

Effective staff training

An abridged version of the publication *How to Get the Best from Your Staff: An Introduction to Staff Training Skills* by Michael J. Boella.

Author's note

This book sets out to cover the basics of staff training. It covers in a simple, step-by-step process, each of the main areas of knowledge and skills required by senior staff, supervisors and managers responsible for training. Because it is a partially programmed text it enables those who do not have the opportunity to attend a course to study and practise the basics. It also helps more senior managers to know just what is expected of their supervisors and staff trainers. Third, it can be used as a refresher for those who may have already attended a staff trainers' course. Finally, for those who themselves run staff training courses this makes a concise, easy-to-use guide and hand-out.

This book is not however to be seen as a substitute for attendance at a proper course.

Acknowledgements

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Introduction

The success of every business depends upon its staff and it has been found that people work most satisfactorily when they have confidence in their employer, in their surroundings and particularly in their own performance of their job.

Obviously no single factor contributes to creating this sense of confidence. But possibly more than anything else, effective induction, that is, the introduction of everything surrounding a person's job, and thorough training in the knowledge and skills necessary to do the job, are responsible for creating the confidence which can lead to a person doing his job in a competent and satisfactory manner. Unfortunately however there are those who feel that systematic training is unnecessary, is too costly, and is beyond their capabilities – or they feel that the ability to train others is something that one is born with. Yet most managers know that a person such as a secretary or a chef, who is skilled in his or her job, is more efficient than an unskilled person. This principle applies equally to the *skill of training* which is distinct from, and additional to, the *job skills* to be passed on. The skilled trainer trains more effectively than the unskilled trainer and, in contrast to the myth that there is not enough time to train, the skilled trainer makes training opportunities throughout the normal working day and will help to create a well-trained employee in a shorter time than an unskilled trainer.

Training others is a skill which can be learned by many normal staff and it makes sound business sense to train key staff, particularly the heads of departments, in this essential skill.

Benefits of training

Training, as with all other activities of an organization, should benefit the organization in the short or long term. These include:

- 1 Increased customer satisfaction
- 2 Increased customer demand
- 3 Better use of time
- 4 Safer working methods
- 5 Reduced waste
- 6 Reduced damage
- 7 Reduced staff turnover.

Hence – more efficiency.

However, because the staff are the people being trained they should also benefit in some way. These include:

- 1 Increased efficiency
- 2 Increased earnings
- 3 Improved job security
- 4 Improved job prospects.

Hence – increased job satisfaction and confidence in the job.

Planning training

If you are to train staff efficiently it will need to be properly planned and in order to do this four main elements have to be considered:

- 1 Who is to do the training?
- 2 What is to be taught?
- 3 How is it to be taught?
- 4 How is it to be judged?

Who is to do the training?

We all know that some people can do a job very efficiently themselves but when it comes to teaching others they are no good at all. This is because to teach others requires certain characteristics which are additional to being able to do the job well.

Anyone who is selected to teach others consequently will need to have certain characteristics. These include:

- 1 Wish to help others
- 2 Sympathetic and patient manner
- 3 Competence in the job
- 4 Understanding of trainees' needs and problems
- 5 Systematic approach to work
- 6 Knowledge and skill of teaching techniques
- 7 Ability to be self-critical.

From this description it is apparent that most trainers will be more mature people, generally employed at some supervisory level. However, this is not always the case as many craftsmen and even more junior staff make excellent trainers; they enjoy the responsibility and often they are in the best position to train their colleagues, and the task of training others can be a valuable step in developing such people for promotion.

As a principle, however, everyone who has to give some form of instruction or coaching during the normal working day should have or should develop some training skills. This applies particularly to every manager and supervisor. A trainer once trained is going to be able to:

- 1 Know what performance is expected of the staff
- 2 Recognize training opportunities and make use of them
- 3 Make training opportunities
- 4 Know which tasks and critical points need to be learned by trainees
- 5 Recognize shortcomings in performance
- 6 Analyse tasks
- 7 Plan training
- 8 Prepare and give instruction
- 9 Produce training aids
- 10 Keep records
- 11 Review training.

What is to be taught?

Training in a business context is concerned with bridging the gap between an individual's capabilities and the employer's requirements. This gap is a *training need*. Put this way it sounds simple but in practice it can be quite difficult. This is because what a person needs to bring to a job is a mixture of:

- General knowledge
- Technical knowledge
- Aptitudes
- Attitudes Skills.

Training needs, apart from consisting of knowledge, skills and attitudes, occur at different times in the working life of employees and organizations. For example when:

- A new employee starts
- Changes take place
- Things go wrong.

When a new employee starts

Of course a whole range of things need to be known. You should include items from each of the following:

- Relationships between staff and departments
- Hours and other conditions
- Safety and security practices
- Rules and regulations
- Methods of work.

When changes take place

A person needs training when the following occur:

- Changes in methods, products or standards of performance
- Changes in equipment
- Transfers and promotions.

When things go wrong (remedial training)

A person may need training when any of the following occur:

- Unsatisfactory trading results or standards
- Customer complaints
- Breakages, waste.

What can be taught?

Some things, such as knowledge and skill, can be transferred to most reasonable trainees quite easily given adequate training expertise on the part of the trainer.

Attitudes, on the other hand, are very difficult and in many respects it is better to aim to select people with the attitudes you want rather than to attempt to 'instil' attitudes into unwilling employees. If, for example, a person resents serving others, it is unlikely that you will have the time and psychological expertise to change his attitudes. Much better to avoid recruiting him in the first place. It is apparent therefore that most training should be concerned with transferring knowledge and skills. To do this the trainer will need to examine his own knowledge and skill and break it down so that he is completely aware of what he has to put over.

This process – job analysis – can be vital, because most skilled people take for granted large parts of their own knowledge and skill.

The managers' responsibility

These different activities have to be set in motion and monitored constantly by management. And as with most other management processes it is a cyclical one starting and finishing with the planning stage.

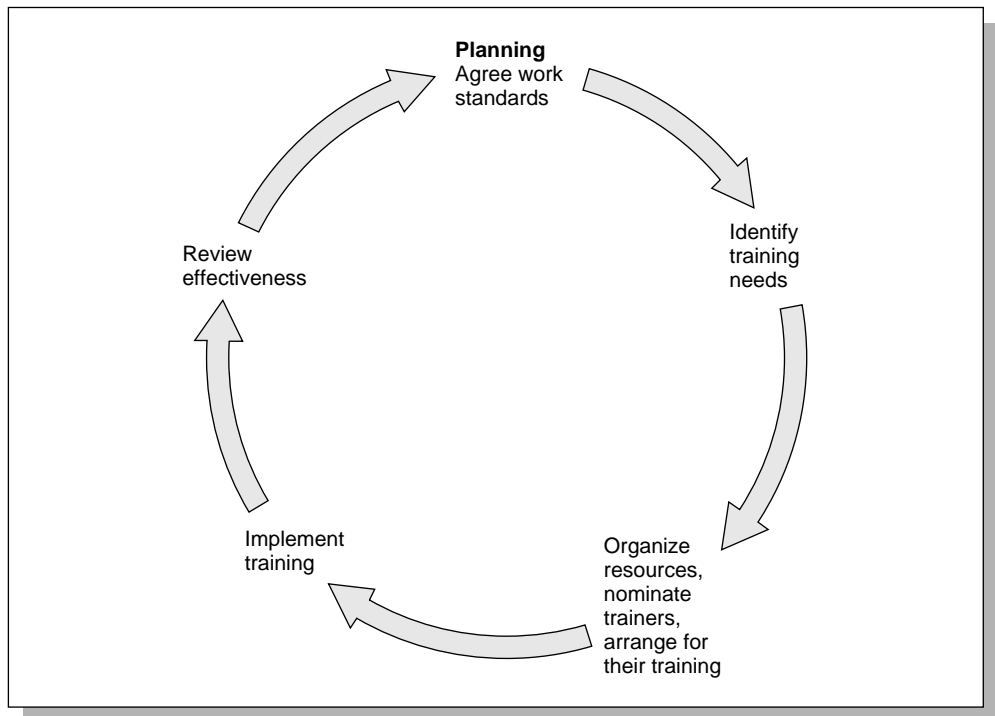


Figure A4.1 The manager's responsibilities

The manager responsible for training must:

- 1 Set training objectives. To do this, job descriptions may be needed and these will, so far as possible, set standards of performance. For example, if a person is expected to attend to twenty people in an hour, then the trainer should use this standard as his training objective and set progressively more difficult targets during the programme.
- 2 Select trainers and, where appropriate, he will arrange for them to be trained in training skills. Maybe he should be the first to attend such a course.
- 3 Delegate training responsibilities.
- 4 Provide training facilities such as rooms, equipment and training aids.
- 5 Inform staff of any changes and any training to be given to cope with changes.
- 6 Show that he really believes in training by participating in it himself.
- 7 Review the effectiveness of training by checking upon the work of people who have finished their training and occasionally by interviewing some or all of them or having informal chats with them to obtain their views on the training they received.

What is to be taught?

What has to be taught?

The types of factors staff may have to learn have been listed. One of the problems, however, of teaching others is that the experienced person automatically (even subconsciously) does many things which the trainee is going to have to learn step-by-step. A good example is the difference between a novice driver, who consciously thinks about each element of driving, and the expert who integrates each element unconsciously into the total driving process. Consequently, to be sure that all points are taught the trainer needs to use a systematic process for listing everything that is going to be taught.

If this is not done, many points, sometimes essential or even vital, may be overlooked in training. The omission will then only be highlighted when the trainee (or ex-trainee) does something wrong – possibly with expensive consequences for the employer. Unfortunately in these circumstances the trainee and not the inadequate training is usually blamed.

Here is a simple job broken down into duties.

A room-maid's duties:

- 1 Collection of guest departure list, and early morning tea and breakfast lists and keys from head housekeeper's office
- 2 Service of early morning tea and breakfasts in bedroom
- 3 Preparation of trolley for servicing rooms
- 4 Servicing of bedrooms
- 5 Servicing of bathrooms
- 6 Checking of all appliances
- 7 Checking of all literature
- 8 Final room check
- 9 Reporting back to housekeeper.

Task analysis

After this the duties may be broken down into tasks. Some tasks may be very simple to learn and they may not need to be broken down further. Such tasks usually draw upon a person's knowledge and skills which have been acquired in every day life (the life skills).

Servicing a bathroom • • •

- 1 Check quantity and take out dirty linen, leave outside bathroom on floor.
- 2 Check, empty and clean bin and ashtray, remove dirty soap.
- 3 Wash bath, tiles, clean all chrome fittings, mirrors and lights.
- 4 Wash toilet bowl, 'U' bend, seat and lid, wash tiles behind toilet and air vent.
- 5 Put toilet cleanser in bowl and leave.
- 6 Clean basin and top of vanity unit then wash and dry drinking glasses after washing hands.
- 7 Replenish soap, towels, bathmat, disposal bags and toilet paper according to room quantities list.
- 8 Wash bathroom floor and door, wipe bath and wash basin pipes.
- 9 Replace bin also checking that shave socket is off.
- 10 Quickly check around and take out dirty linen to maid's trolley.

More difficult tasks, however, will need to be analysed into the various steps in order to identify exactly what a person has to learn and what he has to avoid. This is called 'task analysis'.

Task analysis – the main elements

Task analysis consists of:

- | | |
|---|--|
| 1 <i>Listing WHAT is done</i> | This should be one word or a brief phrase describing each distinct step:
Greet guest
Take glass |
| 2 <i>Describe HOW the action is performed</i> | This should be a brief description of how each step is carried out starting with:
by taking . . . ,
by saying . . . , |
| 3 <i>Describing CRITICAL points</i> | This should describe signs which inform the person carrying out the task that it is going well or otherwise. Such points should consist of sentences or phrases such as:
Check that totals cross-cast
See that the sauce has not curdled |
| 4 <i>Adding any additional points that should be taken into account, such as security, safety, sales promotion.</i> | |

Note: This is omitted in some task analyses.

Lesson plans

Once the job has been broken down into the key words or phrases which list all the tasks, and once complicated tasks have been broken down into analysed tasks – the next step is to put all this knowledge and skill into a planned training session.

Not only does the trainer have to analyse and then organize what he is to transfer, but also he has to consider how he is going to:

- 1 Motivate his trainees to learn.
- 2 Present the knowledge and skill so that it is assimilated.
- 3 Give his trainees the opportunity to 'cement in' or consolidate the new knowledge and skills.
- 4 Ensure that what he has been attempting to transfer has been transferred permanently.
- 5 Motivate his trainees to use what they have learned.

These processes are incorporated into what is generally called a lesson plan. A lesson plan consists of:

- Introduction – motivate to learn
- Development – transfer knowledge
- Consolidation – make it permanent
- Close – motivate to use it

What	How	Critical point	Additional information
List each key step or stage, using short phrases starting with words such as:	Describe concisely the method to be used; start sentences with words such as:	Describe the critical signs which indicate that the operation is proceeding satisfactorily or otherwise. Use words which encourage a trainee to use his senses; look for, feel, taste. This column includes elements which involve using the senses in order to make judgements.	Add any additional information which may be necessary for the satisfactory performance of the task or to enhance a normal performance.
write, greet, cut, dispense	by writing by greeting by cutting by dispensing		This column is omitted in some task analyses.
For example, take a glass	For example, by taking a 6 oz Paris goblet by the stem	For example, check that the glass is clean and undamaged	—

Figure A4.2 Task analysis sheet

What is done?	How is it done?	Critical points (see/feel/smell/listen/taste)	Additional information
Select a grapefruit	By handling.	Feel for firmness—weight. Look for bruising.	
Cut off ends	By cutting downwards, on to a board with an 8 inch stainless steel knife across growing end, judging thickness of skin.	See the flesh is exposed. See and feel the fingers are bent away from knife.	Safety. Effect of acid on steel.
Cut off skin	By placing the fruit on end and cutting downwards, using all the blade of the knife, following the shape of the fruit. Turn after each cut.	See and feel the knife is cutting between the flesh and the pith.	Wastage.
Remove remaining pith	By lightly cutting downwards, using tip of knife.	See no pith remains on fruit. See any over-ripe patches are removed.	Bitter taste of pith.
Clear the waste	By scraping into bowl with hand.		Tidy work place. Safety
Segment grapefruit	By gently cutting between the membranes, with a stainless steel paring knife, using a 'V' cut for the first two large segments, then an in-out cut for the remainder and pulling the membrane out of the way with the thumb of the hand holding the fruit. Remove any pips while cutting to aid removal of unbroken segments.	Feel tough pith in centre. See all pips are removed.	
Remove excess juice	By hand squeezing what juice is left into bowl.	Feel 'skeleton' free from juice. See no pips fall into bowl.	

Figure A4.3 Task analysis work sheet preparing grapefruit segments

Source: Reproduced by permission of the HCITB.

The introduction

The introduction is concerned primarily with motivating the person to want to learn. It should be used to:

- 1 Establish a personal contact with trainees.
- 2 Reduce their nervousness.
- 3 Overcome any particular worries they may have, such as: when the training finishes, what it covers, what will be expected of them.

Unless the introduction is effective the trainee may not be receptive to what is to follow. To help in preparing the introductory phase a useful mnemonic or memory aid has been used by people for many years. It is:

I interest
 N need
 T title
 R range
 O objective.

Interest

The first thing anyone communicating with others has to do is to attract their attention. This can be done in one of many ways, including:

- Making a personal connection between the trainee and the subject, for example, giving a taste or sample, and giving them useful information or news.
- Telling a funny story.
- Referring to something topical. Referring to (or inventing) something relevant from one's own personal experience.
- Stating something with an apparent contradiction, for example coffee is more important than caviar.
- Asking questions.
- Giving a demonstration or showing something relevant.

Whatever method is used, however, it should be relevant to the trainee and what is being taught.

Need

The need for the training session should be explained. This should be in two parts, from the employer's point of view and the employee's, but it is essential to emphasize why the trainee needs the training and what benefits he or she will receive.

Title

Obviously the trainee will need to know what is to be taught – usually this is incorporated early on and can be linked with one of the other elements of the INTRO.

Range

The trainee needs to know what is to be covered in the training session and sometimes it is equally important, in order to keep his attention or to reduce his anxiety, to tell him what is not to be covered. It is useful to link back to previous training sessions in order to check, to build confidence and to build on known material.

Objective

Finally the trainee needs to know what he will know or what he should be able to do as a result of the session.

While these five separate elements should be in an introduction, they may be combined skilfully into one or two sentences or, if the training is a long course, the introduction could take thirty minutes or more.

Development

The development stage is the main part of any training session and contains everything to be learned during the session. This should be organized so that:

- 1 Everything is in a logical sequence.
- 2 The trainer starts with a quick review of what the trainee knows so that the trainee starts from the known – and therefore feels confident – moving on to the new, the unfamiliar, material.
- 3 Essential material is picked out ensuring that it is covered, and desirable material is identified – to be covered if the time or opportunity presents itself.

The development stage is concerned with transferring the instructor's knowledge and skills to the trainee. It is, however, rather like serving a meal. The food has to be treated in certain ways to make it appetizing and digestible. In the same way any knowledge and skills to be transferred have to be presented so that they interest the trainee and are retained permanently by him.

There are a number of important rules which will help the trainer to prepare and present his material so that this happens, and these are covered in more depth on pages xxx–xxx.

Consolidation and close

Throughout a training session the trainer must use various means of assisting his or her trainee to learn. One major technique is the correct use of questions and this is covered on pages xxx–xxx. It is vital, however, that at the end of a session the trainer:

- 1 Tests that the training objectives have been achieved by questioning, testing or observing.
- 2 Reinforces the instruction by recapitulating and questioning so that key points will not be forgotten.

In addition to testing the effectiveness and reinforcing the instruction the instructor should also make quite clear what is now expected of the trainee in work terms and he will also arouse interest in the next session by explaining:

- 1 What it is about.
- 2 When it will be.
- 3 What the objective is.

A useful form for planning a lesson is as shown below.

<i>Subject:</i> Preparation and use of a room-maid's trolley	<i>Aim:</i> At the end of this session trainees will be able to: 1 Prepare their trolley for use 2 Recognize and know the use of all the contents of the trolley	<i>Time:</i> 30 minutes
Key point	Detail	Aids
Cleanliness of trolley	Emphasize that a clean trolley is necessary in order to ensure that clean linen is not made dirty	The actual items Questions
Linen	Show the different types of linen and how the number of each is arrived at, to include: towels sheets pillow cases	The actual items Questions
Cleaning	Show the different cleaning materials and explain what each is used for, to include: lavatory cleaner bath and basin cleaner floor polish	The actual items Questions

Figure A4.4 Lesson plan

The learning 'sandwich'

Every piece of instruction should be a sandwich consisting of a slice of motivation; motivating to want to learn; the filling; the main body of the instruction; a slice of motivation; motivating to want to use what has been learned.

How do we learn?

The ability of people to learn is dependent to a great extent upon their reasons for wanting to learn something. If someone is very keen to learn, he will apply himself. On the other hand, if he is not keen to learn, he will almost certainly bring little enthusiasm to the learning process.

Why do people learn?

Obviously there are many reasons for people wanting to learn and in a work setting these will be closely linked to why people work. If the trainer knows and understands why each individual wants to learn, he or she should be able to use this to motivate the person – and keep his or her interest. To attempt to treat all people in the same way is certainly not the way to being a successful trainer or supervisor. A key supervisory and training skill therefore is to discover what motivates each of his or her subordinates or trainees.

If a generalization is to be made, however, the main reasons are likely to be one or more of the following:

- 1 To obtain rewards such as pay, promotion, esteem.
- 2 To avoid punishment such as dismissal, reprimand, loss of esteem.
- 3 Interest.
- 4 Curiosity.

How do people learn?

Learning is the process of acquiring knowledge, skills and attitudes. It occurs when knowledge, skills and attitudes are transferred to the learner from other people or situations. The transfer is through five primary senses and is best when as many senses as possible are used – particularly in combination. For example, in teaching a person to cook it is possible merely to give him detailed recipes but the results are not likely to be edible! In addition to the recipes, however, the trainee would watch demonstrations and the results are likely to be an improvement. But to involve the trainee fully so that he sees, hears, smells, touches and tastes, is the best and only effective way of teaching cookery.

We learn: 1 per cent with our sense of TASTE
1.5 per cent with our sense of TOUCH
3.5 per cent with our sense of SMELL
11 per cent with our sense of HEARING
33 per cent with our sense of SIGHT.

(Source: Industrial Audiovisual Association, USA)

The transfer is made more effective by ensuring that:

- 1 The amount and type of material is suited to the person being trained. Frequent, short sessions are much more effective than infrequent long ones.
- 2 It is transferred in logical, progressive steps, building on the known.
- 3 The methods and choice of words used must suit the capabilities of the trainees.

How do we remember?

We remember: 10 per cent of what we READ
20 per cent of what we HEAR
50 per cent of what we SEE and HEAR
80 per cent of what we SAY
90 per cent of what we SAY and DO simultaneously

(Source: Industrial Audiovisual Association, USA)

In addition, trainers must recognize that there are many factors which inhibit a person's ability or desire to learn and consequently a trainee will have difficulty learning if he is:

- 1 Nervous, tired or frightened.
- 2 Worried about his or her job, money, family.
- 3 Distracted by noise, interruptions.
- 4 Uncomfortable, too cold, too hot.

So far as the training session itself is concerned people will not get the most out of it if they are bored by:

- 1 The trainer's style, tone and language
- 2 The length of the session
- 3 The content.

The rate at which people learn varies from person to person but most people learn in steps – sometimes making rapid progress and sometimes appearing to make very little progress at all. This is quite natural and a good trainer will recognize this and he will know when a trainee is stuck and needs sympathy and help rather than badgering. A trainer's main duty is to build up confidence and this will only be achieved by sympathy and understanding. Criticism and lack of patience reduce confidence and only slow down the learning process.

Question technique

A trainer can make use of questions in three main ways. These are, to test a person's level of attainment (test question), to stimulate a person to 'learn for himself or herself' (a teaching or extension question), and thirdly to generate understanding and exchange of information and attitudes between members of a group by tossing questions and answers back and forth (bonding questions).

Questions may be used principally for:

- 1 Testing the level of attainment before a 'training' session.
- 2 Testing the effectiveness of training.
- 3 Helping people to work out answers for themselves, thus teaching themselves.
- 4 Encouraging an exchange of knowledge and information, in a group.
- 5 Obtaining or focusing interest.
- 6 Maintaining interest.
- 7 Creating understanding between the group, and between the group and the instructor.

Question structure

Questions generally are more effective when they are 'open-ended'. This encourages a person to think for the answer. Where questions give simple alternatives or anticipate yes or no, less thought is required by the trainee and the question consequently is less effective both in testing and in consolidating learning. Most questions should contain why, where, when, what, who or how.

Questions, particularly teaching questions, should be planned beforehand – and should relate particularly to the ‘critical points’ identified in the ‘task analysis’ stage.

Where questions are not answered satisfactorily by the trainee, the trainer must consider first if the question was properly framed and understood. If not the question should be rephrased and put again. If the question still remains unanswered the trainer must consider whether the training he has given is satisfactory or not.

Putting questions (the three Ps)

When questions are put to a group of people this should be done in a way which encourages everyone in the group to participate. This is achieved by:

- 1 Putting the question – without naming anyone to answer it.
- 2 Pausing so that everyone thinks about the question and answer.
- 3 Pointing out who is to answer the question.

Aids to training

Because people learn most easily by using a variety of their senses and their different faculties, trainers should always attempt to support their own instruction with training aids. These include visual aids such as blackboards and film slides and audio aids such as tape recorders. They should only be used to:

- Support but not substitute
- Simplify complex instruction
- Emphasize
- Interest
- Aid memory.

Training aids ideally should be the real thing, but in some cases the equipment or procedures may be too complex for a clear explanation, so a diagram may help. The preparation of training aids should be carefully planned to support the instruction given.

Training aids include:

- Actual equipment or equipment specially modified for training purposes
- Drawings and diagrams
- Films, slides, recordings
- Graphs and charts.

Recently, for various reasons, the need for job descriptions and similar documents has grown considerably with the result that many employers – even small ones – now use such documents as an essential tool of effective management. Unfortunately these documents are rarely used for training purposes although with a little forethought they can be designed to serve the purpose of:

- 1 Job descriptions
- 2 Instructor’s training programme and checklist
- 3 Trainee’s training programme and checklist
- 4 Work manual.

Job aids

Many jobs can be made easier with descriptions of the methods or procedures to be employed. Such descriptions may be called job aids.

Job aids can be of value to the experienced worker as a reference, and to the trainee as a learning aid. As such, they can substitute for parts or all of certain training sessions because they enable trainees to teach themselves and they can relieve the trainees from having to attempt to memorize unnecessarily.

Job aids can be used:

- 1 Where supervision is minimal.
- 2 Where procedures are changed.
- 3 Where company standards need to be adhered to.
- 4 Where mistakes cannot be risked.
- 5 When memory needs assistance because of the complexity of a procedure, or the infrequency of its use.
- 6 Where staff may speak limited English but where a drawing or a design will describe what is required.

Job aids include:

- 1 Diagrams
- 2 Photographs
- 3 Price lists, menus
- 4 Procedural instructions, recipes.

Introducing staff to a new employer

How do people feel?

Most people approach a new job feeling nervous and worried. Sometimes this is quite apparent. In other cases, however, it is well-concealed. But whether it is obvious or not, until people have settled into an organization they will be nervous or worried and this will influence their ability to learn their job – to do it effectively and in particular to get on with their colleagues, supervisors and customers. They will not have the feeling of confidence which is essential to their being able to do a good job.

Success during the first few days in a new job is vital and while most managers admit this less than 10 per cent of managers in some industries actually carry out a formal induction of new employees.

What a job consists of

Induction is not something that takes place on the first morning of a new job, it can be a relatively long process, with some people taking many weeks to settle in. This is because every job has two parts to it. First, there is the work itself and secondly, there are all the peripherals to the job including conditions and social contacts.

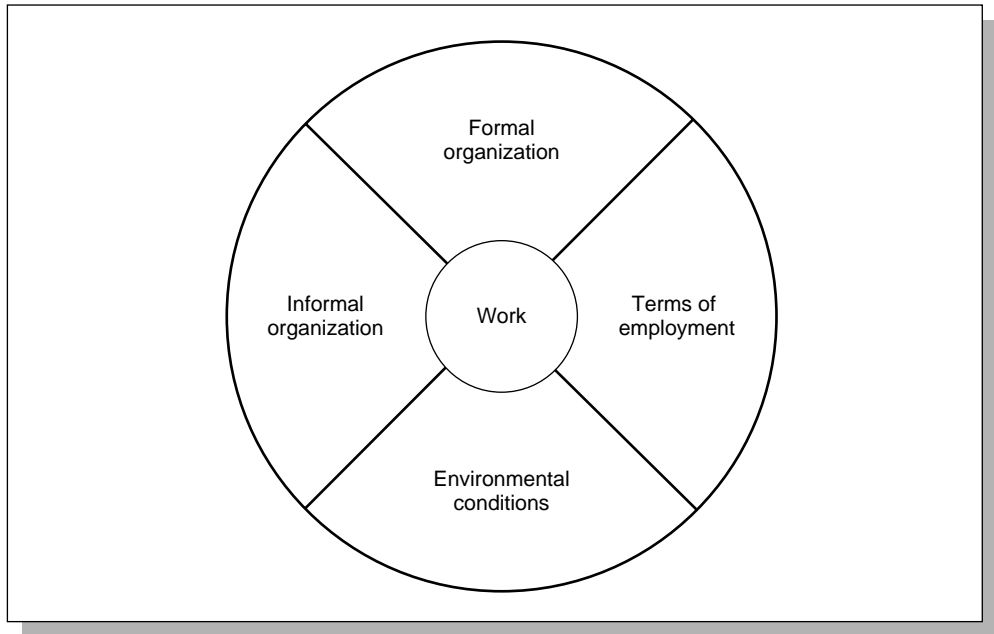


Figure A4.5 The main elements of a job

People will not be able to cope with the work part of their job unless they understand and are reasonably happy with the surrounding elements. These include:

- 1 Location and physical layout
- 2 Conditions of employment and contracts
- 3 Company and house rules
- 4 Customers
- 5 Management, supervision and formal relationship
- 6 Colleagues and informal relationships.

The induction process is concerned with introducing an employee to all these elements as quickly as possible so that he or she need not worry about them any more. This enables the trainee to concentrate on the work which is the main purpose of the job rather than having to learn and worry about all the elements surrounding the work.

Benefits of induction

The employer benefits from effective induction by:

- 1 Reducing staff turnover
- 2 Improving staff efficiency and work standards
- 3 Improving staff morale.

The employees benefit by:

- 1 Fitting in and feeling a part of the team.
- 2 Being accepted as part of the team.
- 3 Becoming competent and hence confident in the shortest possible time.

Every organization will need to induct its employees in its own particular conditions, rules and methods, so no example can cover all circumstances. However, the checklist below shows the type of subjects that need to be covered. This, however, shows only the formal aspects of induction, and managers and supervisors should ensure that newcomers are inducted into the informal aspects as well. By definition, however, this can rarely be done by managers or supervisors. Instead, what they need to do is to put a newcomer under the wing of a 'sponsor', that is someone who 'knows the ropes'. This person may well be the newcomer's trainer also.

Checklist for induction programmes:

1 <i>Documentation</i>	Name	Address	Tel. no.
Are the following	Next of kin	Name	Address
points covered?	Tel. no.	National Insurance no.	
	P45	Bank address	
2 <i>Information</i>	Wages/Pensions/Insurance/		
Are the following	Personnel/Training/etc.		
departments informed?			
3 <i>Terms of employment</i>	Hours of duty/Meal breaks/Days off/		
Are the following	Method of calculating pay/Holiday		
explained and	arrangements/Sick leave/Pension		
understood?	scheme. Grievance procedures.		
	Rights regarding trade unions and Staff		
	Association		
	Additional benefits such as Group		
	Insurance rates or other discounts.		
4 <i>History and organization</i>	Origin and development of the		
Are the following	organization. Present situation/objectives.		
explained and understood?			
5 <i>Establishment Organization</i>	Layout of establishment including toilets,		
Are the following explained	showers, etc.		
and understood?	Names of relevant supervisors and colleagues,		
	introduction where necessary, to supervisor,		
	shop steward, etc.		
6 <i>Rules and regulations</i>	(a) Statutory; licensing laws and hours, food		
Are the following explained	hygiene, Innkeepers Liability Act, etc.		
and understood?	(b) Company rules; punctuality, drinking,		
	smoking, appearance, personal business,		
	use of employer's property, etc.		
7 <i>The job</i>	Purpose/methods/training needs		
Are the following explained			
and understood?			

When things go wrong, who can help?

Frequently, when things go wrong, management and supervisors jump to quick conclusions regarding the cause. Quick conclusions are often wrong conclusions which lead to wrong solutions. Wrong solutions obviously do not solve the problem and frequently they do the reverse by aggravating people who recognize what is the real cause and just how ineffective is the solution.

Correcting errors depends upon the correct diagnosis of what causes things to go wrong. The correct procedure for putting things right consists of:

- 1 Identifying a fault as a variation or departure from a standard of performance which may be either specified verbally, in writing or by custom and practice.
- 2 Identifying the cause or causes.
- 3 Identifying the person or persons responsible. The person committing the error may not be at fault, but rather the person who issued the order or trained the person responsible.
- 4 Deciding what action to take, how to communicate this action and how to motivate the person who may take the new instructions as a criticism.
- 5 Deciding how to prevent a repetition.

Heads of departments and other senior staff are responsible for the prevention and correction of faults. They should, therefore, pay particular attention during training to 'critical points', that is, the points at which things could go wrong.

This book* is designed to assist managers and heads of departments to understand more clearly the knowledge and skills they need to bring to their responsibility in training their staff. The book, however, cannot substitute for thorough practical and theoretical training in the techniques of training because, as the book itself says, effective training makes use of various methods to transfer and consolidate knowledge and skill. Consequently the best way to become an effective trainer and supervisor, having attended a proper course on the subject, is to practice and to be critical always of one's own performance.

'There are no bad staff, only bad managers'

* *How to get the best from Your Staff.*