

Job Relations – Session 1

Presentation of Foundations for Good Relations and 4 Step Method

Introduction

- Arrange for an appropriate person from senior management to address the group and explain why we are all assembled together today.
- Also the trainer should provide an introduction as necessary

Getting acquainted

1. Tell the group something about your own background of supervisory experience. This is important even if you know all the members of the group.
2. Have the supervisors introduce themselves
 - a. Use name cards
 - b. Ask each person to tell you (name, type of work, department, number supervised, years of supervisory experience)
3. If there are any observers explain that this class is for the participants and they may observe quietly. Please ask that they do not enter the discussion, ask questions, or make remarks (unless you have them there for a specific purpose)
4. Stress that the problems discussed here are confidential and should stay that way. Avoid using names where possible and make sure that everyone agrees to this commitment

Note: Spend no more than 15 minutes to this point

Discuss the Supervisor's Five Needs

In general we are going to use the term “supervisor” a great deal. For the purpose of our discussion when we refer to the supervisor we mean anyone in charge of people or who directs the work of others. Everyone in the room should be in a supervisory position.

Good supervisors realize that they have five needs. Let's take a look at these needs:

1. Knowledge of the work
2. Knowledge of responsibilities
3. Skill in instructing
4. Skill in improving methods
5. Skill in leading

Let's look at each of these in more detail.

1. Knowledge of work refers to the kind of information which makes your business different from other businesses. It requires special knowledge in materials, machines, tools, processes, operations, technical skill for example. Many a person has spent his or her lifetime in work and is still acquiring knowledge of it. If he moves to another industry or position, a new knowledge of work has to be learned. We are not going to attempt to meet this need in these sessions of this course.
2. Knowledge of responsibilities refers to the particular company situation regarding policies, regulations, agreements, rules, schedules, relationships, etc. These are different in every company. Hence this knowledge of responsibilities must be supplied locally by management. These local responsibilities are the “ground rules” under which every supervisor has to work – but we are not going to attempt to meet this particular need in these sessions. (Note: if there are problems related to items 1 or 2 then arrange to deal with them separately as they are not the content of this particular training course).
3. Skill in instructing is concerned with helping supervisors develop a well trained work force. This skill will help reduce scrap, rework, rejects, reduce accidents, and improve productivity. This particular skill is covered in the TWI course entitled Job Instruction.
4. Skill in improving methods deals with utilizing materials, machines, manpower, more effectively by having supervisors study each operation in detail in order to combine, re-arrange, and simplify details of the job. This skill is covered in the TWI course Job Methods.
5. Skill in leading helps the supervisor to improve his or her ability in working with people. There are basic principles that when applied day in and day out will tend to keep relationships smooth and prevent problems from arising. By pointing out the ways the problems do arise one can readily see that preventive action can be taken. This applies particularly in changes that may not be readily accepted and in sensing changes in output, attitudes, and relationships. However when problems do arise there is an organize procedure to handle such problems that helps get better results from the actions we take.

This is the topic that we will study together over the next five days and work on together. Please not that it takes time and practice to develop and improve skills. They are acquired over time by practice.

The supervisor is not born with this skill to lead or resolve problems. The skill must be acquired by practice. Just as soon as this skill is acquired a supervisor becomes more effective in conducting his or her job. In these five two hour sessions we will discuss this skill in leading which we shall call Job Relations.

Note: No more that 25 minutes to this point.

Describe supervisor's problems as regards Job Relations

1. Too few people realize the supervisor's job is complex and difficult.
 - Management wants output and quality
 - Output and quality require the loyalty and cooperation of people in addition to what machines can accomplish
 - Can we do something that will improve loyalty and cooperation? That is the purpose of these meetings.
 - When a machine is installed in a department, a handbook usually comes with it. Or there may be a mechanic who is specially qualified in how that particular piece of machinery works, and directions on how to keep it in good operating condition, or what to do when it breaks down.
 - Question: Supervisors get new people all the time – but do you get a handbook with them?
 - Question: How are you going to keep those new people in top form? What will you do if they fail?
 - Employees tend to regard the whole plant in light of the treatment they receive from their immediate boss.
 - Question: Do you remember your first day on the job? I still remember mine (explain – how was it affected by the person you worked for? Does a good supervisor make for a good work experience?)
 - There are thousands of people in supervisory positions today who were operators a short time ago.
 - As time goes on more men and women will have to assume supervisor jobs.
 - If they are to succeed these new supervisors must learn to work through people if they are to be successful.
 - They must realize that they can get jobs done only through the cooperation of the people whose work they direct.
 - Supervisors old and new alike are all confronted with the problem of obtaining cooperation of people who may have never worked before or people that have worked for a long period of time but in a different area.
 - Newly appointed supervisors may have trouble obtaining the cooperation of people who know more about the technical aspects of the job than they do or have more years' service than they do. (Try to obtain agreement around these points).
 - To meet such problems some kind of training in the special skill of leading is necessary.
 - This skill of working with people has long been recognized as a mark of good supervision.

2. What do we mean by “good supervision”?

- Good supervision means that the supervisor gets the people in his or her department to do *what* he wants done, *when* it should be done, and the *way* he wants it done because *they* want to do it!
- Obtain agreement around this point. Discuss others as time allows.

3. Now in these sessions I'm not going to tell you how to run your job.

- But experienced supervisors have developed a d skill in working with people. Of course some people will be better than others.
- However, this skill can be learned and acquired by everyone who puts in the time and effort to practice it.
- This will save supervisors and employees a lot of headaches. Let's see what we can learn about this skill.

Note: 35 minutes to this point

Show that the supervisor meets his responsibilities through relationships with people

1. What are the common titles for different levels of supervisors in this shop?
 - List the different titles mentioned. (Group leader, team lead, foreman, lead man, etc.)
 - For the purpose of our discussion anyone that directs the work of others or is in charge of people we will call a supervisor for this course.
 - Write SUPERVISOR on a white board and enclose it in a box. Leave space to write above it and to the right later (see later pages).

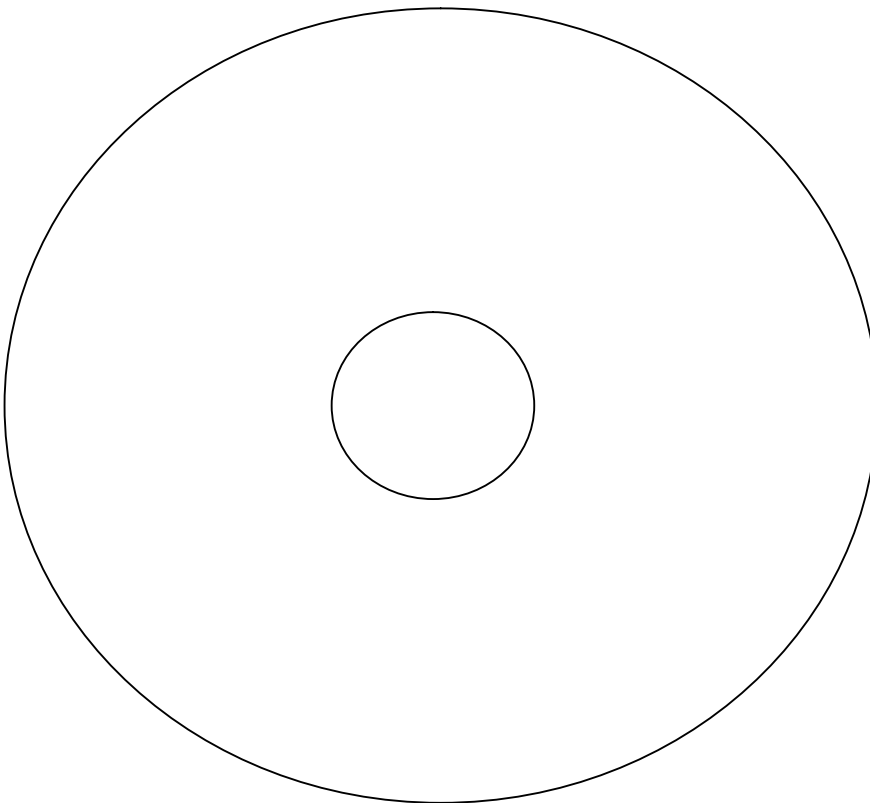
I was in a group not too long ago where one supervisor said, "I make wire". Did that supervisor himself make wire? No, he supervised a department in which many people worked together to make wire.

- Write "A supervisor gets results through people" above SUPERVISOR on the white board
- Let's look at what you do as a supervisor.
- We will let this circle represent the supervisor's job.
- Draw a large circle under SUPERVISOR on the board. Also put a small circle in the center of the circle as shown below.

Sample Flip Chart

A supervisor gets results
through people

SUPERVISOR



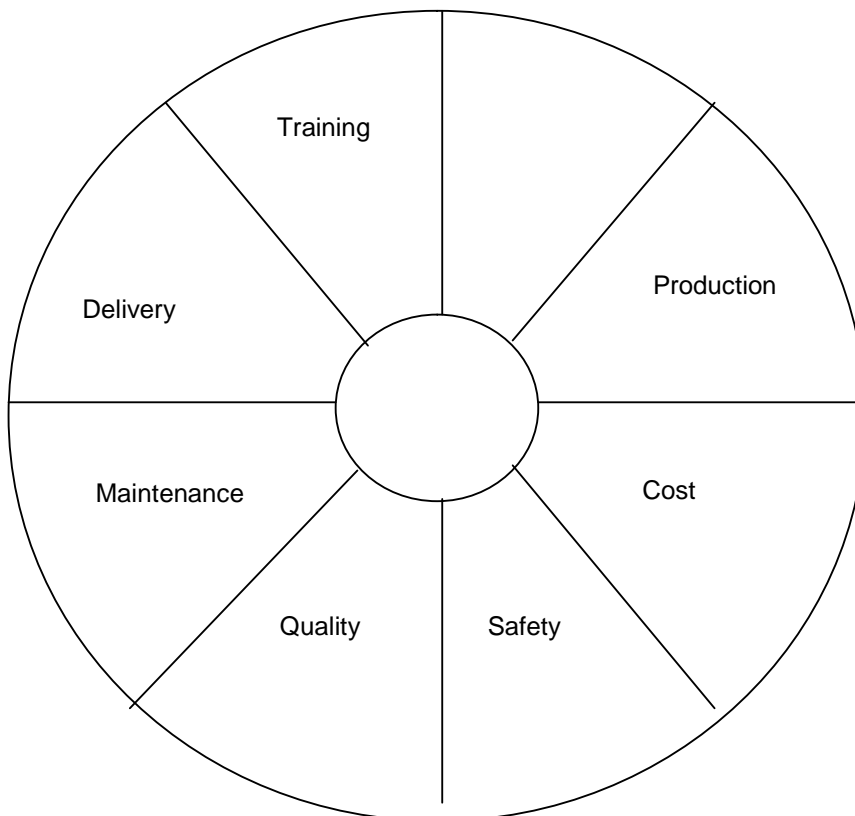
2. Let's look at the things for which your boss holds you responsible.

- Of course our boss holds us responsible for production.
- Write “Production” in one segment of the circle.
- Question: Besides production, for what else does your boss hold you responsible?

As members suggest different types of things write them down in segments of the circle. Write down whatever is said (within reason) but try to make sure the items below are included as they are fairly universal. (Sample flip chart below)

A supervisor gets results
through people

SUPERVISOR



Note: Leave the top section of the circle open. Tell the class we will let this section represent all the “other” responsibilities of the supervisor.

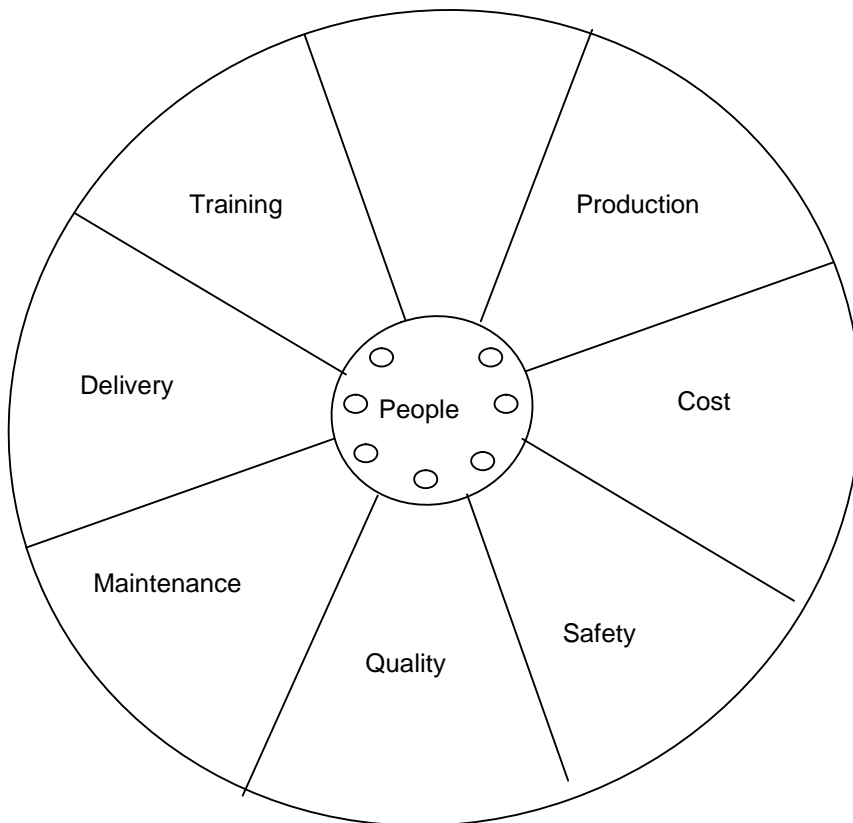
3. We won't try to define the whole supervisory job. Instead let's see if there is something in common about these responsibilities.

- Question: Who gets out production?
- Answer: Do not spend too much time searching for the answer which is “people”.
- Draw small circles in the production segment of the circle. State that they represent people.
- Question: Who do you train?
- When someone says “People” put small circles inside the segment marked training.
- Question: How do you get quality?
- Question: Who gets hurt?
- Etc.
- Continue your way around the circle in every segment including the blank one. Fill in small circles.
- Question: Is there any aspect of the supervisor’s job that does not involve people?
- Answer: “No”.

If your are using a white board erase the small dots and re-draw the chart as follows. Or if you are using a flip chart then quickly re-draw the chart as follows.

A supervisor gets results
through people

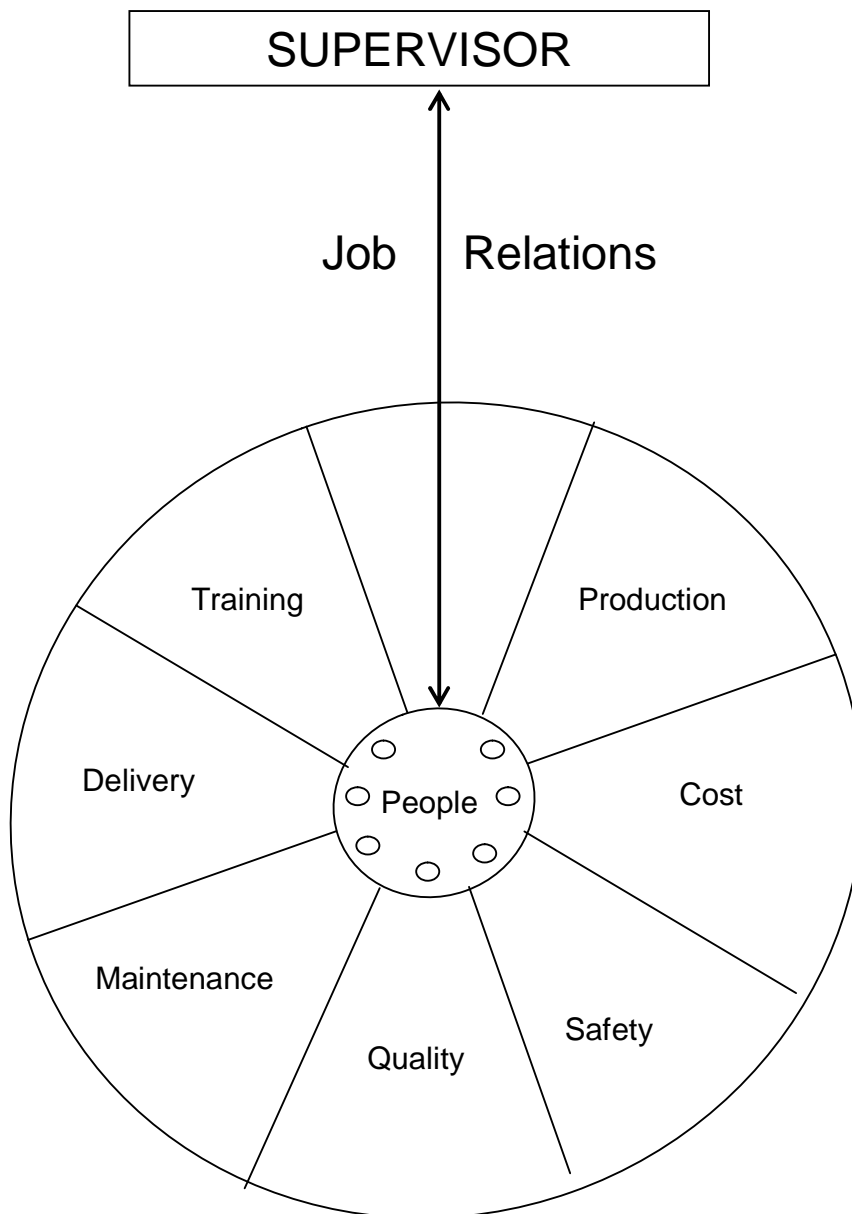
SUPERVISOR



- Point to the heading and state that “A supervisor gets results through people”.

- In order to meet these responsibilities there must be some sort of relationship between the supervisor and each of his or her people. Let's have a line represent that relationship.
- Draw a double arrow line and connect the Supervisor box with the People circle and label the line Job Relations.

A supervisor gets results through people



- Job Relations are the everyday relations between you and the people you supervise.
- The kind of relations you have affects the kind of results you get.
- Relations are sometimes good, with others are poor, but there are always relationships.
- Poor relationships cause poor results, good relationships cause good results.
- When a supervisor wants to achieve good results he or she has to have good results with his or her people.

Note: 45 minutes to this point

Present foundations for good relations

- Experience shows that successful supervisors use definite foundations for good relations. They find that these foundations keep the job relations line strong.
 - Write on top center of the board. “Foundations for good relations”.
1. There are some things that you and I as supervisors can do day in and day out about keeping the job relations line in good condition. For instance we can let each worker know how he or she is getting along.

Suppose a person goes home and someone says, “How are you doing on your job?” and he has to say, “I don’t know – no one has said anything.”

Do you think that’s good job relations if the person feels uncertain about important things like the job?

We all know from experience that it isn’t.

Do you think that it is a good idea to let each worker know how he or she is getting along?

Wouldn’t you like to know how you are getting along? I’d like to.

Write on the board “**Let each worker know how he is getting along**”

2. Another good foundation for job relations is giving credit when credit is due.

If a man or woman has been sick but stays on at work to finish an important job, maybe you can’t give him or her a raise, but you can let them know it helped you out.

Do you think it is good job relations to give people credit when credit is due? Is that the type of treatment you like to receive?

I wonder if these people (point to the dots on the board) wouldn't like it.

Would it help the job relations to give credit to people when credit is due?

Write – “**Give credit when due**” on the board.

3. Another foundation is “Tell people in advance about changes that will affect them.”

Suppose someone tells you tonight that beginning tomorrow you're going to transfer to the midnight shift and start to work at midnight instead of at 8:00am in the morning?

Would you like it?

How would it affect your life and attitude towards work?

Most people would at least want a chance to have a say in the matter.

Would it be a good idea to tell people in advance about changes that affect them?

Do you think that would help the job relations line?

I wonder if these people (point to the board) wouldn't like to know in advance about changes that affect them.

Write – “**Tell people in advance about changes that will affect them**”

4. Another foundation for good relations is, “Make best use of each person's ability.”

Have you ever had a man who went sour just because he felt he could do more skilled work than you have him to do?

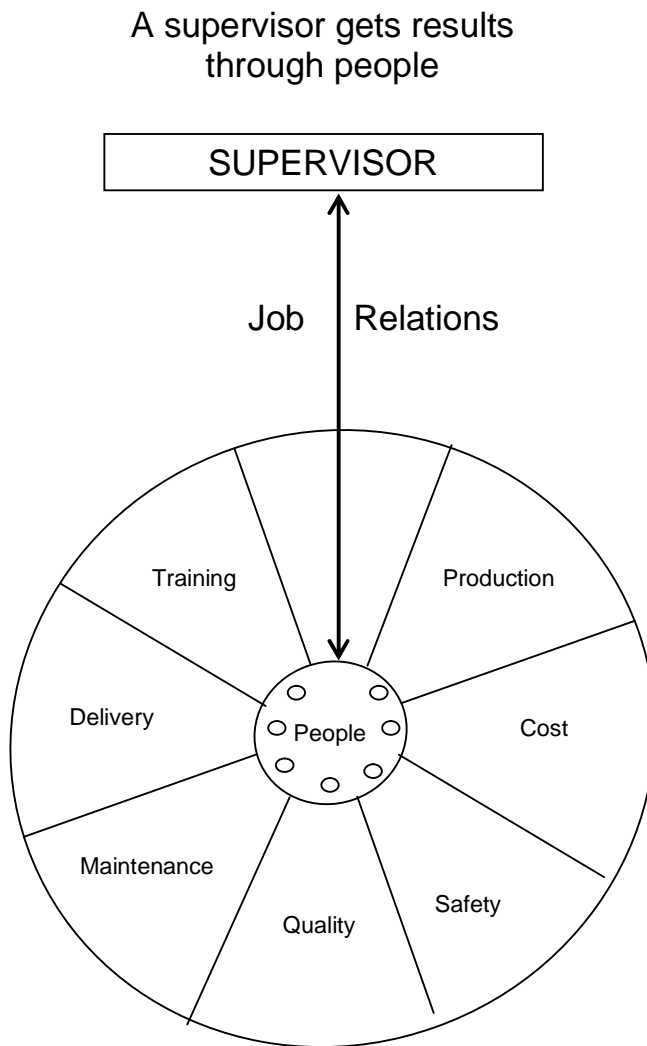
Have you ever looked around the shop to see if you had that job for him?

Do you think it would help the job relations line if we made the best use of everyone's ability?

I wonder if we are making the best use of the ability of these people (point to the board).

Write- “**Make best use of each person's ability**” on the board.

The board will look like this now:



Foundations for good relations

- Let each worker know how he is getting along.
- Give credit when due.
- Tell people in advance about changes that affect them.
- Make best use of each person's ability.

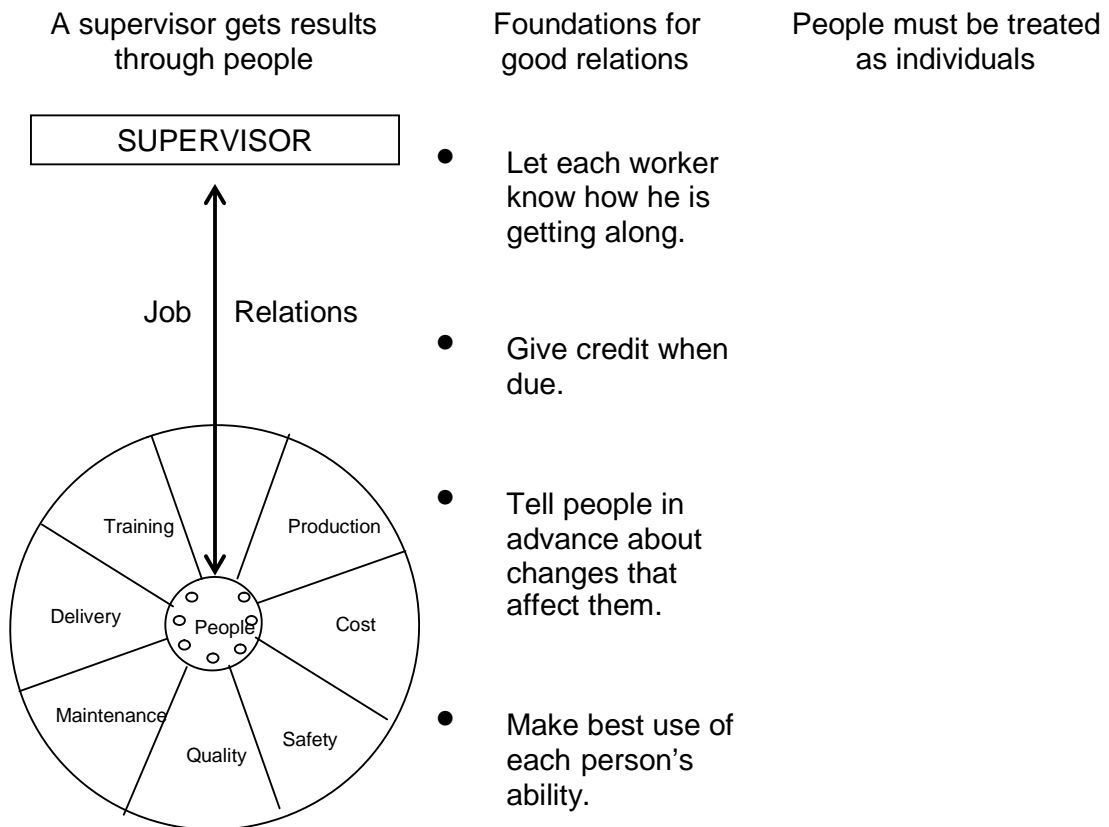
Note: 55 Minutes to here.

Develop The “Individual” Chart

Question: Does this mean that all these people are alike? Is every one on your work team alike?

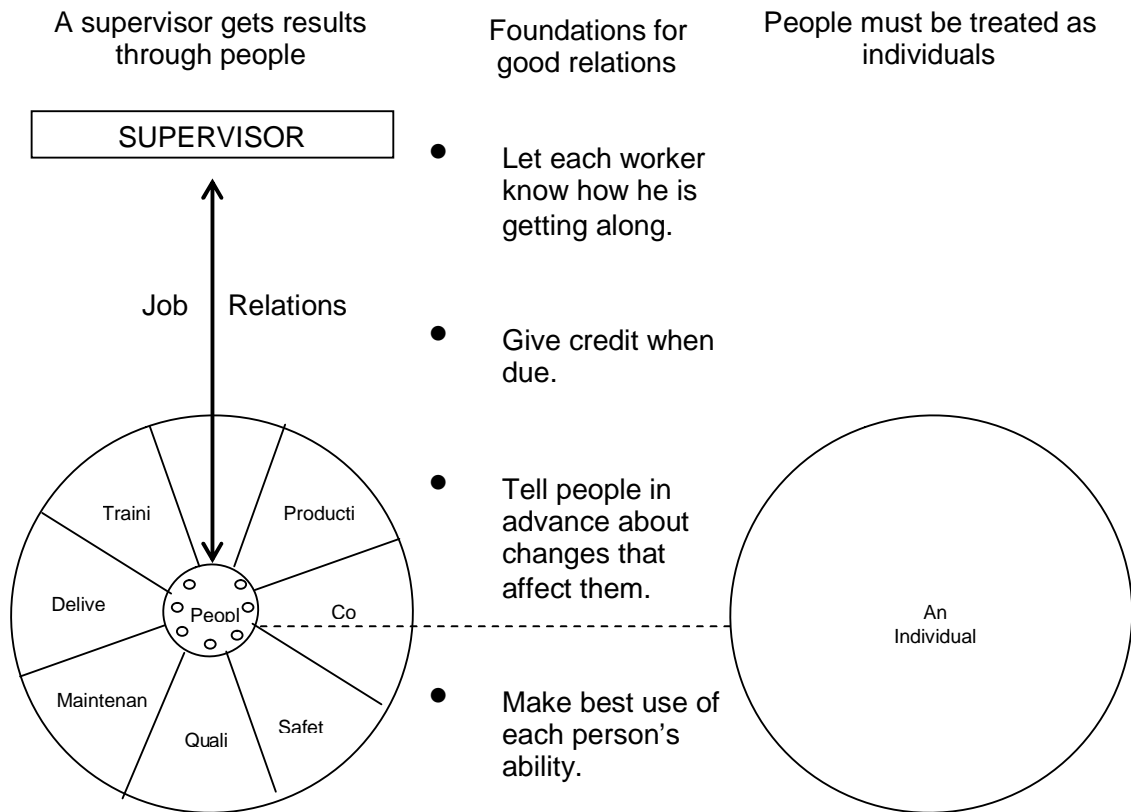
Answer: No. People are all different and must be treated as individuals.

Write on the top third of the white board – “People must be treated as individuals”.



All right, no two of us are alike. Let's see why he or she is different.

Draw a dotted line extending from one of the small circles in the circle on the left to the big circle on the right. In the center of the circle on the right label it "An Individual".



We'll just let this circle represent one of these people. Let's take a look at this employee and what affects him or her as an individual. We know that this is a big factor.

Write in "Job" on the left one third segment of the circle.

Everyone is affected by his or her job but that is just one part of their life. What are other things that might affect him or her as an individual? Obtain answers from the class. Write down anything within reason. Be sure to include universal answers such as Family, Background, Age, Health, etc. If answers are not forthcoming as the following questions.

Does it make a difference if people are happily married?

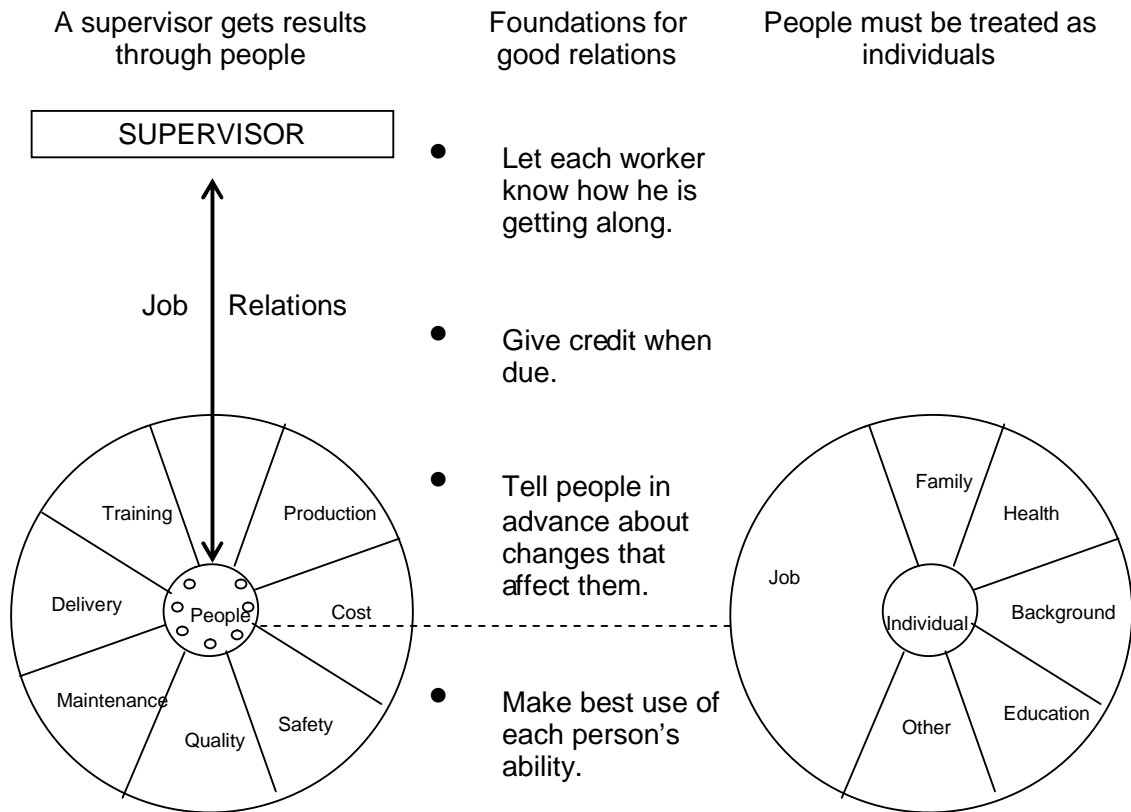
Is there a difference between people that have lived here forever and people new to the area?

Does it matter if the person is in good health?

You may also get answers such as hobbies, wages, love affairs, education, etc. Write down the top answers and leave one open for “Other items”.

There are many things that affect an individual so we will leave one blank to represent the other items.

The complete chart should look something like this:



All of these factors really affect an individual who comes to work on your plant. He or she doesn't leave part of himself at home when they come to work.

The things noted in the circle make individuals different. You need to know this person as a separate individual because he is different and that affects him on the job.

These differences are not one that supervisors can change but we must recognize them as differences which affect the worker on the job.

Summary: 1) A supervisor gets results through people. 2) By using the foundations we can improve our relations with people. 3) A supervisor must treat his people as individuals. These are the basis for good job relations. But they will not prevent all problems.

Note: One hour and five minutes to here.

Define a problem

Question: What do we mean by a problem?

Answer: For this course we will consider a problem as anything the supervisor has to take action on.

Changes, interruptions, and failures do occur and situations do arise. These can all cause problems.

Each supervisor needs skill in understanding individuals, sizing up situations, and working with people.

We are going to get experience in using a method for dealing with these problems. This method has been around for many years and is a sound practice.

What we are going to be working on is the relation between you and the people your supervise.

This relation is the same whether you are working on a quality problem or a maintenance problem, or any of your other responsibilities.

We will only consider responsibilities for production, quality, etc. in so far as they are affected by job relations.

These relations are important. They affect the job. Good relations give you good results. Poor relations cause you poor results. Conditions change all the time and so do relations.

Introduce the TWI Job Relations Method

Let us look at how one supervisor took action on one of his problems – something that happened in a production shop. (Note: This is the original TWI/JR case example).

Read the following case out loud. It is best if you commit the facts to memory and state them in a normal voice to the audience.

1. TWI/JR Case Example:

Joe Smith was a good worker and his wages were fairly good for the department. The department was busy and regularly had a six day work schedule. Some time ago Joe had fallen into the habit of taking every Monday off. His absence hurt the departmental output quite a lot. The supervisor had spoken to Joe about it several times – but Joe just said that he was making more money in five days than he used to make in two weeks at a different job. The supervisor tried to appeal to Joe's sense of obligation but it did not get anywhere.

Then Joe got married and he started working six days regularly. The supervisor decided that the extra money looked good to Joe and that was why he came to work all the time. Joe kept up the good record for several months.

The one week a general wage increase was announced. On the following Tuesday Joe failed to come to work. The supervisor decided that the extra money had again brought Joe to the place where he could get along on five days of pay. He decided that he was going to teach Joe a lesson, and that the only way to get at Joe was to show him how it would feel to lose five days of pay.

When Joe came in on Wednesday, the supervisor was waiting for him on the way to the locker room and called out, "Hey Joe, don't bother changing. I'm laying you off for a week. That will give you a chance to think over what's in your pay envelope. Maybe next time you'll decide it won't be so bad to get six day's pay next time."

(Erase the charts on the board.)

2. Discussion

- The supervisor had a problem didn't he?
- Question: How do you think he handled it?
- Question: Just what was this supervisor trying to accomplish?
- Get the group to say "He wanted Joe at work regularly". If the group thinks the supervisor did the right thing remind them that what he wanted was "Joe on the job".
- But in this case the supervisor sent Joe home.
- Question: Would you have taken this action? Why or why not?
- Do not go into extensive discussion. Make sure the following points are brought out: 1) He made no attempt to find out why Joe didn't come to work that particular day. 2) The supervisor jumped to a conclusion that Joe, in spite of his apparent change, was after all just an irresponsible person. 3) The contents of the pay envelope were all the supervisor though that mattered. 4) The disciplinary action the supervisor took would up being hard on the whole department.

3. Tell what happened next

Well, the supervisor laid Joe off. A few days later at lunch another supervisor came up to him and said he'd heard that he was pretty tough on Joe Smith. It turns out that Joe's father had been hurt in an accident last Tuesday. Joe had asked the next door neighbor who also worked at the company to relay word to the plant that he had to go out of town. The neighbor forgot. When Joe went back to the plant on Wednesday he didn't know that his supervisor hadn't heard about what happened.

4. Discuss

Question: Do these additional facts throw more light on the situation?

Answer: Yes. Joe had a good track record for a while but the supervisor had decided that the wage increase was the sole reason for him not coming to work. The supervisor felt that he wasn't going to be able to count on Joe coming to work. Joe's failure to come to work this time however had been for a good reason. He thought that his supervisor had been notified.

Let's look at what the supervisor did from three angles.

- How would Joe feel toward the supervisor now?
- How would the other people in the department feel about how he treated Joe?
- What did it do to production?

It turns out that the supervisor did the wrong thing on all three accounts.

5. Is there a way to avoid mistakes like this?

Question: What could Joe's supervisor have done first?

If someone states "Talk to Joe, or Give him a chance to explain first" the state, "Yes it is important to always get the facts first".

Write on the board – **Get the facts.**

It is certainly important to "Be sure that you have got the whole story".

Question: Then what would he do with the facts?"

Get the group to say and then write on the board – **Weigh and decide**

Question: Aren't we all always tempted to jump to conclusions? After weighing the facts and deciding what to do, what would he do next?

Write on the board – **Take action**

Question: Why is it important to take action? After taking action is it a good idea to see how it came out?

Write on the board – **Check results.**

Note: One hour 30 minutes to here.

Hand out JR cards, Summarize the four step method

Distribute the JR cards to each person. Stress the importance of learning the cards and committing the message to memory.

1. Get the facts

We said that Joe's supervisor did not get the facts. What should he have done?

- Review the record (source of facts). The supervisor only recalled Joe's previous bad record but ignored his recent good record. Remember all records are not paper records. You should include what you know about someone
- Find out what rules and plant policies apply (source of facts). It is apparently a custom in this plant to have someone else notify if you were not going to make it in. There are some things that are accepted as what you do in the plant. Some are written and they are rules. But the unwritten customs are just as strong.
- Talk with the individual concerned (source of facts). Joe's supervisor did not take the time to do this.
- Get opinions and feelings (source of facts). This supervisor did not think of what Joe felt; remembering what a person feels or thinks, right or wrong, is a fact to him and must be considered as such.
- Be sure you have the whole story (a caution). You pointed out that the supervisor didn't have the whole story. He did not know why Joe didn't come to work.

2. Weigh and decide

- Fit the facts together. Look for gaps and contradictions. In this one there were gaps but the supervisor didn't try to fill them in. Joe's father being hurt is the big gap in the facts.
- Consider their bearing on each other. This supervisor only looked at the bearing of some of the facts on each other. He overlooked Joe's current good record and decided that the wage increase and Joe's previous record accounted for his absence.
- What possible actions were there? This supervisor thought there was only one thing to do. There is usually more than one possible action if we stop to weigh all the facts.
- Check practices and policies. The supervisor has to know the ground rules. He has to know whether his action is within company policies and practices.
- Consider objective and effective on the individual, group, and production. Joe's supervisor did not consider the effect of his action on his objective, on Joe, on the other people, or on production.
- Don't jump to conclusion (a caution). Do you think Joe's supervisor jumped to conclusions?

3. Take action

- Are you going to handle this yourself? It was up to Joe's supervisor to handle the problem in this case.
- Do you need help in handling the problem? Sometimes we can get help from another department, from HR, from the manager, etc. in handling problems.
- Should you refer this to your supervisor? You have to decide whether a problem is within your realm of authority for action or not.
- Watch the timing of your action. The timing does influence the effectiveness of what you do.
- Don't pass the buck (a caution). Don't pass responsibility onto others when it is your job to do something.

4. Check results

- It is always important to consider how you are going to follow things up.
- How will you follow up? You make your first check as soon as you can reasonable expect results.
- How often will you need to check? Sometimes you keep an eye on something for quite a while just to make sure that your action hasn't caused another problem.
- Watch for changes in output, attitudes, and relationships. You have to look at what your action did to the group as well as to the individual person concerned.
- Did your action help production? We've seen that Joe's supervisor fell down because he failed to get the facts, he didn't consider all the facts, his action was wrong, and he wound up getting poor results.

Have the class turn over the cards and read the "Foundations for Good Relations" and comment as follows:

Let each worker know how he is getting along

Question: Do we all want to know how we are doing?

- Figure out what you expect of a person (action point). It is a good practice to decide what you expect of a person and let them know so you can tell them how they are doing.

- Point out ways to improve (action point). It does not help to tell people how they are all wrong. It is better to suggest different ways to attempt things.

Give credit when due

Question: Don't we all respond to recognition?

- Look for extra or unusual performance (action point). Sometimes it is the unreliable person who deserves some form of credit.
- Tell them while "it's hot". Don't wait or get so busy that you overlook some simple thanks right when they are due.

Tell people in advance about changes that will affect them

All of us need time to get used to changes.

- Tell them why if possible (action point). Give the person reasons not arbitrary decisions.
- Get them to accept the change (action point). Help people to understand.

Make the best use of each person's ability

- Look for ability not now being used (action point). Are you sure you know just what skills there are in the shop? Are you training new people when there is a skilled person doing some other less satisfactory job?
- Never stand in a person's way (action point). Do not hold people back just to get your job done.

These are basic rules for good relations. They will work for you if you put them to use. They will not prevent every problem but they will stop many problems from coming up.

Remember that you need to treat all people as individuals. These foundations will smooth job relations but they will not insure you against problems.

We have supervisors because there are problems to handle. We are here because management wants and expects us to handle many of these problems.

Note: Time to here 1 hour 40 minutes.

Summarize

- Good supervision includes two points: 1) Handling the department and the working with the individuals in it in a way which makes everyday relationships smooth and prevents many problems. This is covered by the Foundations. 2) Handling problems that do arise is covered by the four step method.

- The supervisory job can't be run from a set of rules any more than you can learn to play baseball from a book. You can read about pitching a curve but you can't get the ball to curve until you have practiced.
- Conditions do change, interruptions do occur, problems do come up. The foundations and this four step method will help you to handle these problems. This is a useful pattern to follow.

Discuss how problems come up

Let's look at the way problems come up.

1. If you are on duty you'll often be tipped off when you notice changes in people's work or attitudes. Suppose a man suddenly gets into an argument with someone around him – that's a problem isn't it? Effective supervisors get in on these early.
2. Or, you may even have a situation to seize up before it happens. Management may announce changes in policy. Suppose you are going to bring a new group of workers into an area (in the WWII original this referred to women in the workforce). You may want to do some preventive work informing others up front so you won't have problems to deal with later.
3. Sometimes problems "come to you" on their own. A person may ask for a raise, or a transfer, or he may have a problem or question.
4. Others, you "run into". Suppose you tell someone to do something and they won't do it. Or perhaps it's someone who's late.

Note: 1 Hour 45 Minutes to Here.

Consider supervisor's problems on the job

1. Distribute the sample problem sheets.
 - Some of these problems are common to all supervisors. Maybe you have some of these – or none.
 - Ask the group to check the problem sheets
 - Read five or six out loud – discuss, not at length.
 - Let the group read all the way through.
 - In this group we are going to be working on supervisors' problems – the things he has to do something about.
 - Discuss the number of problems the group has.

Sample Problem Sheet – Job Relations Situations and Problems

Lack of team work in the department
Worker does not understand his part in the whole job
Worker goes to your boss to complain
Someone complains about working conditions
Upcoming change in work hours is apt to cause problems

Person wants to change jobs often
Person takes too many risks at work
Worker fails to come to work everyday
Employee loses interest in job
Person feels he is being pushed

Person resents changes
Drop in an individual's productivity
Drop in overall production
Worker irritable and touchy
Employee complains when not promoted

Plant safety regulations are going to be tightened
Worker wants more money
Employee makes a bad mistake
Operator refuses to do certain work
Employees are not going to get an expected bonus

Person is careless with tools and equipment
Person gets discouraged learning the job
Time clock rules are going to be enforced
Worker transfers for more money
Friction between shifts

Pay differential causes trouble
Some jobs have different pay rates than others
People are goofing off on the job
Someone doesn't like responsibility

2. Describe the practice in following sessions.

- Each of you will have a chance to bring in a problem during these discussions to address.
- We will work on these problems to develop our skill in the use of the four step method.
- We are not going to criticize people or their actions in this class or pass judgment on his or her actions.
- When you bring in your problem remember the following:
 - Our definition of a problem is something the supervisor has to take action on. This includes recommending action.
 - It must involve you and the people you supervise – otherwise we may not have all the facts or know the individuals involved.
 - You may bring in a problem on which you have not as yet taken action. Pending problems are always good.
 - You will help all of us if you will bring in some problems that didn't turn out quite right, so we can take a look at why they turned out the way he did.

Please do not bring in as a problem the most involved problem that you have run into in all of your years of supervisory experience. When problems are pretty big, or involved, most of us usually say – “This is a pretty tough one. I'd better get the facts and weigh them carefully.”

Supervisors tell us that they usually go a bit sour with the smaller problems as they appear to be so insignificant that they are prone not to get the facts, jump conclusions, etc.

We want to get experience and practice here so that we will instinctively think through small problems, so that these small problems will be handled satisfactorily and not forgotten.

Some supervisor's say that most all of their larger problems stem from small problems which were handled poorly. If there is a little blaze it can be put out with a cup of water. But if it develops into a big blaze then we have to call out the Fire Department from neighboring towns.

Sometimes we overlook the little things. You give a certain job to someone and he doesn't do it.

You have a person that will not show up on time.

The small incidents are problems.

Because of our time limit we have short and relatively simple problems. This is necessary because we are going to apply the entire method, not just the beginning of it.

We can learn the method just as well on short problems as on long ones. If we get practice and form a habit, it will be easier to use the method on more involved problems, and this will make the handling of those problems shorter.

Remember that the supervisor does much preventive work by handling his problems while they are new and small rather than waiting until they are older and more complicated.

3. Do any of you have any problems like these on the problem sheet perhaps facing you? I mean some you have to handle yourself? Look for two volunteers to discuss their situation with the problem at the next meeting just as the Joe Smith story was told today. Explain the procedure for explaining the problem.
4. I'm going to bring in a problem to discuss too. Our purpose in all these problems is to get practice in the use of the four step method. We only acquire skill through practice.
5. You can begin to use these foundations and the four steps right away – on the job. That is where this plan pays dividends. Thank you for your interest and participation. Please return tomorrow on time to the appointed location.

Note: 2 Hours to here.