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SELECTION AND TRAINING OF O&M OFFICERS^{1/}

^{1/} This paper has been contributed by Mr. James Nti,
Vice-Principal, Institute of Public Administration,
Greenhill, Achimota, Ghana. The paper does not
necessarily express the views of the United Nations.

SELECTION AND TRAINING OF O&M OFFICERS

"How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower !"

(Isaac Watts)

Object of O&M Work

In approaching this subject it may be advisable to discuss very briefly the work O&M officers are expected to do and the methods they use in doing this work. This should enable us to find the specific requirements of an effective O&M man.

It seems to be generally accepted that O&M officers are required to advise administrators and managers on problems of organisation and methods with the object of improving the effectiveness and, if possible, reducing the cost of carrying out the work for which the administrator/manager is responsible.

Methods Used

The work is usually carried out in assignments by teams of Executive and Administrative staff. They collect facts selectively, according to the problems they are set, analyse those facts and make recommendations for changes in methods or in the structure of the organisation, when such changes are justifiable. Such reports have to be full, well argued and balanced, and the writer of the report should be able and prepared to defend the advice he is giving. He should be able to secure agreement from the operating supervisors and gain the approval of management for installing his new system.

Qualifications required

It is clear from the foregoing that O&M work is a task which demands the strictest mental discipline. Perhaps the most important pair of qualities which an O&M officer requires is an inquiring mind coupled with tenacity of purpose. He must have the capacity and the desire to get to the root of things, to master detail, differentiating between shades of meaning and to analyse a mass of facts. He must have the attitude of mind which does not accept things as they are (or appear to be) combined with the ability to challenge, test, measure and evaluate and to see through detail to the heart of a matter. He must, in short, be an analyst. He must be a person who can tackle difficulties and see things to their conclusion. In other words, he must have the ability to keep his mind on a problem until a satisfactory solution has been reached. He must have a real desire to make improvements, an attitude of mind which does not shrink from suggesting new ideas and looking ahead for developments i.e. originality or inventiveness or creativity is a great asset. He must have what Elles Derby calls "the quality of productive imagination". He must be tactful and persuasive, have the ability to work well as a member of a team and be able to establish good relations with those for whom the assignment is being done - remembering that he can only work through others. He has to draw much of the material for each assignment from other people, especially, routine workers who are usually disturbed by the idea of having their routine upset.

The reception accorded to an O&M man, is usually passive at best. He must, therefore, find ways and means of securing acceptance of his physical presence. Furthermore, once he arrives at a solution he has to be able to convince operating supervisors and managers that his ideas are practicable and beneficial and that they are an improvement on the existing system.

This implies that he must have a pleasing manner and good address as well as the ability to secure full co-operation from a desire to help rather than interfere and criticize. He should in fact be a good salesman.

Finally, as all his ideas have to be conveyed to others before they can be implemented he must have the ability to express himself both orally and in writing in a convincing manner. In other words, he has to be able to present his findings in an attractive and easily understood manner.

Other Qualities

The foregoing are the basic important qualities. He needs much else besides these. He must have the appearance, personality and confidence etc. that would make him acceptable to the upper strata of management. He also requires drive if he is to counter the many frustrations. He requires experience. He must have integrity. A practical and broad knowledge of clerical work and a knowledge of O&M techniques are useful, but these can be learned and we will have occasion to deal with them under training.

Since flexibility of mind is so essential in this work, it is important that new comers to this work should not have their minds set before being recruited. Authorities, however, are not agreed on the ideal age. Some would go in for young people while others insist on mature persons. Adequate training can often make up, in part at least, for lack of experience but it is very difficult to change a man with a set mind. It is thought, however, that it is advisable that new-comers to the job should not be below the age of 25 since, generally, the necessary maturity of mind is not attained before that age. On the other hand, it is thought that new-comers to the work should not exceed the age of 35. As there have been exceptions to these rules, it is unwise to be unnecessarily dogmatic in the matter of age.

The ability to work well in a team and the willingness to acknowledge one's ignorance and find ways of keeping oneself informed are important requisites.

In practice, it cannot be expected that all these qualities will be found in one person, but they do provide the criteria on which selection of candidates should be made.

SELECTION OF O&M MEN

Sources for Candidates

It is clear from the preceding paragraphs that there can be no single best source for this type of person. It is, therefore, only wise that the three fields that are available be considered :-

- (i) present employees not engaged in O&M work
- (ii) O&M workers in other organisations and
- (iii) recent secondary school leavers and University graduates.

Let's discuss these sources in turn.

(i) Present Employees

The main advantage in selecting present employees for O&M work is that of familiarity of the employee with the organisational set-up, the type of people who work for the organisation and what they think of the present system. Such employees bring local knowledge to bear on any assignment. On the other hand, if the organisation is the only one for which the employee has ever worked, he is likely to be highly indoctrinated with the taboos of the organisation and may not easily think in terms of possible change.

(ii) O&M Workers in other Organisations

In this, the main advantage is that such a person is experienced in O&M work and would not require to be trained. In developed societies where this source may be an important one, such men are reasonably well paid and they would seek new jobs only when there is something wrong with the one they hold and this is almost invariably connected with a facet of the job itself. A great deal of caution should, therefore, be exercised in recruiting this type of person. In the developing countries of Africa this source is almost non-existent since O&M is so new to Africa and various governments are only now experimenting with it.

(iii) Secondary School/University Leavers

They are a major source for candidates for this type of work. They have the advantage of being young, ambitious, and able to take an objective viewpoint in any organisation since they have not been contaminated in any way. The obvious disadvantage is the complete lack of experience in the organisation and in O&M work. One should consider, however, that the salary investment here is less than in using present employees or employing experienced O&M men from other organisations if these exist.

(iv) Employment of Women

Should women be employed for O&M work? Some people are not happy about employing women for O&M work but I am inclined to think that if a woman has a good brain, and is considerably interested in the details of the subject then she should be employed.

In fact, if she comes from actual machine operation and is able to combine with her investigation a very valuable knowledge of the techniques of the job then she would be an asset. Furthermore, if women are employed in teams with men, on occasion, they are able to secure more consideration and a better hearing from a difficult customer than the men would ever have hoped to be possible.

The Process of Selection

As in other selection processes, the selection of O&M men is in three parts: namely, gathering the facts, personal contact with the individual, and appraisal of the facts and the contact

(a) The Application Form

The basic fact-finding tool is an application form which should be so designed as to elicit as much detail as possible - especially about his best subjects at school or college and the type of work he is able to do best and the part he plays in organisations to which he belongs.

(b) Psychological/Aptitude Tests

A second fact-finding tool is the psychological test. Though there is a lot of controversy raging over the usefulness or importance of these tests, it would appear that they are of some assistance in locating trouble spots. For instance, if a test of this type indicates that the candidate abhors details, then the interviewer may wish to check up whether this is true and if so, why? Thus these tests may act as guides to discussion, suggesting information which should be secured from the candidate.

Aptitude tests could at least act as a screen or a means of rejecting the obviously unsuitable candidates, even if they do not help in selecting individuals who will make a success of the job.

(c) Employment Interview

In most African countries, the employment interview is the principal tool used in selecting employees for most jobs. In some cases when the numbers of applicants are large elimination tests are conducted in order to weed out those whose abilities are below par. The employment interview is meant to complete the picture of the candidate to enable the interviewer to decide whether the person is suitable or unsuitable for the job he seeks.

There are two types of interviews, namely:-

- (i) the structured or stress interview in which the interviewer follows a fixed pattern in his questioning. The questions for this type of interview, which is at times also called the directive interview, are prepared in advance by studying the application form;
- (ii) the non-directive or non-structured interview, which is much more informal in nature. It may begin by the interviewer saying to the candidate, "Well, Mr. X, tell us all about yourself". In this type of interview there is a great tendency to roam from subject to subject, depending on the normal flow of the conversation.

Which of these two types of interview is better, one may ask? Many interviewers, especially those who have had psychological training, prefer the directive type of interview because they are able to interpret psychological inferences in response to patterned questions. On the other hand, many of those who conduct interviews do not have a psychological background and are, therefore, unable to take advantage of such knowledge. Consequently, many of them prefer the informal type of interview. Since our main aim at an interview is to know as much as possible about the candidate and possibly let him know something about the job and the organisation, the most important ingredient in these interviews is the full participation of the applicant. Most interviewers develop a technique to get the applicant to talk volubly so as to find out how he sees and solves his problems, analyses, develops alternative courses of action and determines the best way; how he understands people, how skilful he is in communication and in organising, the type of memory he has and whether or not he has the physical capacity for hard work.

Some interviewers prefer to begin by probing areas of common interest such as athletic events, music etc. as a means of getting acquainted with the candidate. Others have found it effective to take some of the least desirable characteristic disclosed by the factual information at hand and start probing into these areas first. As may be expected, the usual reaction to such probing is defensive. This reaction is considered important by many, because in O&M work the individual is frequently under fire and in somewhat difficult circumstances, and his ability or inability to defend himself at the time of the employment interview may determine his potential to deliver under fire at a later date. Whatever type of interview is used, it is necessary that all of the factual information be explored, within the time allowed, to bring out the abilities of the candidate.

This presupposes that the interviewer should have studied closely the candidate's application form and his test results, if any, and formed a mental picture of the candidate and some questions which he wants answered in order to complete his picture.

In discussing the qualities required of an O&M worker, it was suggested that the three main qualities required, were an enquiring and analytical ability, creative ability and salesmanship. How does the interviewer identify these qualities?

(a) Enquiring and Analytical Ability

There is the tendency to think that the individual who possesses an analytical type of mind is closely akin to the engineer, the scientist, the mathematician and, to some extent, the accountant. The argument in support of this view is that all these individuals have been trained to think in terms of forming a miscellany of information into an understandable, integrated story; they are all concerned with the analysis of tangibles as contrasted to the analysis of intangibles, and that they have the ability to transform quantities into meaningful analyses. The argument goes further to state that since these individuals have a genuine liking for investigating numerical relations, they are unlikely to get bored, eventually, with O&M work.

This argument, however, seems to be over-extended and is in danger of implying, unintentionally, that other disciplines do not form a good foundation for O&M work.

Mathematicians, engineers and accountants, when trained only in their fields, tend to be efficient in a ruthless, inflexible sort of way. But, away from the rather impersonal and highly routinised world of the slide rule, the smooth assembly line, or the silently neat cash ledgers, such "efficiency" turns out to be not real efficiency. Thus outside a heavily engineering or scientific/ industrial setting with detailed "time and motion" studies etc.

a liking for figures alone should not be considered a particularly weighty qualification for O&M work.

What we are looking for is a certain frame of mind - an enquiring mind; one with a healthy amount of scepticism so that it does not automatically believe everything; one that is relatively open i.e. free from petty bias and preconceptions; a mind that is trained in the basic steps and traditions of scientific method and reasoning.

Viewed from this perspective, sociologists, historians, geographers etc. properly trained, equally have this searching, enquiring and analytical mind. Thus except where the nature and place of work demands specific additional technical knowledge I would speak of "analytical ability" in terms of a broad general education with some training in the scientific methods of inquiry and analysis -- without close reference to specific subjects or disciplines, except, perhaps, as examples.

Thus, in this area, the application form might not be too helpful and one would either have to go in for a battery of tests plus an interview, or rely solely on the interview to find out whether there are clear indications that the candidate has an enquiring and analytical type of mind.

(b) Creative Ability

Most people probably have this ability to produce new ideas of high quality to some degree but possibly not to the extent required in a man who wants to make O&M work his career. Such a person must be an individual who is not content with things he experiences and is always thinking about changes he would wish to make if he had a chance. Creative ability cannot be as easily identified as analytical ability, particularly from the written

record. It is usually disclosed through patient, persistent probing of the personal interview. The most productive topics to be probed are the leisure interests - hobbies, do-it-yourself projects, community or student activities. Subjects that frequently produce indications of creativity are art, music, manual arts, committee work, social club activities and home construction. Interviewers gain an advantage and are better able to assess candidates if they strike a response in some activity with which they are familiar.

Psychological tests are also available in the area of creative potential. Notable among these are the Rorschach (inkblot) and Thematic Apperception tests. In this field, it is necessary to use the services of a trained psychologist both for administering and interpreting the test. This in effect implies that in many African countries this tool will not be available for selection for some time to come.

In addition one could probe the basic philosophies of life of the candidate concerned. For instance, he could find out whether the applicant is normally critical and quite likely to produce remedies for existing conditions without instructions, or whether he is the type who is satisfied with life just as it is at the present time.

If in all the probing, the records and the tests, if any, there is little or no indication that the applicant has ever in the past produced a genuinely original idea, then there is little reason to suppose that sometime in the future, he is going to be able to produce high quality ideas. After all the best prediction of a man's future performance is his past performance if the past is long enough.

Sales Ability

The job of selling ideas, intangible in nature and not proved by accomplishment is very difficult as compared to selling soap, shoes or cars. Apart from dealing in intangibles, the O&M man deals

in an area of multiple personalities - at one extreme are those who think only their ideas are the best. The O&M man must be so versatile as to succeed with both these types and with the type of manager in between these two.

What one needs to know to judge whether a person has sales ability or not is more likely to be revealed at a personal interview than from an application form. The things that must be determined are whether the applicant has a liking for people, whether he is tactful in his dealings with other people and whether he can himself have a favourable effect upon those with whom he comes into contact. The record should, however, show whether or not he has been active in college or community life and this should give an indication of his true social awareness.

Though there are many psychological tests for salesmanship, these tests were designed for the sale of tangibles and not for the sale of intangibles. These tests should, therefore, be used and relied on, only on the advice of a testing authority.

The interview is, therefore, the most important tool for determining the sales ability of a candidate. The way the candidate tries to disabuse the mind of the interviewer of negative factors in his record that appear to be having an adverse effect on the interviewer can indicate how good a salesman he is. In addition, during the interview the interviewer has the chance to observe the candidate over a period of time sufficient to see whether he has unfortunate nervous habits that might detract from his usefulness in the O&M field. It should be borne in mind that there is not much point in spending time and money developing ideas based on present difficulties if these ideas cannot be put in a convincing manner so as to get them to be adopted and implemented. The ability to sell is, therefore, one of the most important qualities which the interviewer should look out for.

Three factors have a bearing on the selection process:

- (i) the level of work to be done,
- (ii) the climate of the work situation and
- (iii) the organisational structure.

(i) Level of Work to be done

For example, if the work to be done is only on basic procedures or on the actual processing of work, then the person required would be one who knows about the basic methods of processing work, and not a person with deep knowledge in the areas of organisation, finance, personnel, etc.

(ii) The Climate in which the Individual is expected to work

If the climate in which the individual is expected to work is favourable i.e. the need for an O&M man is genuinely appreciated and he is readily welcomed in the organisation, then the selectors may not be too strict in their selection knowing fully well that his mistakes are likely to be forgiven. If the organisation is antagonistic to O&M work, then a great deal more precision and accuracy is necessary in evaluating the candidate than in the other.

(iii) The organisation structure

For instance, a person who finds it difficult to work through organisational patterns is unlikely to be happy in a really complex and complicated organisation.

Reference Checks

All these procedures we have been discussing are aimed at finding as much information about the candidate as possible. It would appear, however, that the best prediction of a man's future performance is a true record of his past performance. This

is by and large better than interviews or tests. These interviews and tests give leads which must be followed up. This is why in the employment process we have reference checks - to check up on faults or bad records hidden by the candidate and to find out what he has actually done. In other words, like the tests, reference checks help in disclosing background areas that might otherwise be overlooked.

The checks, to be useful, should be specific and should be organised around:

- (i) character (as exemplified in personal honesty, community activity, family life etc.);
- (ii) knowledge (experience, ability to handle people etc.);
- (iii) industry (pushfulness, will to work and consistency).

As far as possible reference letters should be avoided. Many people are loath to put in black and white adverse comments on other persons, even if they are to write this under confidential cover. Every attempt should, therefore, be made to talk to the right person, preferably, face to face. This will enable the employer seeking the personal reference of the candidate to elicit from the referee as much information as possible. It will also enable the employer to assess the referee himself and thereby be able to know how much weight he should put on the information offered by him. It may be that the referee is the type of person who enjoys tearing people to pieces or he may be the type who thinks everybody is excellent. Nevertheless, to be realistic, such face-to-face conferences with referees may not always be possible - especially if applications are received from a wide area and the referees are correspondingly scattered all over a particular country. If the use of letters thus become unavoidable, selectors should at least take what they get with the proverbial grain of salt, knowing what they do about people's disinclination to write adverse comments.

Probation Period

If all these tests and checks come up well and the candidate is taken on, he should be put on probation for some time. This period normally ranges from six months to three years, depending upon the practice in the organisation concerned. Probation, as you are aware, is the policy of considering no appointment final until the appointee has demonstrated his capacity in his work.

Some people think that if the selectors have done a good job, a probation period is not necessary, much less a long one. To them, it is an indication, in fact, an acceptance on the part of the selectors of failure. While there is a lot of sense in this view, I think we have to face the fact that it is difficult to make an accurate prediction of a man in a period of thirty minutes or one hour, even though the interviewer has the benefit of application forms, tests results and all that. The interviewer may be able to say that the candidate is capable of doing the work, but can he say whether or not he will, in fact, do the work? Probation periods are, therefore, meant to be double checks on the selection process. They offer the opportunity to all those intangible factors and personal qualities not assayed by formal testing procedures - they are a means by which a square peg can be removed from a round hole. One cannot be over-cautious in this regard, especially when the service is a career service and where once a person is confirmed in his appointment, his discharge/dismissal becomes a problem.

Evaluation

It is desirable that the selection of candidates should be done through a rating of individuals. In other words, there must be an appraisal sheet on which the various interviewers can make their assessments of each candidate. This view seems to run counter to another view which states that if a candidate cannot be accepted

the interviewer should let him know it and the reasons why he cannot be accepted. This latter view is kinder to the candidate but whenever one uses an interview panel where notes have to be compared before a decision can be taken, it is not possible to inform unsuccessful candidates of their fate in the interview room. A policy decision should have been taken before the interview as to whether or not the panel should be unanimous in their decision before a candidate is accepted, or whether a majority decision will be accepted. It is very important that a follow-up study be made from time to time of the actual performance of the individuals selected to find out whether or not the selection methods being used are effective. If it is noted that there is a divergence between the prediction and the actual performance results, then it may be necessary to adjust the method of selection.

Training of O&M Men

Like many other aspects of management, training in C&M work is a continuous process. The directorate of the O&M division should ensure that their training programme does not cover only the new men, but that it is also one that ensures that all analysts will be kept up-to-date, bearing in mind that over a period of time, new ideas, new machines, new applications of old techniques and new needs develop. Training of serving officers is the best and quickest way of adjusting a going concern to changes in techniques and programmes.

It may be noted that I am charging the directorate of O&M with seeing to the training programmes. This is ultimately the responsibility of line management since it is management's first responsibility to carry out the functions of the department as well as it can, and to reach this objective it is almost always inevitable that some training should be provided. Thus though personnel officers, supervisors and special tutors may be engaged to train, top management should involve themselves in

determining the training needs, planning the training and, if possible, should even participate in the actual training.

One technique is to create a committee on training, its duties being to set out the policies, draw up the various training schemes and continuously oversee training programmes and policies.

Since training is the method by which the O&M man is taught both theory and application, the objective of this type of training should be to produce a thinking management analyst, competent in both knowledge and its application to the problems of management.

In other words, the objective of such a training should be to encourage the thought process of the O&M man rather than to teach him a set of techniques that are to be applied according to a set of rules. An O&M man should be taught to meet situations that require ingenuity and to have the capacity to develop these ingenious solutions and the ability to sell these solutions after they have been developed. The emphasis should therefore be on the ability to think and analyse issues; the focal question being not what to think, but how to think. After all, there is no model of a model O&M man. The answer, therefore, becomes individualised. This is very important especially if one remembers the words of Galileo. "You cannot teach a man anything; you can only help him to find it within himself". Or, to put it in another way, all training is in fact self-development.

How to Train

Thus the common saying that to teach others a task is a matter of instruction, demonstration and supervision on the job, may be very successful when applied to the teaching of routine procedures; but it is bound to fail when someone tries to modify the basic psychological factors upon which such training is based.

If the training consists of reading accepted texts, of following the words of senior men, of the solutions to problems of ten, or 20 years ago, all that will result is the perpetuation of present attitudes, present approaches, present systems and procedures. Some people term this getting experience, but such training has two disadvantages: Firstly, all management studies will be done according to a set of rules; and this leads to the second disadvantage. The rule book eliminates any need for ability, since if it is followed, every study will turn out the same way. Fortunately, matters don't work out this way since in every O&M study a lot of problems crop up which cannot be solved by a routine investigation. Long periods are spent in discussing these problems, and a competent O&M man uses these discussion periods not to imitate what others have done, but to filter from the discussion the important principles by which he can be guided in making studies in his own organisation.

The methods of training are many. They include telling, lectures, discussion groups, seminars, case studies, written instructions, on-the-job training, formal classes, programmes designed for individuals, attendance at conferences and college courses.

(a) On-the-job training

Apart from on-the-job training all these are formal programmes. On-the-job training means learning by doing. The trainee is assigned to a senior man who guides him in what he does and as he becomes more and more familiar with the organisation and its problems, he should become more and more effective. This method of training has the advantage of being a pay-as-you-go plan. The trainee or new man, is at least doing some productive work during

the period in which he is learning how to do more complicated work. On the other hand, his development will normally consume a great deal more time. In most cases too, while the trainee might learn to know how the job is to be done, he has little or no knowledge of why it is to be done that way.

(b) Formal training

Does this imply that the other general method of training - that of formal training - is better? Formal training, as you are aware, means the use of classroom techniques modified to be palatable to adults, but essentially, it is a classroom proposition. During this period, the trainee is taught specific techniques, and he receives an intense orientation in the organisation in general and his section in particular.

There are some advantages in using this technique. Among the advantages is the fact that equivalent training can be given in a shorter period of time. If a person is put through a planned course under experts, they can present him in a few hours problems that he might not encounter for several months, perhaps for several years, if he were to meet them in the normal course of events. Furthermore, the problem could be designed to give the new man more difficulty than he would find if he were to merely run into an-on-the-job problem.

On the other hand, there are inherent disadvantages. The first is that the individual is not being productive during the period of training; therefore the training course becomes an investment that may or may not pay off in the long run. This, in fact, is the reason why some

Heads of Departments are reluctant to release their men, especially, the top brass, for training courses. But such an attitude creates a problem in connection with the career prospects of those who cannot be spared vis-à-vis those who can more easily be released for courses and who become considerably improved as a result of these courses.

Research has proved that an average student remembers after two weeks only 25% of what is said in a lecture. It is better, therefore, especially for in-service training, to pick up cases from the daily-work life of the officers and get the trainees to discuss them. This is what is called the sensitizing method or process - softening up the officers before factual information is thrown at them. In other words, as each assignment is reviewed, regardless of whether formal or on-the-job training is used, the senior in charge or the instructor should use the indirect approach to correct what has been put together by the trainee. The trainer who is doing the reviewing should question the trainee about his conclusions until the question of what has been done or what has been developed leads to the conclusions and that there are no major omissions or flaws, or, on the other hand leads to the realization by the trainee that there are problems still unanswered in the solutions that he has advanced up to the time of review. The trainer does not offer his own solution to the problem, but through skilful questioning he guides the trainee into recognising that he has left major points uncovered. Such a method will help the O&M man to gain greater competence than by merely parroting what somebody else has thought to be a good solution to a problem. Secondly, the trainee

would come to realise that the tools that he has been taught to use are merely a means to an end, and that O&M work consists very largely of informed commonsense.

It is, however, difficult to train trainees who can guide rather than tell and if this method is to be used, then the trainers should themselves be exposed to the techniques of guiding rather than telling. The questioning technique is also time consuming, it is exhausting for the instructor but it produces a thinking individual with confidence in his ideas. The benefit is in the development of each individual's latent talents.

What should be the scope of the training for an O&M Officer?

The techniques which an O&M officer requires to know are the following:

Work simplification	Mechanization
Statistical presentation	Budgetting and expense control
Work measurement techniques	Organization analysis
Procedure analysis	Forms, space & equipment
Production control analysis	Communication analysis
Quality control analysis	Correspondence analysis
Performance analysis	Reports analysis

This is merely a list of the things the complete O&M man must be able to do well. His technical competence depends on his theoretical knowledge of those subjects, but, of even greater importance, his ability to apply that knowledge.

The techniques that need to be taught to an O&M man depend more on the climate of application than upon the managerial objectives. For instance, the use of techniques such as stop-watches or other precise measurement devices may very well be

rejected because they make the individuals being time-studied very nervous. Consequently, the techniques that have to be used may have to avoid these particular tools of measurement. This implies that an O&M man should have in his repertoire a number of techniques aimed at accomplishing the same end results.

A complete training programme should cover not only the O&M officer's techniques but also his personal qualities. From the earlier discussion on the personal attributes which an O&M man should have, if he is to be successful, it becomes apparent that he must display, and actually feel, an understanding of the problems discussed with him. He must be helpful in fact, not just as a front. While he is being understanding and helpful, he must also represent management. This double relationship to the client and to management must be impressed upon the O&M officer during his training.

It is normally easier to teach the techniques than to instil the attitudes that an O&M man must acquire. In most cases these will only be fully learned with practice and experience. In fact, this also applies to the O&M techniques, since O&M is essentially a practical subject and a great part of the training must come from the work given to each man to do. If only one type of assignment is given to a particular person, he is bound to develop a specialised experience and possibly a dangerous specialised attitude. It is, therefore, better, at least in the early stages of an O&M man's career and training, that he should be employed on assignments of a different character so that he may develop an all-round capability of taking on any job that offers.

"Train up a child in the way he should go; and when he is old, he will not depart from it".

(Proverbs xxii: 6)