

Papers to accompany thesis on the

Development and application of a technique for analysing jobs.

by

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SUMMARYDevelopment and application of a technique
for analysing jobs

SANDRA ELIZABETH ANNE JOHNSON, M.Phil. 1979

The research involved a tripartite team: the sponsoring organisation (the Marketing Personnel Department, Tyre Division, Dunlop Limited), an interdisciplinary department at Aston University and the student. The team was created to consider ways of helping the company in the "development of its people".

This general initial concern became more precisely defined as a need to develop a technique for analysing the marketing jobs, in order to provide information for decisions regarding aspects of personnel development.

The literature on occupational analysis, in particular for executive jobs, was examined. However, none of the methods seemed to satisfy the aims of the project. The problem was reconsidered and Repertory Grid Technique was adopted as the method of analysis.

The technique was used to produce job profiles and applied to four areas of the development of people:- improving job performance, organisation development, training and career development.

The application of the technique allowed the Marketing Directors and the Personnel Department to be better informed about the marketing jobs. This will hopefully enable better decisions to be made regarding personnel development. Additional applications of the technique were recommended to the Personnel Department.

Objectives held by each member of the tripartite team for the research were met to a large extent.

KEY WORDS

REPERTORY GRIDS ANALYSING EXECUTIVE JOBS

PILOT STUDY REPORT

ON THE

APPLICATION OF REPERTORY GRIDS

TO THE

ACCOUNT EXECUTIVES, ORIGINAL EQUIPMENT

CAR AND TRUCK

Sandra Johnson

July 27 1978

Introduction

This report describes the results of using a form of Kelly's Repertory Grid (as detailed in previous report) on four account executives and their two sales managers in the Original Equipment Division of Marketing. The aims of the study were twofold: firstly to provide the researcher with experience of the technique; and secondly to produce a picture of the account executives' job.

In view of the first aim some caution should be exercised when interpreting the results. Firstly, slight variations of repertory grid method were used in an attempt to find the most suitable format. Secondly, the researcher's ability to elicit grids changed during the study as experience increased. Therefore the grids are not directly comparable but they do provide some useful information.

The remainder of this report will consist of three stages:-

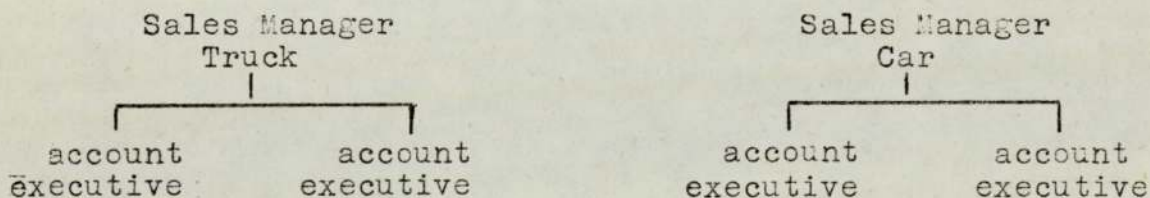
1. a note on the sample of managers
2. an analysis of the results
3. comparisons with the existing job descriptions and conclusions.

1. Sample of Managers

In respect of the first aim of the study it was decided to select a small group of people working at Fort Dunlop in Birmingham so that expenses would be minimal in case the study proved fruitless.

Initially four account executives in Original Equipment (OE) were selected and the study was extended to include their two sales managers. Thus, it was hoped to obtain a more complete picture of the job by combining the views of the job holder and those of his superior.

Sample



Therefore only six people were interviewed but it was thought that this number would be sufficient to evaluate the method. The results were promising but no detailed statistical analysis has been possible due to the small size. The interviewees were assured that the data would be treated confidentially and as the sample was so small it has not been possible to disclose much of the raw data as it could be easily identifiable.

Figure 1

Tasks elicited from the account executives and sales managers

car and truck

planning

contact customer

sell company products

establish business share

negotiate with customer

create relationship with customer

deal with his problems - personal and business

fly Dunlop flag and explain Dunlops failures

deal with other departments at customers

deal with supply problems

investigate new customers

paperwork and telephone

prepare figures

report to Sales Manager

entertaining

travelling

2. Analysis of the Results

Once the grids had been elicited the following areas were examined:-

1. List of common elements
2. Differences in elements elicited
3. Categories of constructs elicited
4. Number of shared constructs
5. Differences between the managers view of the job and the executives' view.
6. Differences between car and truck.

In the analysis comparisons are made with the results of the Area Fleet Managers and Fleet Salesmen's study in order to enhance the interpretation of the results.

However, it should be emphasised that the researcher can only provide a picture of the account executives' job as revealed in the interviews. The evaluation of this picture must be made by someone who has a knowledge of how the job should be done.

1. List of Common Elements

By combining the elements elicited it was possible to produce a general list of the tasks the account executives spend their time doing. The list has been arranged in a 'logical order' by the researcher and is detailed in Figure 1.

The majority of the tasks relate to seeing the customer. During the interviews it was evident that the executives found it difficult to detail what this task entailed. They also found difficulty in analysing how the remainder of their time was spent. There are few elements concerned with planning or information flows. This may be of concern to their managers.

2. Differences in the elements elicited

The information obtained from the general list is enhanced by a more detailed examination of the elements elicited from each subject. This is given in Figure 2.

Before any conclusions are drawn from the above it should be noted that if an element is omitted it can mean several things:-

1. the job holder does not do that task
2. he does the task but has forgotten to mention it either because:-
 - a) he does not think it is important
 - b) he has genuinely forgotten

However, several interesting points arise from Figure 2:-

1. emphasis is placed on 'seeing the customer' and 'creating a good relationship' rather than on 'selling company products'.
2. only one executive mentions planning whereas it is included by both the sales managers.

Figure 2 Elements elicited from a/c exec and managers

	CAR			TRUCK		
	exec 2	exec 4	Mgr 9	exec 3	exec 5	Mgr 8
contact customer	✓	✓	✓	✓		
sell company products				✓	✓	
liase with customer	✓	✓				
see various departments at customers'			✓	✓		✓
customer problems			✓			✓
negotiate with customer		✓	✓	✓	✓	
fly Dunlop flag	✓	✓				
investigate new customers						✓
supply problems	✓	✓		✓	✓	✓
monthly & other reports		✓	✓		✓	✓
planning			✓	✓		✓
prepare figures	✓					
paperwork & phone	✓	✓		✓		✓
entertaining			✓		✓	✓
travelling	✓	✓	✓	✓	✓	✓

3. only two of the executives include reporting information as a task.
4. one executive mentions 'preparing figures'.
5. only the managers mention dealing with 'customer problems'

There appears to be more divergence of opinion as to the tasks involved in the account executive job than was found in the later study of Fleet Salesmen. It seems that the executive tasks are less specific and less detailed than the salesmen's. Whether this is the correct state of affairs should be assessed by someone with a detailed knowledge of the jobs.

3. Categories of Constructs Elicited

It was difficult to group the elicited constructs into categories as there was little similarity between the grids and because the sample was small. Figure 3 lists the categories found.

Some inferences can be made from this list:-

1. there is a strong emphasis on the constructs relating to the need for motivation, personal discipline and initiative.
2. few constructs related to practical knowledge required for the job, instead more related to the ability to get on with people and being a 'nice guy'.

Figure 3 Categories of Constructs

1. Tasks relating to the customer which involved selling, the ability to get on with people and were regarded as the mainstream of the job.
2. Tasks involved with Dunlop which were secretarial, involved adhering to set procedures and were seen as necessary but non-productive.
3. Tasks requiring knowledge of the product, supplies, market and customer's company.
4. Constructs relating to the need for initiative, motivation, personal discipline and where they had control of the situation.
5. A few constructs were concerned with the collecting and reporting of information.
6. Others were short or long term problems, and tasks involved with people or not.

3. no-one mentioned planning in the description of the tasks and there was little mention of reporting information.

Again the importance of the above must be evaluated by someone within Dunlop.

4. Number of Shared Constructs

In George Kelly's Theory of Personal Constructs he says that the more constructs people share the better they will understand each other. The grids were examined to see how many constructs the managers shared with the executives. On average only two were found. This number seems low as in the study of fleet salesmen the average was six.

A possible explanation for this lack of shared constructs is that the truck sales manager has only recently started the job and the other sales manager has moved from truck to car. Therefore, there has not been much time for the managers and the executives to understand each other. However, this does suggest that at the present time they have widely different views and that perhaps efficiency would increase if they could share more constructs. This has obvious implications for training.

5. Differences between the managers view of the job and the executives' view.

By examining the list of elements it appears that the managers see the role of the executives to collect information and deal with customers' problems. Whereas the executives see themselves as having two roles. One in which they visit customers to 'fly the Dunlop flag' and explain Dunlops' failures and the other where they return to Dunlop to chase supplies and do secretarial work.

This divergence is reflected in the constructs the managers and executives used. One of the constructs the executives differentiated on was where they described tasks as either customer or Dunlop orientated. This construct was not used by the managers.

Therefore both the elements and constructs suggest that the managers view the job in a more coherent way i.e. that the executives purpose is to deal with the customer whether he be in Dunlop or on the customer's premises. Whereas the executives see themselves as playing two roles, one in Dunlop and the other with the customer. This may be an important conceptual difference.

6. Differences between car and truck

No differences could be discerned, partly because neither group was coherent. However, consideration should perhaps be given as to whether the groups should be viewing their jobs in different ways bearing in mind the nature of their customers.

Conclusions and Comparisons with the Job Description

The existing job description is included as Figure 4. The repertory grid has provided a picture of how the account executive spends his time whereas the description states his duties and responsibilities. It appears that there are several areas of divergence, such as market intelligence and liaising with departments in Dunlop. However, the differences should not be stressed as it is uncertain whether this is an official job description.

In conclusion, it seems that there is a lack of information about the account executives job. The views of the managers vary from those held by the executives. Thus, it seems that the use of repertory grids has highlighted some interesting points and their use would seem to be fruitful.

JOB DESCRIPTION

COMPANY/DIVISION U.K. Tyre Division, Original Equipment Division.
JOB TITLE Account Executive, Original Equipment Division.
DIRECTLY RESPONSIBLE TO : Sales Manager, Original Equipment Divn.

DUTIES AND TERMS OF REFERENCE

1) RESPONSIBILITY

Responsible for all Tyre Division interests at designated accounts for original equipment sales of tyres and wheels.

2) TERMS OF REFERENCE

Report to Sales Manager on all matters relating to quotations, competitive pricing and any changes in commitment and product requirement which could affect profitability, forward estimates or alterations to Management Plan.

3) DUTIES

- a) To achieve planned sales levels together with the provision of sales estimates to Sales Management at those accounts for which he is responsible.
- b) The negotiation of selling prices and volumes at accounts designated by Sales Management.
- c) To be responsible for the control of credit to accounts selected by Sales Management.
- d) To provide close liaison with Technical Division which will complement marketing policy.
- e) To seek and develop outlets for new products in appropriate markets and, thereafter, provide market intelligence.
- f) To liaise with Rim and Wheel Company on all matters relating to the design and supply of wheels and undergear equipment as directed by Sales Manager.
- g) To liaise with O.E. depots and Supplies Office on all matters relating to customers' delivery schedules and progression of current and future commitments and other supply problems.
- h) To identify territorial market potentials and investigate share of market and develop, with their accounts, a programme to encourage Dunlop loyalty.
- i) To attend International and National Shows as required and directed.

DIRECTLY SUPERVISING

- a) Expenditure - Nil
- b) Personnel - None
- c) Policy - Influencing policy decisions relating to tyre and wheel equipment.

Figure 4

add they train anyone for this?

REPORT ON THE
APPLICATION OF REPERTORY GRIDS
TO THE
AGRICULTURAL AND INDUSTRIAL DIVISION

Sandra Johnson

3rd October 1978

Introduction

This report describes the results of using a form of Kelly's Repertory Grid on one account executive and the Sales Manager of the Agricultural and Industrial Division of Original Equipment. The aim of the study was to produce a picture of the account executive's job.

In the analysis comparisons are made with the results of interviews conducted in other parts of Original Equipment Division in order to enhance the interpretation.

However, it should be emphasised that the researcher can only provide a picture of the account executives' job as revealed in the interviews. The evaluation of this picture must be made by someone who has a knowledge of how the job should be done.

The remainder of this report will consist of:-

1. an analysis of the tasks elicited.
2. an analysis of the constructs used.
3. comparisons with other sections and conclusions

1. Analysis of the tasks elicited

By combining the tasks elicited from the manager and the account executive it was possible to produce a general list of the tasks the account executives in A. and I. spend their time doing. The list has been arranged in a 'logical order' by the researcher and is detailed in Figure 1.

There were few differences in the tasks elicited from the executive and his manager. However, the manager did include more tasks concerned with 'meeting and advising' the manager than the executive, he also emphasised the executives role of monitoring supplies at Dunlop and the customer. However, it is difficult to discuss differences as only two people were interviewed.

Figure 1 provides a list of the tasks the executive does but it is worth considering if these are the tasks he should be doing? For example there is no mention of writing regular reports or of planning his calls. This list of tasks could provide a useful focus for discussion of the role of the executive.

2. Analysis of the Constructs used

A construct is the way a person describes and differentiates the elements (tasks) in the repertory grid.

Figure I

Tasks elicited from Sales Manager and Account Executive A. & I.

visit customer to sell tyres and wheels
see buying department
see technical department
see design department
visit material controllers
check accounts up-to-date

collect market information
examine markets and project trends
prepare forward plan
inform sales manager
monthly meetings
advise sales manager on customer requirements

liase with tyre depots
deal with technical department at Dunlop
monitor supplies

visit agricultural shows

To aid analysis of the constructs elicited they have been grouped into general categories. Figure 2 is an analysis of the categories used by the interviewees during the study. Some general comments will be noted on the constructs used before examining those used in A. and I.

Nearly all the interviewees described the tasks as requiring factual knowledge of some kind and of needing general selling ability. Apart from these two construct categories there is a divergence of opinion as regard to the attributes of the tasks. Few people mention that the tasks are related to planning, require analysing ability or are administrative. Are these qualities unimportant or not?

It can be argued that the omission of a construct by an individual, for example planning, need not necessarily infer that he does not 'see' any of his tasks as requiring 'planning ability', but merely that he forgot to mention this construct during the interview. Whilst this point of view is accepted, the researcher would claim that omission of a construct implies that the particular quality is not uppermost in the individual's mind.

Some inferences specific to A. and I. can be made from figure 2:-

1. both the manager and the executive used constructs relating to factual knowledge and selling ability.

2. only the manager described the tasks as planning
i.e. he used the construct 'important current function
- important in deciding future'
3. the executive does say that some of the tasks
require 'analysing abilities' which nearly all the
other executives disregard.

3. Comparisons with other sections and Conclusions

No marked differences appear to exist between the account executives role in A. and I. and the role in other sections of Original Equipment. Appendix I includes lists of tasks elicited in car and truck and in earthmover section. Is it 'correct' that the role is the same or should there be differences as the executives are working in different markets?

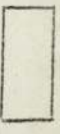
The researcher has presented a picture of how the account executive and his manager 'see' the job of an account executive at the present time. It is the responsibility of someone in Dunlop who has an intimate knowledge of the job to decide whether this is the correct picture and if not what changes should be made.

Figure 2

CONSTRUCT CATEGORIES	CAR		TRUCK		A.&I.		EARTHMOVER				
	Cutler	Lawson	Barr'gh	Musson	Brown	Lodge	Baker	Loach	Way	Sanders	Rogers
Factual knowledge											
Selling ability, person contact, persuasive, being a nice guy.											
Admin. tasks, knowledge of systems.											
Planning tasks											
Explaining and analysing											
Information flows											
Importance of task											
Initiative, creative, motivation.											
customer or company											
Enjoyable, flexible											



construct used by the individual



construct not used by the individual

REPORT ON THE
APPLICATION OF REFERTORY GRIDS
TO THE
EARTHMOVER DIVISION

Sandra Johnson

3rd October 1978

Introduction

This report describes the results of using a form of Kelly's Repertory Grid on the two managers for Original Equipment and Technical/Replacements Sales of Earthmover Division and their Sales Manager. The aim of the study was to produce a picture of the two managers' jobs.

In the analysis comparisons are made with the results of interviews conducted in other parts of Original Equipment Division in order to enhance the interpretation.

However, it should be emphasised that the researcher can only provide a picture of the managers' job as revealed in the interviews. The evaluation of this picture must be made by someone who has a knowledge of how the job should be done.

The remainder of this report will consist of:-

1. an analysis of the tasks elicited
2. an analysis of the constructs used.
3. comparisons with other divisions of O.E. and conclusions

1. Analysis of the Tasks elicited

Tasks were elicited from the two managers and a combined list was supplied to the Sales Manager. Elements were provided rather than elicited from the Sales Manager to minimise difficulties caused by asking him to consider two slightly different jobs at the same time. The list of tasks elicited is detailed in Figure 1, it has been grouped into a 'logical order' by the researcher.

Most of the tasks were common to both managers although a few were different, for example Sam Sanders deals with warranty complaints and Cecil Way has more involvement with the Earthmover Tyre Specialists. The Sales Manager seemed content with the list of tasks.

Thus, figure 1 provides a list of the tasks the managers do but it is worth considering if these are the tasks he should be doing? For example there is no mention of planning his calls, doing figure work. This list of tasks could provide a useful focus for discussion of the role of the managers.

2. Analysis of the Constructs used

A construct is the way a person describes and differentiates the elements (tasks) in the repertory grid.

Figure I

Tasks elicited from Manager OE Sales and Manager Replacement
And Technical in Earthmover.

see users and contractors
see tyre distributors
visit vehicle manufacturing agents
delivery problems
customer complaints
technical advice to customer
negotiate terms and prices
warranty complaints

fleet intelligence reports
analyse competitors performance
contribute to management plan
report to others in earthmover

contact production department
liase with supply
liase with replacement sales force
liase with tyre technical

deal with earthmover tyre specialists
train users and Dunlop personnel
involved in tyre inspections

To aid analysis of the constructs elicited they have been grouped into general categories. Figure 2 is an analysis of the categories used by the interviewees during the study. Some general comments will be noted on the constructs used before examining those used in Earthmover.

Nearly all the interviewees described the tasks as requiring factual knowledge of some kind and of needing general selling ability. Apart from these two construct categories there is a divergence of opinion as regard to the attributes of the tasks. Few people mention that the tasks are related to planning, require analysing ability or are administrative. Are these qualities unimportant or not?

It can be argued that the omission of a construct by an individual, for example planning, need not necessarily infer that he does not 'see' any of his tasks as requiring 'planning ability', but merely that he forgot to mention this construct during the interview. Whilst this point of view is accepted, the researcher would claim that omission of a construct implies that the particular quality is not uppermost in the individual's mind.

Some inferences specific to Earthmover can be made from figure 2:-

1. factual knowledge was emphasised and detailed. Tasks were also described as requiring an ability to 'get on with people' by all three managers.
2. there was no mention of requiring planning or analytical ability. They seem to rely on their technical expertise and intimate knowledge of the customer. Is this the best way or should there be more emphasis on planning etc.?
3. Is enough attention paid to the Earthmover tyre specialists? Should tasks relating to the specialists have produced constructs concerning 'man management abilities'.
4. Similarly the task 'train users and Dunlop personnel' did not produce any specific constructs - does this require special abilities?

3. Comparisons with other sections and conclusions

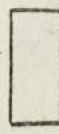
The list of tasks elicited from the managers of Earthmover appears more detailed than those elicited from the other sections when they are compared. (See Appendix I). They seem to have a clear idea of the tasks involved - is it the correct view of the job? However, there does not seem to be any difference in the constructs elicited.

Figure 2

CONSTRUCT CATEGORIES	CAR			TRUCK			A.&I.			EARTHMOVER		
	Cutler	Lawson	Barr, Gh	Musson	Brown	Lodge	Baker	Loach	Way	Sanders	Rogers	
Factual knowledge												
Selling ability, personal contact, persuasive, being a nice guy.												
Admin. tasks, knowledge of systems.												
Planning tasks												
Explaining and analysing												
Information flows												
Importance of task												
Initiative, creative, motivation.												
customer or company												
Enjoyable, flexible												



construct used by the individual



construct not used by the individual

In this report the researcher has presented a picture of how the two managers and the Sales Manager 'see' the job of the managers at the present time. It is the responsibility of someone in Dunlop who has an intimate knowledge of the job to assess this view and decide whether it is correct or if not what changes should be made.

REPORT ON THE ACCOUNT EXECUTIVES

OF THE

ORIGINAL EQUIPMENT DIVISION

Sandra Johnson

18th November 1978

REPORT ON ACCOUNT EXECUTIVES IN ORIGINAL EQUIPMENT DIVISION

Summary

This report is an overview of the findings from the repertory grid interviews about the account executives job, plus additional information obtained from further interviews with the sales managers.

The main finding is that the executives pay more attention to the functional aspect of their job (seeing customers to sell company products), but pay less attention to the wider aspects (administration, planning and reporting information).

Recommendations

The executive's role concerning these wider aspects appears ill-defined. It is recommended that efficiency in these areas could be improved by formalising procedures to some extent.

Specific areas will be considered separately:-

1. Information Flows

It was apparent from the repertory grid interviews that several of the executives did not attach much importance to collecting and reporting information. For example in A. & I. Eric Loach expected his executive to give him more information than the executive thought necessary.

Some of the Managers feel that a more formalised reporting system would be beneficial. However, they are wary (if not actually frightened) of implementing such a system. Their wariness appears to result from two factors:-

- a) a concern that a more formalised system would be inflexible.
- b) a consideration of how their executives' would react.

John Barraclough felt that the system required 'fine tuning'. John Lodge takes a stronger line in that he wants to know who the executives' see at a customer, which departments they visit and how frequently. The information they collect should then be reported. In the absence of a formal structure much of the information collected is not used. John Lodge recognises that before such a system could be introduced the executives must trust the managers and appreciate that imparting information does not devalue their worth.

2. Planning

Even fewer subjects construed any of their tasks as requiring planning ability. Frank Rogers argued that they do plan and even produced examples. However, the researcher suggests that the omission of constructs in this category implies that they do not regard planning as consciously as other parts of their job.

It is suggested that the introduction of set procedures would promote more conscious planning.

3. Supplies

The repertory grids showed that one of the executives tasks is chasing supplies. It appears difficult to stop the executives doing this task as the customers have come to expect them to handle supply problems.

It is suggested that the introduction of procedures for dealing with supplies would help the executives to reduce the amount of time they spend on supply problems.

John Lodge pointed out that if the executives were not based at Fort Dunlop they would not be able to do these tasks.

4. Man-Management Earthmover

The repertory grid interview with Cecil Way failed to produce any constructs relating to man management, even though he 'looks after' four earthmover tyre specialists. During an interview with Frank Rogers he argued that this was because they act as a team. But most teams have a captain.

It is recommended that Cecil Way's relationship with the specialists should be formally defined and perhaps training given in this area.

5. Career Development and Training

John Lodge and John Barraclough both discussed training during the further interviews. In particular John Lodge would like to see a move away from the idea that 'seeing the customer is all important'. This move could be helped by training the executives in the specific areas mentioned above.

John Lodge was also concerned about how to motivate his executives for another year as prospects for promotion are poor. It is suggested that attention should be paid to career development.

Conclusions

The managers appeared to be in general agreement with the reports. They thought it beneficial that they had been produced by an outsider who had 'no axe to grind' and that a scientific technique had been used.

The managers considered that the reports would have important catalytic effects. It is recommended that action be taken as soon as possible to capitalise on their feeling.

REPORT ON THE
APPLICATION OF REPERTORY GRIDS
TO THE JOBS OF AREA FLEET MANAGER
AND FLEET SALESMEN

Sandra Johnson

July 25 1978

Introduction

In simplest terms the projects' aim is to find out information about jobs in Marketing Division. It was originally intended to use some form of job analysis but no one technique seemed satisfactory. Other methods were considered and it was decided to investigate possible applications of repertory grid technique.

Repertory grids were initially developed by George Kelly as a technique for investigating his theory of Personal Constructs. He suggests that people have their own way of looking at the world. Each individual builds his own 'mental map' of the world, based on his experiences, which affects the way he behaves. It is possible to describe these maps by using repertory grids. These grids enable one to 'see' how someone else perceives the world at a particular point in time.

Repertory grids have been described as "a flexible tool for establishing the content and structure of a manager's thoughts" (Smith and Stewart 1977). The range of applications is vast as the grids could be used to 'see' how managers thought on any subject. However the domain of interest in this initial application was the manager's thoughts about his job.

In order to understand repertory grids it is necessary to introduce two further concepts. Firstly, elements which are the things the individual thinks about, in this case the tasks the manager spends his time doing. Secondly, constructs which are the qualities a person uses to describe the elements of his map, for example the knowledge he uses for certain tasks, or whether he considers the tasks interesting or boring.

The remainder of the report will consist of four stages:-

- 1) a brief description of the repertory grid technique used in this study.
- 2) a note on the sample of managers studied
- 3) the analysis and interpretation of the grids
- 4) conclusions and comparisons with existing job descriptions.

Description of Repertory Grid Technique

The grid is elicited during an interview lasting about one hour and a half. The interview consists of three stages:- eliciting the elements, eliciting the constructs, completing the grid.

1) Eliciting the Elements

The manager was asked to think about the tasks he spends his time doing during his days work; not what he thinks he should be doing but rather what he actually does. In this way a list of ten to fifteen elements was produced.

2) Eliciting the Constructs

Each of the elements were written on a separate card. Three of the cards were selected at random and presented to the manager. He was asked to identify the two that made a pair and to identify the odd man out. When he had made his choice, he was asked to say what made two the same and different to the odd man out. The reason he gave was the first construct. For example he might say that two of the elements required technical knowledge but the odd man out did not.

3) Completing the Grid

Once the first construct was elicited the manager was asked to grade each element on a five-point scale. Therefore, if he thought a task required a lot of technical knowledge he gave it a score of five and if it required no such knowledge he scored it one. This process was repeated for each of the constructs.

Once all the elements had been scored on the first construct another set of three cards were randomly selected and stages 2 and 3 were repeated. This was continued until the manager could not think of any new constructs. Some examples of managers' grids are given in Appendix I.

Sample of Managers Studied

The jobs of Area Fleet Manager and Fleet Salesman were chosen for this initial study. These job titles were created by Marketing Improvements Limited (MIL) in 1974 when they suggested reorganising the sales force. As these jobs were only recently reorganized there was a lack of information about how the job holders actually spent their time. Were they following the job descriptions produced by MIL or not? if not what were they doing? This seemed a good application for repertory grids as they are a powerful tool for establishing a person's thought and the information is not contaminated by the researcher.

The two jobs were studied in three regions, North, South and Midlands, so that any regional differences in the way the job was conducted could be detected. Within each region one Divisional Fleet Sales Manager was selected and he then chose two Area Fleet Managers and two Fleet Salesmen who he considered were doing the job correctly.

The Area Fleet Managers (AFM) and Fleet Salesmen (FSM) were interviewed about their jobs and Divisional Fleet Sales Manager (DFSM) was asked his views on the AFM's job. Thus, a more complete picture of a job could be drawn by combining the thoughts of the occupant and those of his manager.

SAMPLE OF MANAGERS

	DFSM	AFM	FSM	Totals
North	1	2	2	5
Midlands	1	2	2	5
South	1	2	2	5
	3	6	6	15

Analysis and Interpretation Of Grids

The grids were then analysed with the aim of summarising the information into a manageable form. Details of the method are given in Appendix II.

The following areas were then examined:-

1. produce a general picture of the AFM and FSM job.
2. examined differences in the elements elicited.
3. to see how the AFM considers his role regarding his Fleet Service Engineer (FSE) responsibilities.
4. to see if there is a difference between the national and regional concept of the job.
5. to see if there is any difference in the way the regions conceive the job.
6. to see if there is a difference in the way the DFSM and the AFM view the job.
7. the number of similar constructs used within each region.

1. General Picture of the AFM and FSM job

Firstly the elements were examined and it became clear that similar elements were produced by both the AFM and FSM, except that the AFM included three or four elements relating to his duties regarding the FSE. This part of the AFM's job will be considered later and the remainder of his tasks will be combined with those elicited from the FSM. Thus, the list of tasks in Fig. 1 is produced. The tasks have been arranged in logical fashion by the researcher.

Secondly the constructs were considered and it was found that these could be grouped into five categories as listed in Fig. 2.

From this analysis of the elements and constructs a 'general grid' has been produced (see fig. 3). The grid shows the explicit and contrast poles of the constructs. The elements have been included on the side on which they were most commonly scored.

For example the task of 'selling brand to user' (* on Fig. 3) has been described as a task requiring selling ability, as needing product and technical knowledge, as a doing rather rather than a planning activity, as both a means of reporting and collecting information, and as a task requiring self-discipline and motivation.

1. General Picture of the AFM and FSM job

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Figure 1

Tasks elicited from FSM and AFM

plan week

prepare for calls

sell tyres to user

see tyre distributor

see commercial vehicle distributor

maintain record cards

do correspondence

fleet surveys

monthly meetings

fleet intelligence reports

monthly and weekly reports

liase with trade sales force

liase with depots

deal with complaints

driving

entertaining

Figure 2

Constructs Elicited from AFM and FSM

1. Tasks requiring knowledge of products, market and the user and technical knowledge.
2. Tasks requiring selling ability, ability to get on with people, being a nice guy, a professional salesman.
3. Tasks described as administrative, organisational tasks. They are seen as a necessary part of the job but not a productive part.
4. Constructs were also produced relating to planning and information flows.
5. Other constructs related to their attitude towards the job, for example some tasks require personal discipline, motivation, initiative, independence.

Elements	Elicited Construct	Elements	Contrast Construct	Elements
selling brand* fleet surveys entertaining	tasks requiring selling ability, essence of job		admin., orgn. task, not necessary to get on with people.	plan week, corresp. monthly meetings, write reports, liase in Dunlop.
selling brand* fleet surveys	need product & technical knowledge	writing reports entertaining	not necessary to have knowledge	plan week, corresp. monthly meetings, records, liase in D.
plan week, corres. records & corre. writing reports	planning imp. to task	fleet surveys	planning not so important, doing task	sell brand, liase, monthly meeting, entertaining
plan week, writing reports, liase with trade	report informa- tion	sell brand,* records & corres. fleet surveys	collect informa- tion	monthly meeting entertaining
plan week, fleet surveys, writing reports, liase, selling brand,* entertaining.	need self-discip- line, motivation, arrange own time.		not need discipline, follow set procedures, restricted activity, imposed discipline.	record cards & corresp. monthly meetings.

Fig 3 A 'General Grid'

Several interesting points arise:-

- 1) is the element of attending monthly meetings being construed in the 'right' way?
- 2) should there be more emphasis on the planning aspect of the job?
- 3) is the collection of information being given enough importance?

Many other interpretations could possibly be made by someone knowing the job in more detail.

2. Differences in the Elements Elicited

Figure 4 shows the elements elicited from the AFM and FSM.

The DFSM was supplied with the elements his subordinates produced to ensure comparisons could be made.

Before any conclusions are drawn from figure 4 it should be noted that if an element is omitted it can mean several things:-

1. the job holder does not do that task
2. he does the task but has forgotten to mention it either because:-
 - a) he does not think it is important
 - b) he has genuinely forgotten

Attempts were made to minimise the possibility of type 2 omissions by prompting the subject during the elicitation procedure, such as "is there anything you do infrequently that you have not mentioned".

It can be seen that most people mentioned the same elements, but there are certain notable exceptions:-

1. only one person in North mentions writing reports, but everyone in the Midlands and South includes some form of reports.
2. no mention is made of liaising with the trade sales force in North.
3. doing correspondence is not included in the South's elements.

	NORTH				MIDLANDS				SOUTH			
	FS6	FS10	AF7	AF11	FS12	FS14	AF13	AF15	FS17	FS18	AF16	AF19
plan week	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
repn for call	✓	✓										
sell tyres to ser	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ee tyre distributor	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ee commercial eh. distb.				✓	✓	✓	✓	✓	✓	✓	✓	✓
ecord cards	✓	✓		✓	✓		✓		✓	✓	✓	
correspondence	✓	✓		✓	✓		✓					
leet survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
pecial tasks	✓	✓	✓	✓					✓		✓	
onthly meetings			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ntertaining	✓	✓	✓	✓	✓	✓						
riving	✓	✓	✓		✓	✓	✓					
leet intellig- nce reports		✓			✓	✓	✓	✓	✓	✓	✓	
weekly reports					✓	✓		✓	✓	✓		✓
riase with trade ales force					✓	✓				✓	✓	✓
epot business				✓			✓					✓
omplaints				✓	✓				✓	✓		

Fig. 4 Elements Elicited from AFM & FSM

4. monthly meetings are not mentioned by the FSM's North.
5. entertaining is not included in South.

N.B. After the salesmen in the North and Midlands had experienced problems in grading "driving" it was omitted in later interviews.

3. AFM's Role Regarding the Fleet Service Engineer

The elements which had been elicited from the AFM regarding his tasks with the FSE were examined. Usually three such elements were elicited from each AFM which accounted for approximately a quarter of his tasks. The elements were grouped in three categories:-

1. planning tasks
2. monitoring the FSE's work
3. guiding the FSE

A detailed list of tasks is given in Figure 5. Elements in group 1 and 2 were elicited from all the AFM's but few mentioned "guiding the FSE".

The way in which the AFM's view the tasks becomes clearer when the constructs are examined, see Figure 6 for a 'general grid'. No constructs were elicited that related particularly to their FSE tasks, indeed only one DFSM mentioned "need basic man management skills" as a construct. The AFM's regarded the task as administrative, requiring little product or technical knowledge and one where they needed self-discipline but had to follow set procedures.

From this analysis of the constructs it would seem that there is no reason why any FSM should not be an AFM as the list of constructs is identical. There are several implications to be drawn from this analysis and others can probably be made by people more involved with the AFM's.

1. is this how the AFM's should be construing the tasks or should there be more emphasis on 'guiding' the FSE?
2. if the job should involve more man-management have the AFM's been informed or trained for the role?
3. does the FSE regard the AFM as his manager or does he respond to the Service Manager? Does this situation produce conflict for the FSE?

Figure 5 List of Tasks Elicited From the AFM
Regarding his FSE duties

1. Planning Tasks
prepare quarterly plan
compile FSE master sheets
arrange itinerary

2. Monitor Work of FSE
check done fleet inspections
check reports
check itinerary
monthly review

3. Guide the FSE
accompany service engineer
guide FSE
deal with problems of FSE

Elements	Elicited Construct	Elements	Contrast Construct	Elements
guide FSE	tasks requiring selling ability, prime function of job		admin & orgn task, paperwork, necessary part of job.	plan work of MSE monitor FSE
plan work guide MSE	need knowledge of user & market		not necessary	monitor FSE
guide FSE	need product & tech. knowledge	monitor MSE	not necessary	plan work
plan work guide FSE	personal contact, need to get on with people		not as necessary	monitor FSE
plan work guide FSE	initiate activities self-discipline, in control of sitn		follow set procedures	monitor FSE
plan work	planning tasks		doing & monitoring	guide FSE monitor FSE

Figure 6 A 'General Grid' for ANM's task re: MSE

4. To see if there is a difference in the National and Regional Concept of the Job.

In order to see if there was a difference between the national and regional concept of the job four categories of constructs were selected for examination:-

1. Constructs concerned with general selling ability.
2. Constructs which detailed knowledge required for tasks. *(sd. specify what knowledge)*
3. Constructs which described tasks as administrative and organisational.
4. Constructs which described tasks as planning.

For each of these categories the percentage of tasks described on the elicited pole was calculated, see appendix 2 for a detailed explanation of the method. For example a FSM may have described 50% of his tasks as requiring selling ability, 68% as requiring technical knowledge, 40% as administrative and 46% as planning tasks.

Each category was considered and an average percentage calculated from the AFM and FSM's scores, so producing a 'national average'.

The national average was compared with the average for each region and tested for statistical significance using Z scores.

$$Z = \frac{x_i - \bar{x}}{\sigma}$$

\bar{x} = national mean

x_i = regional mean

σ = stand. deviation for national mean.

No statistical difference was found between the national and regional average percentages on any of the construct categories.

($P < 0.05$)

It can be concluded that the salesmen within each region construe their job in a similar way to the national picture.

5. To see if there is any difference in the way the Regions conceive the job.

The above conclusion is supported by the evidence that there is no significant difference between one region and another in the way they construe their tasks.

This was tested by applying an Analysis of Variance to each construct category. No significant difference was found on any category. ($P < 0.05$)

The fact that there is no difference is probably pleasing as it shows the regions are not "going their own way". However, consideration should perhaps be given to whether market conditions vary between regions and if so should there be variations in the conception of the tasks.

6. To see if there is a difference in the way the DFSM and the AFM view the job.

The four categories of constructs were used to see if there is a difference between the DFSM's conception of the job and that of his subordinates. Each category was considered and a mean calculated for the DFSM and a mean for the AFM and FSM. A Student's t test was used to test for statistical significance ($P < 0.05$)

The DFSM and his subordinates conceived the job in a similar way regarding the number of tasks requiring selling ability and those considered planning tasks. However, there was a significant difference on the other categories. The DFSM considered that more tasks required factual knowledge and described a higher percentage as being administrative than his subordinates.

Several inferences can be made, for example:-

1. the results may reflect the salesman's inability to understand the importance of the administrative aspect of his job, he is only concerned with selling.
2. perhaps the DFSM construes the job differently because he is detached from its day-to-day running.
3. perhaps the salesmen underestimate the amount of knowledge they require as their job becomes second nature to them and so find it difficult to analyse its requirements.

7. The number of similar constructs used within each region

In Kelly's Theory of Personal Constructs he says that the more constructs people share the better they will understand each other. On this premise it seems reasonable that the more constructs a DFSM shares with his subordinates the better they will understand each other and so work more efficiently. Thus, it was hypothesised that the more shared constructs within a region the more efficient that region would be.

The number of shared constructs was examined and it was noticed that Southern region has more than the Midlands or North. It is difficult to test the hypothesis as a measure of the efficiency of a region has not been obtainable.

However, if the hypothesis could be confirmed it might have inferences for training as one way to improve a regions' efficiency would be to increase the number of shared constructs. It might also suggest that promotions should be made within the same region to take advantage of the shared constructs. This is perhaps an area for further research.

Conclusions and Comparisons with existing Job Descriptions

The existing job descriptions for the AFM and FSM are included in Appendix III. In most respects the information obtained from the repertory grids corresponds to the description but there are exceptions:-

1. the AFM is meant to develop the skills of the FSE "by regular field accompaniment".
2. the job description emphasises reporting fleet intelligence more than the salesmen have done in the interviews.
3. with respect to their contacting tyre distributors the salesmen do not seem "to condition them to sell a high proportion of Group tyres to all their fleet accounts".

The importance of these exceptions must be assessed by someone with an intimate knowledge of the jobs. However, perhaps one of the most important points is that the salesmen place little emphasis on market intelligence.

In conclusion, it seems that the application of repertory grids to the jobs of AFM and FSM has been successful. They have produced a picture of how the men in these jobs spend their time. This picture corresponds to the existing description but highlights some important differences. The grids have shown how the job occupants view their tasks which should be interesting to their managers.

The grids have revealed other points but the final evaluation of their usefulness rests with the people in Dunlop who might use them in the future.

Reference

Smith, M. and Stewart, B. Repertory Grids: a flexible tool for establishing the content and structure of a manager's thoughts in Managerial Bibliographies and Reviews, no. 3 1977

APPENDIX I

Some examples of repertory grids are included but they are not all provided as the subjects were promised that the results would be treated confidentially.

grid no's. 6, 10, 14 + 20 included

APPENDIX II

Method Used for Summarising the Grids

1. Each grid was taken separately and the number of elements counted.
2. All constructs are bipolar, they have an elicited and contrast pole. If the elements was considered by the manager to be on the elicited pole he graded it 5 or 4 but if on the contrast pole he graded it 1 or 2, 3 was used if the element fell between the poles.

Thus, to summarise the grids for each construct the number of elements graded 5 and 4 were counted and expressed as a percentage of the total. The number of elements graded 1 and 2 were counted and expressed as a percentage; the same was done for those graded 3.

For example

construct one		elements										
5	4	3	2	1	1	2	3	4	5	6	7	8
elicited			contrast									
technical knowledge			not technical knowledge									
					5	3	4	5	5	3	1	2

n = 8

number of 5 and 4 = 4 therefore 50%

number of 1 and 2 = 2 therefore 25%

number of 3 = 2 therefore 25%

Appendix II continued

Therefore, in this grid the manager describes 50% of his tasks as requiring technical knowledge and only 25% not requiring such knowledge.

This method was repeated for every construct within each grid.

The constructs were grouped into one of the four
~~In this way the data was simplified and comparisons could be made between grids.~~

~~categories, and the percentages~~ if several constructs fell into the same category the percentages of the tasks were averaged.

APPENDIX III

Existing Job Descriptions for the

Area Fleet Manager and Fleet Salesmen.

AREA FLEET MANAGER

Responsible to:- Divisional Fleet Sales Manager

Scope and Purpose of Job

To enable sales targets to be met by supporting and maximising the Major Fleet sales operation and by securing enough tyre business of all ranges from selected fleets and key vehicle distributors in his area.

Key Tasks

- 1) To meet the objectives jointly agreed with Divisional Fleet Sales Manager. To organise day to day activities in accordance with a predetermined plan designed to attain these objectives as economically as possible.
- 2) To make effective calls on all the fleets and vehicle distributors allocated to him. To maintain an up to-date record of their details and inform Divisional Fleet Sales Manager of any changes.
- 3) To agree with Divisional Fleet Sales Manager a quarterly plan of activity for the Fleet Service Engineer(s) responsible to him, to monitor its achievement and inform Divisional Fleet Sales Manager of any need for change. To motivate, guide and control the Fleet Service Engineer(s), developing skills by regular field accompaniment.
- 4) To keep himself and his Fleet Service Engineer(s) up to-date with product and technical knowledge and ensure it is used to maximum sales advantage. To maintain contact with Regional Fleet Service Manager for any technical advice and assistance he or his Fleet Service Engineer(s) may need.
- 5) To ensure Divisional Fleet Sales Manager is aware of any changes in the policies, activities and fleet composition of branches or service points of Major fleets in his area.
- 6) To identify the emergence of any fleet or key vehicle distributor in the area whose tyre or vehicle business justifies consideration for initial direct contact or for a higher level of existing contact. To make suitable recommendations to Divisional Fleet Sales Manager.
- 7) To provide Divisional Fleet Sales Manager with forward estimates of the supply requirements of all fleets and fleet branches or service stations in his area. To inform him of any significant changes, so that Depot datum stocks may be reviewed in time, and to advise him about allocation priorities in times of supply shortage.

- 8) Resulting from his field contacts, to make appropriate recommendations in respect of range alteration and product development.
- 9) To glean information about competitive activity and other market intelligence and pass this on to Divisional Fleet Sales Manager. To ensure his Fleet Service Engineer is up to-date with information passed to him.
- 10) To attend major fleet surveys when required by Divisional Fleet Sales Manager.
- 11) To maintain contact with tyre distributors in the area to make certain the tyre choice of operators is honoured, to condition them to sell a high proportion of Group tyres to all their fleet accounts and to exchange useful fleet market intelligence. To ensure adjacent Fleet sales staff are aware of his operators' suppliers located in their areas and of orders to be followed through.
- 12) To identify any sales opportunities for tyre service equipment among fleet customers in his area, informing his Fleet Service Engineer(s) of the need to make a sales call.
- 13) To maintain productive liaison with Trade Sales Executives and Trade Salesmen operating in his territory.

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FLEET SALESMAN

Responsible to:- Divisional Fleet Sales Manager

Scope and Purpose of Job

To enable sales targets to be met by supporting and maximising the Major Fleet sales operation and by securing enough tyre business of all ranges from local fleets and vehicle distributors in his territory.

Key Tasks

- 1) To meet the objectives jointly agreed with his Divisional Fleet Sales Manager. To organise day to day activities in accordance with a pre-determined plan designed to attain these objectives as economically as possible.
- 2) To make effective calls on all the fleets and vehicle distributors allocated to him in his territory. To maintain an up to-date record of their details and inform Divisional Fleet Sales Manager of any changes.
- 3) To maintain contact with those tyre distributors agreed with his Divisional Fleet Sales Manager in order to make certain the tyre choice of operators is honoured, to condition them to sell Group tyres to all their fleet accounts and to exchange useful fleet market intelligence. To ensure adjacent Fleet sales staff are aware of his operators suppliers located in their area and of orders to be followed through.
- 4) To keep himself up to-date as far as possible with product and technical knowledge and to use it for maximum sales advantage. To contact Regional Fleet Service Manager if in need of technical advice or assistance.
- 5) To provide Divisional Fleet Sales Manager with forward estimates of fleet and fleet branch or service point supply requirements. To inform him of any significant changes so that depot datum stocks may be reviewed in time, and to advise him about allocation priorities in times of supply shortages.
- 6) To inform Area Fleet Manager of the need for a fleet survey or inspection as far ahead as possible, so that the activities of the Fleet Service Engineer(s) can be planned. To undertake fleet inspections and surveys himself, as required from time to time.

- 7) To glean information about competitive products and sales activity, and pass this on to Divisional Fleet Sales Manager.
- 8) To identify the emergence of any fleet in his territory whose tyres business justifies consideration for initial direct contact and to advise Divisional Fleet Sales Manager accordingly.
- 9) To identify any sales opportunities for Tyre Service Equipment among his fleet customers and inform Area Fleet Manager accordingly.
- 10) To maintain productive liaison with Trade Sales Executives and Trade Salesmen operating in his territory.
- 11) Resulting from his field contacts, to make appropriate recomunications in respect of range alteration and product development.
- 12) To ensure Divisional Fleet Sales Manager is aware of any changes in the policies, activities and fleet composition of branches or service points of Major Fleets in his area.

INVESTIGATION OF THE PERCENTAGE TIME

SPENT ON MAJOR TASKS BY THE

FLEET SALES FORCE

Sandra Johnson

18th October 1978

SUMMARY

This report details an analysis of the estimates of the percentage working time spent on major tasks by a sample of the Fleet Sales Force.

The results have been examined for regional differences and for differences by job title.

An initial attempt has been made to relate this information to the earlier repertory grid interviews.

Introduction

The jobs of Area Fleet Manager (AFM) and fleet salesmen (FSM) have previously been analysed using repertory grids (see earlier report). This report detailed the principal activities of the AFM and FSM and how they construed their jobs. As additional information the Fleet Sales Director wanted to know the percentage of working time spent on the major tasks. This report details these findings.

The Survey

A list of the major tasks of the AFM and FSM was compiled from the repertory grid interviews. The tasks included the following:-

1. contacting customers
2. administration
3. planning and thinking tasks
4. driving

The AFM had the additional duty of :-

5. dealing with fleet service engineer matters (FSE)

A questionnaire was sent to each of the FSM and AFM interviewed in the previous study. They were asked to "give an approximate idea of the percentage of your working time that you spend, in an average month" on each of the major tasks. (See Appendix I for the questionnaire).

A questionnaire was also sent to each of the Divisional Fleet Sales Managers (DFSM) interviewed previously. They were asked to estimate the percentage of time that their AFM's spent on each of the tasks.

Therefore, questionnaires were sent to:-

	North	Midlands	South
FSM	2	2	2
AFM	2	2	2
DFSM	1	1	1

Results

The 'raw' results are included in Appendix II, they have been summarised in two ways:-

1. figure 1 is a bar diagram showing the 'Average Percentage of Working Time by Region'.
2. figure 2 is a bar diagram showing the 'Average Percentage of Working Time by Job Title'.

The figures will be examined in turn:-

1. Figure 1 shows variations between regions and several interesting points can be noted:-

- a) the estimates of working time spent on each task is almost the same for each region. This is surprising as often people's estimates are widely inaccurate and more variation would be expected.

% time

100

90

80

70

60

50

40

30

20

10

		10.3 σ 3.13	10.17 σ 2.75	10.22 σ 2.72	
	31.7 σ 6.05	21.9 σ 5.68	22.5 σ 2.5	25.93 σ 7.0	
	9.7 σ 0.82	6.8 σ 2.48	9.17 σ 1.44	8.4 σ 2.17	
	12.00 σ 4.00	7.8 σ 2.22	5.67 σ 1.15	9.03 σ 3.95	
	46.7 σ 4.08	53.3 σ 4.22	52.5 σ 4.33	50.6 σ 5.13	

FSE matters

Driving

Planning and Thinking

Admin. tasks.

Contacting
customers.

σ is standard
deviation

FSM AFM DFM X

AVERAGE PERCENTAGE OF WORKING.

TIME BY JOB TITLE.

FIGURE 2.

The similarity of the estimates suggests that the regions are working in a similar way. This supports the information obtained from the repertory grid interviews.

- b) The average estimate of working time spent on FSE matters is 10.22%. Therefore, although the previous report on repertory grids did not reveal any skills specific to 'FSE duties' they are time consuming.
- c) driving absorbs 25.93% of the working day which is only slightly less than the time spent on planning, administration and dealing with the FSE.
- d) Is this how the job holders should be spending their time? Should there be more time spent on administration and planning, and less on contacting customers?

2. Figure 2 shows variations between the FSM, AFM and DFMS. It should be noted that the FSM has no FSE duties.

As with figure 1, the estimates appear similar, but interesting differences can be identified:-

% time

100

90

80

70

60

50

40

30

20

10

9.0 σ 3.46	10.8 σ 1.44	10.8 σ 3.81	10.22 σ 2.82
24.2 σ 5.76	23.5 σ 7.16	27.1 σ 8.33	25.93 σ 7.0
8.4 σ 1.52	9.7 σ 0.67	7.1 σ 3.09	8.4 σ 2.17
10.2 σ 3.27	10.5 σ 5.12	6.4 σ 2.19	9.03 σ 3.95
50.8 σ 3.96	48.8 σ 3.83	51.9 σ 7.28	50.5 σ 5.13

FSE matters

Drawing

Planning and Thinking

Admin. Tasks.

Contacting
customers.

σ is standard
deviation

NORTH MIDLAND SOUTH \bar{x}

AVERAGE PERCENTAGE OF WORKING
TIME BY REGION FIGURE 1.

- a) the DFSM's have a higher estimate of time spent on planning and thinking, and administrative tasks than the AFM. This means that they think their subordinates spend longer on these activities than they actually do which could have interesting repercussions.
- b) the estimates of time spent driving vary. It is interesting that although the FSM has no FSE duties his 'extra time' is allocated to driving.

Relationship between Repertory Grid Interviews and Estimates
of time spent on tasks.

The repertory grid interviews produced a picture of how a person viewed his job. One of the analyses performed on the data was to group the constructs elicited into four categories:-

1. selling ability
2. factual knowledge
3. planning skills
4. administrative tasks

For each subject the percentage of their tasks described on each category was calculated. For example a Fleet Salesman could describe his tasks in the following way:-

1. 62% require selling ability
2. 45% require factual knowledge
3. 20% require planning skills
4. 30% as administrative tasks.

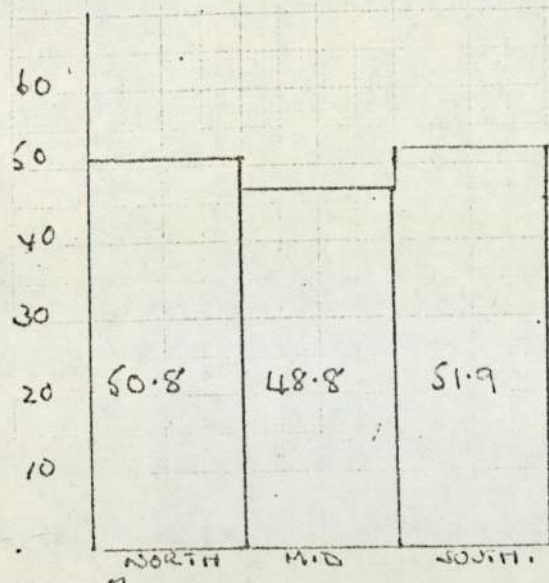
The average percentage has been calculated by region and by job title.

Average percentages of the estimated time spent on the major tasks has also been calculated by region and by job title. These tasks appear related to the construct categories and the following comparisons have been made in figures 3 and 4, (by region and job title respectively):-

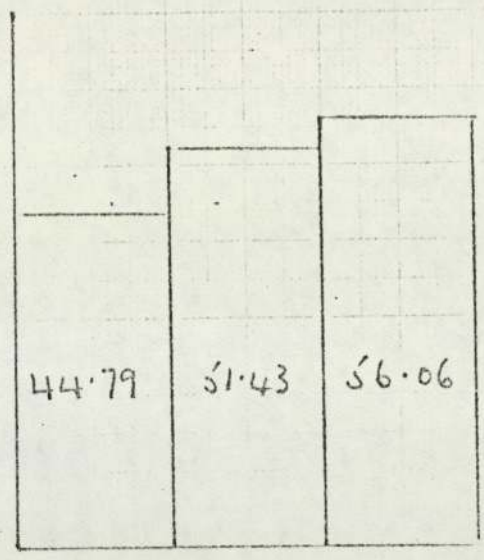
- (i) % time spent contacting customers - compared to -
% of tasks construed as requiring selling ability and factual knowledge *
- (ii) % time spent on planning and thinking tasks - compared to -
% of tasks construed as planning.
- (iii) % of time spent on administrative tasks - compared to -
% of tasks construed as administrative.

* . These two categories of constructs have been combined as both attributes are concerned with the task of 'contacting customers'.

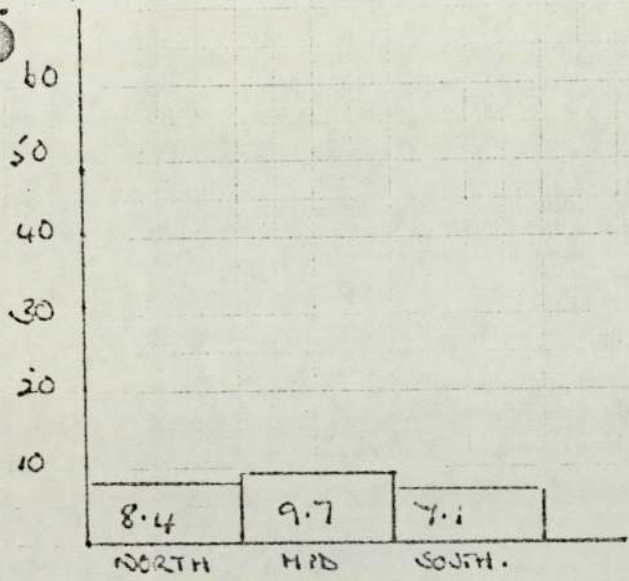
At the present time the meaning of the relationship is uncertain. It is tentatively suggested that the combination of the figures could be informative.



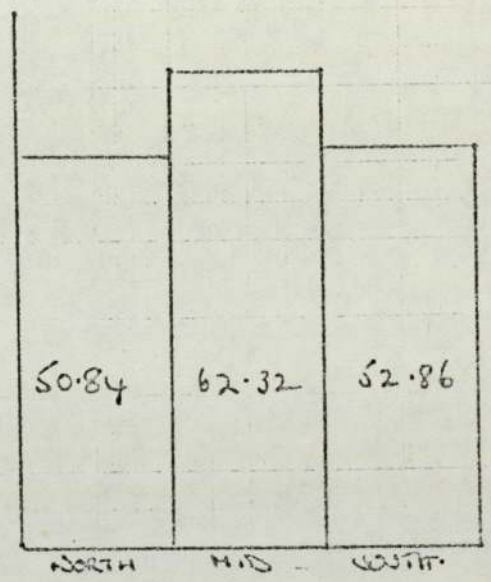
% CONTACTING COSTS



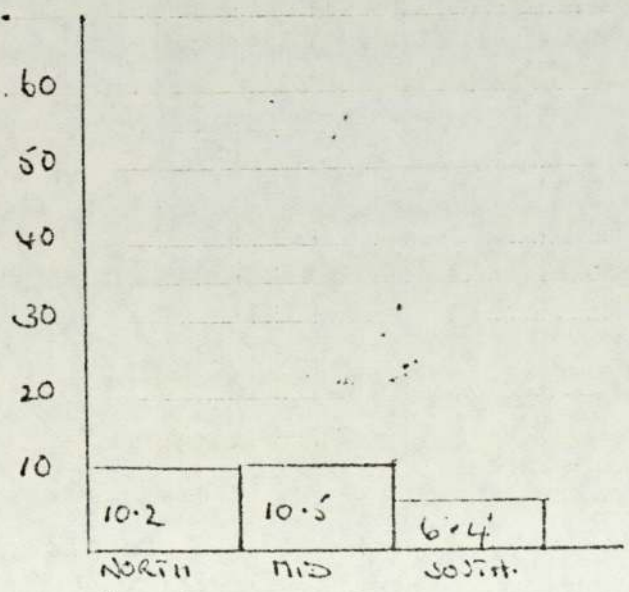
% SELLING + FACTORIAL CONSTRUCTS.



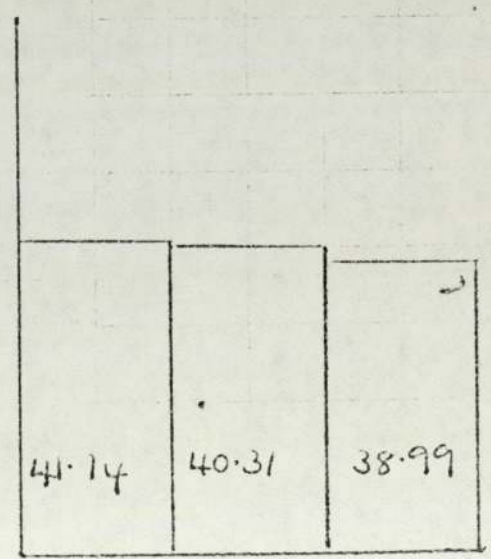
% PLANNING + THINKING TASKS.



% PLANNING CONSTRUCTS.



% ADMIN TASKS

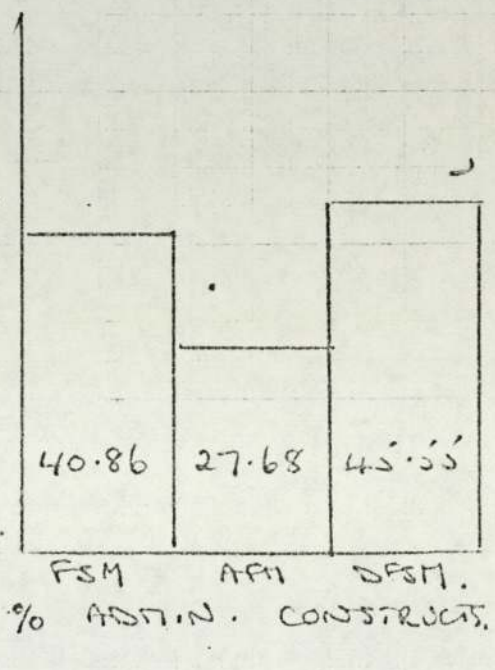
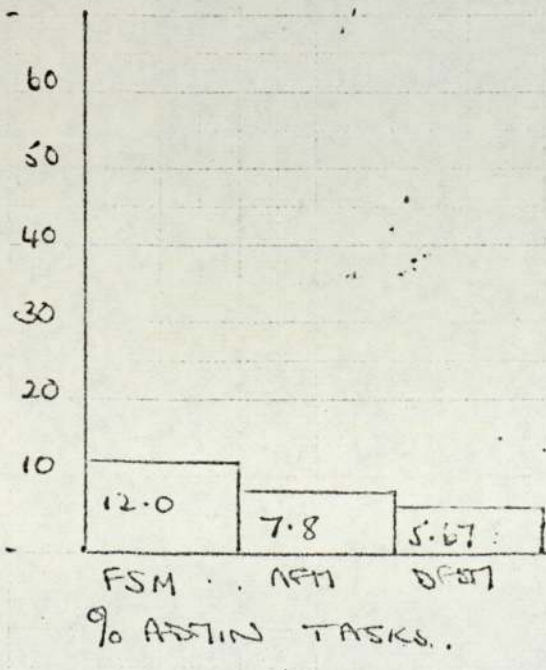
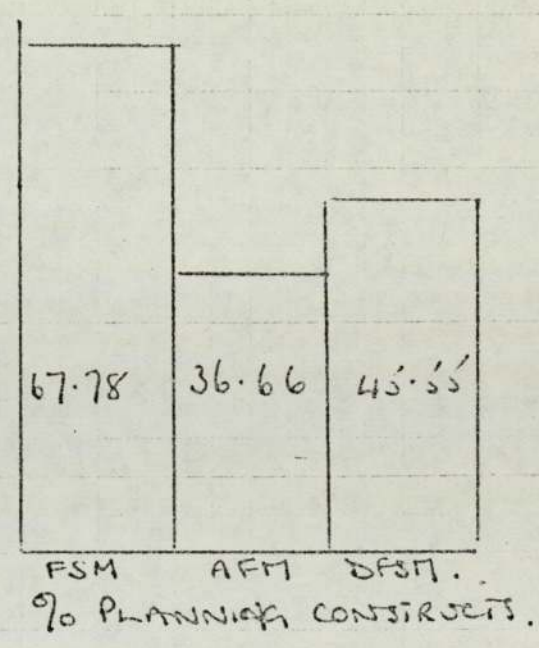
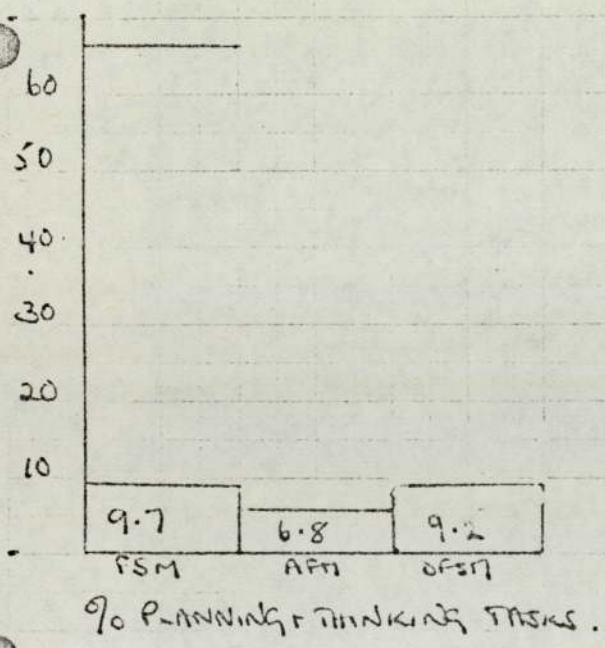
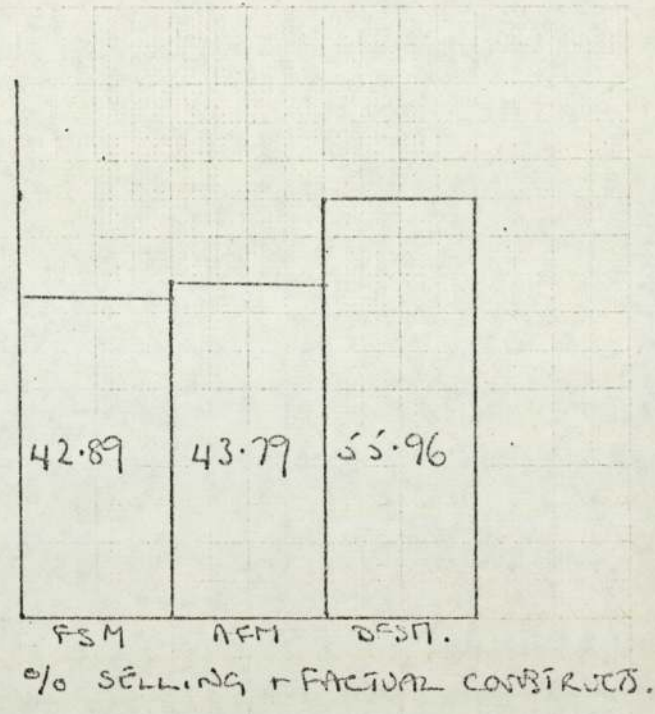
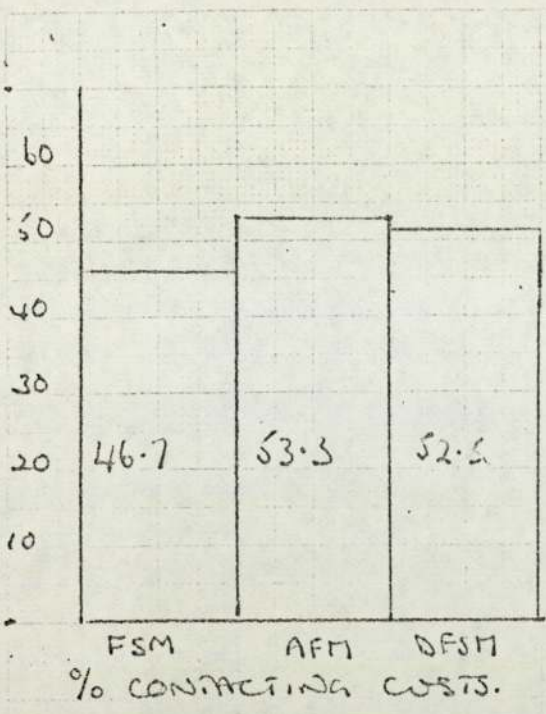


% ADMIN. CONSTRUCTS.

COMPARISON BETWEEN TASKS AND CONSTRUCTS

BY REGION

FIGURE 3



This can be illustrated with reference to figure 4, section (ii). The Fleet Salesmen estimate they spend 9.7% of their working time on planning tasks which is a minor part of their job. However, they construe 67.78% of their tasks as requiring planning skills. Although planning is not a time consuming activity it is important to the job. The combination of these two pieces of information could have implications for training. In the above example, if the only information available was the amount of time spent on planning it would probably be disregarded as far as training is concerned. However, the repertory grid shows that planning is construed as an important aspect of the job and so possibly worthy of training. It must be stressed that these are tentative conclusions. However, figures 3 and 4 have been included as the information may prove interesting.

Conclusions

The results of the 'estimates of the percentage working time spent on major tasks' appear to support the repertory grid interviews. It is hoped that the exact relationship between them will become clear. Once this is achieved it is thought that the information obtained will be useful for determining training needs and selection in particular.

Could you please give an approximate idea of the percentage of your working time that you spend, in an average month, on each of the following:-

Percentage:

1. Contacting Customers

(include both face-to-face and telephone contact with users, commercial vehicle distributors, tyre distributors, and fleet surveys).

_____ %

2. Administrative Tasks

(including correspondence, record cards, filing and writing reports).

_____ %

3. Planning and thinking tasks

(including meetings)

_____ %

4. Driving

_____ %

5. Dealing with Fleet Service Engineer matters

(including planning his work, monitoring his activities)

_____ %

This is a list of the major activities of your job which I derived from my interviews. If you think I have omitted any major task please make a note of it below with an indication of the percentage of your time spent on that task.

_____ %

NAME AND DIVISION:

APPENDIX I

QUESTIONNAIRE

	NORTH					MIDLANDS					SOUTH				
	FS6	FS10	AF7	AF11	DF21	FS12	FS14	AF13	AF15	DF22	FS17	FS18	AF16	AF19	DF20
contacting customers	50	45	55	54	50	45	50	45	54	50	50	40	57	55	57.5
administrative tasks	15	12	8	9	7	15	15	5	12.5	5	5	10	7	5	5
planning & thinking task	10	8	7	7	10	10	10	10	8.5	10	10	10	3	5	7.5
driving	25	35	23	23	20	30	25	30	12.5	25	35	40	23	20	22.5
dealing with FSE	-	-	/	7	13	-	-	10	12.5	10	-	-	10	15	7.5

Appendix II PERCENTAGE TIME SPENT ON MAJOR TASKS

CAREER DEVELOPMENT STUDYAIM OF REPORT

To show managers how repertory grid interviews can provide useful information for taking decisions about career development.

The report has 4 sub-objectives:-

1. To provide the reader with a basic understanding of career development.
2. To provide the reader with an understanding of the methods used in the study.
3. To provide the reader with information collected during the present study.
4. To indicate the value of the method to the managers.

Objective One

To provide a basic understanding of career development.

Career development is part of the broader topic of manpower planning. Thomason (1975) says that 'manpower planning aims to ensure that an organisation so reacts to its internal and external environment that it has now, and will continue to have in the future, the numbers and qualities of personnel required to enable the enterprise to achieve its output objectives (whether of goods or of services) with whatever cultural constraints of efficiency may be imposed upon it'.

A number of policies can be adopted to ensure that the right 'numbers and qualities of personnel' are available. These policies include the selection of suitable staff and the training of staff to ensure job competence. Also many large organisations employ staff who make the greater part of their careers within the organisation. Today's recruits are tomorrow's senior managers and so the planning of the careers of staff should be made.

One form of career plan is to have 'blue-prints' for each job within the organisation. The blue-print details the tasks a person has to perform in a particular job and the necessary skills. If this information is available for all the jobs it is possible to look at a particular job, note what tasks and skills are involved, and then to study other jobs to discover where suitably qualified personnel might be recruited from. Or one can examine the jobs an individual has held in an organisation, note what skills and tasks he has experienced and, if he is destined for top management, see what gaps there are in his experience and arrange his next career move accordingly.

Therefore, career plans provide valuable information for:-

1. Providing a suitable individual with experience in different jobs in the organisation so that he is capable of occupying a top management role.

2. When any job becomes vacant the plans should indicate where suitably qualified personnel can be found within the organisation.
3. The existence of career plans are useful if it is known in advance that a vacancy will occur, for example if personnel records show that a person will soon reach retirement age, it is possible to train a successor before the appointment date. This example illustrates the value of keeping detailed personnel records alongside career plans.
4. They also show whether a particular organisation structure offers its personnel suitable career opportunities. If this is not the case the organisation should be studied and appropriate changes made if this is thought desirable.

Thus, career plans are useful for making selection decisions, recommending training, ensuring the organisation has suitable 'talent' for its senior management positions and for organisation development.

However, it must be remembered that these plans are only an aid and that other factors must be considered, for example, in selection has the individual the right personality to work in a certain department?, can the structure of the organisation be changed or would that be detrimental to its efficiency in other ways? Also, having decided upon a person with the best experience for a job it is possible that the individual concerned will not want to move, particularly if it requires geographical relocation. Despite these limiting factors the importance of manpower to any organisation must warrant attempts to plan for the most efficient use of this resource.

Objective Two

To provide the reader with an understanding of the methods used in the study.

1. Interview method

A method was required which would discover the tasks and skills necessary for a particular job. On the basis of previous work in the Marketing Division the techniques of 'Repertory Grids' appeared suitable.

A repertory grid is a technique for understanding how an individual perceives the world at a moment in time. People have their own individual ways of looking at the world. Each individual builds his view of the world into a 'mental map' on the basis of his experience. It is as if each individual perceived the world through a unique pair of spectacles. Repertory grids are a technique for describing these individual maps.

This study was concerned with how the individual perceived his job. During the interview it is possible to elicit from the job holder the tasks he performs and the skills he perceives as necessary.

2. People interviewed

To produce career development plans it is necessary to have a picture of the tasks and skills required for each job within the Marketing Division. The present study was experimental so only a sample of jobs was investigated.

Therefore, the purpose of the present study was to suggest career plans for the job of Divisional Fleet Sales Manager (DFSM). Two DFSM's were interviewed to obtain a picture of the tasks they perform and the skills required. The organisation chart for the Division was then consulted to identify potential sources of applicants. A broad perspective

was adopted to see if any unexpected sources were highlighted. Figure I lists the jobs studied. To obtain a picture of each job, one person from each job title was interviewed who was considered to be doing the job in the 'right' way.

3. The Interview

The repertory grid interview has 3 stages:-

1. 15 tasks important to the job were elicited.
2. Details of the skills and knowledge required to do the job were elicited. These are called "constructs".
3. The individual rates each task or each skill description on a five point scale.

(Appendix 1 shows the grid elicited from your subordinates). Two additional stages were performed to obtain more detailed information about the jobs.

4. After the skills had been elicited the subject was asked to rank the skills in order of importance to the job (1 being the most important). Subjects were allowed to rank several skills the same if they could not differentiate their importance.
5. The tasks were grouped into major areas by the interviewer and adjusted if necessary when shown to the subject who was asked to estimate the percentage of his working day spent on each area.

This procedure was followed for each of the jobs studied.

Figure I

List of jobs studied

Divisional Fleet Sales Manager DFSM

Fleet Technical Specialist

Regional Fleet Service Manager

Area Fleet Manager AFM

Fleet Salesman FS

Account Executive Original Equipment OR

Area Sales Manager ASM

Depot Manager DM

Marketing Planner

Accessories Manager

Area Manager Passenger Transport Division PTD

Analysing the Information

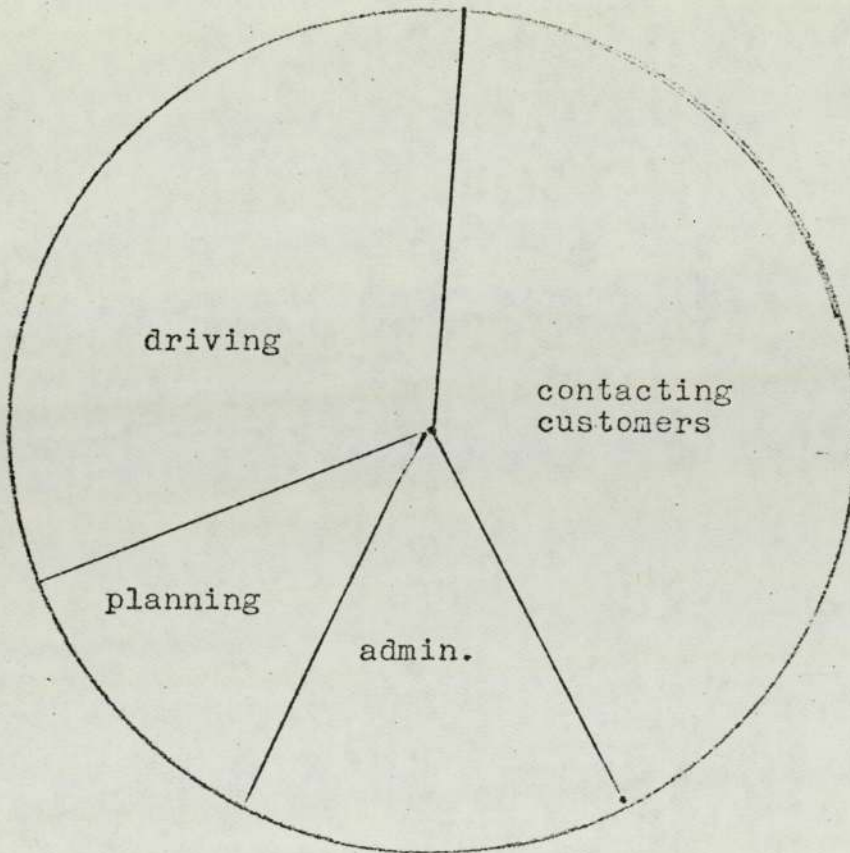
The aim of the analysis was to produce a simple picture of the jobs studied. This would allow the jobs to be examined for their similarities and differences.

The following procedure was conducted on each interview:-

1. The constructs were categorised according to the system detailed in appendix 2. The construct in category 1, 'command of data' were further subdivided (see appendix II). This was thought a necessary procedure as the category covers a broad range of data, from tyres to the Health and Safety at Work etc., Act, and if command of specific data was important for a job it could be a major determinant in making a decision regarding career development.
2. The 3 or 4 constructs identified as most important by the job holder were listed.
3. The percentage of the working day spent on each major task area was illustrated by a pi diagram (see figure 2).
4. The results of steps 2 and 3 were used to evaluate each job.

The purpose of the scoring system is to see how each job in the sample matches the job being investigated at the time. The system is detailed in figure 3.

Figure 2 Example of pi diagram showing percentage time spent on major tasks.



Fleet Salesman

Figure 3Scoring System

- a) The most important skills and the major tasks of the job to be examined were listed on a Career Development Chart (figure 4).
- b) Each entry was awarded 2 points.
- c) Next the tasks and skills of another job in the study were examined and:-
 - (i) 2 points were given if the same task as that in the top job was elicited and if approximately the same or greater percentage time was spent on that task.
 - (ii) One point was given if the same task was mentioned but much less time was spent on that task.
 - (iii) 2 points were given if the same skill category was elicited as the top job and if that construct was assigned the same level of importance by the job holder.
 - (iv) One point was given if the same skill category was elicited as the top job but it was assigned a lower order of importance.
- d) After the points have been assigned for each job they should be summed and a list of the scores produced.

Objective Three

To provide the reader with information collected during the present study.

After each job has been scored career plans can be produced. Figure 4 shows the breakdown of the scores for each job and figure 5 is a league table of jobs. The league table provides a summary of which job is most similar to that of the DFSM and detailed information is obtained from figure 4.

A discussion of these figures will illustrate how career plans might be formulated:-

1. The job of an ASM (scoring 15 points) is most similar to that of the DFSM (scoring 18 points). This suggests that ASM's would be the most suitable replacements' for a DFSM as they have carried out similar tasks and possess similar skills. One limiting factor is that the DFSM considers it important to have detailed knowledge of the users in a particular area. The ASM would not have this knowledge as he operates with the trade sales force, rather than the fleet. However, it is possible (or it would be possible to plan) that the ASM's had already gained some fleet experience as for example a fleet salesman. Another factor to consider is whether an ASM would apply for the post? Would he consider it a worthwhile move as the jobs are so similar.

2. The second job in the league is that of Accessories Manager. He lacks experience in setting budgets and attending meetings (although reference to the original interview shows that he does attend some small meetings). Concerning skills his present job uses all the skills required for the DFSM job although their level of importance is different. Therefore, the job of Accessories Manager provides useful experience but the individual may not be entirely competent in the job, for example skills with subordinates is a minor part of his present job, but it is the most important skill required for a DFSM, so that the individual would need to develop this skill to be

competent in the new job. However, the Accessories Managers' job does offer a sound basis from which the additional requirements for a DFSM could be developed. The only other limiting factor is his knowledge of the product and the user as the Accessories Manager is responsible for accessories rather than tyres. However, the products are related and the knowledge could be taught readily. It is easier to teach factual data than skills.

It is quite possible that the Accessories Manager would apply as it would be significant promotion. It is worth noting that this move has recently taken place. In this case the lack of product and user knowledge was compensated for by the individual having had experience as an AFM.

3. A similar analysis can be made of the other jobs in the league, that is identifying the similarities and differences between the DFSM job and any other job, and considering if the differences could be erased by training, either on or off the job, or if suitable experience could have been gained earlier in the career plan. For instance, the Marketing Planner job only scores 3 points, but two of these points are for the skill 'sensitivity to events', which is not found in any other job at that level in the organisation hierarchy. Therefore, if a person has experience as a Marketing Planner, moved to AFM, he would be in a strong position for the DFSM job. This illustrates the need to examine previous jobs to the present position when considering career moves.
4. The interpretation so far has shown the use of the method for identifying potential applicants for a job. Another use for the method is for planning an individual's career. This answers the question if a person is recruited today what experience will he require to become a DFSM? An examination of the tasks and skills necessary for a DFSM suggests several routes. Begin as a fleet salesman or account executive which will provide experience at dealing with customers, general problems and attending meetings. Acquire social skills and knowledge of the product and user. The individual would then

need to acquire experience with subordinates which could be gained as an Accessories Manager, ASM or Depot Manager (except that this job removes him from direct selling) or some experience with subordinates is found as an AFM or Manager PTD. An alternative would be to spend time as a Marketing Planner to gain 'sensitivity to events' before moving to a job offering skills with subordinates.

If a job other than DFSM is of interest another Career Development Chart and League Table can be produced. Figures 6 and 7 show charts and tables for an ASM.

Figure 4
Career Development Chart for DFSM

	DFSM	Fleet Tech Spec.	Fleet Serv. Mngr	AFM	FSM	Account Exec.	ASM	DM	Mktg. Pln.	Access. Mngr	Area FTD
<u>Tasks</u>											
subordinates	2		1	1			2	1		1	2
customers	2	2	2	2	2	2	1	1	1	2	2
budgets & reports	2		1	1		1	2	1			
general problems	2	1		2	2	2	2			2	
meetings	2	1	2				2				
<u>Skills</u>											
subordinates	2						2	2		1	
social skills	2		1	2	2	1	2	1		2	2
sensitivity to events	2	2							2	2	
data 4. Ib 5	2	2	2	2	2	2	2	2		2	2
TOTALS	18	8	9	10	8	8	15	8	3	12	8

Figure 5League of jobs most similar to DFSM

DFSM	18 points
ASM	15
Accessories Manager	12
AFM	10
Fleet Service Manager	9
Fleet Technical Specialist	8
FS	8
Account Executive	8
Depot Manager	8
Area Manager PTD	8
Marketing Planner	3

Figure 6
Career Development Chart for ASM

	ASM	Fleet Tech. spec.	Fleet Serv. mngr	AFM	FSM	Account exec.	DM	Mktg. pln.	Access. mngr	Area FTD
<u>Tasks</u>										
general admin & queries	2		1	1	1	1			1	1
subordinates	2		1				1		1	2
meetings	2	2	2					1		
analyse & reports	2		2	1	1	1	1	1		
customers	2	2		1	2	2	1		2	2
<u>Skills</u>										
subordinates	2						1		1	
social	2		2	2	2	2	2		2	2
analytical	2	2		2	2	2		2		
data 3, Ib	2	2	2	2	2	2		1	2	2
TOTALS	18	8	10	11	10	10	6	5	9	9

Figure 7League table of jobs most similar to ASM

ASM	18
AFM	11
Fleet Service Manager	10
FS	10
Account Executive	10
Accessories Manager	9
Area Manager PTD	9
Fleet Technical Specialist	8
DM	6
Marketing Planner	5

Objective Four

To indicate the value of the method to the managers.

It is considered that this report will be of value to managers in the following ways.

1. The report shows that this method provides a picture of the tasks and skills involved in each job. This should aid managers in their selection decisions as it enables them to see the experience an applicant has had in his previous jobs. It also provides an objective description of the tasks and skills required in the vacant job. The matching of these pieces of information aids selection.

The use of this technique may reveal new sources of suitable applicants for a vacancy. Therefore, it should broaden the manager's outlook when he is selecting personnel.

2. This information enables the manager to assist his subordinates' career development. By having a picture of the jobs in the Division the manager can try to provide his subordinates with experience and training which will enhance their suitability for the next career move. It might also help to explain why their subordinates are unsuccessful in their application for another job.
3. Appendix I shows the manager how his subordinate perceives his job. This information will be of value to the manager as he can see if this agrees with his own perception of the job. If they do not agree some remedial action should be taken.

APPENDIX I

Repertory Grid of your subordinate.

APPENDIX II

Categories of Constructs

Category 1

Command of data and facts:

eg technical facts
market knowledge - customer and area
product knowledge
stock levels.

Category 2

Sensitivity to events

ie skills concerned with perceptiveness, reactivity and
collecting data.

Category 3

Information output:

reporting information
administrative tasks
written/formal communication

Category 4

Problem solving and planning

analytical skills
decision/judgement making skills
planning activities
acting on own decisions

Category 5

Social skills and abilities

interpersonal skills used in selling
communicating
influencing
respond to formal discipline
motivating people (other than subordinates)

Category 6

Inclination to respond purposefully:

initiative
being constructive

Category 7

Skills specifically relating to dealings with subordinates:

man-management
leadership
passing on experience, 'teaching'

Category 8

These constructs do not relate to skills, knowledge or
personal qualities

place of work
time span of job
routine-non-routine tasks

Data Categories

1. Product knowledge and service knowledge, e.g., tyres range etc., and wear of tyres.

3 grades: A = detail, B = moderate, C = low

2. Vehicle knowledge.
3. Knowledge of the industry, competitors, markets.
4. Knowledge of the users in a particular area.
5. Knowledge of Dunlop systems and procedures.
6. Legislation:-

A = tyre legislation, claims procedure.

B = Health and Safety, Disciplinary etc.

7. Market research procedures.
8. Factory planning and production.
9. Account and costing.

Rating Scale:
 7: Task involves a lot of the contrast
 4: ... involves
 1: ... little

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	* preferred pole
1	6	5	2	5	7	6	4	1	6	CONTRAST: POLES: academic work *
2	5	5	2	7	7	5	6	3	5	detached activity
3	7	3	2	6	6	6	2	2	7	people oriented
4	3	6	1	2	6	2	6	3	1	informal contact *
5	6	6	3	7	6	7	3	2	6	not using prof. skill / applied common sense
6	6	6	1	6	6	7	4	1	6	thinking *
7	3	3	1	5	5	6	3	1	7	transmission of existing knowledge
8	6	6	5	6	4	7	3	3	5	inputs or neutrals
9	6	6	3	7	5	3	4	5	3	voluntary / flexible activity *
10	2	2	3	7	6	7	3	3	7	exposed to a group *
11	6	6	4	6	5	6	2	2	7	other people's problem
12	3	3	1	6	6	1	7	4	1	communicating on interpersonal level
13	4	4	2	2	1	3	2	2	2	
14	14	17	12	12	19	12	11	12	11	Total pots = 3366 actual = 120

Task 1: administrative work
 Task 2: concerned with students
 Task 3: subject oriented *
 Task 4: informal teaching
 Task 5: using professional/academic skills
 Task 6: creative writing
 Task 7: investigation of knowledge
 Task 8: input activity *
 Task 9: computer activity
 Task 10: on equal members
 Task 11: concerned with own interests
 Task 12: communication involving personalities *

	11 "one in a million"	1 dealing with difficult people matters	2 personal face to face	3 this dept seems to have a problem	4 seeing another person's point of view	5 more power figures	6 to take charge	7 filing	8 seeing all sorts of people	9 being rewarded	10 "travelling"	11 "flying high"
1 * dealing with people	7	4	7	4	7	2	7	1	6	7	1	7
2 * dealing with people	7	4	7	3	7	2	7	1	7	7	1	5
3 * dealing with people	7	4	7	3	7	5	7	1	7	7	6	7
4 * dealing with people	7	4	7	1	7	1	7	1	7	1	1	1
5 * dealing with people	7	4	7	3	7	3	7	1	7	7	6	7
6 * dealing with people	7	4	7	7	7	3	7	1	7	7	6	7
7 * dealing with people	7	7	7	7	7	3	7	1	7	7	1	7
8 * dealing with people	7	7	7	3	7	7	7	1	7	7	1	5
9 * dealing with people	7	7	7	4	7	4	7	1	2	2	1	5
10 * dealing with people	7	3	7	4	7	1	4	1	7	7	6	7
11 * dealing with people	7	3	7	3	7	3	5	1	7	7	6	7
12 * dealing with people	7	7	7	5	7	5	7	1	7	7	6	7

internal matters
not enjoyable
secretarial
routine
doing other people's job
necessary mechanism
not necessary to have the ability
being a nice guy
internal admin
checking of information or files
incidental tasks
non-stream job

	5	4	3	2	1	0	1	2	3	4	5	13	14	15	16	17	18	
	weekly stock checker	see office mgr. to check (prob) problems	deal with staff problems	check stock ledgers & ensure supplies	send info. to ven. TSH.	monthly report + ind. lat. received.	consult chief storekeeper.	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies	interviewed for vacancies
1	3	4	5	1	2	1	3	5	5	5	4	5	2	1	1	1	5	
2	5	5	5	5	3	1	1	1	3	1	1	3	5	2	1	2	4	
3	1	4	4	1	1	1	5	4	4	4	5	3	1	2	2	2	1	
4	5	4	1	5	2	5	1	5	4	4	5	3	1	5	5	1	5	
5	5	2	1	5	5	1	5	1	4	4	1	5	5	1	1	5	5	
6	1	5	5	1	1	1	3	2	3	3	2	5	1	4	4	2	2	
7	3	4	2	4	1	2	3	2	5	5	2	5	2	3	3	3	2	
8	5	3	2	5	3	3	4	1	2	2	1	5	2	1	1	1	3	
9	1	5	5	4	3	2	2	5	4	4	3	5	2	4	4	4	4	
10	3	2	4	2	4	1	2	5	4	4	1	5	2	3	5	3	5	
11	1	2	1	2	3	1	1	5	4	5	1	5	2	4	4	4	2	
12	1	2	1	2	3	1	1	5	5	5	2	3	2	4	4	4	2	
13	1	5	2	2	4	4	3	3	1	1	1	5	2	1	2	2	3	

1 not necessary to understand people.

2 not necessary.

3 not necessary.

4 not necessary.

5 common sense tasks

6 not necessary

7 not necessary

8 not as necessary

9 not necessary

10 not necessary.

11 not necessary

12 not necessary

13 not necessary

1 need an understanding of people.

2 need to know system

3 knowledge of the area required

4 need product knowledge eq. size of types

5 follow specific programme

6 ability to train people - be adaptable.

7 admin. skills required

8 need to work methodically

9 ability to motivate staff

10 need basic know. of health + safety act - info obtained from 8/9

11 knowledge of expansion + contracts - be aware of costs.

12 know demand of types - keep in touch at Dept. or collect 4/

13

		5 prepare & deliver proj. near pg. meet.	6 reports on special works.	7 discuss job with D.H.	8 attend D.H. pg. meeting	9 animal assess- ment with sales force.	10 general admin with sales force.	11 prepare pg. report.	12 general chd. question	13 prep. of visual is but analysis	14 sup. of inspector. sales exec's.	15 deal with territory cust. contact.	16 talk to cust.	17 sales targets prefer.
5 . . . 4 . . . 3 . . . 2 . . . 1		5	5	5	5	1	1	5	2	5	5	5	5	5
need product knowledge.	5	5	5	5	5	1	1	5	2	5	5	5	5	5
need market know, inc. competitors	4	4	4	4	4	4	3	5	3	5	5	5	4	5
ability to communicate,	2	5	5	5	5	5	5	5	4	5	5	3	5	5
ability to communicate		5	5	5	5	5	5	5	5	5	5	5	5	5
ability to analyze. - inc. be perceptive, need to be self-motivating	3	5	4	4	5	5	4	5	1	5	2	5	5	5
1 need man- mg. ability; includes understanding people.	2	4	4	5	5	5	5	5	4	5	5	4	4	1
2 need man- mg. ability; includes understanding people.	1	5	4	3	5	5	4	3	4	2	5	5	2	1
3 ability to collect info - question & track relevant info	3	5	5	5	5	5	4	5	4	5	2	5	4	5

Scale: 5... 4... 3... 2... 1

	1. bus. negotiating share	2. distributing memos etc.	3. reporting on computer problems share	4. both schedules being achieved	5. feeding back info	6. much time collect info from ext. sources	7. setting mail	8. driving
1. requires knowledge of market *	5	3	2	1	5	3	4	1
2. seeking info. *	4	2	1	3	1	3	2	3
3. communicating with customers *	5	4	5	5	5	4	2	3
4. needs knowledge of customer's *	5	5	4	3	4	5	2	3
5. personal relationship necessary activity *	5	3	4	4	3	5	2	3
6. requires technical knowledge *	3	1	2	2	3	1	2	1
7. external to D. *	4	3	2	3	5	4	3	4
8. personal contact *	5	1	5	5	3	5	1	5
9. long term problem *	5	5	1	5	1	3	4	1
	6	3	7	3	2	1	6	3
	1	1	2	1	1	3	2	2
	5	6	2	2	2	4	2	1
	4	5	4	6	1	1	4	2
20.	28	6	13	9	10	21	9	13

total per, 66
actual 15

	1	2	3	4	5	6	7	8	9	10	11	12
	Call on customer	Deal with problems on premises	Scheduling service problems	Buying problems	domestic problems in customer's	negotiate with customer's	domestic problems with requirements to	drive	establishing	social activities	Planning	Suggesting
1	do not need analytical skills	3	2	5	2	2	4	3	1	1	1	4
2	reactive	3	5	3	2	5	2	2	1	5	5	1
3	ability to get on with range of people	5	5	2	3	4	3	1	1	5	5	2
4	On-going problems	5	1	3	3	2	3	2	1	1	1	2
5	need product, scheduling knowledge	3	2	5	4	1	3	4	1	1	1	4
6	company job - overall lesson	5	1	3	3	1	3	3	1	1	1	3
7	disciplined activity	3	1	4	4	1	3	3	1	1	1	3
8	tasks requiring motivation	2	4	2	3	4	3	2	1	4	4	4
9	formalised reporting	2	1	4	3	1	4	4	1	1	1	3
10	initiative useful to tasks	2	2	2	3	2	4	3	1	5	5	4

5. 4 - 3 . . . 2 . . . 1

13
14
15

5...4 3...2...1

	dividing	2 present for call	3 selling brand to users	4 observe tyrotat custs	5 admin after call	6 see dnoth	7 weekly planning	8 dealing with resp	9 customo entertain -mat	10 review strategy	11 fleet survey	12 special tasks
1 productive tasks	1	5	4	4	5	5	5	4	2	3	3	3
2 dependant on others	1	1	2	2	1	3	1	1	1	1	3	4
3 area required discipline	5	5	5	5	5	5	5	5	5	3	3	3
4 personal involvement (with people)	1	3	4	2	1	4	1	2	4	1	3	3
5 personal planning	5	5	4	5	5	5	5	5	5	5	3	3
6 non-technical	5	3	2	2	4	3	5	3	4	4	2	3
7 motivate others	1	1	4	2	1	4	1	1	4	1	5	3
8 major direct indirect uses activities	1	1	5	4	1	3	1	1	4	1	3	3
9 major inference on sale	1	4	5	3	3	4	2	2	4	3	4	3
10 skilled sales activity	1	4	4	4	3	4	2	2	4	2	3	3
11 forward planning long term	1	3	5	2	2	5	2	2	4	5	5	2

non-productive

not dependent on personal others discipline

* personal discipline

non-personal involvement admin

follows established format

technical

not necessary to motivate others

non-uses activities

minor inference on sale

non-sales activity

planning maintenance - short term

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	planning work of eng. need	monitor work of s.e.	accr- pay s.e.	planning fact surveys	planning calls	sell units benefits of using D type	dealing with distrib- tors.	attended monthly planning meeting	dealing with Europe brokerage service	driving	factory visits	general customer relationship				
1	doing activities	planning activities	2	1	5	3	1	4	5	3	4	5				
2	dealing with customers	dealing with Dunlop personnel.	4	5	5	2	4	4	5	4	2	4				
3	ability to get on with people	not necessary to have ability	4	2	5	2	1	5	5	4	4	5				
4	initiate activities	carry out instructions	4	4	4	2	4	5	4	4	5	5				
5	need good customer relationship	do not require	2	1	4	2	4	5	5	1	4	5				
6	service eng. need independent	non-service eng. need.	4	1	5	3	4	5	5	1	1	3				
7	requiring technical knowledge	not requiring	4	1	5	2	1	5	4	2	3	4				
8																
9																
10																
11																

5 . 4 3 2 1 .

	15. user	14. factory plants piece test sets	13. user exams faculty visits	12. fleet surveys	11. drawing	10. estimate demand for orders orders	9. maintain record cash.	8. plan calls	7. report info. to DFSM	6. market intelligence	5. create relations -ship with customer	4. contract type death	3. sell type to customer	2. prepare for call	1. prepare for call
5... 4... 3... 2... 1	5	4	5	4	1	3	2	1	1	4	5	5	5	1	1
things to do with people	5	4	5	4	1	3	2	1	1	4	5	5	5	1	1
seeking information giving information	5	4	5	4	3	3	3	3	3	4	2	3	3	1	1
planning tasks (type-vehicle) need technical knowledge	5	4	5	4	1	4	5	5	1	4	3	4	3	1	1
need intimate knowledge of users	5	4	5	4	1	3	5	5	2	4	5	5	5	1	1
need product knowledge (types)	5	4	5	4	1	3	2	4	2	3	5	3	5	1	1
direct selling operation	5	4	5	4	1	4	4	4	4	2	3	3	3	1	1

5... 4... 3... 2... 1

things to do with
people

seeking information
giving information

planning tasks
(type-vehicle)
need technical
knowledge

need intimate
knowledge of users

need product
knowledge (types)

direct selling
operation

adhere to system
of things

putting things into
practice

not necessary to
have ~~basic~~ knowledge

intimate knowledge
not as important

not as necessary to
have product knowledge

public relations
exercise

8.
9.
10.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	5	5	3	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	5	4	4	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1
4	3	5	2	5	3	3	4	5	5	4	5	4	5	4	5	4	5	4	5	4
5	5	5	5	5	3	3	2	3	3	2	2	2	2	2	2	2	2	2	2	2
6	4	5	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	3	3	3	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3
8	3	3	3	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3
9	5	5	5	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	5	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

on own, at home

reporting back info to mng.

gain info from users.

unexpected problems

not necessary to have this ability

administrative / routine tasks

restricted activity

not important

not important

not important.

not important

with other people, outside

obtaining info. for shop

provide info. to users

planned activities

need ability to get on with people

communicating with people

arrange own time (noe from)

product knowledge important

technical (tyres & vehicles) knowledge important

knowledge of customer important

knowledge of distributor important

attend monthly meetings

maintain driving licence with call or cards

deal with weekly corres-pondence reports

sturdy reports - feel duty

average 5 with complaints

deal with tyre users

sell tyres to users

average 5 with tyre disto.

call on tyre disto.

average 5 with tyre disto.

average 5 with tyre disto.

average 5 with tyre disto.

average 5 with tyre disto.

average 5 with tyre disto.

average 5 with tyre disto.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

1 doing jobs - selling.

2 communicating with people

3 selling tasks

4 collecting info.

5 technical knowledge necessary

6 administrative tasks

7 need an ability to get on with people

not necessary.

physical, doing activity.

not so necessary to have this ability.

organisation tasks

paperwork

motivation jobs.

reporting info.

not necessary.

sell type of users.

travelling to users.

prepare necessary

compile FSE master sheets.

location comm. d. to.

check FSE reports

maintain own record cards

maintain make out intelligence reports

call on depots. disto. clothes

service problems

check it's necessary FSE.

monthly do flat meetg. 50000

pipers + home telep

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	call on fleet operators	use vehicle distib.	use type distib.	fleet storage	driving	obtaining	attend divisional meeting	average it's own reports	weekly reports	fleet intelligence reports	complete order forms	meeting with trade.	reports on strategy call.				
1	5	5	1	5	2	5	2	5	3	3	1	3	4				
2	5	4	3	5	1	4	2	2	2	5	1	2	4				
3	5	5	5	5	1	5	4	5	5	5	5	4	5				
4	3	3	3	4	3	3	4	5	3	4	5	4	4				
5	1	1	1	3	1	3	4	2	5	5	5	3	4				
6	1	1	1	3	2	3	5	4	1	1	1	5	3				
7	5	5	5	3	1	5	5	1	1	1	1	5	1				
8	1	1	1	3	4	1	5	5	5	5	3	5	5				

1 indirect selling operation
 2 need technical knowledge
 3 involved with customers
 4 planning activities
 5 reporting back
 6 discuss strategies
 7 need ability to communicate verbally
 8 internal (to subp.) communication
 9
 10
 11
 12

1 direct selling tasks.
 2 not as imp. to have tech know.
 3 not involved
 4 doing activities
 5 selling → feeding info.
 6 report results.
 7 written commun.
 8 external comm.

	1	2	3	4	5	6	7	8	9	10	11	12	
	average number of calls	maintaining records	guiding FSE.	selling types to stores	place test sets	market intelligency of FSE.	check work of FSE.	call on distrib. memb.	attend monthly call of FSE.	arrange plan of call of FSE.	report to Dist. & trade colleges.	contact do first survey verification re: byes.	do flat comm. to distrib. re: byes.
1	5	5	2	5	5	5	3	2	3	5	1	5	1
2	5	5	5	5	2	5	5	2	2	2	2	2	3
3	5	5	5	5	5	3	2	1	1	1	1	5	5
4	1	1	1	5	5	1	1	5	1	1	1	1	5
5	5	5	5	5	5	5	1	5	5	3	1	3	5
6	5	5	3	1	1	5	5	1	3	5	3	1	5
7	1	5	5	5	5	5	5	5	1	5	5	5	5
8	1	1	5	5	5	5	1	5	1	5	5	5	5

no monitoring activity.

special tasks not necessary to have to tech.

not necessary.

reporting information to D.

selling tasks.

not so imp.

not so important

1. planning essential to task

2. 'everyday' function

3. need technical product know. of byes & veh.

4. need selling ability

5. collecting information

6. administrative tasks

7. need knowledge of customer's activity

8. personal contact important

9. important

10.

11.

12.

	5 4 3 2 1	do fleet monthly call on report to comm. SFPT. dno. dno.	it's with type dno.	sell to prod.	attend monthly meet.	maintain record of cards	have with colleagues	handle customer complaints	do strategy plan calls.	prepare itinerary reports	intelligible reports
5 4 3 2 1	2 5 5 1 1 3 5 4 5 5	5 5 1 1 3 5 5 5 5 5	5 5 3 5 5 5 5 5 5 5	5 4 1 5 5 5 5 5 5 5	1 1 1 1 2 2 3 2 1 1	3 4 1 2 1 1 1 1 1 1	5 5 4 5 5 5 5 5 5 5	5 1 5 3 5 5 5 5 5 2	5 5 5 1 5 5 5 5 5 5	1 1 1 1 1 1 1 1 1 1	5 8 1 4 4 5 5 5 5 5
1		not so important									
2		reporting info. to dno.									
3		concerned with dno.									
4		necessary part of job									
5		not important									
6		not so important to know user.									
7		not so necessary to have that ability									
8		activity not so important to planning									
9											
10											
11											
12											

See front
instruct.

Report
back
to distn.

Comm
with
orders
in dupl

Contact
work
board
colleagues
of FSE

Plan
it
in
week
of FSE

Monitor
with
problems
of FSE

See
type
death

play
weekly
of FSE

check
alter
monthly
meeting

do
fleet
surv.
comp.

See
Comm.
ven. distn.

5... 4 3... 2... 1

1 Prime function
'necessary' part of
the job.

2 selling skills
administrative
skills

3 actions
communicating
info. back.

4 need to know the
customers
not as necessary.

5 planning important
to task
planning not
so important.

6 monitoring
important in task
not so important

7 requires technical
know. of types
not important to
have tech. know.

8 obtain
intelligence
report information

9

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100

	do fleet check surveys of FSC	arrange itineraries (AFH)	monthly reports to DFSM	sell tyres to users	contact trade colleges	call on comm. veh. division	plan - check itinerary of FSC	market intel. reports monthly meeting	call on tyre divs	uses evenings	enter-taining of FSC	accommodate about market trends
1	5	1	3	5	1	5	1	3	3	5	1	5
2	5	3	3	5	5	5	5	3	5	5	5	5
3	1	5	5	5	3	3	3	5	3	3	4	5
4	2	4	5	5	5	4	4	5	5	4	1	5
5	3	2	5	3	5	5	1	1	5	3	5	5
6	1	5	5	5	5	4	5	3	5	2	1	5
7	1	5	1	5	5	4	5	1	5	5	5	5
8	4	5	3	5	3	4	3	3	3	4	4	3
9	3	2	1	5	4	4	2	2	4	5	4	3

5 5 1 2 3 4 5 6 7 8 9

requires technical knowledge not necessary

requires knowledge of the users not necessary

overall objective "sell tyres" specific objective

knowledge of market conditions not necessary

collecting info. reporting info.

knowledge of the area important not so important

important to understand people not so important

planning strategy doing other tasks.

selling activity analysing activity

	5 ... 4 ... 3 ... 2 ... 1	visit and examine for selling types + mech. projects + trends	buying dept. cust.	deal with cust. queries	see tech. dept. of cust.	prepare forward plan	collect market intelligence	customise contact w/ type depots	check accounts op-to-date. Mngt.	inform Sales	deal w/ inspectors	design plant. cont.	visit agric. shows	dead w/ tech. depts.
1	Knowledge of types + trends necessary	5	3	3	5	4	3	2	2	4	5	5	4	5
2	ability to get on with people	5	4	3	3	2	3	5	2	3	4	3	2	3
3	knowledge of systems + procedures in control.	2	2	1	1	3	1	3	3	3	3	2	1	2
4	knowledge of accounting + costing	4	2	2	2	3	3	4	3	1	1	2	2	1
5	ability to communicate	3	2	4	4	2	4	5	4	5	4	5	3	3
6	knowledge of market important	4	3	4	2	4	5	3	1	5	1	4	4	2
7	collect reports info.	3	4	2	5	5	5	1	2	1	1	3	3	1
8	advising need an ability to advise	2	4	5	5	1	1	2	2	3	2	5	1	4

	see contract -ors.	collecting info. from the field dept.	identify complaints	raise with type tech.	fleet mt. reports	control change to mg. plan.	large with supply dept.	negotiate buying terms + prices	analytical + competition performance	'visit' vehicle with mg. staff	raise with replacement sales force	raise with dicto.	dead with delivery program
1	5	5	5	5	5	3	3	3	5	4	3	3	1
2	5	5	5	5	5	1	1	5	5	5	3	3	1
3	5	5	5	5	5	1	4	3	5	5	3	3	4
4	5	1	5	5	4	4	1	1	5	4	3	3	1
5	5	3	5	4	4	5	5	2	5	3	4	3	5
6	5	3	5	3	3	3	1	3	3	3	3	3	1

5... 4... 3... 2... 1

Knowledge of products + vehicles
 not necessary.

need to good relationship with customer
 not necessary.

Knowledge of market place
 not necessary

important - prime task
 auxiliary task

free exchange of receive information
 restricted exchange customer info.

things do oneself
 need to motivate others.

	5 4 3 2 1	4 3 2 1	3 2 1	2 1	1 0	See type double	involve with supplies	house with type tech	contribute to mg. plan	contribute to complete	analyze comp. with type	deal with compl. cust.	involved in type inspect	reports give
1	5	5	3	4	5	3	3	5	4	5	3	5	5	5
2	5	3	5	2	5	5	2	3	2	5	2	5	1	2
3	5	5	5	5	5	5	5	5	5	3	4	3	3	5
4	5	3	3	4	4	3	5	3	2	4	3	5	4	3
5	5	5	5	1	5	5	1	5	5	1	4	1	1	3
6	1	5	3	5	3	1	3	5	5	1	3	1	3	5
7	5	3	5	3	5	5	3	3	1	3	2	5	4	3
8	5	3	3	5	5	3	1	5	2	5	2	5	5	5
9	5	5	3	5	5	3	1	5	3	3	3	5	5	5
10	5	1	3	5	5	3	5	1	2	2	5	3	1	5

1 Knowledge of product, include operation, + performance

2 Knowledge of customers and people

3 Knowledge of market - the industry

4 Willingness to put yourself out

5 need to be creative

6 administrative tasks

7 acting on own initiative

8 know. of sites, terrain, operating circumstances

9 Knowledge of machine types and applications

10 Knowledge of financial circumstances/financial stability

not necessary

not necessary

not necessary

not as necessary

need to be reactive

general sales service work

follow set procedures

not necessary

not necessary

not necessary

	1 line with OE DW.	2 monitor sales levels	3 Field visits	4 operate fire type service	5 number of beta	6 topic with type legal	7 lectures to solve travels indivisible 5	8 modality quart. rep.	9 have type tech	10 sales meeting	11 have overseas Euro. region	12 raise advertis. point	13 product intro. prog	14 monitor market trend	15 research new market
5 ... 4 ... 3 ... 2 ... 1	3	2	4	5	2	3	5	2	3	3	2	1	1	1	
Deal with people, need tact.	3	2	4	5	2	3	5	2	3	3	2	1	1	1	
as not necessary	3	2	4	5	2	3	5	2	3	3	2	1	1	1	
numerate ability	2	5	1	1	5	1	4	1	2	3	2	3	5	5	
feel for market	5	5	5	1	5	2	5	3	5	5	5	1	5	5	
ability to assimilate data important	5	5	5	1	5	1	1	5	4	5	4	1	5	5	
technical knowledge	5	5	5	1	5	1	1	5	4	5	4	1	5	5	
able to motivate people have no line resp. over	3	1	2	5	1	2	4	2	1	7	1	1	2	2	
3= not nec.	3	3	2	1	3	3	2	3	2	3	3	1	3	3	
some knowledge of legal implic.	6	1	1	3	1	3	1	2	1	1	1	1	1	3	
ability to identify cause & effect of random fluctuation in a market	4	5	3	1	5	1	2	3	3	3	2	1	5	5	
Report writing expertise + produce minutes.	2	4	5	1	5	3	1	3	5	3	3	1	5	5	
ability to communicate	4	3	5	4	3	4	5	3	5	3	4	2	3	5	
3= not nec.	4	3	5	4	3	4	5	3	5	3	4	2	3	5	
knowledge of factory plg. prod'n.	2	2	2	1	1	1	3	3	1	1	1	4	1	4	
knowledge of mkt. res. procedures	2	3	1	1	1	1	4	1	1	3	1	1	5	5	

	Investigate meetings with Reg. Files. 5-4	write reports for custs.	5. original fleet training courses	Arrange visits with Reg. Sales force.	advise custs on utilization of tyres	attend cust. Meeting	Arrange for Test Sets of Tyres	Report to Field Sales Mng.	help produce public	Reg. File of custs vehicles	attend Reg. File meeting	Home Serv. Dept. others	informal contact with prod. dep.
5 ... 4 ... 3 ... 2 ... 1	5	5	5	5	4	5	5	3	3	5	5	5	5
not necessary	5	3	3	4	1	5	5	1	3	3	5	5	5
not necessary	5	5	5	3	5	4	5	3	5	5	5	5	1
not necessary	5	1	5	5	1	5	1	2	1	5	5	5	5
not necessary	5	2	5	5	5	3	3	3	3	5	5	5	5
not necessary	5	3	5	4	5	2	3	5	2	5	2	2	4
not necessary	2	5	2	5	5	2	2	5+	5	2	5	5	4
not necessary	3	3	5	5	4	3	3	2	2	5	4	2	2
not necessary	5	1	5	2	2	1	2	5	5	5	2	2	2
not as necessary	5	5	5	5	5	5	4	5	5	5	5	4	3

- 1 detailed product knowledge - its short-comings - 5mg (1)
- 2 knows systems & people in 5mg (4)
- 3 knowledge of machinery types (2) fitted to
- 4 ability to get on with people (5)
- 5 ability to collect info. - retain it (6)
- 6 need to be extremely base/ade - be perceptive (3)
- 7 ability to write reports / deal with enquiries (4)
- 8 ability to teach & train others (5)
- 9 need to work logically & plan evaluation (3)
- 10 need to keep aware & have total outlook (3)

	5	4	3	2	1	plan calls	keep up personal day with operators day unions session problems	become better in other with future	deal with operators followed	deal with operators	develop with staff	personal operator to accept to type document	
1	not necessary	1	5	5	3	4	3	3	5	5	3	5	5
2	not necessary	4	4	5	4	2	4	4	5	4	5	5	4
3	not nec.	5	3	2	3	2	5	5	5	5	2	1	4
4	not nec.	5	3	3	4	2	5	5	5	4	2	4	5
5	not nec.	5	4	5	2	3	4	5	4	5	3	5	4
6	not nec.	5	3	5	3	5	4	5	5	4	5	5	5
7	not no nec.	4	5	5	3	1	4	3	2	4	2	3	3
8	not nec.	5	5	4	5	1	2	4	4	4	3	2	5
9	not nec.	5	4	4	5	3	4	5	5	4	4	4	5
10	not nec.	5	5	5	4	4	3	4	5	5	4	5	5
11	not nec.	4	4	5	4	5	3	5	4	5	4	2	1

ability to sell yourself - be persuasive

Knowledge of type ind. eg. competition activity

Knowledge of legislation disciplinary procedures

Knowledge of type activities required

Knowledge of customer's requirement

requirements of D/imp division

Knowledge of systems and alternatives.

need clerical skills

need ability and desire to comm.

ability to see eventual goal - stand back

need self-discipline & self-motivation

	decomp. balance	solve current	sell D. types to	integrate call on	discuss & give	participate & obtain	judge	readings	chairing	diversify	selective
	salesmen phone to	current	types to	corporate	discuss & give	in Reg. OE	salesmen	around	D.F.S.	press	press
	in field	with my	tye double	clients	to cost.	spec.	in field	concept	meeting	with	group
	etc.	colly		insert				reply		systems	salesmen
5 . . . 4 . . . 3 . . . 2 . . . 1	4	4	5	2	4	3	4	3	4	4	4
not necessary.	2	3	5	3	4	5	2	3	3	3	3
not nec.	5	4	5	3	4	4	5	3	5	4	5
not nec.	4	5	4	3	5	4	4	4	4	4	4
not nec.	4	3	4	1	4	3	3	1	4	5	5
not nec.	2	3	4	5	4	3	3	4	4	3	3
can be	3	3	4	1	4	3	2	2	5	1	3
autocratic	3	1	4	5	4	2	2	3	2	3	3
involved in a	4	4	2	2	3	3	4	2	4	4	4
group - be aware	2	3	4	2	4	3	4	2	3	3	3
ability to speak	4	4	4	2	4	3	4	2	3	4	4
clearly and	2	4	4	2	4	3	4	2	3	3	3
conclude	4	4	2	3	4	3	4	1	4	5	5
learning about a	4	4	2	3	4	3	4	1	4	5	5
problem - new											
aspects -											

Willing to listen change opinion
 objective if only partially achieved equals success
 less required

can be participative
 working on ones own more
 ability to summarise and conclude

Knowledge of sit'n.
 good - and know likely outcome.

	see use cuts & drafts	prepare tech reports	accomplish training	attended log/dia meeting	promote sales, etc.	motivate staff	report on intelligence matters	advise on rel. matters	meet with client	control meetings	evaluate staff	project forward plans	monitoring of targets	admin reports
5 . . . 4 . . . 3 . . . 2 . . . 1	5	5	5	2	5	5	1	1	4	3	5	3	1	3
require product knowledge	5	3	5	4	3	5	1	5	5	5	5	4	3	1
require knowledge of people - feel qualities of individuals	3	1	5	5	5	5	1	1	1	5	3	4	1	1
need to motivate others - acc. comm. + occasionally by strategic	4	4	5	5	3	5	5	5	5	5	5	5	5	5
knowledge of company system	5	5	5	5	5	5	1	1	5	5	3	1	1	1
ability to transmit info. to others	4	5	2	2	3	3	3	2	2	3	2	3	4	3
need analytical & math skills	4	5	4	5	4	3	5	4	5	5	5	5	5	5
ability to assimilate info. accurately	1	5	3	3	5	2	5	4	3	4	5	5	5	5
need admin ability; - devise new systems	4	2	5	3	3	5	3	3	3	3	3	3	1	1
ability to be sensitive to people's info. require	5	1	1	3	4	5	1	1	3	5	1	1	1	1
ability to 'project' at meetings 'out of house'	5	5	5	3	3	3	1	1	3	3	3	5	1	1
tasks requiring self-motivation														