

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 10

JOB INSTRUCTION: THE SUPERVISOR'S RESPONSIBILITY

OBJECTIVES

1. Recognize the importance of instructing as a supervisory responsibility and develop an enthusiasm for better instruction.
2. Acquaint the supervisors with the principles of instruction.
3. Introduce the four steps in instructing.

AIDS AND MATERIALS

1. Worksheets 35--39.
2. Chart Nos. 3, 6--11 and 16.
3. Film Strip, "The Four Steps, SFS 80--5." (15 min)
4. Demonstration materials.

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

30 min	I. The Importance of Training
10 min	II. Instructing as a Skill
20 min	III. Demonstrations
30 min	IV. The Four Steps in Instructing
20 min	V. Summary: Film Strip
110 min	

- I. The Importance of Training
(30 min.)
- Chart No. 3
- Open the conference by turning to Chart No. 3 on the 4 phases of supervision or management and then announce that we get into the solid part of the very important instruction phase of this course beginning with today's session.
- A general discussion of the subject, "instruction," would include such previously discussed topics as "developing an understudy," and "orienting a new employee." Therefore, in reality, we are already in the "instruction" phase of our management training course. This and the two succeeding conferences will cover, specifically, "job-instruction," that is, methods to be applied in providing instruction in jobs assigned to workers.
- A. Purpose of Job Instruction
Worksheet 35
- Introduce the subject of instruction by distributing Worksheet 35, "Training: the Supervisor's Responsibility."
- Have the conferees read it over carefully. Then lead a discussion on it. Get the reaction of each conferee on this important responsibility.
- B. Relative Neglect of Job Instruction
- Ask whether this responsibility is quite widely neglected. What do the conferees feel are the reasons for this situation?
- Ask the group for other items to add in both columns at the bottom of this worksheet.
- Review:
- Make a review of the principles of organization using Chart Nos. 6 to 11, and show how the instruction phase is based on the principles which were taken up in the management phase. The importance of each of these principles stands out when their application in the instruction phase is pointed out. Have the group participate in showing the above correlation.
- C. Situations Requiring Job Instruction
- Next have the group turn to Worksheet 36, "Have You Any of These Problems?" Decide which of the two lists of problems is the

Worksheet 36

more appropriate for your particular group to take up. Have the conferees discuss the problems in the column selected.

Find out whether the conferees have similar problems in their units.

(30 min. to here)

Ask the group what solution there is to these problems.

II. Instructing as a Skill (10 min.)

Ask the group what are the specific qualities which make some people skillful and effective in teaching whereas others are very poor at getting anything across to another person.

Write down on the blackboard the qualities necessary in a good instructor which the conferees suggest.

Then ask the question, "Can a supervisor be trained to become a skilled instructor?"

(40 min. to here)

The next question is, "If a supervisor is not even a fair instructor, then should he be replaced by someone who has all the necessary qualifications of a supervisor?"

III. Demonstrations (20 min.)

Then go on to the following demonstrations of two faulty methods of instructing how to tie the fire underwriter's knot.

(Note: Any appropriate demonstration may be used: The tying of a bow tie, a routine office job, the use of a simple tool, the assembly or disassembly of a small object, etc. The demonstration of threading film in a film strip projector is highly recommended.)

A. Telling Only (5 min.)

Call on one conferee to come before the group, but warn him that you have a very tough task for him to try to do and that no one is expected to succeed in it.

Then hand him a piece of ordinary two-strand twisted lamp cord (18 or 20 inches long). Ask him to listen carefully to your detailed instructions.

(Illustration)

- a. Hold the cord vertically with your left hand, between the thumb and first finger, about 6 inches from the end.
- b. Untwist the two strand, forming a "V."
- c. Straighten the loose ends between the thumb and first finger of the right hand.
- d. Hold the wire at the fork of the "V."
- e. Take the loose end on your right in your right hand, make a clockwise loop and bring the loose end across in front of the main cord.
- f. See that this loop is about an inch in diameter and that the stub extends to the left of the main cord about two inches. Hold the wire at the point where the loop crosses over the main cord in your left hand.
- g. Take the other losse end with your right hand, and make a counter-clockwise loop. To make this loop, pull this loose end toward you, pass it underneath the stub and then behind the main cord.
- h. Pass the loose end through the right-hand loop, from the rear to the front.
- i. Hold the ends evenly between the thumb and first finger of the right hand.
- j. As you pull the knot taut, shape it between the thumb and first finger of your left hand.

Now ask the conferee to whom you have explained the knot to tie it. As a rule he will not get more than one or two steps of it. In the event he should succeed, compliment him for his exceptional alertness, and then ask another conferee to try it.

Raise the question, "Why did the learner fail to tie the knot?"

After a few good answers are given, write on the board, "Telling alone is not good instruction."

- B. Showing Only
(5 min.)
- Call another conferee to the front of the group, and as he is facing you, show him how to tie the knot, but make no explanation whatever. Just remain silent.
- After you are through, untie the knot and ask him to try it.
- This conferee will also probably fail to tie the knot.
- Again raise the question, "Why did the learner fail to tie the knot?" And after a few good answers are given, write on the board, "Showing alone is not good instruction."
- C. Correct Method
(10 min.)
- Call for another conferee to come before the group.
- This time teach the tying of the fire underwriter's knot (or whatever the problem you are using) according to the 4-step method of instructing. Be sure you are well prepared to give a model demonstration.
- (60 min. to here)
- IV. The Four Steps in Instructing and the Principles of Learning
(30 min.)
- Have the conferees suggest what makes up good instruction.
- A number of good ideas will come from the group. Write them on the board.
- Chart No. 16
- Then turn to Chart No. 16, "The Four Steps in Instructing," and lead a brief discussion on each step in instructing.
- Worksheet 37
- Next, in order to give a comprehensive, detailed summary of the discussion up to here, distribute Worksheet 37, "The Four Steps in Instructing."
- Have the conferees read over this worksheet quickly. Then have them refer back to the third demonstration above, which you performed.

Worksheet 38

Distribute Worksheet 38, "The Principle of Learning," and have the group discuss the points, relating them to the foregoing demonstrations.

Ask the group to point out where your demonstration could have been better. Compliment them on any good criticism that they can offer.

Conclude this discussion with the remark that one of the highest complements which a supervisor can receive from his subordinates is "He sure knows his stuff!" and, "He certainly knows how to get things across!"

Worksheet 39

(90 min. to here)

Refer the group to Worksheet 39, "Instruction versus Production," and comment briefly.

V. Summary: Film Strip

Present the film strip, "The Four Steps," playing time 15 minutes. This will serve as a good review of today's main topic.

Assignment of
Demonstration

Before dismissing the conference, ask one good conferee who has not yet given a demonstration to remain a few minutes for a special assignment.

A demonstration on "The Four Steps in On-the-Job Instruction" must be prepared for conference No. 12. It is to be about ten minutes long followed by a five-minute critique by the rest of the group. The demonstration must be of an actual job in the conferee's own unit, but the job must be so simple that the complete instruction can be given in 10 minutes. The person assigned is to choose the learner from the group just before the demonstration is to be given.

The conferee giving the assignment will be excused from assignments given to the whole group in conference No. 11 except for the one on preparing a training timetable.

(110 min. to here)

Hand him Worksheet 51 from Conference 11 so that he will have more of a guide in preparing his demonstration. Be sure to remind him to study Worksheet 37 also.

TRAINING: THE SUPERVISOR'S RESPONSIBILITY

Of all the activities of a supervisor or foreman none is more vital than the proper training of his personnel. It is important not only in connection with the breaking in of new workers but also as a means of stimulating employees who have been in the service of the organization for some time to more effective performance. The responsibility for training these people rests with the supervisor.

Whether the training is to be applied to an experienced worker who has changed to a new job, or to a new employee, the supervisor must make sure that he is thoroughly prepared to do the instructing. Instructing is not an easy task. It is far different from actually doing the operation itself. It requires a knowledge of the tools of instruction as well as skill in knowing how to handle them.

The aim of instruction is to get a man to do a job correctly, quickly, safely and conscientiously.

Conditions Showing Need

1. Lack of basic qualifications
2. Methods are changing
3. Rapid turnover of personnel
4. Reduction of personnel
5. Highly technical jobs
6. Others

Results of Failure to Train

1. Mistakes
2. Waste
3. Low morale
4. Low production
5. Accidents
6. Others

HAVE YOU ANY OF THESE PROBLEMS?

In the shop:

1. Deliveries delayed because of error and mistakes.
2. Men don't know their jobs.
3. Mix-ups in trucking service.
4. Work returned by other departments because it is not done right.
5. Operators have special problems because of engineering changes.
6. Poor planning.
7. Men have difficulty in getting up to production on new type equipment.
8. Aisles too congested.
9. Excessive wear and tear on equipment.
10. Too much scrap or rework.
11. Inspection standards not met.
12. Too much left to operator's judgment.
13. Jigs and gauges not properly used.
14. Not following specifications.
15. Work ruined by careless handling.
16. Men leave to go to other plants because they couldn't 'get the hang' of the job.

In the office:

1. Work is delayed because of confusion or failure to understand directions.
2. Employees don't 'get the hang' of their jobs.
3. Employees don't understand all the changes in procedure.
4. Papers not routed properly --mix-ups in messenger service.
5. Not sure what is expected --slow in getting started.
6. Have difficulty in taking care of the workload.
7. Careless housekeeping--work place poorly arranged.
8. Desks and work places too congested.
9. Lack of needed work skills.
10. Too much work has to be done over.
11. Standards not interpreted uniformly.
12. Too much left for employee's assumption.
13. Errors not discovered until it is too late.
14. Work returned because it does not meet requirements.
15. Some materials not filed properly.
16. Leave to go to other employment.

THE FOUR STEPS IN INSTRUCTING

STEP 1:

PREPARE THE WORKER TO
RECEIVE THE INSTRUCTION

- a. Put him at ease. Remember he can't think straight if he is embarrassed or scared.
- b. Find out what he already knows about this job. Don't tell him things he already knows. Start in where his knowledge ends.
- c. Get him interested. Relate his job or operation to the final product, so he knows his work is important.
- d. Put him in the right position. Don't have him see the operation backwards or from any other angle than that from which he will work.

STEP 2:

PRESENT THE OPERATION

- a. Instruct clearly, completely, and patiently. Get accuracy now--speed later. Repeat the job and the explanation if necessary.
- b. Tell, show and illustrate ONE IMPORTANT STEP at a time. "Put it over" in small "doses." Do not go above his head.
- c. Stress each KEY POINT, Make the "key points" clear. These will make or break the operation.

STEP 3:

TRY-OUT PERFORMANCE

- a. Have him do the job, but watch him, correct errors. Don't bawl him out or indicate that he is stupid.
- b. Have him do the job again but have HIM EXPLAIN to YOU what he is doing and why. All of us find it easy to observe motions but not really understand them.

(Cont'd)

Conference 10, Worksheet 37

- c. Have him explain the key points.
- d. Continue doing all this until YOU know HE knows. He may have to do the job five, ten or even 100 times.

STEP 4:

FOLLOW UP

- a. Put him on his own. He has to "get the feel" of the job and confidence by doing it himself.
- b. Designate to whom he goes for help. Make this definite--yourself or some one YOU designate. The wrong person might give him a "bum steer."
- c. Check him frequently--perhaps every few minutes at the start to every few hours or few days later on. Encourage him to ask questions. Be on the lookout for any incorrect or unnecessary moves. Be careful about your taking over the job too soon, or too often. Don't take it over at all if you can point out the help he needs.
- d. Taper off this extra coaching and frequent follow-up until he is able to work under normal supervision. This is the final key to successful training.

THE PRINCIPLES OF LEARNING

1. READINESS IN LEARNING

- a. There must be an alerting of the individual.
- b. There must be consideration given to the environment and facilities used in the instruction.

2. EFFECTIVENESS IN LEARNING

- a. The learning process must be composed of a series of successes.
- b. There must be an appeal to two or more of the senses.
- c. Consideration must be given to the span of attention.
- d. There must be included the factors of intensity, association, and form.

3. REPETITION IN LEARNING

- a. Application must be made in a practical, regular pattern.
- b. There must be repeated applications of the knowledge or skills.

INSTRUCTION VS. PRODUCTION

Parallel Items

When I produce:

1. My interest is in the finished product.
2. I do the work.
3. I work on standard materials.
4. I follow the most efficient way to produce.
5. Quality and quantity at minimum cost are the test of my proficiency.

When I instruct:

1. My interest is in the trainee.
2. The job is divided between myself (the instructor) and the trainee, depending on how rapidly the worker is catching on.
3. I work on any material that serves the purpose.
4. I follow the steps in the way the trainee can best learn them.
5. Grasp of the procedure by the trainee is the test of proficiency.

Contrasting Items

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|--|---|
| 1. Object is a material thing. | 1. Object is a human being. |
| 2. Quality of object is limited by the skills of the producer. | 2. Extent of progress of the learner is not limited by the skill of the instructor. |
| 3. Object can be made in a mold or pattern. | 3. Learner cannot be forced into a mold. His individuality cannot be ignored. |

HEREIN LIES THE COMPLEXITY AND THE CHALLENGE OF INSTRUCTING