"If the Worker Hasn’t Learned the Instructor Hasn’t Taught"

HOSPITALS in various parts of the country are finding that the Training Within Industry program of the War Manpower Commission holds a great deal of value to them. This program was first described for hospitals in an article by Ellen Aird entitled “You Can Keep Employees,” published in The Modern Hospital for December 1942.

Recently, hospitals in Pittsburgh arranged to have the job instructor training offered to their department heads and 238 persons completed the courses. In May a course was taken by a group of Chicago housekeepers.

One of the housekeepers in that course, Mrs. Orpha Daly of MacNeal Memorial Hospital, Berwyn, Ill., has prepared some typical job breakdowns. These are reproduced to illustrate the basic training instructions of the T.W.I. program, which are here published with specific permission of C. R. Dooley, director of the T.W.I. program. The phraseology has been modified slightly to make the instructions applicable to hospitals.—Ed.

HOW TO INSTRUCT

You are about to instruct a man how to do his job. This is highly important, not only to the man, but to your hospital.

Perhaps the man has been with you for years. Perhaps he has been transferred to you. Or maybe he is green—starting his first job. Or perhaps he has had long experience in another industry and is starting his new work in the hospital.

Here are some ideas that may help you. They were worked out by others, just like yourself, who had the same job to do. Study them. Use them. They are easy to follow.


What You Want to Do

Go back in your own memory. Remember how you felt the first day on a new job—the time you were “stumped” by a new “wrinkle” on the job, the time when you wasted some material, the time you got hurt, the times when the boss corrected you and your work? Perhaps you liked the way he did it; or perhaps you didn’t?

Any worker assigned to you feels the same way. He wants to make a good showing. You realize this. You are interested in four things:

1. Having the new worker come up to the quality and quantity requirements of his job as quickly as possible.
2. Avoiding accidents that will injure the worker.
3. Avoiding damage to machines or equipment.
4. Wasting as little material as possible.

How You Can Do It

Most of us just “jump right in” and start instructing or correcting a worker without much thought or planning. Perhaps you do the same.

You know the job so well that you’ve forgotten the things that “stump” the learner.

You know it so well, that you don’t plan how to “put it over.”

You know it so well that you don’t pick out the “key points,” the knocks, the things that make or break the operation.

To instruct a man right takes just a little extra time at the moment, but it saves hours and days of time later on, and prevents a large part of the waste and accidents. The following plan is simple and easy to follow. Furthermore, it works.

Before instructing, there are four “get ready” points for you to watch. You can do them in a few minutes.

When instructing there are four basic steps to follow. They are no different from what you may now be doing. But they help you do it well and thoroughly. At least they have helped thousands of others.

How to Get Ready to Instruct

Here are the four GET READY points you should take care of before instructing:

1. Have a timetable: How much skill do you want the man to have? How soon?

When faced with a “breaking in” problem, don’t say what all too many of us say: “It takes time,” or “he just has to learn.” Say to yourself instead: “How much time?”

Here is an easy way to do it. Answer to yourself this statement: “(employee) should be able to (do what job) and do it (how well) by (what date).” Better yet, put down the names of personnel on a piece of paper. Set yourself some dates when you are going to try to have them able to do the jobs they need to know. Time is short. Have a timetable for yourself and your men.

2. Break down the job. You know there is one right way to do every job. You know, too, that there are a few “key points” in every operation that make or break it. If these key things are done rightly, the whole operation is right. If any one of them is missed, the operation is wrong.

If you put the job over to the worker with these key points made clear, he will really “get it.” He will do the operation right the first time. He won’t be “fighting” the work—making mistakes.

There is an easy, quick way to get the job clearly outlined in your mind. Fill out a “breakdown sheet,” such as those shown in the accompanying samples, for each of your operations. It takes only from three to five minutes. This is for your own use.

3. Have everything ready, the right tools, equipment and materials.

When you so much as “touch” a job in front of a worker, set the correct example.

4. Have the work place properly arranged, just as the worker is expected to keep it. The same thing.
CLEANING AN OCCUPIED ROOM

**STEPS**

1. Clean rug with carpet sweeper. Clean with vacuum cleaner once a week.
2. Dust floor with dry mop.
3. Dust all furniture.
4. Dust windows, sills and window shields, woodwork and hardware.
5. Clean face bowl and plumbing.
6. Empty and clean wastebasket.
7. If there are dirty spots on floor, wipe them up with wet cloth.
8. Wash floor every other day, except in unusual rubber sheet on bed which might require washing the floor every day.

**KEY POINTS**

1. Do not bump bed or furniture with cleaning tools, as this annoys the patient and mars the furniture. When vacuum cleaner is used also clean the floor with it.
2. Be careful to dust all hidden corners.
3. Wash when needed.
4. Dry all nickel or chrome plate.

CLEANING AND MAKING UP A VACANT BED

**STEPS**

1. Remove soiled linens from bed.
2. Wash rubber sheet.
3. Dust mattress and turn.
4. Elevate head and foot of bed spring.
5. Wash all parts of bed and spring.
6. Lower head and foot of bed spring.
7. Center mattress pad on mattress.
8. Place first sheet on bed.
9. Tuck sheet under head end of mattress.
10. Miter corners of sheet at head of bed.
11. Tuck sides of sheet under mattress.
12. Place rubber sheet on bed and powder both sides of rubber sheet.
13. Center rubber sheet between head and foot of mattress.
14. Place draw sheet on top of rubber sheet.
15. Tuck ends of draw sheet and rubber sheet under sides of mattress.
16. Place top sheet on bed.
17. Place blanket on bed.
18. Fold top and of sheet back over top of blanket.
19. Place wash spread on bed.
20. Tuck sheet, blanket and spread under foot of mattress.
21. Miter corners of all three securely at foot of mattress.
22. Cover pillows with pillow slips.
23. Place pillows at head of bed.
24. Cover bed with top spread, if one is used.

**KEY POINTS**

1. Remove each piece of linen separately watching for instruments or patient’s belongings.
2. Place on back of chair to dry.
4. Thoroughly clean construction underneath bed.
5. Center fold of all bedding should be placed in center of bed.
6. Place sheet right side up, with bottom end of sheet even with foot end of mattress.
7. Be sure sheet is tucked in smoothly and securely.
8. Tuck in securely so they will stay in place.
9. Wrong sides up, with top end of sheet even with head of mattress.
10. Top end of blanket should be 12 inches below head of mattress.
11. Have top end of spread even with top of blanket.
12. Fold and of slip in over end of pillow.
13. Have open end of slips facing in the same direction.
14. Adjust spread at head and foot of bed, being careful to have it even on each side. Cover foot end of mattress and spring, but do not tuck spread in. Cover top edge of pillows and tuck slips under bottom edge of pillows.

Check him frequently, perhaps every few minutes at the start to every few hours or few days later on. 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 helps he needs.

Get him to look for key points as he progresses.

Taper off this extra coaching until he is able to work under normal supervision.

Use this plan. You will find it amazing that such greatly improved results can come from such a simple plan.
Learn to Work Well With Employees

In these times, for maximum production, machines and materials are not enough. We need the individual skills and the maximum cooperation of every man and woman who are in any form of work that is essential to the war, as hospitals assuredly are.

You know how important it is not to have any lost production because of misunderstandings on the job or because people do not realize the vital part they have in the war effort or because someone is slowed down on his job by things that happened off the job.

Experienced supervisors who have demonstrated their ability to "work well with people" have developed a special skill. You can acquire this skill. By making use of it, you can be sure of meeting your production requirements.

This is the time; and the place is right where you are!

C. R. Dooley,
Director, Training Within Industry Service.

Does anyone in your department ever refuse to do some particular job? Or, maybe, even quit his job? Do you have any people who are discouraged or who make other people dissatisfied?

Are there any changes being made in your organization—in how you work, in what you do, in the people you work with?

Does everyone come to work regularly, or are you ever held up by absenteeism? And do you ever find you are by-passed by people who go over your head to your own boss?

All job relations problems do not come up at once, but they do occur, and management does hold department heads and supervisors responsible for handling such problems.

The supervisor today needs a high degree of skill to handle his own problems. But, as part of the skill, that he needs a strong foundation for good relationships with the people whose work he directs.

Certain basic principles are foundation stones in establishing and maintaining good relations between you and those whose work you direct. Always remember to:

1. Let each worker know how he is getting along.
2. Give credit when it is due.
3. Tell people in advance about changes that will affect them.
4. Make the best use of each person's ability.

These principles apply to all workers and they do not represent actions that are to be taken only once or at rare intervals. Constantly following them in day-to-day operation will pay dividends.

Let each worker know how he is getting along. It is important to keep people posted on how they are measuring up against what is expected of them. The "everything is all right unless I tell you so" philosophy does not fit into modern supervision. The man who is doing all right should be told so. And it is often more important to check the person who is just beginning to skid. If you have to say, "You've been slipping for quite a while," you know what the worker will feel: "Why didn't you tell me sooner?"

Give credit when it is due. The worker and the department deserve to know when their efforts have contributed to an accomplishment. Recognition of good work or faithful performance makes it easier to get extra effort again.

Tell people in advance about changes that will affect them. It is not always possible for you to let a worker "in" on all decisions that affect him, but he can and should always be given the chance to "have his say." If you give the reason for changes before they are made, you will avoid many misunderstandings.

Make best use of each person's ability. Everyone likes to feel, particularly in war time, that he is working at his highest level of skill and ability. Take advantage of special interests and give each person as much and as responsible work as he can handle.

While these foundations apply to all people, you cannot let it go at "treating them all alike." No one wants to be known simply as a time-card number or as "the new man." We are all different. What happens to one operator off the job makes him different from his partner on the same job. Each of us wants to be known for his own personal characteristics.

Applying these foundations of good worker-supervisor relations will not guarantee smooth operation for you but will prevent many misunderstandings.

However, there are other things that you must consider. You need to know each individual employee and what is important to him. You need to know your people for everyday operation of your department and you particularly need this information when you have a difficult situation to handle as a job relations problem.

Because changes do occur and problems do arise, you need to have skill in handling the situations within your responsibility. Hasty action may result in a situation more difficult to handle later. When a problem arises, consider these steps as the outline for action:

1. Get the facts; be sure you have the whole story.
2. Weigh and decide; don't jump to conclusions.
3. Take action; don't pass the buck.
4. Check results; did your action help production?

Get the facts. Problems may come up because of something that happens at the moment, but you need to get the whole background. Some of it will be made up of facts about the employee—his age, length of service and experience on this job.

You will need, of course, to take into consideration both the hospital
rules and just "the way things are done here."

Remember in getting the facts you may think you know the person quite well, but if you classify him as a "good fellow" or a "chronic kicker," you are not really looking at an individual. You must regard him as a person who is different from every other person in the department, in every single aspect whether by a slight or a great degree.

As a supervisor, you must know what that man thinks and feels about himself and the people around him. Find out what the man wants: is he able or willing to express it, and what does he think should be done—and why? The experienced supervisor knows that he must also consider such other factors as health and working conditions that may be affecting the employee.

If more than one person is involved, you must go through the same fact-finding steps for each person. Before you can plan what to do, you must be sure you really have the whole story.

Weigh and decide. All these facts must be assembled and considered together. When all the factors are brought together, fitted in and considered in the light of their relations to one another, many times the right answer almost "jumps out." The wise thing to do becomes clear.

Certainly you, the department head, are in the best position to know the right thing to do, for you have a complete picture of the assembled facts. If you jump to conclusions, you make poor use of your strategic position. When you act without evaluating the whole situation, you are likely to have more difficult problems to handle later.

Take action. While jumping to conclusions is a poor way to handle supervisory problems, putting off action may be equally unfortunate. A supervisor cannot "pass the buck" or he, himself, will be by-passed.

However, it is not "passing the buck" to recognize after full consideration of the problem that there are some situations that you cannot handle yourself. You also make a decision and take action when you size up a situation as one on which you need help or recognize one which is not within your own job to handle and see that it is passed on to the person who does have the responsibility and authority.

In any action, timing must be considered—the wrong "time" can make it the wrong thing to do.

Check results. You must determine whether your action worked. If it did not, you must reexamine the whole situation and attempt to find what of importance you overlooked.

Checking the results of action is necessary in every situation because conditions change and what worked with one individual will not necessarily work with another.

One of the hardest parts of your job will be that of giving consideration to the importance of people in a problem situation and knowing what is important to each individual person. This is not simply a matter of determining what is right or wrong or deciding what is just or unjust but is a practical approach to effective supervision. It may be thought to take too much time but day-by-day use of this skill in dealing with people will save time in the long run.

If you know your people well enough to build them into a smoothly operating group you will be playing an important part in the war effort.

**Volunteer Activities**

**Flowers and Finance**

A good idea can gather astounding momentum. Take the flower memorial fund of the woman's auxiliary, Rockford Hospital, Rockford, Ill. Three years ago, the fund was in its infancy and the proceeds from it were $27. Next year the flower fund brought in $112.65. Last year it totaled $137.14.

These figures are gleaned from the auxiliary's printed reports distributed each year at the annual meeting. That three year old flower fund is now helping furnish wards and private rooms and buying hospital equipment.

Other projects that help the hospital financially are coin card drives, magazine subscription commissions and "day in the country" picnics. A new blood bank and plasma storage unit, new x-ray equipment and many refurbished rooms have been realized through this women's service group.

**Thirty Years of Giving**

Next year the Women's Association of Wesley Hospital, Wichita, Kan., will celebrate its thirtieth anniversary and gifts and donations are expected to pile up as the observation of that event draws nearer. These active women have contributed $140,000 to the hospital since they organized in 1915, in addition to having performed innumerable duties which cannot be measured in monetary terms.

Recent contributions include a three-deck bake oven for the hospital kitchen; draperies and other new equipment for the reception room; new furnishings and the redecorating work for the nurses' dining room; furnishings for the Pine Street nurses' home; an electric food table for the cafeteria, and an as yet uninstalled ventilating system for the nurses' dining room.

This association distributes its activities among eight committees: membership, Maternity, nurses' home, crippled children, conference (a contact group among other churches in the Methodist conference), library, sewing and flower. The maternity committee has just raised $1000 for air conditioning the birth rooms.

Mrs. S. W. Grove of Wichita is the president of the women's association.

**All for Mount Sinai**

Recruiting for the U. S. Cadet Nurse Corps owes much of its success to women's service groups. Mount Sinai Hospital, Chicago, has a women's board that is particularly active in nurse recruitment. It sponsors a series of teas and hospital tours for recruits and prospects.

The Infant's Aid group of this auxiliary held a luncheon meeting at the Drake Hotel on May 24, the charge being $25 a plate. A few well-attended affairs of this sort runs into really concrete aid for the infants.

With the board of directors and the medical staff, the women's board is planning a banquet to celebrate the twenty-fifth anniversary of the hospital on June 4. This is not to be a fund-raising affair.

**Furniture Repair Service**

Four high schools in Dayton, Ohio, through their manual arts classes, have organized a volunteer service for the repair of furniture and equipment for Miami Valley Hospital. The equipment is transported to the school shops by an adult volunteer. No estimates have been made of the number of hours donated through this unique service, but in one recent month the hospital reported that 30,000 hours had been donated by other volunteer groups.