

# **JOB INSTRUCTION**

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**Instructors Guide  
Session 5**

## SESSION 5 - 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
- Job Breakdown Sheets
- Checksheets for demonstration

Set up the training site:

- So it does not look like the typical classroom
- Arrange the seats in a horseshoe
- Flipchart stand at front of room
- Have “If the employee hasn’t learned” chart ready to hang up and in close reach
- Whiteboard
- A whiteboard eraser
- Two different colors of markers

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.

## 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. Job Breakdown
2. Checksheets for demonstration

## **MATERIALS TO HAVE ON HAND**

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

# GENERAL OUTLINE

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<u>Activity</u>		<u>Time Allotted</u>
<b>Introduction</b> Review of last session	<b>Sub Total</b>	<b>10 minutes</b>
<b>Demonstration, Comment and Job Breakdown</b> Demonstration, critique, and practice analyzing job	<b>Sub Total</b>	<b>40 minutes</b>
<b>Teaching Longer Jobs</b> Applying Four Step Approach to long jobs	<b>Sub Total</b>	<b>20 minutes</b>
<b>Teaching “Knack”</b> Special Techniques for teaching Knack	<b>Sub Total</b>	<b>10 minutes</b>
<b>Teaching in a Noisy Environment</b> Coping with noisy environments	<b>Sub Total</b>	<b>10 minutes</b>
<b>Review of “How To Instruct” Card</b> a. Review of four preparation types b. Four Basic Teaching Steps	<b>Sub Total</b>	<b>15 minutes</b>
<b>Summing up and Evaluation</b> a. Teaching skill and production related problems b. Teaching skill and solution to problems	<b>Sub Total</b>	<b>15 minutes</b>
	<b>Total</b>	<b>120 Minutes</b>

# OBJECTIVES

After this session, the trainees will be able to:

1. Apply the four-step approach to their job environments.
2. Explain/recite the benefits of using the 4 Step Approach.

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5-2	Demonstration, Comment, & Job Breakdown	Demonstration, critique, and practice analyzing job
5-3	Teaching Longer Jobs	Applying Four Step Approach to long jobs
5-4	Teaching “Knack”	Special Techniques for teaching Knack
5-5	Teaching in a Noisy Environment	Coping with noisy environments
5-6	Job Instruction Card	a. Review of four preparation types b. Four Basic Teaching Steps
5-7	Summing up and Evaluation	a. Teaching skill and production related problems b. Teaching skill and solution to problems

### **Note**

[Thank all for assembling at the specified time.]

### **Read**

In the past four sessions, we have discussed the basic preparation steps and the four basic teaching steps - techniques you will need to apply in order to become more effective at Job Instruction. Today, in the last session of this program, we will discuss how you can apply what you have just learned to your individual working environments.

### **Review**



#### **TP 5-1: Session 4 Review**

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Note: Cover the basic points on the slide. Reinforce the 4 steps of the JI method and the sub points under each heading as needed to ensure that the class has committed the contents to memory.



## 5-2 DEMONSTRATION, COMMENT, AND JOB BREAKDOWN

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### **Note**

[Do the remaining job demonstration in the same sequence as in earlier sessions including the demonstration, comments, and job breakdown.]

Everyone should get the chance to practice once in front of the class. If this is not possible due to the class size, disruptions, or other unforeseen events, apologize to those that will not get a chance to practice – this is to be avoided at all costs by keeping the class size manageable and keeping on schedule each day!

## 5-3 TEACHING LONGER JOBS

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NOTES

### **Read**

The first practical problem is, of course, that the jobs you will have to teach are much longer and far more complicated than the ones used in the demonstrations. Because of the

limited time available, we had to keep those short and simple so that we could concentrate on the techniques, not the content. Today, we shall take the time to discuss a longer job.

Some jobs take hours, even days, to teach. There is so much material to cover that the employee cannot absorb it all at once. Even the instructor has trouble keeping everything straight in his/her mind.

**Ask**

Question: How would you apply the “How to Instruct” card in such a situation?

Discuss the responses.

**Ask**

Question: Do you think that a new employee or someone from another section, will work correctly, safely, and conscientiously if taught all the jobs at once?

[Wait for answer]

Answer: No

**Ask**

Question: How then should we teach them?

[Wait for answer]

Answer: Separate into smaller jobs

**Read**

Exactly. We must break the job down into more manageable pieces.

**TP 5-2: How to Instruct Long Operations**

How do we split the job? First, remember that we are teaching an individual.

**Ask**

Question: What should we therefore consider?

[Wait for answer]

Answer: His/her learning capacity

Next, we consider the job itself.

**Ask**

Question: What should we look for here?

[Wait for answer]

Answer: Natural divisions

**TP 5-2: How to Instruct Long Operations**

**Ask**

Question: Finally, what about you, the instructor? Are you always free to devote great amounts of time to individual instruction?

[Wait for answer]

Answer: No

So, you see, you must split this job along three different stages.

**TP 5-2, 3, & 4: How to Instruct Long Operations****Read**

In each case we have broken larger jobs down into smaller segments. Remember some jobs are too large to learn “all at once”. Keep in mind the capacity of the learner, the natural breaks in a job, and time available for training.

Remember to keep each unit small enough to be taught in a single session, using the four-step approach, of course.

**Ask**

Question: What are the four steps of JI?

Answer:

- Prepare the Learner
- Present the Operation
- Try Out Performance
- Follow Up

## 5-4 TEACHING KNACKS

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### **Read**

The second practical problem that we need to discuss is teaching the “knack.” Many jobs involve special knacks or “tricks of the trade.” Since these are normally acquired only through long years of experience, they are very difficult to teach to someone else.

As instructors, we must face the reality that complete mastery will require considerable practice over long periods of time. Yet, by pointing out the places where such special techniques are necessary and by trying to make the job easier for the employee, we can give him/her a head start on the road to mastery. Remember, too, that the little tricks you have picked up over the years may seem like second nature to you now, yet they are not immediately obvious to the inexperienced.

Teaching these tricks produces a very important benefit - the employee learns to do

the job faster and requires less time to catch up to the pace of the others on the line - however it requires a great deal of teaching skill. Since we are dealing with intangibles such as “feel” and “instinct,” we must make doubly sure that the employee knows exactly what the expected result must be. Such awareness can only be taught through repeated practice.

**Note**

[Demonstrate something illustrating “knack.”

Ask if any of the demonstrations in the previous four days of training or in the actual worksite involve such knacks.

Discuss other examples provided by the trainees and impress upon them the importance of trying to teach these difficult techniques.]

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## 5-5 TEACHING IN A NOISY ENVIRONMENT

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**Read**

The next problem is the teaching environment. Job instruction is not classroom instruction. It normally entails teaching the employee at the site where he/she will be doing the work. Unfortunately, the noise levels are frequently so high that we cannot both describe and demonstrate the new job at the same time.

That brings me to two questions:

**Ask**

Question: First, which sense can we not rely upon in such a noisy environment?

Answer: Hearing or the ears.

**Ask**

Question: What sense can we use to compensate?

Answer: SIGHT or THE EYES.

**Read**

Since the employee cannot hear us, we must provide additional clues - gestures, drawings, demonstration, for example.

**Ask**

Question: What about the amount taught per session? How should it change between a quiet and a noisy environment?

Answer: More in a quiet area and less in a noisy environment.

**Ask**

Question: What about the number of repetitions?

Answer: More for a noisy environment.

**Ask**

Question: If the pace is adjustable, what should we do in a noisy environment?

Answer: Slow it down.

**Read**

Because of the noise, plants do not qualify as ideal teaching environments. Remember, if it is absolutely necessary to communicate verbally with the employee, we can always move to a quieter location for the discussion

before returning to the actual site for full-scale practice. One such case arises in step 3, when we have the employee list the major steps, key points, and the reasons for the key points. We may have to divide the verbal explanation and the actual practice between quiet and noisy sites. However, the ideal is “on-the-job” training, so we must devise ways to minimize this type of shifting back and forth. Use of video tape, models, or simulations can help.

### **Discussion**

In the first four sessions, we discussed the basics of teaching correctly. Today we have seen how to apply them to actual job training applications. I would now like to open the floor to discussion from you, the participants.

#### **Ask**

Question: What you think of this program?

#### **Ask**

Question: How do you plan to apply what you have learned?

#### **Ask**

Question: Do you have any questions that I may not have answered?

#### **Note**

[It is important to motivate the trainees to actually apply what they have learned after they return to their individual work sites. Make sure that they feel the need, as leaders, to teach more effectively.]



Find out how they plan to apply what they have learned. Answer any questions remaining from previous sessions.]

## 5-6 JOB INSTRUCTION CARD

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### **Note**

[Review the four types of preparation and the four basic teaching steps. Read both the headings and the subheadings.]

## 5-7 SUMMING UP AND EVALUATION

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### **Read**

Thank you for your cooperation and active participation in the five sessions of this program. If you take these newly acquired teaching skills and apply them to all the teaching you have to do in your section, I am sure you will soon begin to notice the difference. This method is not a new one. It has already proven itself over the years in many places.

### **Note**

[Give examples of how better teaching can reduce the time required to teach, the amount of scrap, tool damage, and injuries.]

### **Read**

Leaders already using this approach have discovered that they can achieve three of their most important goals: Improving quality, boosting production, and reducing costs. In our very first session together, we wrote a list of problems plaguing us in our daily work.

**Note**

[Briefly review some of these problems: too many injuries, problems with the 5 Ss, too many rejects, too much damage to machinery, etc.]

**Read**

These types of problems lower production and product quality as they raise the production costs. Time has shown, however, that a leader satisfying five basic requirements - knowledge of the work, knowledge of job responsibilities, ability for Kaizen, leadership ability, and teaching ability - is always able to reduce or even eliminate these types of problems.

In this program, we have concentrated on the fifth requirement, teaching ability. Being able to pass on your knowledge is the true sign of a leader.

Now that you have acquired these basic techniques, you must go out and apply them, improve upon them, and make them part of you. How can you do this?

The first step is **planning**. Analyze the needs of your section and draw up a **Planning Timetable** listing who needs to be trained for what job and by what deadline.

Without a firm timetable, your teaching will degenerate into an emergency, patch up operation - a reactive strategy that will have you waiting for problems to arise rather than taking active measures to nip trouble in the bud.

Once you have decided what job you are going to teach, you must then analyze it, breaking it

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down into its logical components. You must ask yourself such questions as:

“How much can I teach in one session?”

- “What are the major steps?”
- “What are the key points - especially for safety?”

Asking yourself these questions will then help organize everything in your mind so that you can prepare all necessary materials and set up the teaching situation.

Once you have made these preparations, you are ready to teach the employee using the four-step approach:

1. You put the employee in the mood to learn (prepare employee).
2. When he/she is receptive, thoroughly explain the job to him/her (present the operation).
3. When he/she has understood your explanation, have him/her practice until you know that he/she has understood (try out performance).
4. You then put him/her to work at this new job, but continue to check up on him/her until you are sure that the proper work habits are firmly ingrained (follow-up).

If you follow these four basic steps, success is guaranteed. If you follow them for every teaching situation, your teaching will become even more effective. Like any other tool, this tool will lose its effectiveness if you do not use it regularly. On the other hand, regular use will make it even easier for you to use - until it becomes second nature to you.

At first it may seem that this teaching approach takes longer. Yes, this is true. Yet you will find that it pays off in the long run: with a better trained staff, there are fewer emergencies taking up your valuable time.

This valuable tool is not limited to just teaching either. You will find that you can also apply this approach to giving work instructions, answering questions, and even monitoring work.

Remember, even experienced employees still require frequent teaching. Because they are experienced, however, they never ask questions. It is, therefore, up to you to observe them carefully and determine what they need to learn. Another difficult task we all face is correcting employees' habits. You will find that this approach makes it easier for you to correct the employee.

### **Ask**

[Ask all trainees for their opinions:

- “Have you got anything valuable out of this program?”
- “Can you apply this teaching approach to your working environment?”
- “Do you plan to teach this way?”

Other more specific questions.

Thank the trainees for their valuable comments and try to encourage them to think more about becoming effective instructors.]

**Read**

By fulfilling all your obligations as leaders, you will all be able to achieve your goals of producing high-quality products efficiently and at a reasonable cost. By bringing out the best in your team members so that they do good work, you will earn their respect, the respect of your superiors, and the respect of other leaders.

Remember your motto as an instructor:

IF THE EMPLOYEE HASN'T LEARNED,  
THE INSTRUCTOR HASN'T TAUGHT.

[Close on a high note.]

## APPENDIX: HOW TO INSTRUCT (Sample case)

### Step 1 Prepare Team Member

- Put Team Member at Ease
  - Are you getting used to the new shop?
  - How long does it take to get to the factory from your house?
  - What kind of sport do you play?
  - I heard you like fishing. I like fishing too. We could go fishing together one time.
  - How is your family? Fine? I'm glad to hear that.
  
- State the Job
  - Now, because of production's needs, I want to teach you this job.
  - Mr. A will be moving, and I would like to ask you to take over his job.
  - Today, I'm going to teach you about this work. These are the finished goods.
  
- Find out what Team Member already knows about it
  - Have you ever seen or done this kind of job?
  - If you have seen or done this kind of job, please let me know how you did it.
  
- Get Team Member interested in learning the job
  - This job is a very important part for the new production.
  - This operation is one of the most important and basic parts of this job. Please watch carefully and learn it well.
  - I believe that mastering this job will be of great help for you in the future.
  - Other members have learned this job well and they have become fully fledged team members.
  
- Place Team Member in the correct position
  - Come this way so you can see me do the job better.
  - This is the best place for you to see and learn. Please watch carefully from this position.

## Step 2 Present Operation (Sample Case)

- I will illustrate and show you the correct method. Please watch it very carefully.
- Tell, show, and illustrate each MAJOR STEP one at a time
  - I will tell, show, and illustrate one MAJOR STEP at a time, so please observe it carefully and learn by yourself. OK?
  - In this job, there are \_\_\_\_\_ MAJOR STEPS.
  - First of all, watch the process of the operation carefully.
- Stress each KEY POINT
  - I will tell you the key point of this work. Please listen to it carefully.
  - This is the most important point of success or failure of this job.
  - This is the best fixing method in this case between nut and bolt.
  - Please touch it yourself and get the feeling of them.
- Explain REASON
  - Next time, I will explain the reason why the KEY POINT is important.
  - \_\_\_\_\_ is the key point of this major step \_\_\_\_\_ because \_\_\_\_\_.
  - Next one is the key point of safety. If you forget this, you will cause accidents.
- Present no more than Team Member can master
  - Do you have any questions so far?
  - Is my explanation too fast? Did you understand it?

### Step 3 Try Out Performance (Sample Case)

- Have Team Member do the job; correct errors
  - It's your turn. Please do it by yourself. First, try it by yourself silently.
  - Don't be frightened of making a mistake and try to do it, as best you can.
  - Ah! It's not the correct way. You have to do it this way.
  - Hold on! To learn correctly first, this is very important for you. So, I will show you again.
  
- Have Team Member explain MAJOR STEPS
  - Please try to do this with explanation of each MAJOR STEP.
  - Please try this as you explain the MAJOR STEPS.
  - Could you try it again using my explanation of MAJOR STEPS?
  
- Have Team Member explain each KEY POINT as job is done again
  - Could you tell me the KEY POINT while doing this job?
  - Please tell me the KEY POINTS clearly as you try.
  - Please try this job as you explain the KEY POINTS of each MAJOR STEP.
  
- Make sure Team Member understands REASONS
  - What does the KEY POINT consist of?
  - Yes, good, success, or failure, safety and knack are the KEY POINTS to ensure it works. Which is this KEY POINT - success, safety, or knack?
  - Please tell me the reason of each KEY POINT and why it is important in this work.



#### Step 4 Follow-Up (Sample Case)

- Put employee on own
  - Please start this job from now.
  - Then, please start this job with safety in mind.
  - Don't hurry, correctness comes first.
  - There are \_\_\_\_\_ pieces here. Lose no time in working.
  
- Designate to whom to go for help and where
  - When you have any questions, ask me straight away. If I'm not around you, ask Mr. A.
  - If you sense you are having trouble with your job, stop and ask for assistance.
  
- Check frequently
  - I'll check your job often (or every \_\_\_\_\_ minutes).
  - Beginning is always hard. So, I'll check your job often.

Checking points are not so difficult, such as the correct position at your work site, your motions, and the quality of goods you produce.
  
- Encourage Questions
  - I would like you to promise me that you don't make your own decision when you come against new questions.
  - To ask is not a shame. Ask me as soon as possible if you have any questions.