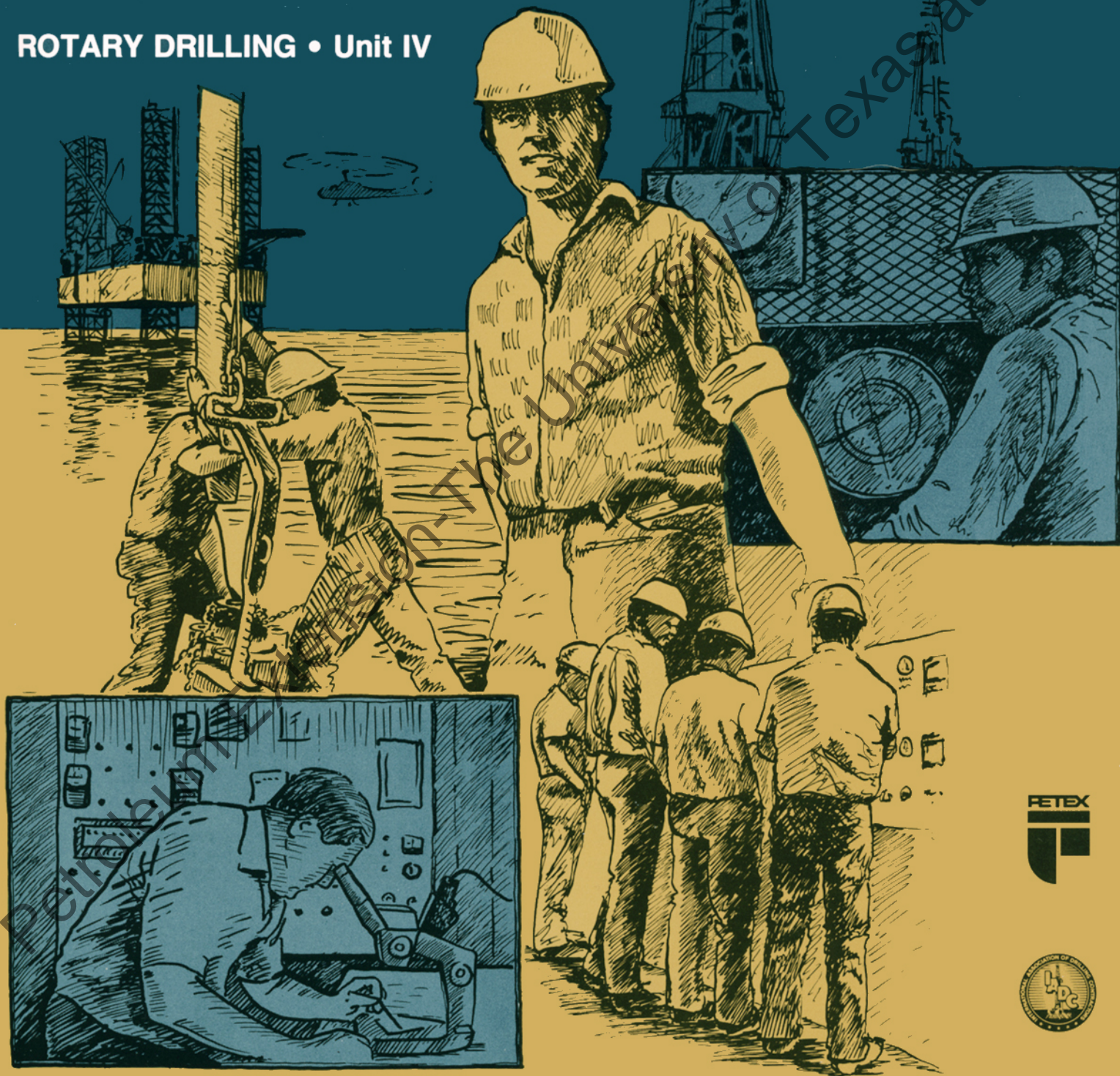


# MAN MANAGEMENT and Rig Management

ROTARY DRILLING • Unit IV



## ROTARY DRILLING SERIES

### Unit I: The Rig and Its Maintenance

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- Lesson 2: The Bit
- Lesson 3: Drill String and Drill Collars
- Lesson 4: Rotary, Kelly, Swivel, Tongs, and Top Drive
- Lesson 5: The Blocks and Drilling Line
- Lesson 6: The Drawworks and the Compound
- Lesson 7: Drilling Fluids, Mud Pumps, and Conditioning Equipment
- Lesson 8: Diesel Engines and Electric Power
- Lesson 9: The Auxiliaries
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- Lesson 2: Spread Mooring Systems
- Lesson 3: Buoyancy, Stability, and Trim
- Lesson 4: Jacking Systems and Rig Moving Procedures
- Lesson 5: Diving and Equipment
- Lesson 6: Vessel Maintenance and Inspection
- Lesson 7: Helicopter Safety and Survival Procedures
- Lesson 8: Orientation for Offshore Crane Operations
- Lesson 9: Life Offshore
- Lesson 10: Marine Riser Systems and Subsea Blowout Preventers

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Petroleum Extension-The University of Texas at Austin

# WHAT IS MANAGEMENT?

### OBJECTIVES

*Upon completing this lesson, the student will be able to*

- Identify the five interests in any business and describe the concerns of each.*
- Identify which people in a company are management.*
- Discuss the three basic management skills: planning, instructing, and coordinating.*
- Explain the two steps involved in planning.*
- Discuss the kinds of instructing that a manager does.*
- Describe how a manager coordinates work.*

**T**he question posed by this lesson can be answered simply: Management is the people who manage or direct a business. To get at what this means, this lesson takes a look first at why we need management, then who management is, and finally what management does.

The reason we need management lies in the nature of business—that's any business, drilling included. A business exists (1) to provide a product or service and (2) to make a profit. Five interests are involved in the pursuit of those goals: the investor, the worker, the consumer, the competitor, and the government. The purpose of management is to balance the needs of those five interests in the profitable operation of a business.

Management is anyone in a business who is responsible for the work of others. In a typical drilling business, that includes everyone from the driller on up to the company president. Everyone in management is concerned with meeting the company's ultimate goal of running a sound business.

Managers do three basic things: plan, instruct, and coordinate. Mastery of these three skills is essential to good management. These skills will be discussed often in the lessons that follow.

# WHAT IS LEADERSHIP?

OBJECTIVES
<p><i>Upon completing this lesson, the student will be able to</i></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <i>Identify the six basic "wants."</i></li><li><input checked="" type="checkbox"/> <i>Discuss ways that a manager can help workers to feel more secure in their jobs.</i></li><li><input checked="" type="checkbox"/> <i>Describe ways to give a worker recognition on the job.</i></li><li><input checked="" type="checkbox"/> <i>Discuss how to encourage people to gain a sense of accomplishment from their work.</i></li><li><input checked="" type="checkbox"/> <i>Explain how concern for the family can affect worker performance.</i></li><li><input checked="" type="checkbox"/> <i>Describe ways to give workers change or diversion in their jobs.</i></li></ul>



**C**ompared to a human being, a drilling rig is a simple mechanism. An instruction manual usually comes with new equipment. No such book accompanies a new employee. This lesson focuses on leadership, that is, the ability to motivate people to do what you want them to do. For a supervisor, that means the ability to create a work atmosphere in which people will become motivated to do what needs to be done. You must provide leadership to be able to coordinate work—one of the three basic management skills discussed in Lesson 1. Coordinating work means getting employees to cooperate with each other and to do their work as planned. To accomplish this, they must be motivated to do what you want them to do.

The key to leadership is knowing what people want. That's because people will generally do what you want them to do if they believe that it will help them to achieve something that *they* want. The challenge to a manager is to convince people that working will help them to get what they want. To be an effective manager, then, you must understand what people want and, in particular, what they want so strongly that they are motivated to work for it.

# HOW DO YOU HANDLE PERSONNEL PROBLEMS?

### OBJECTIVES

*Upon completing this lesson, the student will be able to*

- Describe the four ways that personnel problems are detected.*
- Explain the five-step method of solving personnel problems.*
- Discuss guidelines to help a manager get information about personnel matters from his workers.*
- Show how to fill out a worksheet using the five-step method.*
- Discuss the four foundations of good relations.*

**P**ersonnel problems are a fact of life in the workplace. Conflicts inevitably arise between people who work together day in and day out. A personnel problem can be defined as any dispute or negative situation involving people where the manager must make a decision and take action. Although even the best manager can't prevent all personnel problems, he should be prepared to quickly and fairly resolve the ones that do arise. This lesson looks at how personnel problems are detected, how to resolve a personnel problem once it has arisen, and how to prevent some future problems.

You usually find out about a personnel problem in one of four ways: the problem comes to you, you sense that the problem exists, you anticipate the problem before it happens, or the problem blows up in your face. A five-step method has been devised for resolving personnel problems. The steps are (1) determine the objectives, (2) get the facts, (3) weigh and decide, (4) take action, and (5) check results. You can use this method to help resolve almost any type of personnel problem.

By following the four foundations of good relations, you can help to prevent some personnel problems. The four foundations are (1) Let each worker know how he is getting along. (2) Give credit where credit is due. (3) Tell people in advance about changes that will affect them. (4) Make the best use of each person's abilities.

# HOW DO YOU START OUT A NEW HAND?

OBJECTIVES
<p><i>Upon completing this lesson, the student will be able to</i></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <i>Define the term morale as it relates to workers on the job.</i></li><li><input checked="" type="checkbox"/> <i>Discuss the relationship between worker morale and productivity.</i></li><li><input checked="" type="checkbox"/> <i>Describe the three-part program for orienting new employees.</i></li><li><input checked="" type="checkbox"/> <i>Discuss some of the topics that a supervisor should bring up during the initial interview with a new employee.</i></li><li><input checked="" type="checkbox"/> <i>Explain the importance of safety training in an orientation program.</i></li></ul>

**O**n the morning that a new employee reports on the job, his morale level is 100 percent. He wants to do a good day's work and prove that somebody made the right decision when they hired him. He will watch every move, listen to every word, and try to get along. Although his morale is high, however, it is very unstable. A new employee is strongly influenced by the attitudes of his coworkers. To be accepted and fit in, he will adjust himself to conform to their feelings, attitudes, and loyalties toward their jobs.

This lesson looks at the right way to orient a new worker—that is, what to do in those critical first few days to get the new worker off to a good start. Morale, or an employee's attitude toward his job, coworkers, and the company, is directly related to productivity. The higher the morale, the higher the productivity. If morale drops below a certain point, the worker will quit. So to have and keep productive employees, you must keep morale high.

A good orientation program helps to maintain the high morale of a new worker. Most orientation programs consist of three parts: initial interview, introduction to the job, and follow-up. If you follow through on each of these parts, chances are good that the new employee will develop a positive attitude toward his job and become and remain a productive worker.

# HOW DO YOU TRAIN NEW EMPLOYEES?

OBJECTIVES
<p><i>Upon completing this lesson, the student will be able to</i></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <i>Identify the three laws of learning.</i></li><li><input checked="" type="checkbox"/> <i>Discuss the four guidelines that apply to most training situations.</i></li><li><input checked="" type="checkbox"/> <i>Define the term job as it applies to a training program.</i></li><li><input checked="" type="checkbox"/> <i>Explain how to use an employee progress chart to track a training program.</i></li><li><input checked="" type="checkbox"/> <i>Describe how to break a job down into steps.</i></li></ul>

**S**hould you train your workers or not? That's a pointless question, because new workers will be trained one way or another. If you don't train them purposely, they'll pick things up haphazardly from other crew members or by trial and error. This kind of training by accident, unfortunately, hardly ever gives the worker what he needs to do the job safely and efficiently. The real question, then, is should you use a planned program to train your new people? The answer is absolutely yes. A planned training program will, in the long run, reduce the time and money required for developing competent rig workers. It will help workers make the best use of their abilities and prepare them for advancement.

This lesson looks first at how people learn. Three laws of learning have been identified: the law of readiness, the law of effect, and the law of exercise. These laws are the basis for four training guidelines that can be used in most situations. You should (1) get the new worker ready to learn, (2) tell and show how the job should be done, (3) let the new worker do the job, and then (4) follow up on the new worker's progress.

This lesson also discusses how to plan a training program. First, you should compile a list of all jobs that the new worker will be expected to perform. A progress chart will help you keep track of the employee's training for these jobs. Breaking down each job into steps and noting key points will also help during training.



# WHERE DO YOU FIT INTO THE ORGANIZATION?

### OBJECTIVES

*Upon completing this lesson, the student will be able to*

- Discuss ways to promote good relations with other first-line supervisors.*
- Describe how to improve communications with the boss.*
- Explain why staff supervisors are needed and discuss ways to maintain good working relationships with them.*
- Describe how to get along well with the customer.*
- Discuss ways to improve dealings with service and supply companies.*
- Describe ways that a first-line manager can help to promote a good public image for the company and the industry.*

**U**p to this point, we have mainly been concerned with how a first-line supervisor relates to his crew. But you have to deal with a lot more people than just your crew in order to get the job done. This lesson looks at how you deal with those other people and how you fit into the organization.

As a first-line supervisor, you work with a lot of different people, and you fit right in the middle. In some ways you could be considered a communications center, like a telephone switchboard, receiving messages and sending messages to many different people inside and outside of the company. If you are a driller, for example, you must deal regularly with other drillers, your toolpusher, and staff supervisors inside the company. Outside, you must work with the customer, service companies, supply companies, and the public. How well you handle your relationships with each of these people will play a large part in your success on the job.

# HOW DO YOU PLAN AND ORGANIZE WORK?

### OBJECTIVES

*Upon completing this lesson, the student will be able to*

- Describe the benefits of being an active rather than a passive manager.*
- Explain how good planning can help to control costs and prevent accidents on the job.*
- Discuss the importance of flexibility in planning.*
- Identify the seven steps in planning and explain how they can be applied to scheduling work.*
- Write a schedule to plan the work of a crew for a period of time or for a particular job.*

**Y**ou have probably heard many arguments against planning on the job. The one said most often is that plans never work out like you expect them to, so why bother? Plans do often need to be adjusted, but that's no reason to do away with them. The ability to plan and organize the task at hand in a way that improves worker productivity and increases company profits is what separates good managers from the rest.

This chapter looks at how planning and organizing your work will make you a better manager, in other words, why you should plan on the job. Two areas where planning will really pay off for a manager are cost control and accident prevention. Seven steps in planning have been identified based on a scientific method of problem solving, and these steps can be applied to scheduling the work of your crew. The seven steps are (1) recognize and define the problem, (2) gather all functioning data, (3) evaluate the data, (4) arrange the data in order of importance, (5) consider alternatives and make a decision, (6) take action, and (7) check results. A written schedule will greatly help you in scheduling the work of your crew monthly, daily, or on a particular job.

# HOW CAN WORK BE DONE MORE EFFICIENTLY?

### OBJECTIVES

*Upon completing this lesson, the student will be able to*

- Explain why improved efficiency benefits the company and each worker.*
- Discuss how improved tools can increase job efficiency.*
- Discuss the role of training in improving job efficiency.*
- Explain the steps involved in setting up an efficiency program.*
- Describe how to investigate a problem area where efficiency could be improved.*
- Define the term payout period as it relates to improving job efficiency.*

**A** profit-making enterprise provides jobs for people. A money-losing enterprise is only on its way to going out of business. Breaking even is not enough. For a company simply to hold its own position in the industry, it must grow. This lesson looks at one of the most important ways that a company improves profits, namely, by operating more efficiently.

Profits and growth mean job security, so improving efficiency on the job is in everybody's best interest. Every supervisor, from first-line on up, can help to improve job efficiency. The two basic ways that efficiency is improved are by making better use of tools and making better use of people. To develop an efficiency program for your operation, you must define the problem area, develop priorities, set goals, develop program objectives, set deadlines, and record progress. Suggested steps for solving a particular efficiency problem are (1) select the problem for study, (2) get the facts, (3) weigh and decide, (4) take action, and (5) check results.

If the solution that you propose will require a change in normal procedures or will cost money, then you must justify the solution by estimating the payout period and the period of improved profit. To present a proposed change to upper management, you should identify the problem, recommend a remedy, estimate the costs and payout period, and outline a plan of action.

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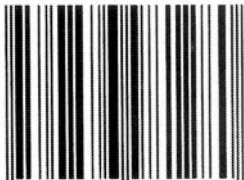
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