

## TRAINING WITHIN INDUSTRY BULLETIN SERIES

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### HOW TO GET CONTINUING RESULTS FROM PLANT TRAINING PROGRAMS

Plans for using the knowledge and skill acquired through training must be approved at the same time as plans for training are adopted. There are four fundamental things that the LINE organization must do to assure that results are obtained:

1. Assign responsibility.
2. Get adequate coverage.
3. Provide for coaching.
4. Report results and give credit.

“Continuing results” are obtained in various ways. A company may take various means to see that the supervisors and the workers who have been instructed—either in group sessions or through personal instruction—use what they have learned. Naturally the only persons who can insist on use and build real values are those in the LINE organization.

However, a STAFF person usually has an important place in helping the plant to get results. Such a staff person gets his management to remind the line organization from time to time that continuing results are expected. The staff person should never do this reminding. He also provides technical assistance to the line organization on exactly HOW to use the training that has been received.

The way of providing this continuing attention and assistance varies from plant to plant. One manager, for example, may keep company activities going mainly by means of reports and will want to emphasize reports on results on training. Another manager does this by means of periodic meetings—each according to his habit in handling other production matters.

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### FUNDAMENTALS FOR GETTING CONTINUING RESULTS

There are four fundamental points that must be carried out in order to get continuing results from any training:

#### 1. Assign Responsibility for Getting Continuing Results

The sponsoring executive must make it clear to the members of the executive and supervisory staff that they are responsible for results. Many top executives call a meeting of all those in the middle management group for this purpose.

To get the top executive to take appropriate action on this fundamental principle, the training director can get a decision by discussing the present procedure for informing the executive and supervisory organization of any new responsibility or new policy.

#### 2. Get Adequate Coverage

In any training program, adequate coverage means training for every person who needs the specific knowledge or skill and for their superiors to the extent needed by them in order that

they support the program. In addition to getting adequate coverage in the training sessions, refresher or “brush up” sessions are often used to advantage.

Getting adequate coverage is often necessary before it becomes possible to do much in the way of assuring continuing results. It should be made clear that the more every supervisor and every executive knows about the particular training program, the better he can supervise its application for continuing results.

Many programs fail to get results because the coverage was not adequate, and there was not sufficient participation far enough up the line. Top executives take interest in scrap, accident rates, etc.—should they have less information about the steps taken to overcome these problems?

### 3. Provide for Coaching

Supervisors generally provide assistance to their subordinates on all day-to-day operating matters. Similar assistance should be provided on those phases of the operating job that have been emphasized and “sharpened up” through specific training. Coaching, therefore, should be given to supervisors and workers by their own bosses. This is the procedure to be recommended and “sold” whenever possible because it gets the best results. Coaching includes not only the refinement of the content material, but the development of desire and interest in the value of the training to the individual.

Every supervisor (the same as every worker) reflects the thinking of his boss. If his boss shows interest, he shows interest. If his boss considers a matter important, he likely considers it important. Coaching by the boss demonstrates that the company really “means business.”

The training director usually assists the line organization by providing a simple, specific coaching procedure—one that will clarify any misunderstandings and re-emphasize all basic points—but line executives themselves should do the coaching. Details on coaching are given in the next section of this bulletin.

### 4. Report Results to Management and Give Credit

Appropriate executives should be informed as to the results of any training in order to give suitable support. Busy executives need to know what is going on so they can appraise results. Experience has shown that wherever continuing results are obtained there is a flow of definite information to executives about those results.

How this information is to be conveyed, how often, and in what form is again a matter for each company’s decision. Naturally, the purpose of any report or periodic review is to show the relative improvement accomplished by the use of the particular training program.

When discussing with a plant executive results to be expected, it must be remembered that many influences in a plant may contribute to certain results. Training programs help get better results, of course, but should never be presented as the only means for complete solution of all production problems.

Prompt and proper recognition by the appropriate executive is necessary to obtain continuing interest and, hence, continuing results.

Again, how often and by what means credit is to be given are decisions each company must make. The giving of credit is perhaps the most powerful force that can operate to stimulate interest, enthusiasm, and continued action.

## PROVISION FOR COACHING

Coaching is the third of the fundamentals for getting continuing results mentioned on the previous page. There are two objectives in any coaching procedure:

To give the supervisor a renewed understanding of how to improve his use of what he has learned in the training program, and to stimulate in him an interest and desire to use the training based on the results.

Whether this understanding is gotten over to each person individually or is given to several in a small group is a matter to be decided in each instance. The one essential is to get a thorough understanding of the program and its value.

### HOW TO COACH

Getting a negligent worker or supervisor to promise to “do better” or “showing him how” is not coaching. The objective of any coaching is to have each person understand and use what he has learned.

As an example, it has been found that, in increasing the skills of instruction, of improving methods, and of leading, the following five coaching steps are adequate and effective. It is not expected that all five items will be used in the order listed or that all five will be covered at any one contact. Naturally, the coach must be thoroughly grounded to the particular program before he can use the coaching technique.

#### 1. Give reasons and advantages why the program should be used.

Good tangible reasons for using the program under discussion, based on specific departmental experience if possible, should be presented—typical reasons such as:

Less tool breakage	Savings in materials	Fewer gripes
Fewer accidents	Better use of space	Fewer grievances
Less scrap	More production per machine-hour	Less turnover
Shortened break-in time	Fewer misfits	
Better use of manpower		

#### 2. Get understanding of the principles.

It is essential to review the basic principles or chief points of the program. Every point should be clarified. A good way to determine whether the program is understood is to ask questions about various points. The application of the various points to some current problem or situation makes them practical and vital. Always use plenty of “reasons why.”

#### 3. Select a problem and work on it together.

This is the most helpful coaching device that can be provided. The person may need help in identifying a problem. Whatever the problem that is identified, nothing shows so clearly the usefulness of the training program as working it out together. Working it out together should mean that the coach offers guidance and assistance but does NOT do much of the work himself. The coach sees that the METHOD is used; the supervisor makes the application.

4. Ask him to work out another problem alone.

Another problem should be identified and the person being coached is asked to go ahead and work it out alone. This will increase his confidence in his own ability. It also provides a logical reason for agreeing to check with each other at a later date.

5. Give him credit for good results and good effort.

Appropriate credit should be given according to plant custom. Often a determined effort to apply a program in the face of many difficulties is as worthy of credit as actual results. The giving of credit should not, of course, be overdone. The thought should be left that these occasional checks are never to be concluded. The supervisor being coached should understand that he is expected to use what he has learned in the program, that he will be checked as to his use of it, and that he can receive some tips on HOW to use it, month after month, presumably as long as the supervisory relationship is maintained.