

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 9

ORIENTING A NEW EMPLOYEE

OBJECTIVES

1. Impress on the supervisor the importance of properly inducting a new worker.
2. Set up a technique by which a new worker can get off to the right start.
3. Center attention on any special problems which may develop in inducting a new worker.
4. Stress the importance of a periodic, planned follow-up.

AIDS AND MATERIALS

1. Worksheets 31--34.
2. Chart No. 15, plus earlier charts 1--14 for the review.
3. Film Strip, "Off to the Right Start." (25 min)

- - - - - TIME SCHEDULE - - - - -

5 min	I. Review
25 min	II. The New Worker
35 min	III. Technique of Inducting a New Worker
15 min	IV. Techniques of the Periodic Follow-Up
<u>30 min</u>	V. Summary: Film Strip
110 min	

I. Review (5 min.)

Review briefly the previous conference on "Developing an Understudy," stressing the importance of this problem to the supervisor. Explain that today's conference on orienting a new worker falls into the personnel relations phase of this training course as well as the instruction phase.

Encourage the conferees to study their worksheets outside of conference time because the basic concepts, principles and functions which were introduced in the Management Phase will come up time and time again in the other phases of this course.

II. The New Worker
(25 min.)

Start the discussion on "Orienting a New Employee" by asking the conferees to try to recall their first day at work on this base.

While they are thinking, write the following two headings on the blackboard:

THE RIGHT WAY (Pleasant)	THE WRONG WAY (Unpleasant)
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Then have a few of the conferees tell what happened that first day. Be sure that these experiences cover the first day under the supervisor, not the day the processing or the orientation in a class took place.

(Illustration)

Jot down on the blackboard under the correct heading items such as the following which the conferees give:

THE RIGHT WAY (Pleasant)	THE WRONG WAY (Unpleasant)
1. Made me feel at home.	1. Let me wait around.
2. Introduced me to my co-workers.	2. Said I didn't look like the right man.
3. Told me about my duties.	3. Gave me a long speech of no interest to me.
4. Etc.	4. Etc.

After a fairly good list has been worked out on the blackboard, conclude this part of the discussion by remarking, "It appears that orienting a new worker is being handled in two ways--the right way and the wrong way."

Next, ask the group why it is so important to the operations of an organization that the wrong way be never used.

Worksheet 31

(30 min. to here)

Following suggestions from the group, distribute Worksheet 31, "The Supervisor's Responsibilities to the New Employee." Have the group read it over carefully, then ask for comments.

III. Technique of
Inducting a
New Worker
(35 min.)

Tell the group that because the right way and the wrong way of starting off a new man are clear-cut there is no reason why a supervisor should carry out this important responsibility in a haphazard way.

Referring back to the discussion on their first day on the job, explain to the group the desirability of developing together a definite procedure that can be used in any organization when a new worker is to be inducted.

Ask the conferees to mention things that a supervisor should do in orienting a new worker. Many good suggestions will be made.

Worksheet 32

In order to give the group a fairly comprehensive idea of specific things that a supervisor should do, have them turn to Worksheet 32, "What One Supervisor Did to Orient and 'Break In' a Worker."

Have the group read it over quickly, and ask whether they have any questions on any of the points.

Worksheet 33

In order to gather together all the loose ends of the previous discussions distribute Worksheet 33, "Inducting the New Worker." While the conferees are glancing over the worksheet, turn to Chart No. 15, "Induction

Chart No. 15

Technique." Prepare to have the group discuss each of the following seven steps:

- A. Greeting Cordially Have three or four conferees give actual demonstrations of a cordial greeting to a new employee. (These demonstrations are not easy to perform, but they are lots of fun to try out.) Have the rest of the group offer criticisms of the demonstrations.
- B. Showing a Sincere Interest Have the conferees discuss precisely what a sincere interest in the new employee involves. Ask why this is so important.
- C. Explaining the Part He Will Play Ask for contributions here. The following are suggestions for points to be brought out:
1. The relation of this unit to other units.
 2. What the unit accomplishes.
 3. Some of the traditions of the unit.
 4. Introduction to the organization chart.
 5. Explanation of his position description.
 6. The importance of his work.
- D. Showing Him Around Ask two or three conferees to explain how they would show a new employee around. List the points given. See whether they include any special safety hazards.
- E. Introducing Him Have some conferees demonstrate introducing a new employee to people with whom he will be working.

Read the following example of a good introduction, which includes some items of personal interest:

(Illustration) "Miss Kawakami, this is Miss Yoshiko Sasaki, the new employee we've all been waiting for. She has just transferred here from Maintenance. She did a fine job there. Will you please take care of her?"

"Miss Sasaki, this is Miss Sachiko Kawakami, the person you'll work under. She has been with us since the depot opened and has done a fine job, especially in helping new personnel. I'm sure she will be of great help to you."

Ask the group what the supervisor must be sure of when he introduces people in his unit.

F. Arranging for
His Training

Ask the question whether all people are suitable for breaking in a new person. Are special qualifications needed? What are they?

G. Making a
Follow-Up

Ask the conferees to suggest how they would make a follow-up of a new employee in their own units.

Then offer this example of how one supervisor did it:

He made it a point to see the new employee on the job the third day he worked. He called the new employee in for a chat on the seventh day to review the things that might have been worrying him. On the twentieth day he talked to him and his instructor together.

Summarize this portion of the conference by quickly going over Chart No. 15 once again.

Worksheet 34

(65 min. to here)

If time permits, have the conferees turn to Worksheet 34, "The Case of a New Employee." Go over each paragraph, and have the group figure out which of the seven steps in inducting a new worker it applies.

IV. Techniques of
the Periodic
Follow-Up
(15 min.)

Explain that if broadly interpreted, the periodic follow-up can be considered as a long-range continuation of the orientation of a new worker. Be sure to add that all subordinates, no matter how many years of service they have, are included in this follow-up.

Ask the group what the advantages are of a regular plan of contact between a supervisor and his subordinates.

What items should a supervisor's evaluation of his men cover? Be sure to stress the usefulness of the duty analysis or position description in evaluating an employee's job performance.

How often should a periodic follow-up contact be made?--How many times a month?--How many times a year?

Is planning necessary for these follow-ups? Ask the group to suggest what should be included in the planning.

Refer the group to the bottom of Worksheet 33 for a summary of the steps in making the planned, periodic contacts.

(80 min. to here)

V. Summary: Film Strip
(30 min.)
Film Strip

Introduce the film strip, "Off to the Right Start" to the conferees, by explaining that the story shows how four newly hired employees at a certain factory were started off on their new jobs. Three of the men were poorly taken care of while the fourth received a very well planned orientation by his new foreman. Point out that the importance of a correct orientation is vividly brought out in this film strip.

(110 min. to here)

THE SUPERVISOR'S RESPONSIBILITIES TO THE NEW EMPLOYEE

To a new, half-scared, green worker walking into a busy office, shop or warehouse for the first time, the place appears as a big, busy, bristling, buzzing confusion or conglomeration of moving machines, hurrying people and loud noises.

It is very important that this fear and sense of confusion be eliminated from the worker's mind and feelings before he actually starts work. Getting a worker used to this new, strange and perhaps frightening environment is the first step in inducting him.

Frequently, too little attention is given to this important phase of the supervisor's job. The supervisor's failure to consider the newcomer's need for information, instruction, encouragement, sympathy and special attention has been one of the causes of poor morale, dissatisfaction and subsequent high labor turnover.

First impressions are important. If they are misleading, the new worker starts off on the wrong foot and his interest in the job rapidly diminishes. He wants to make good, but he is ill-at-ease. He feels he is not wanted, that there is no place for him in the organization. He has the feeling that he is an intruder. If this feeling persists, and he senses antagonism or discourtesies towards him, he may not stick long enough to prove his worth or show his ability.

Morale can be built faster during this "breaking in" period than at any other time.

"HOW I BROKE IN A NEW WORKER"

- Notes of One Supervisor -

1. Was as friendly as possible in my first greeting and graciously welcomed her. Tried to put her at ease.
2. Established a conversation on the basis of what the worker wanted--not what I wanted--and tried to show that the worker's needs were the same as mine.
3. Inquired how the worker came to work and explained the train and bus schedule.
4. Explained the entrance gate to use and the best way of getting to the work place.
5. Explained again the hours of work, starting and quitting time, the time and length of the lunch period, the meaning of whistles and signal devices, the hours per week and Saturday work.
6. Explained again the details of the rate of pay, time and method of payment.
7. Told worker where to put her personal things where they would be safe (locker or other place). When a locker was provided gave the worker a key and showed her how the lock worked.
8. Cautioned the worker about keeping personal things locked up and pointed out the risk of the owner for losses.
9. Showed worker the location of the washroom and explained the rules governing it.
10. Asked worker if she thoroughly understood about the time clock. Explained penalty for tardiness and being A. W. O. L. Warned her against punching the clock for another person.
11. Explained rest periods and smoking privileges. Warned her against smoking at other times and stressed fire hazards.
12. Indicated that first tasks were to be so easy that there could be no doubt about her being able to do the work.
13. Pointed out the location of the lunchroom where the workers eat and explained lunchtime recreational facilities. Explained rules governing bringing lunch and eating in the lunchroom. Explained rule about eating during working hours.

(Cont'd)

14. Explained procedure when employee needs to report sickness or an emergency. Gave phone number to call in such cases.
15. Called attention to information given in the Employees' Handbook and explained the importance of reading this material.
16. Stressed the importance of personal safety and taught her the special safety rules and practices of the department. Indicated that further safety training would be part of instruction to follow.
17. Interpreted rules in the Employees' Handbook which I thought needed special attention, such as rules on cooperation, courtesy, conduct and annual leave.
18. Explained rules concerning personal use of phones, mail delivery, visitors, etc.
19. Gave information on educational opportunities on the depot and other advantages of working here.
20. Showed the department organization chart and pointed out some of the people mentioned. Introduced some of these officials and one or two workers.
21. Explained in a general way what the department does.
22. Gave the girl a task at a bench and carefully showed how to do the work. Explained the importance of the work and how it fitted into the effort of the whole department.
23. Praised the girl for her first successful efforts.
24. Put her in charge of an older woman worker who agreed to show her around and watch out for her welfare.
25. Returned to the girl's workplace and showed a "fatherly" personal interest in her off-depot life and problems.
26. Returned repeatedly at intervals of time. Joked with her but got some instruction across in each bit of conversation.

Conference 9, Worksheet 32 (cont'd)

INDUCTING THE NEW WORKER

1. Greet him cordially.
2. Display a sincere interest in him.
3. Explain the part he will play in the organization.
4. Show him around.
5. Introduce him to co-workers.
6. Choose right man to instruct him.

DON'T FORGET TO

7. F O L L O W U P--

FIRST IMPRESSIONS DON'T WAIT--THEY CANNOT BE POSTPONED

MAKING PLANNED, PERIODIC CONTACTS

1. Gather data on the man.
2. Plan the talk.
3. Choose the time and place.
4. Be friendly.
5. Follow up.

THE CASE OF A NEW EMPLOYEE

The paragraphs below are taken from the notes of an employee who was encouraged by a very satisfactory induction into his new job. The paragraphs are not given in any particular order but at random. Identify the steps listed in the breaking in of a new worker with what this employee says. (Refer to Worksheet 32.)

1. Third Day: The boss came to my work area a little after lunch and smiled and said, "I see you are going right ahead." He is a kind supervisor. I enjoy working under him.
2. First Day: The first day he showed me an organization chart and pointed out where I fit into the organization. Those I direct, those I work cooperatively with and my one boss.
3. Fifth Month: I've been here 5 months now, and yesterday he called me in and we had a pleasant chat. He pointed out how regular I had been in attendance, how my production was up to standard and how my housekeeping had improved. Oh yes, he also suggested that I probably gossiped too much and on occasion did a little horseplay. But he was very nice about it.
4. First Day: When he introduced me that first day he didn't merely say "Ogawa, this is your instructor." "Mita, this is Yasuo Ogawa, a new employee. He has had some experience in this type of work." He went further and told me how long Haruo Mita had been with the unit and why he was selected to break in new people.
5. First Day: I appreciated being taken care of by a good instructor. I received a safety book along with the booklets about my rights and privileges. They will probably be very useful. I was immediately impressed with the need for good housekeeping and safety.
6. Half a year later: The other day he called me in and said, "You've been with us for six months now, haven't you? You've been a great help to us. I'd like to have you meet the president of our company. When will it be convenient for you?" I sure appreciated this. He's a swell fellow. Then noticing my lunch, he said, "Boy, that looks like good food. You're lucky to have such a fine wife." He's almost like a father in showing such interest in me on and off the job.

(Cont'd)

QUESTIONS

1. What can be done to get a man started on the job right, the first day?
2. How can you build in him a sense of confidence in himself, his job, the organization and the future?
3. What are some ways to make a man feel "at home" on the new job?
4. Why is it important to make a man feel that "he belongs"?
5. Do you recall your first day on your first job? Is it a pleasant or unpleasant memory? Tell why.
6. What is the test of a successful introduction to the job?