK SIMPLIFICATION

Analysis of work distribution in your unit is the first step in work simplification.

But before you can analyze your unit, you must be able to see clearly in ONE place ALL the activities of your unit and the contribution of EACH employee to EACH activity. A Work Distribution Chart is the easiest, best way to arrange these facts in simple form.

There is nothing complicated about a Work Distribution Chart. But you will be surprised at how much it can tell you about how work is done in your unit. By keeping on the alert when you study it, you will find it repays many times the effort of preparing it.

PREPARING YOUR CHART

To make a Work Distribution Chart, you follow these three easy steps:



1. TASK LIST:

First, get from each employee a statement of his tasks and the estimated number of hours spent per week on each. To make this job easier, ruled task list forms will be supplied you.

It does not matter who actually fills out the task list. You can do it yourself, or have each employee fill out his own. The important thing, however, is to check the list with each employee afterward to make sure that it is accurate. And be sure also that the employee's grade, working title (not Civil Service title) and estimated hours per week are filled in properly.

2. ACTIVITY LIST:

Make a tentative list of the activities carried on by your unit. The best way to prepare such a list is to ask the question: "What are the things my unit does?". The answer to this question will be your activity list. When this list is complete you should be able to classify each task from the task lists under one of the activities. Remember, that you are listing GENERAL activities; you need not be too detailed. The use of a "miscellaneous" listing is sometimes desirable.



3. WORK DISTRIBUTION CHART:

Use a blank sheet of paper or a ruled spread sheet for your Work Distribution Chart. Rule off a column for each employee, and two extra columns. The first of these, which is the first column at the left hand side of the page, is used to list "activities". The next column is for entering the number of man hours spent on each "activity". Then fill in the chart as shown on the following page:

WORK SIMPLIFICATION PROGRAM
TASK LIST

NAME: *Mary Moody* GRADE: *CAF-3*
WORKING TITLE: *Correspondence Clerk*

DUTIES

TASK NUMBER	TASK DESCRIPTION	EST. HRS. PER WEEK
1	Writing acknowledgments to 127A Applications	16
2	Getting out weekly reports for field division director	2
3	Adding up figures for special reports (checking some figures against other reports)	3
4	Distributing answers on all 127B cases	11
5	Cumulative cash report	1
6	Answering questions for the public when my supervisor are not able to see them	2
7	Leave records	3
8	Sign the mail	4
9	Make up scratch pads	1
10	Carrying special attention cases from desk to desk so they can be gotten out in a hurry	5
Total hours per week		78

ACTIVITY LIST

Issuing Certificates 127A
General public inquiry service
Furnishing Case data
Administration
Miscellaneous

WORK DISTRIBUTION CHART

ACTIVITY	TOTAL MAN HOURS	Frank Stephens SECTION CHIEF CAF-4		Thomas Freeman ANALYST CAF-4		Wm. Sullivan CASE DIRECTOR CAF-1		Mary Moody CORRESPONDENCE CLERK CAF-3		Glen Hoffman HEAD-STEM-POOL CAF-2		Mary O'Rourke STENO (IN POOL) CAF-2	
		Man	Hrs.	Man	Hrs.	Man	Hrs.	Man	Hrs.	Man	Hrs.	Man	Hrs.
ISSUE CERTIFICATES CLASS 127 A	121	17	68	10	40	6	24	16	64	6	24	6	24
ISSUE CERTIFICATES CLASS 127 B	64	7	28	7	28	13	52	11	44	2	8	4	16
GENERAL PUBLIC INQUIRY SERVICE	18	2	7	2	7	1	4	2	8	1	4	1	4
FURNISHING CASE DATA TO COMPLIANCE DIV.	24	2	7	1	4	5	19	3	12	2	8	1	4
ADMINISTRATION	34	6	24	2	7			3	12	3	12	1	4
WAR EFFORT AND EMPLOYEE WELFARE	17	1	4	2	7	1	4			3	12	1	4
MISCELLANEOUS	18			2	7	4	16	2	8	5	19	2	7
	280		108		108		108		108		108		108

ACTIVITIES in the order of importance in the first column.

EMPLOYEES by name, grade and working title (not Civil Service title) in order of their responsibility.

TASKS for each employee for each activity in the proper spaces on form.

TOTAL HOURS for each employee and for each activity.

WHAT YOUR CHART TELLS

Remember, your Work Distribution Chart is a method of arranging FACTS about work in clear, understandable form. As such, it helps you ASK questions. But it does NOT necessarily answer them. You, yourself, must provide the answer, using your own experience and common sense as a guide.

Before attempting to analyze your Work Distribution Chart, check it over carefully. Make sure that you have listed activities specifically. Make sure you have not written merely "fees" when you meant "received and schedules fees". Or "checks application" when "checks application 127A for completeness" described the step.

It is important to know WHAT to look for. So keep a few major questions in mind. Then analyze your chart; study it carefully; ask what are the purposes of the various tasks and activities. Try to find answers that mean better direction of the work of your unit, greater simplicity, a more even workload.

Below are questions to ask yourself when you study your completed chart.

SIX KEY QUESTIONS

The Work Distribution Chart will help you ask, and find an answer to, such questions as:

WHAT ACTIVITIES TAKE THE MOST TIME?

How much time is spent on each; what is the contribution of each employee?

IS THERE ANY MISDIRECTED EFFORT?

Is your unit spending too much time on relatively unimportant activities or unnecessary work?

ARE SKILLS BEING USED PROPERLY?

Is everyone doing the thing he can do best, or are special skills and abilities going to waste?

ARE YOUR EMPLOYEES DOING TOO MANY UNRELATED TASKS?

Do you hamper efficiency and enthusiasm and breed fatigue by giving employees unrelated tasks? Remember too, jacks of all trades are masters of none. Too many unrelated tasks frequently increase office errors.

ARE TASKS SPREAD TOO THINLY?

Is there needless interruption, inconsistency, buck-passing and change-over time loss because too many employees are doing the same task?

IS WORK DISTRIBUTED EVENLY?

Is there too great a workload on one employee — not enough on another? From the standpoint of the morale of your employees one extreme is as bad as the other.



WHAT ACTIVITIES TAKE THE MOST TIME?

ACTIVITY	MAN-HOURS
RECEIVE SUBSTITUTES CLASS 127 A	127
RECEIVE SUBSTITUTES CLASS 127 B	64
GENERAL PUBLIC INQUIRY SERVICE	38
FORWARDING AND DATA TO COMPLIANCE DIV.	26
ADMINISTRATION	24
MAN EFFORT AND EMPLOYEE WELFARE	17
MISCELLANEOUS	15
	300

ARE THESE the ones that Should take the MOST TIME?

MARK FOR FUTURE PROCESS CHARTING THOSE ACTIVITIES INVOLVING SEVERAL STEPS IN SEQUENCE

Major concentrations of work are clearly shown by the man-hours totals for each activity. Compare these totals and look at their relative size. Normally, the largest total time should be spent on what you consider to be your unit's major activity. Other totals should reflect the relative importance of the activities. If they do not — if you are spending more time on an activity than you had thought, or than you think it deserves — find out why. If the activity is a continuing one with a number of steps, then it is a process which can be charted on your Process Chart, the second step in work simplification. So circle those man-hour totals (including your major activity) to mark them for future process charting. Observe how this was done in this example.

Is there MISDIRECTED Effort?

WORK DISTRIBUTION CHART				
ACTIVITY	MAN-HOURS	NO. EMPLOYEES	AVERAGE TIME PER EMPLOYEE	REMARKS
RECEIVE SUBSTITUTES CLASS 127 A	127	1	127	RECEIVING UNIT WITH "127" FORM
RECEIVE SUBSTITUTES CLASS 127 B	64	1	64	RECEIVING UNIT WITH "127" FORM
GENERAL PUBLIC INQUIRY SERVICE	38	1	38	RECEIVING UNIT WITH "127" FORM
FORWARDING AND DATA TO COMPLIANCE DIV.	26	1	26	RECEIVING UNIT WITH "127" FORM
ADMINISTRATION	24	1	24	RECEIVING UNIT WITH "127" FORM
MAN EFFORT AND EMPLOYEE WELFARE	17	1	17	RECEIVING UNIT WITH "127" FORM
MISCELLANEOUS	15	1	15	RECEIVING UNIT WITH "127" FORM

STUDY INDIVIDUAL TASKS AND TIMES FOR UNIMPORTANT OR UNNECESSARY TASKS

Thieves of time and manpower

Too much time on relatively unimportant things or unnecessary tasks usually means "misdirected effort." Misdirected effort is a thief that robs your unit of time and manpower. Look for it everywhere—in your major activities—or in activities not directly related to the major job of your unit, such as "miscellaneous" or "administrative". Misdirected effort may appear small — an hour here or two hours there — but it frequently adds up to many hours a week. It shows up in this illustrative case, for example, as work on obsolete card files and needless analysis of the reports of other units.

ARE SKILLS USED PROPERLY?

It's wasteful to have employees...

Working BELOW their ability

Working ABOVE their ability

Tasks take time—no matter how small or unimportant. Make sure that higher grades of employees with special skills or abilities are not called on to do jobs which employees of a lower grade can carry out. You might question whether the key man of a unit, for example, should make car pool arrangements or keep credit union records, as he is doing in this case. Remember, too, that proper use of skills works both ways. It is often just as wasteful to have a person working above his ability as it is to have him working below.

ARE YOUR EMPLOYEES DOING TOO MANY UNRELATED TASKS?

DANGER SIGNALS OF
Waste motion
Unnecessary fatigue
Lost manpower

"Jacks-of-all-trades" are "masters of none"

Overcrowded columns may also be a clue that too many unrelated tasks are assigned to some employees. Such a column has been "lifted" from the master work distribution chart and is shown above to illustrate this principle. Tasks which are very different mean waste motion, unnecessary fatigue and lost manpower. In studying your chart, remember that few human beings can do everything equally well. Also remember that office work usually falls into groups of related tasks such as, for example, collecting and sorting, filing and classifying, or typing and transcribing. So make sure that employees are doing tasks which are generally related and which can be done easily without unnecessary running about. That is the surest way of guaranteeing that there will be no "Jacks-of-all-trades and masters of none" in your unit.

ARE TASKS SPREAD TOO THINLY?

Needless interruption
Inconsistency
Tasks spread too thinly
Buck-passing
Change-over time loss

The repetition of the same task in several columns may be a sign that too many employees are doing the same task. In the above illustration, for example, five out of six employees in the section are shown to be interviewing callers. The supervisor of this unit assigned this task to one interviewer thus cutting out inconsistency, buck-passing, and needless interruptions which lead to change-over time loss. The work of one person working steadily at a task is usually more productive than the same number of man-hours of work by several individuals.

IS WORK DISTRIBUTED EVENLY?

BALANCE IMPORTANCE and URGENCY

Measure the relative importance of the tasks assigned to persons who are engaged on similar activities. Do the jobs of some employees look "thin" when compared to those of others? Are you giving too much work to one person just because he is a willing worker? On the other hand, too little to do actually hurts morale. Use your chart as a means of spreading the work-load in your unit evenly and fairly. And if you are not sure about overloading, a Work Count, the third step in work simplification, will help you. So mark possible areas of overloading or underemployment for future work counting. But above all, balance the urgent items in the task assignments of your employees to be sure that the important work of your units is spread around in a way that will get it done.

Your Work Distribution Chart is the basis of your work simplification effort. If you prepare it in accordance with the plan outlined in the foregoing pages, you will have a compact picture of your office and a number of "hunches" about possible improvements. Check it to be sure it is accurate and complete. Then, turn your attention to the rest of your work simplification equipment—the Process Chart and the Work Count.

The Process Chart is the next device you will study. Using it, you will learn how to put the major time consuming processes of your unit "under the microscope" and examine, step-by-step, how the job is done.

After the Process Chart comes the Work Count—the method of determining "how much" work your unit is doing. You will use this information to refine tentative improvements shown up by your Work Distribution and Process Charts. It will also operate by itself to point the way to additional improvements.

Remember that Work Simplification consists of ALL THREE TOOLS. They must be used together if you are to obtain the full benefits for your unit. Study each one as you master it. Make notes of the ideas each one suggests to you. But when you move forward on a final improvement, move with the aid of ALL THREE.



WORK SIMPLIFICATION PROGRAM

SUPERVISOR'S GUIDE TO THE PROCESS CHART



WORK DISTRIBUTION CHART
PROCESS CHART
WORK COUNT

Every good supervisor always seeks to improve the work methods of his unit. The WORK SIMPLIFICATION PROGRAM is designed to furnish such supervisors with handy, clear blueprints of the present working methods of their own units. Analysis of the facts on these blueprints will help eliminate bottlenecks and lost effort and make supervisory work easier. WORK SIMPLIFICATION is a tested program for improving the method of doing work — finding a "better way" — doing a better job with less effort and in less time.

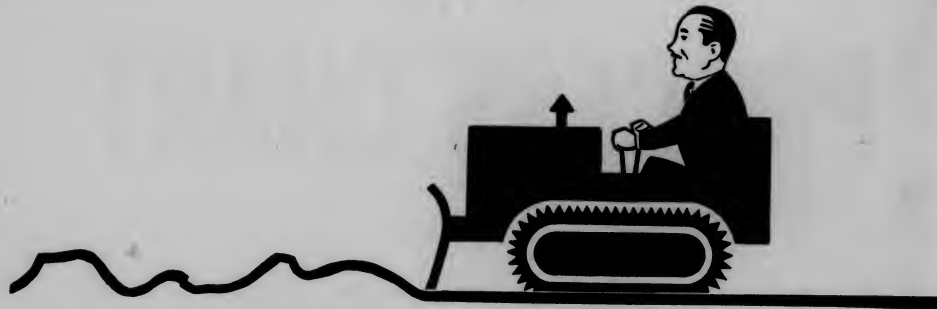
THE PROCESS CHART

SECOND STEP IN WORK SIMPLIFICATION

The Work Distribution Chart points the way and gives you "clues" for further study by showing you where the bulk of the work in your unit is done. It tells you the number of employees and the number of manhours required for each activity.

But the PROCESS CHART gets right into the heart of these figures because it shows you HOW each activity is carried out. It lays out for you in clear, concise steps the work of your office. And that's important for this reason: The mind can only think about a few things at a time. In order to analyze a complete process, it must be put down detail-by-detail in the order in which it happens. Then you can think about it clearly and intelligently, analyze it and study it, go over it again and again.

THE PROCESS CHART shows you the "who", "how" and "when" of a whole work process and permits you to ask "why" about every step. And only by asking what is the purpose of every step can you find ways of simplifying procedure, getting rid of bottlenecks in your unit and smoothing out rough spots.



AND HERE'S A WORD OF COMFORT: Process charting may look mysterious; the symbols may puzzle you for a moment. But don't be fooled! Process charting is easy — and it's fun, too, once you get the hang of it.

FOUR KEYS TO PROCESS CHARTING

The first job in process charting is to identify each step in a process or activity. And that is not hard if you just remember this: Every office paper has something done to it.

Take an application for instance. First, it can remain where it is — "stay put" in other words. During this time, we say it's in "storage," no matter whether it's resting in an "outgoing" basket or in a pending file. Second, someone can move it to another spot — from desk to desk or from office to office. This is called a "transportation." Third, someone can look at it — examine it — check it for accuracy or completeness. An "inspection" in other words. Fourth, and finally, the application can have something done to it. It can be filled out, or signed or approved or filed. This is called an "operation."

Process charting identifies these four actions, lists them, makes them come to life — and gives you the chance to eliminate, combine, rearrange and simplify.

SIGN LANGUAGE

To help you see at a glance just what steps are taking place during a work process, four simple symbols are used for the four actions of "storage," "transportation," "inspection" and "operation." They are the sign language of process charting.



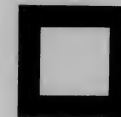
When something is being changed, or created, or added to, you use a large circle to show that an action or "operation" is taking place.
(Typing a letter.)



When something is moved from one place to another, you use a small circle to show "transportation." (A letter carried to another desk.)



When something remains in one place waiting further action, you use a triangle to show "storage." (A letter in an "outgoing" box, for example.)



When something is checked or verified but not changed, you use a square to denote an "inspection." (Proofreading a letter, for example.)

FILLING OUT A CHART

To help you in process charting, a standard Work Simplification Process Chart with the four symbols repeated on each line has been provided.

In writing down a process, simply mark the proper symbol for the step and draw connecting lines between the symbols as you describe each step.

The four symbols are merely a guide. The actual description of the step should be written in on the space provided. It is important that you tell what is done and who does it. Be clear and be specific. Make sure that what you write identifies and describes the step clearly. Do not write "application checked" if you mean "application 127A checked for change of address."

There are two other columns on your process chart. In one, note the time in minutes things remain in "storage" and in the other write the distance in feet something moves during a "transportation." Rough estimates are enough.

PROCESS CHART	
Symbol	Description
○	
●	
△	
□	
○	
●	
△	
□	
○	
●	
△	
□	
○	
●	
△	
□	
○	
●	
△	
□	

HOW TO BEGIN

- 1 Decide on the activity you want to chart. Then stick with it. Do not allow yourself to be sidetracked.
- 2 Pick a starting point and an ending point. Cover the ground and no more. Follow one piece of paper throughout.
- 3 Identify each step; number it. Then apply the proper symbol and connect it with the preceding one.
- 4 Describe each step, even though it may be minor. Never omit a step when in doubt.
- 5 Enter time for storage and distance in feet for transportations.
- 6 Add it all up. Add up the number of "storages," "transportations," "inspections" and "operations," the total time of storages, and the distances in feet for each process.



THE FINISHED JOB

When you have finished your process chart, it should look like the one on the opposite page. Of course, you followed the process step by step thru your unit asking questions and taking notes as you went along. But check back; make sure you have included every step; and that you know what is happening at every step.

HOW TO ANALYZE A PROCESS CHART



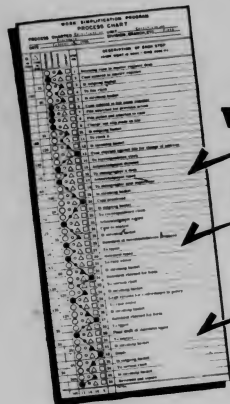
Remember, you are looking for ways to eliminate, combine, rearrange and simplify steps. For that reason, question each detail of the process. Ask yourself what purpose each one serves. So ask yourself these questions:

- WHAT** is done? What are the steps? Do I have them all? What does each step do? What are the surrounding facts?
- WHY** is this step necessary? Can as good a result be obtained without it? Is it an absolute must? Don't be misled by an excuse when you are looking for a reason.
- WHERE** should this step be done? Can it be done easier — with less time and transportation — by changing the location of employees or equipment?
- WHEN** should this step be done? Is it done in the right sequence? Can I combine or simplify by moving this step ahead or back?
- WHO** should do the job? Is the right person handling it? Or is it more logical to give it to someone else?
- HOW** is the job being done? Can it be done better with different equipment or different layout? Can I make the job easier for everyone concerned?

WORK SIMPLIFICATION PROGRAM						
PROCESS CHARTED Certification			PROCESS CHART			
DATE October 15, 1934			UNIT Certification			
			DIVISION, BRANCH, ETC., Field			
TIME IN FEET	OPERATION	TRANSPORTATION	STORAGE	INSPECTION	SYMBOL	DESCRIPTION OF EACH STEP (SHOW WHAT IS DONE - WHO DOES IT)
	○	△	□	◇	1	Incoming case at master register desk
	○	△	□	◇	2	Case entered in master register
10	○	△	□	◇	3	In outgoing basket
	○	△	□	◇	4	To file clerk
20	○	△	□	◇	5	In incoming basket
	○	△	□	◇	6	Case entered in file room register
	○	△	□	◇	7	File searched for previous action
	○	△	□	◇	8	File pulled and attached to case
	○	△	□	◇	9	Charge-out slip made on file
40	○	△	□	◇	10	In outgoing basket
	○	△	□	◇	11	To clerk A
120	○	△	□	◇	12	In incoming basket
	○	△	□	◇	13	Case checked against file for change of address
	○	△	□	◇	14	To correspondence clerk
10	○	△	□	◇	15	Acknowledgment dictated
	○	△	□	◇	16	To stenographer's desk
60	○	△	□	◇	17	Acknowledgment
	○	△	□	◇	18	To analyst
130	○	△	□	◇	19	To analyst of recommendations prepared
	○	△	□	◇	20	To typist
50	○	△	□	◇	21	Statement typed
	○	△	□	◇	22	To case editor
60	○	△	□	◇	23	In incoming basket
	○	△	□	◇	24	Statement checked for form
130	○	△	□	◇	25	To section chief
	○	△	□	◇	26	In incoming basket
120	○	△	□	◇	27	Draft revised for conformance to policy
	○	△	□	◇	28	To case editor
130	○	△	□	◇	29	In incoming basket
	○	△	□	◇	30	Statement checked for form
50	○	△	□	◇	31	To typist
	○	△	□	◇	32	Final draft of statement typed
60	○	△	□	◇	33	To analyst
	○	△	□	◇	34	In incoming basket
20	○	△	□	◇	35	Reads
	○	△	□	◇	36	In outgoing basket
40	○	△	□	◇	37	To section chief
	○	△	□	◇	38	In incoming basket
90	○	△	□	◇	39	Reviewed and signed
240	○	△	□	◇	40	TOTAL
1105	985	13	14	14	5	

The next two pages show you how supervisors asked these questions and got results. →

WHAT IS DONE?



What are the steps?

Do I have them all?

What does each step do?



The supervisor used this question to check his work. He realized that unless he had complete information about the process he was studying his conclusions would not stand up. Therefore he used this question to make sure that he had recorded every step and all the facts about each step.

WHY IS THIS STEP NECESSARY?

	○	○	△	□	1	Incoming case at master register desk
	●	○	△	□	2	Case entered in master register
10	○	○	△	□	3	In outgoing basket
120	○	○	△	□	4	To file clerk
20	○	○	△	□	5	In incoming basket
	●	○	△	□	6	Case entered in file room register
	●	○	△	□	7	File searched for previous action

	○	○	△	□	1	Incoming case at master register desk
	●	○	△	□	2	Case entered in master register
10	○	○	△	□	3	In outgoing basket
120	○	○	△	□	4	To file clerk
5	○	○	△	□	5	In incoming basket
	●	○	△	□	6	File searched for previous action

Why are two registrations necessary? By looking at the facts, the supervisor found that one was enough. Result: One step cut out — paper work and record keeping reduced. Here the supervisor asked "why" and found a better, simpler method.

WHERE SHOULD THIS STEP BE DONE?

	●	○	△	□	8	File pulled and attached to case
	●	○	△	□	9	Charge-out slip made on file
40	○	○	△	□	10	In outgoing basket
180	○	○	△	□	11	To clerk A
120	○	○	△	□	12	In incoming basket
	○	○	△	□	13	Case checked against file for change
120	○	○	△	□	14	To correspondence clerk

	●	○	△	□	7	File pulled and attached to case
	○	○	△	□	8	Case checked against file for change
15	○	○	△	□	9	In outgoing basket
60	○	○	△	□	10	To correspondence clerk

Cases moved 180 feet from files to clerk A to be checked for change of address. They then traveled 120 feet to a correspondence clerk. Tests proved that the file clerk could do the checking while pulling the file. As a result, charge-out slips were cut out, nearly 300 feet saved, and clerk A relieved of an unrelated task.

WHEN SHOULD THIS STEP BE DONE?

	●	○	△	□	26	Statement of recommendations prepared
10	○	○	△	□	27	To typist
	●	○	△	□	28	Statement typed
50	○	○	△	□	29	To case editor
60	○	○	△	□	30	In incoming basket
	○	○	△	□	31	Statement checked for form
130	○	○	△	□	32	To section chief
120	○	○	△	□	33	In incoming basket
	●	○	△	□	34	Draft revised for conformance to policy
130	○	○	△	□	35	To case editor
120	○	○	△	□	36	In incoming basket
	○	○	△	□	37	Statement checked for form

	●	○	△	□	17	Statement of recommendations prepared
10	○	○	△	□	18	To typist
	●	○	△	□	19	Statement typed
80	○	○	△	□	20	To section chief
120	○	○	△	□	21	In incoming basket
	●	○	△	□	22	Draft revised for conformance to policy
130	○	○	△	□	23	To case editor
60	○	○	△	□	24	In incoming basket
	○	○	△	□	25	Statement checked for form

When did the case editor handle statements? The Process Chart showed that because he reviewed the unrevised draft, it was necessary for him to review it again after it had left the section chief's desk. By looking at the sequence and asking "When" the supervisor cut out three unnecessary steps and did away with a bottleneck.

WHO SHOULD DO THE JOB?

	●	○	△	□	39	Final draft of statement typed
60	○	○	△	□	40	To analyst
20	○	○	△	□	41	In incoming basket
	○	○	△	□	42	Reads
40	○	○	△	□	43	In outgoing basket
90	○	○	△	□	44	To section chief
240	○	○	△	□	45	In incoming basket
	●	○	△	□	46	Reviewed and signed

	●	○	△	□	27	Final draft typed
40	○	○	△	□	28	To analyst
20	○	○	△	□	29	In incoming basket
	●	○	△	□	30	Reviewed and signed

Who finally reviewed and signed the case statements? The section chief. But was this step necessary since he had already approved the statement earlier? The boss decided to take a chance and delegate authority to the analyst. He found that it worked. Result: Five hours, many feet of transportation and four steps in the process changed. Moral: Don't pile controls too high; take a calculated risk. It may pay!

HOW SHOULD THIS JOB BE DONE?

120	○	○	△	□	14	To correspondence clerk
	●	○	△	□	15	Acknowledgment dictated
10	○	○	△	□	16	To stenographer's desk
	●	○	△	□	17	Acknowledgment typed
60	○	○	△	□	18	To stenographic pool supervisor
130	○	○	△	□	19	In incoming basket
	○	○	△	□	20	Copy proofread
30	○	○	△	□	21	In outgoing basket
70	○	○	△	□	22	To correspondence clerk
	●	○	△	□	23	Acknowledgment signed
25	○	○	△	□	24	Case to analyst

60	○	○	△	□	10	To correspondence clerk
	●	○	△	□	11	Checks off standard acknowledgment
5	○	○	△	□	12	In outgoing basket
10	○	○	△	□	13	To typist
	●	○	△	□	14	Form completed; facsimile signature
	○	○	△	□	15	Case to analyst

By asking "how" acknowledgments were handled a supervisor found a way to do a better job with less effort. Use of a form letter which served the purpose just as well eliminated such steps as dictating, typing, proofreading and signing. At the same time he cut transportation from 285 to 70 feet — storages from 160 to 5 minutes. Do it the easy way. Make use of mechanical devices.

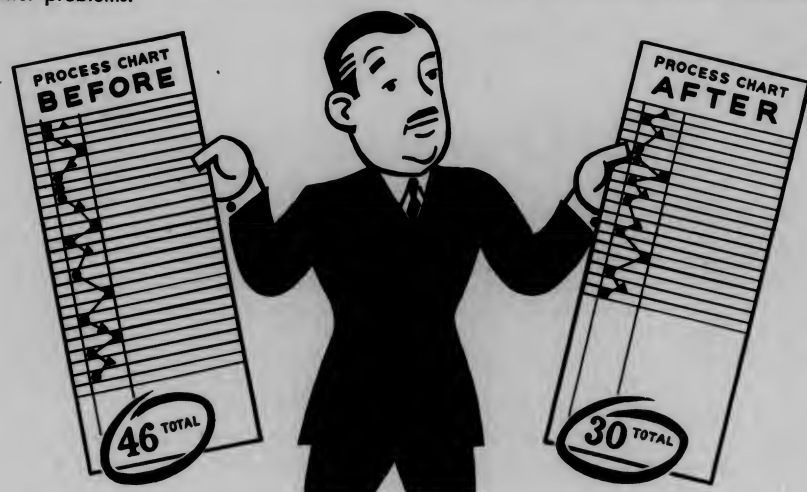
CHANGING FINDINGS INTO ACTION

Study of your completed process chart has given you ideas on improvements in work methods. How do you go about installing these changes?

First, write up the new, better method in understandable form on a Process Chart so that everyone concerned can see just how you expect the job to be done.

But be sure you have ALL the facts. For that reason it is best to write down the proposed method and then wait until you have made your work count, the next step in Work Simplification. The work count will give you additional information to help you make sound decisions. It may show you how to make additional savings all along the line.

When you have made your work count, you will then be in a position to review your proposed changes carefully. Before making them, however, be sure that they are actually simplifications. Take them to your superior, if you think it necessary. Go over them carefully with him. Present your plan in such a clear, concise manner that there can be no doubt as to its benefit. Show him the "before" and "after" process charts you have prepared. Such conferences often bring to light other problems.



A TEST OR A TRIAL RUN OF THE METHOD WILL ALSO AID IN FURTHER REFINEMENT AND PROVE WHETHER OR NOT THE NEW METHOD WILL WORK.

FOLLOW THROUGH

Process charting is not a "one-shot" operation to be forgotten after you use it once.

It is just as good for your unit six months or a year from now as it is today. So keep the Process Charts you prepare. They give you a record to which you can refer from time to time when further improvements are considered. And you can always make improvements—that's progress.

The need for a new process charting of your unit at certain times is obvious. For example, whenever there is a large turnover in personnel, a change in the volume of work, or a major modification of your program.

But even without the excuse of one of these specific occasions, you will find that an annual or semi-annual blueprint of your unit via the process chart method will pay off in terms of doing a better job with less effort in less time.

WORK SIMPLIFICATION PROGRAM

SUPERVISOR'S GUIDE TO THE WORK COUNT

WORK DISTRIBUTION CHART
PROCESS CHART
WORK COUNT



Every good supervisor always seeks to improve the work methods of his unit. The WORK SIMPLIFICATION PROGRAM is designed to furnish such supervisors with handy, clear blueprints of the present working methods of their own units. Analysis of the facts on these blueprints will help eliminate bottlenecks and lost effort and make supervisory work easier. WORK SIMPLIFICATION is a tested program for improving the method of doing work—finding a "better way"—doing a better job with less effort and in less time.

THE WORK COUNT

THIRD STEP IN WORK SIMPLIFICATION

By showing you what work is done in your unit and who does it, the Work Distribution Chart shows you DIVISION OF WORK. In letting you see a step-by-step narrative of a process or activity, the Process Chart shows you SEQUENCE OF WORK. The Work Count completes the picture by showing you HOW MUCH is done and helps you SCHEDULE THE WORK of your unit.

WHAT THE WORK COUNT SHOWS YOU

Counting or measuring work permits you to make improvements in office procedures, adjust work assignments, smooth out work loads and get rid of bottlenecks. It helps you quickly spot problems for further study — and shows at a glance where unequal work loads are.

But the big thing to remember about work counting is that it helps you SCHEDULE WORK. And by scheduling work you can put your office in BALANCE. Scheduling work and balancing your staff merely means assigning and distributing work fairly and efficiently.

BREAKING THE DAM

But in order to get this balance you must know HOW MUCH is being done. And when you know HOW MUCH the rest is easy. It is then merely a matter of looking at individual steps in a process and asking if they are in gear with other steps.

If they are not, then study ways to make adjustments by adding to or subtracting from the volume of work at those points. If applications pile up on the desk of a register clerk, for example, the file clerk and mail clerk who depend on the output of the register clerk do not have enough work on hand to keep them busy. The orderly flow of work through your unit is therefore dammed up on the register clerk's desk. It is a problem of breaking that dam by making adjustments in the assignment and distribution of work.

HINTS ON COUNTING



We use the work count because work count facts shed light on the way work is done.

- Any office activity or process has certain key points or steps. If applied at these places improvements will pay the biggest dividends. Your process chart will identify some of these by showing up places where work piles up awaiting decisive action. It also marks the places where the flow of work branches off of the main flow. Facts about volume passing these points enable you to see how important they really are and help you decide when "how much" is the basis of your trouble.

- You will find that answers to many of the questions raised by your work distribution chart depend on knowledge of "how much." Whether or not to specialize usually hinges on whether there is enough work to warrant it. Volume of work is part of the answer to every question about reassignment of work.

- Here are some things to count: postings, inquiries, interviews, letters, phone calls, checks, vouchers, files pulled.

- Here are some ways to count: tally, use of existing reports, recording meters, measuring, weighing, serially numbered forms, actual count.

SEVEN WAYS TO USE WORK COUNT



The Work Count can help you with at least seven possible problems in your unit. You have seen now your process chart and your work distribution chart will give you clues to many of these areas. So study your charts carefully. Then measure these problems with your work count.

In looking for ways of improving your unit's operation, remember that work count can help you:

1. TO SCHEDULE WORK: Every step in a process does not require the same amount of time, effort and skill. Ten applications, for example, may be checked for accuracy while one is being investigated and approved. By making a work count you can determine how long each step takes in relation to other steps. Then adjust your work assignments to fit ACTUAL CONDITIONS.

2. TO RELATE TASKS: When your work distribution chart shows several employees with unrelated tasks, analyze and identify the tasks with a work count. See if you can combine them into a new job and relieve other employees.

3. TO MEASURE THE VALUE OF A STEP: Sometimes equal time and man-power are spent on a step which is relatively unimportant—or which produces few results. For example, you may be in doubt about the results produced by a DOUBLE review procedure. When you make a work count you will be able to see if the step is worthwhile.

4. TO DIVIDE WORK: You may be applying to ALL work a procedure which is required for only PART of the work! A work count may be used to identify the kind of action required by various types of work, segregate exceptions for special treatment.

5. TO SPOT BOTTLENECKS: Long storage times on your process chart may mean a bottleneck! Count the number of units passing that point or count the back-log piled up on the desk. Then make adjustments to break the bottleneck.

6. TO DEMONSTRATE PERSONNEL NEEDS: When increased work volume threatens you with backlogs and bottlenecks use a work count. A work count helps you back your personnel estimates with facts and figures.

7. TO STIMULATE INTEREST: Employees are interested in the accomplishments of their unit in relation to other units engaged in similar work. A work count showing a clear picture of your unit's relative standing never fails to arouse interest.

HOW COUNTING HELPS YOU DO A BETTER JOB

HOW TO SCHEDULE WORK:



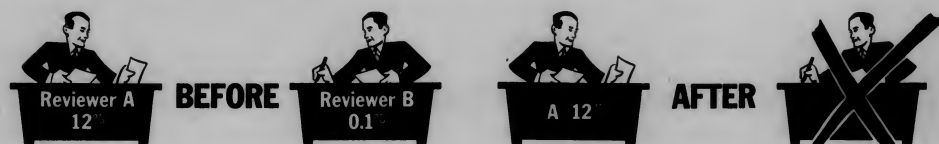
By measuring the number of days' work on hand on various desks in a work process, a supervisor discovered that although the register clerk had plenty of work to do, a file clerk who was dependent on the register clerk's output did not have enough work on hand. Once the supervisor knew the FACTS, the rest was easy. He rescheduled the work by making filing a half time job for this clerk and assigning him additional duties. The result was a BALANCED work flow that meant a better job with less effort and less time.

HOW TO RELATE TASKS PROPERLY:



Study of his Work Distribution Chart showed the supervisor that the jobs of several employees were made up of badly related tasks. By classifying these tasks, he found that all employees were filing, typing and answering telephone inquiries. By applying a work count to determine the time and volume of each task, he found that he could divide these operations into two specialized jobs and relieve one employee to do other work.

HOW TO MEASURE THE VALUE OF A STEP:



A supervisor thought it necessary as a safety device to keep a double check for accuracy on the review of cases. He thought it necessary, that is, until he measured the results! A work count showed him that Reviewer A found a percentage of errors of 12%, whereas Reviewer B, spending the same amount of time, turned up only an additional 0.1% of errors. With these FACTS before him the boss decided that double control did not pay. He took a calculated risk and freed Reviewer B for more worthwhile work.

WITH LESS EFFORT AND IN LESS TIME

HOW TO DIVIDE WORK: Identify Exceptions:



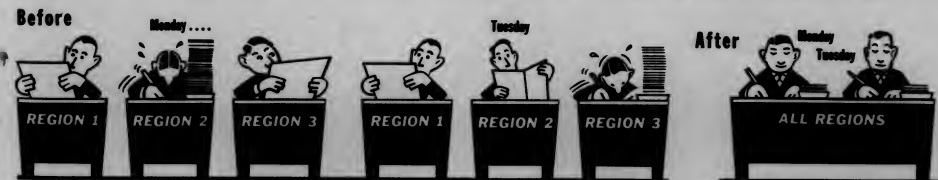
Cases in a unit went to an "eligibility" desk where they were checked against a list. By classifying and identifying the various TYPES of cases a supervisor found that only new cases needed to go to the eligibility desk. He then applied a work count and discovered that of the cases handled in a test period 88% were renewals and required no checking. The procedure was changed and only the 12% new cases were routed to the eligibility desk, reducing the volume of checking at that point by 88%.

HOW TO DIVIDE WORK: Show up over-specialization:



A mail section consisted of incoming and outgoing units. By applying an hourly work count, a supervisor found that the peakload of the incoming unit occurred in the morning and almost corresponded to the peakload of the outgoing unit in the afternoon. As a result, peakloads were handled by combining units, doing away with both overloading and underemployment and releasing manpower for other work.

HOW TO DIVIDE WORK: Show up over-specialization:



Three reviewers in a Review Unit, handling the same type of cases but from different regions, had several slack days each week. By counting the output of the three reviewers on a daily basis the supervisor discovered that the number of cases received from the different regions varied widely from day to day. As a result, one reviewer would be overloaded on the same day that another had little to do. With these facts in mind the supervisor decided that specialization by region did not pay. Work was divided evenly between two reviewers and a third was freed for other office work.

HOW COUNTING HELPS YOU DO A BETTER JOB

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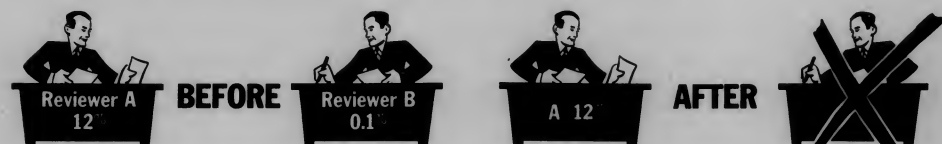
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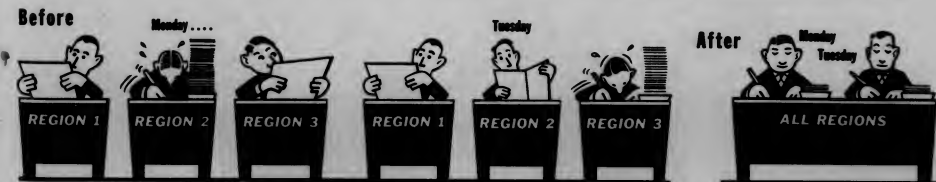
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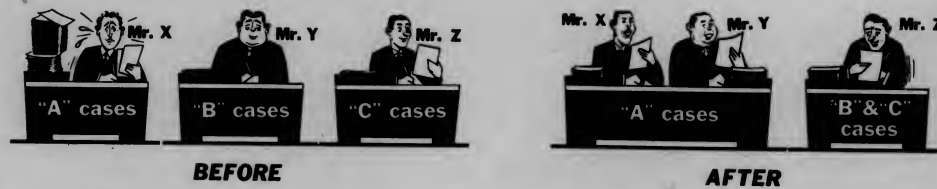
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HOW TO SPOT BOTTLENECKS:



Study of process charts for a unit handling three different types of applications showed a long storage time at the desk of the analyst who handled "A" applications, but relatively short time for the two analysts who worked on applications "B" and "C." The supervisor counted the work count and found that the volume of "A" applications at this point was almost twice as great as the other two. With the FACTS before him, the supervisor assigned two analysts to "A" applications and allowed the third analyst to handle both "B" and "C" applications, thus the bottleneck on "A" applications was broken.

HOW TO DEMONSTRATE PERSONNEL NEEDS:



A section working at capacity was falling behind in its work. The backlog continued to increase. The supervisor armed himself with FACTS by counting the number of applications received and their relationship to the amount of the backlog. As a result both the NEED for additional staff and EXTENT of this need were demonstrated beyond argument.

HOW TO STIMULATE INTEREST BY SHOWING HOW MUCH IS DONE:



Two units in an accounting section were making the same kind of postings. By counting the work, and displaying the results, the supervisor showed clearly the relative standing of the two units. As a result interest was stimulated, team spirit aroused, and production increased. Don't forget that work counts, interpreted in chart or pictorial form, can bring your unit's operation to life — make work more interesting.

GETTING UNDER WAY

When you have completed your training in the Work Distribution and Process Charts and the Work Count — the three tools of Work Simplification — you are ready to begin an "on-the-spot" analysis of your own unit.

HERE ARE HINTS TO REMEMBER WHEN GETTING UNDER WAY:

GET TOGETHER WITH YOUR EMPLOYEES:



Call them together for an informal meeting. Explain to them what Work Simplification is. Show them how the program can make work easier, get rid of bottlenecks, spread the workload, lift unnecessary and time-consuming tasks from their shoulders.

Explain to them that the program has the backing of this agency's top management and all operating chiefs. If you have a memorandum or announcement of the program handy, read it to them. Remind them, too, that the program requires little time on their part. They will only have to fill out task lists and help you from time to time as you prepare data for process charts.

MAKE A COMPLETE ANALYSIS:

Remember that the Work Simplification Program is like a three-legged stool. You must complete all three legs (Work Distribution Chart, Process Chart and Work Count) before you have a finished product. You cannot take action until you have the WHOLE story. Study the three tools as a unit. Translate the "hunches" given you by the Work Distribution Chart into FACTS with the aid of the Work Count and Process Chart.

WRITE UP PROPOSALS:



If you think you have found a better way to organize an activity or to simplify tasks, write them up as a proposal. Show both the "before" and "after" steps. You will usually contemplate changes of two types: (1) Those which you can install yourself without further consultation, or (2) Those which will require approval of your boss. In all cases, however, be sure to write them up, so that you have ALL the facts. Take advantage of the presence of your training instructor and his assistants. They are ready to help you.

FIRST THINGS FIRST: Concentrate on problems which your analysis or observation make you think will produce results. Look for "pay dirt" projects, in other words. Do not try to install all your changes at the same time. Put in the most important ones and then make refinements in your operations. Remember, that haste makes waste. So be sure to have all the facts at hand. Then you are in a position to make recommendations and changes that will really mean work simplification for your unit.

BY-PRODUCTS OF WORK SIMPLIFICATION:



- Your studies may show up hidden organizational problems.
- Work Simplification makes everyone's work easier.
- Perhaps you can find ways of simplifying or eliminating certain reports and forms.

- Remember that your finished charts are useful for training new employees.
- Your finished charts can be used in checking to see that prescribed procedures are being followed.
- Work Simplification makes your office a popular place.



REPORT YOUR FINDINGS: Your superior is interested in work simplification. He wants to know the results. When you have installed changes and made improvements report to him what you have accomplished. Include those changes which you may already have taken up with him. Make your report complete and accurate.

FOLLOW THROUGH: Work Simplification is a continuing program. It is just as good for your unit six months or a year from now as it is today. So be sure to date and keep the materials you prepare. They are a record to which you can refer whenever further improvements are considered. Keep on the alert for times when you can apply the principles of Work Simplification to your unit. Changes in procedure, large turnovers in personnel, new programs all mean that the pattern of work in your unit has shifted. And whenever that happens, it is time for Work Simplification analysis.

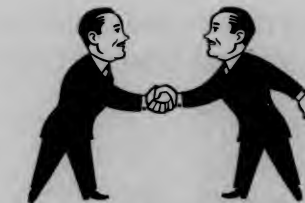
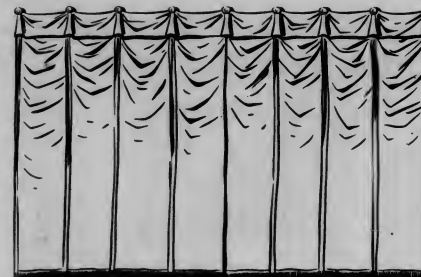


This is a supervisor's program. Therefore it is your program. No specialists will visit you to collect data; no outsider will study the efficiency of you or your employees; no flying squads will analyze your operation. This is your agency's program conducted in the in-

terests of better management. Supervisors can be the biggest factor in eliminating bottlenecks and delays, in simplifying and smoothing out roughspots. It is, therefore, an ideal opportunity for you to put across ideas in better methods you may already have.



POSTERS ILLUSTRATING THE WORK SIMPLIFICATION PROGRAM



meet Yourself!

YOU MAY THINK . . .
you're just lost in the crowd



one cog in a huge operation-YET..

YOU as a GOVERNMENT SUPERVISOR
can LEAD the way to better



Government Performance

TOP MANAGEMENT

Decides *what* is to be done
and *who* is to do it



BUT...

HOW the job is done
How **WELL** it's done
How **SOON** it's done



.... depends on **YOU!**

POSTERS ILLUSTRATING THE WORK SIMPLIFICATION PROGRAM

The supervisor's job **TODAY** is far different from yesterday



BECAUSE you run the greatest mass paper job in history



TODAY'S WORK is done with TODAY'S EQUIPMENT



METHODS MUST KEEP PACE

Every Supervisor wants to find **BETTER METHODS**

THEY...

- Cut out delays
- Make work easier
- Open opportunities



BUT... to develop **BETTER methods**

you need a **SYSTEMATIC WAY TO WORK OUT YOUR PROBLEM**



THERE IS A WAY!

Practical men in industry developed it



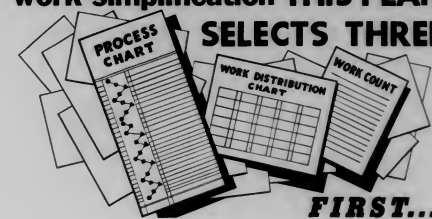
POSTERS ILLUSTRATING THE WORK SIMPLIFICATION PROGRAM

Industry... AND THE ARMED FORCES AND GOVERNMENT



have TESTED it **it's...**

Out of the many approaches to work simplification **THIS PLAN SELECTS THREE**



FIRST...



It's... *EASY TO LEARN
*EASY TO PREPARE
*EASY TO APPLY



and **IT PAYS BIG QUICK DIVIDENDS**

The Work Distribution Chart

shows your **DIVISION OF WORK**



It gives you in **ONE** place **ALL** the activities of your unit and the contribution of **EACH** employee to **EACH** activity

ACTIVITY	Tom Freeman	Grace Hall	Mary O'Boone	Mary Moody	Wm
GENERAL PUBLIC INQUIRY SERVICE					
ISSUE CERTIFICATES					
MISC.					

POSTERS ILLUSTRATING THE WORK SIMPLIFICATION PROGRAM

IT HELPS YOU ASK

and get an answer to...

1. WHAT ACTIVITIES TAKE THE MOST TIME?
2. IS THERE MISDIRECTED EFFORT?
3. ARE SKILLS USED PROPERLY?
4. ARE YOUR EMPLOYEES DOING TOO MANY UNRELATED TASKS?
5. ARE TASKS SPREAD TOO THINLY?
6. IS WORK DISTRIBUTED EVENLY?

The *Process Chart* shows you
SEQUENCE OF WORK



It gives you a "**STEP BY STEP**" account of what actually happens to your unit's activities

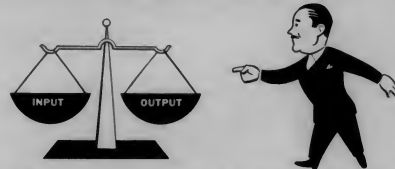


It helps you ask and get an answer to: **WHAT WHY WHERE WHEN WHO HOW** of every step

The **WORK COUNT** shows you the **VOLUME** of WORK



THE WORK COUNT shows you how to schedule work...



Keep your unit in BALANCE

POSTERS ILLUSTRATING THE WORK SIMPLIFICATION PROGRAM

IT HELPS YOU-

- Realign Jobs
- Spot bottlenecks
- Classify work
- Determine overloading
- Estimate personnel needs
- Stimulate Interest

Work Simplification

is a **SUPERVISOR'S** program



- No Outside Specialists
- No Flying Squads
- No Staff-o-sphere Experts

FIRST YOU LEARN...

at training conferences



AND...

IN LABORATORY WORK



SECOND...

You prepare your OWN WORKING PAPERS

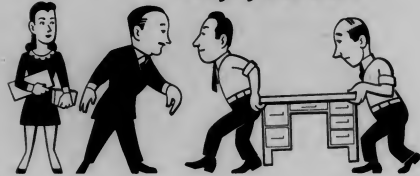


Third...
You work out TENTATIVE improvements -with your employees

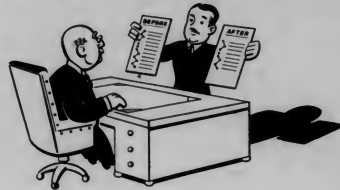


POSTERS ILLUSTRATING THE WORK SIMPLIFICATION PROGRAM

Then...
You **INSTALL SOME CHANGES**
- by yourself



ON MAJOR CHANGES
You seek the help of "THE BOSS"



WORK SIMPLIFICATION
offers a golden chance to put **IDEAS** across



Makes everyone's work easier



Makes **YOUR** office a popular place



Work Simplification is a
TESTED PROGRAM that means..



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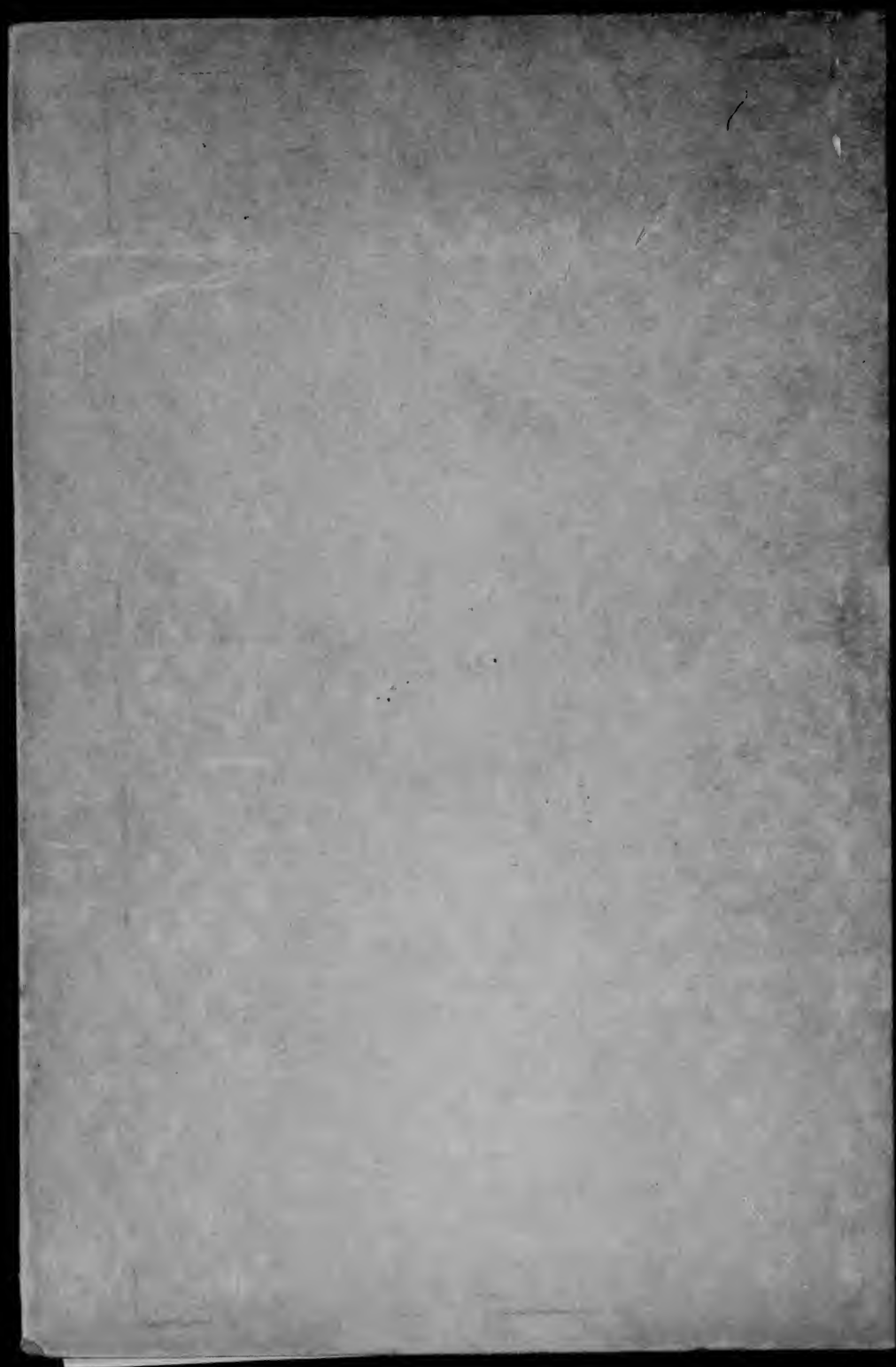
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12. U. S. Army Service Forces, Control Division, *Manpower Utilization—Report on Work Simplification*. Washington, May, 1944.

FILMS¹

1. *Improving the Job*, 16 mm., sound.
A supervisor asks one of his workmen for suggestions. Methods of improving the job so as to prevent waste are brought out. (9 mins., Office of Education)
2. *Simplifying Work in the Office*, 16 mm., silent.
Contrasts common methods of office practice with more efficient methods. (45 mins., Ralston Purina Co.)
3. *Minutes are Pennies*, 16 mm., sound.
Traces an order through an office to illustrate right and wrong work methods. (22 mins., University of Illinois)
4. *Kinda Give It Your Personal Attention*, sound slidefilm.
How work can be simplified by questioning each procedure of the job. (War Department)
5. *Attack on Hidden Waste*, 16 mm., sound.
A review of the work simplification program in military establishments. (War Department)
6. *Work Simplification Adapted to Clerical Operations*, 16 mm., sound.
The tools and methods of analysis of clerical activities. (Standard Register Co.)
7. *Management Program for Streamline Correspondence*, sound slidefilm.
How form letters simplify office procedures and save time. (15 mins., Navy Department)
8. *Motion Study Applied to Letter Indexing*, 16 and 35 mm., sound.
Development of a system for indexing correspondence in central files. (12 mins., TVA)
9. *Stop, Look and Question*, sound slidefilm.
The supervisor applied the 4-step job methods improvement procedure in a clerical situation. (War Department)

¹ Applications for the loan of War and Navy Department films should be made to the Work Simplification Section, Division of Administrative Management, Bureau of the Budget, Washington, D. C. 25.



**END OF
TITLE**