

# **JOB INSTRUCTION**

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**Instructors Guide  
Session 4**

## SESSION 4 - INSTRUCTIONS

It is important to read this manual and have a clear understanding of the contents, prior to the start of training.

Before the session starts...

Be there 15 minutes ahead of time.

Have the following materials ready:

- Flip chart and “If the employee hasn’t learned” chart
- Three blank Job Breakdown Sheets for each trainee
- Four Observation Checksheets
- Special tools for demonstration

Set up the training site:

- So it does not look like the typical classroom
- Arrange the seats in a horseshoe
- Stand Flipchart at front of room
- Have “If the employee hasn’t learned” chart hanging up
- Whiteboard
- A whiteboard eraser
- Two different colors of markers (red and black)

Remember: As the instructor, it is your responsibility:

- a) To provide the right tools, equipment, and materials
- b) To set up the training site, making it ready for the trainees.
- c) Check that the next volunteers are also properly prepared.

# A NOTE TO TRAINERS

This manual contains a complete outline for these training sessions. It is your guide on what to say, what to write, techniques you should demonstrate, and even important things that you should keep in mind throughout the training activities. The following will help you identify the various types of materials.

**TITLE** Each section and subsection is labeled with a title, in **CAPITALS**, for your reference.

**TEXT** The material should be presented in the order given to aid comprehension and speed progress. You may change the wording to suit the teaching situation - as long as you maintain the same general meaning.

[ ] Instructions inside square brackets are for you, the instructor. There are four kinds of instructions:

1. Areas where you should use your own words,
2. Gestures that aid comprehension,
3. Background factors for you to keep in mind, and
4. The order of presentation.



This icon indicates to write on the flipchart.



This icon indicates to use transparencies on overhead projector.

# MATERIALS

## MATERIALS TO BE DISTRIBUTED

1. Checksheets for demonstration
2. Job Breakdown Sheets  
(3 per person)

## MATERIALS TO HAVE ON HAND

1. Checksheets for demonstration
2. Job Breakdown Sheets
3. Flip chart
4. “If the employee hasn’t learned”  
chart

# GENERAL OUTLINE

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<u>Activity</u>		<u>Time Allotted</u>
<b>Introduction</b>	<b>Sub Total</b>	<b>10 minutes</b>
Review of third session		
Review of How to Instruct” Cards		
<b>Job Instruction Planning Timetable</b>	<b>Sub Total</b>	<b>10 minutes</b>
Discussion of Trainee Timetable		
<b>Demonstration by Volunteer</b>	<b>Sub Total</b>	<b>25 minutes</b>
Demonstration with Critique		
<b>Practice Analyzing Job</b>	<b>Sub Total</b>	<b>10 minutes</b>
Practice breaking down Volunteer’s Job		
<b>Demonstration by Volunteer</b>	<b>Sub Total</b>	<b>25 minutes</b>
Demonstration with Critique		
<b>Practice Analyzing Job</b>	<b>Sub Total</b>	<b>10 minutes</b>
Practice breaking down Volunteer’s Job		
<b>Wrap Up</b>	<b>Sub Total</b>	<b>5 minutes</b>
Review of session 4 and preview of session 5		
	<b>Total</b>	<b>120 Minutes</b>

# LEARNING OBJECTIVES

After this session, the trainees will be able to:

1. Use the four-step approach.
2. Analyze jobs effectively.
3. Prepare Planning Timetables unaided.

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## ITEM

## CONTENTS

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4-4	Practice Analyzing Job	Practice breaking down Volunteer’s Job
4-5	Demonstration by Volunteer	Demonstration with Critique
4-6	Practice Analyzing Job	Practice breaking down Volunteer’s Job
4-7	Wrap-up	Review of session and preview of next

### Note

[Thank all for assembling at the specified time. Check that everyone has brought all the materials distributed so far.]

[Put the learners at ease].

### Read

This is the fourth session in our program. It is great to see everyone participating and how eager you are to improve your teaching ability.

### Ask

**Question:** Has anybody had the opportunity to apply what they have learned?

### Discuss

[Discuss briefly.]

### Review



#### Review Session 3 on TP 4-1

Review the Job Instruction card. Include the subheadings under the first two steps. Ask the class to place the JI card in pocket and recite the items; provide clues if necessary.]



## 4-2 JOB INSTRUCTION PLANNING TIMETABLE

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### **Note**

[Ask the trainees to place the Job Instruction Planning Timetables which they have created yesterday in front of them.

Ask someone to write his/her on the board to show the others.

Have a blank form already on the board, or a transparency and markers to fill in names, job names, and production/personnel/performance needs.

While he/she is writing, circulate and help the others with their planning timetables.

When he/she has finished, have him/her briefly describe the contents.]

## 4-3 DEMONSTRATION BY VOLUNTEER

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### **Note**

[Build in time for 2-3 volunteers - 15 minutes plus 10 minutes discussion each.

Prepare in the usual fashion. After the demonstration, thank the volunteer and have him/her return to their seat. Have the volunteer instructor sit at the front beside the trainer for discussion.]

### **Discuss**

[Start off easy and gradually build up your review of the session covering the points below:

- Give a discussion subject such as: e.g., “In step 1, the volunteer skipped one important point...”
- Get the facts. Involve the volunteer and other trainees. Ask which one was skipped.
- Confirm the facts of each subject. Wrap up/summarize.
- Discuss cause and effect. Don’t blame the individuals; rather, focus on why it was skipped and the affect on the worksite.
- Provide guidance. Explain what/how they can overcome problems.

**Note**

Afterwards, thank the volunteer and send them back to their seat.

Repeat above procedure for second job demonstration.]

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## 4-4 PRACTICE ANALYZING VOLUNTEER’S JOB

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**Note**

[Use the method outlined in previous sessions to analyze the job presented to improve the job breakdown (e.g. the major steps, key points, and reasons why.)

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## 4-5 DEMONSTRATION BY NEXT VOLUNTEERS

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**Note**

[Use the same as 4-3.]

## 4-6 PRACTICE ANALYZING VOLUNTEER'S JOB

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### **Note**

[Use the method outlined in previous session to analyze the job presented to improve the job breakdown (e.g. the major steps, key points, and reasons why.)]

## 4-7 WRAP UP

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### **Read**

This concludes today's session. It is great to see how you have improved your teaching and how good your presentations have become.

In a previous session, I mentioned that making yourself a better leader in this area will bring great benefits to the people you work with. I have already seen it happen in many places. The plant becomes a brighter place to work, and you earn more respect as a leader. Production results improve and all stakeholders benefit. There is nothing but good to be gained.

Keep this in mind as you apply this method to your own teaching. Remember, the finest tools will do no good if you do not put them to actual use. Neither will they do you any good if you use them incorrectly. You will, therefore, also have to learn to correctly apply the four-step approach which you have learned here.

At work, you already have work standards. Add the four-step approach to teaching and you cannot fail to produce the correct results. We can lecture and demonstrate all we like, but it will be to no avail unless we are able to

reach the employee. Teaching is only effective when it has:

1. Changed employees behavior, or
2. Enhanced the performance of employees.

Remember:

**Point to:**

**“If the employee hasn’t learned, the instructor hasn’t taught.”**

[In closing, remind those that have yet to give their demonstrations that it will be their turn in the last session.]

## JOB BREAKDOWN SHEET

OPERATION: \_\_\_\_\_

PARTS: \_\_\_\_\_

TOOLS & MATERIALS: \_\_\_\_\_

SAFETY EQUIPMENT: \_\_\_\_\_

<b>MAJOR STEP</b> Go through the task or subject. Select suitable portions for the trainee to master.	<b>KEY POINT</b> Anything in a major step which might: Affect Quality, Cause Injury, Make the work easier, & any special information

