

## Job Instruction

### PRE-INSTRUCTION

- Is the Job Breakdown complete?
- Is the work area prepared?

### PREPARE THE LEARNER

- Put the learner at ease
- State the job
- Find out what the learner already knows
- Get the learner interested in learning
- Put the learner in the correct position

### PRESENT THE OPERATION

- (1) Describe one **Major Step** at a time
- (2) Stress each **Key Point**
- (3) Explain the **Reasons**

### TRY OUT PERFORMANCE

- (4) Learner does job – correct errors
- (5) Learner does job – explains **major steps**
- (6) Learner does job – explains **key points**
- (7) Learner does job – explains **reasons**

### FOLLOW UP

- Put learner on own
- Designate to whom to go to for help
- Check frequently
- Encourage questions
- Taper off coaching as appropriate

If the employee has not learned the instructor has not taught

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## Job Methods

### HOW TO IMPROVE

**Purpose:** A practical plan to help you produce greater quantities of quality products in less time, by making the best use of manpower, machines, and materials now available.

### Step I – Break down the job.

1. List all details of the job exactly as done by the present method
2. Be sure details include all:
  - a. Material handling
  - b. Machine work
  - c. Hand work

### Step II – Question every detail.

1. Use these types of questions:
  - a. Why is it necessary?
  - b. What is its purpose?
  - c. Where should it be done?
  - d. When should it be done?
  - e. Who is best qualified to do it?
  - f. How is the best way to do it?
2. Also question the materials, machines, product design, layout, work place, safety, house keeping

### Step III – Develop the new method

1. Eliminate unnecessary details
2. Combine details when practical
3. Rearrange for better sequence
4. Simplify all necessary details
  - a. Make the work easier and safer
  - b. Pre-position materials, tools, and equipment at the best places in the proper work area
  - c. Use gravity feed hoppers and drop delivery chutes
  - d. Let both hands do useful work
  - e. Use jigs and fixtures instead of hands for holding work
5. Work out your ideas with others
6. Write up your proposed new method

### Step IV – Apply the method

1. Sell your proposal to the boss
2. Sell the new method to the operators
3. Get final approval of all concerned on safety, quality, quantity, cost
4. Put the new method to work. Use it until a better way is developed
5. Give proper credit where due

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## Job Relations

*A supervisor gets results through people*

### FOUNDATIONS FOR GOOD RELATIONS

**Let each worker know how he is doing.**

- Figure out what you expect from him
- Point out ways to improve

**Give credit when due**

- Look for extra or unusual performance
- Tell him while “it’s hot”

**Tell people in advance about changes that will affect them**

- Tell them WHY if possible
- Get them to accept change

**Make best use of each person’s ability**

- Look for ability not now being used
- Never stand in a person’s way

**People Must Be Treated As Individuals**

### How to Handle a Job Relations Problem

#### DETERMINE OBJECTIVE

#### 1. GET THE FACTS

- Review the record
- Find out what rules and customs apply
- Talk with individuals concerned
- Get opinions and feelings
- *Be sure to have the whole story*

#### 2. WEIGH AND DECIDE

- Fit the facts together
- Consider their bearing on each other
- What possible actions are there?
- Check practices and policies
- Consider objective and effect on individual, group, and production.
- *Don’t jump to conclusions*

#### 3. TAKE ACTION

- Are you going to handle this yourself?
- Do you need help in handling?
- Should you refer this to your supervisor?
- Watch the timing of your actions
- *Don’t shirk responsibility*

#### 4. CHECK RESULTS

- How soon will you follow up?
- How often will you need to check?
- Watch for changes in output, attitudes, and relationships.

**Did your action help production?**

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## Program Development

*How to Meet a Production Problem through Training*

### 1. SPOT A PRODUCTION PROBLEM

- Get supervisors and workers to tell about their current problems
- Uncover problems by reviewing records – performance, cost, turnover, rejects, accidents
- Anticipate problems resulting from changes – organization, production, or policies
- Analyze this evidence
- Identify training needed

*Tackle One Specific Need at a Time*

### 2. DEVELOP A SPECIFIC PLAN

- Who will be the trainer?
- What content?
- Who can help determine?
- How can it be done best?
- Who should do the training?
- When should it be done – how long will it take?
- Where should it be done?

*Watch for Relation of This Plan to Other Current Training Plans and Programs.*

### 3. GET PLAN INTO ACTION

- Stress to management evidence of need – use facts and figures
- Present expected results
- Discuss plan – content and methods
- Submit timetable for plan
- Train those who will do the training
- Secure understanding and acceptance by those affected
- Fix responsibility for continuing use

*Be Sure Management Participates.*

### 4. CHECK RESULTS

- How can results be checked?
- Against what evidence?
- What results will be looked for?
- Is management being informed – how?
- Is the plan being followed?
- How is it being kept in use?
- Are any changes necessary?

*Is the Plan Helping Production?*

### Responsibility for Training Results

The LINE organization has the responsibility for making continuing use of the knowledge and skills acquired through training as a regular part of the operating job.

The STAFF provides plans and technical “know-how” and does some things FOR but usually works THROUGH the line organization.

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