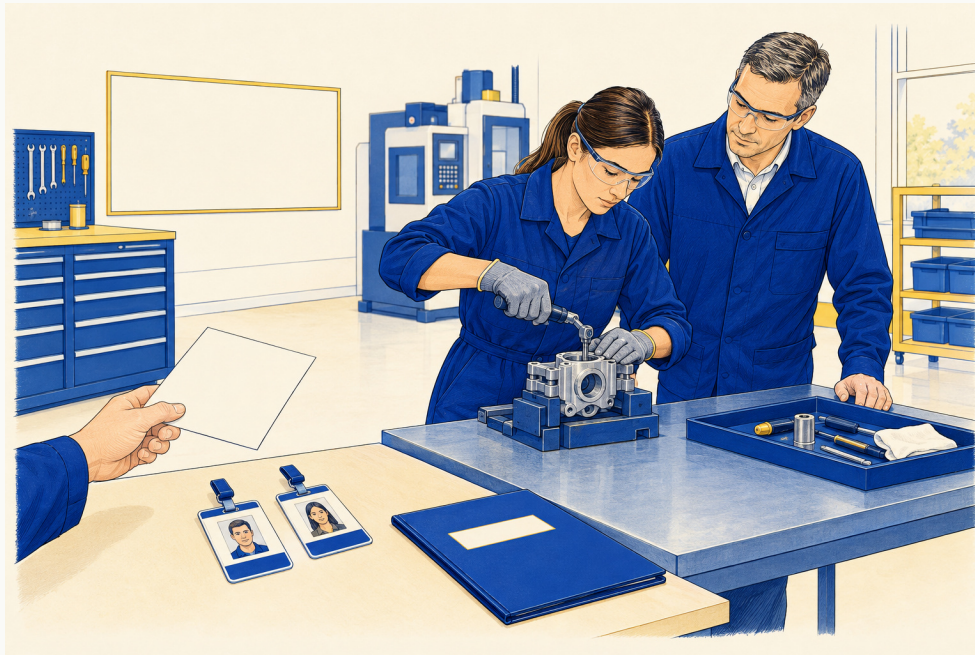


Job instruction: steps, key points and reasons

Teach an approved repeatable task through important steps, key points and reasons, then assess the learner's demonstration and follow-up need.



A demonstration is more useful than an attendance tick

Fictional administration team: instructor Sana teaches new colleague Luis how to register a received change request in a training system. The approved task requires matching the request identity, recording the received time and assigning the authorized queue. A look-alike request number makes a deliberate identity check important.

Your role and the reference condition

Qualified instructor and learner using an approved method in a synthetic training environment.

Normal: The learner performs the task correctly and explains the key points and their reasons before support is reduced.

Gap: Luis watched the task once and signed attendance, but his first attempt selected the similar request number.

Work within these conditions

1. This is an original administrative example, not permission to change real request records.
2. Job instruction teaches an established approved method; unresolved process design must be addressed by its owner.

Fictional teaching case. Supplied observations support the exercise; proposed actions are not verified customer results.

See how the method works

Prepare the learner, the task and the materials before instruction begins. Present the important steps, key points and reasons at a pace the learner can absorb. Then ask the learner to perform the work and explain those points while the instructor observes. Correct gaps and follow up until competence is demonstrated under the expected conditions. Attendance or watching once is not enough. Use an approved job breakdown, and distinguish training notes from the production chart used to balance a process. Good instruction also reveals unclear standards that need improvement rather than repeated reminders to the learner.



Connected method map: Prepare learner, Present job, Try and explain, Follow up. Every authored connection is shown with a numbered arrow and named legend.

Follow the evidence and decisions

Inspect the supplied case inputs

Training reference	Declared requirement
Correct request	CR218; compare source and screen identity
Look-alike	CR281; wrong record for this task
Received time	09:12 from supplied source, not current clock time
Queue	CHANGE-REVIEW under the approved routing reference
Completion	Save, reopen and verify identity/time/queue

01 / Prepare the learner and job

Sana explains the task outcome, checks Luis's prior experience and positions the materials so he can follow. She confirms the approved method and prepares a short job breakdown.

Why: A learner should know what the task accomplishes and be ready to see the important details.

Evidence / check: Training system, source request and routing reference are available.

02 / Present the task in meaningful parts

She demonstrates selecting CR218, entering the supplied received time, assigning the queue and verifying the saved record. For each important step she states the key point and why it matters.

Why: A recital of clicks omits the judgment that prevents the look-alike error.

Evidence / check: The job breakdown pairs source/screen identity with preventing wrong-record changes.

03 / Have the learner do and explain

Luis performs the task, explains the key points and then the reasons. Sana observes rather than completing the task for him, correcting any error before the training result is accepted.

Why: Watching the instructor or repeating words is not a demonstration of the task.

Evidence / check: The observation records which step, key point or reason needs coached practice.

04 / Follow up and adjust support

After a correct practice, Sana defines whom Luis can ask for help and checks another representative training request, including a different look-alike. She reduces support only as demonstration warrants.

Why: One memorized example may not show that the key point transfers.

Evidence / check: Follow-up record names task conditions, observed performance and next practice; attendance is retained separately.

Original job breakdown - register a training request

Important step	Key point	Reason
Select request	Match full source and screen ID: CR218	Avoid changing CR281
Record receipt	Use supplied 09:12, not current time	Preserve actual receipt chronology
Assign queue	Use approved routing reference	Send work to responsible team
Verify saved record	Reopen and check ID/time/queue	Detect entry or save mismatch

Correct actions, unexplained key point

Luis completes a second example but says the identity check is only because Sana prefers it. He cannot explain the look-alike risk.

Decision

Revisit that key point and reason, then observe another attempt where the distinction matters. Keep supported-practice status rather than declaring full task competence.

Reasoning

A memorized sequence without understanding may fail when a small condition changes.

What would change the decision?

Observe the learner deliberately comparing identities and explaining the consequence of a mismatch.

Practise with a changed case

Teach a controlled document check

New fictional task: a colleague must retrieve the approved instruction for task T6. Two files have similar names: a current controlled revision and an obsolete copy. The approved process requires checking status/revision before use and reporting a missing current copy.

File / condition	Status
T6 controlled reference	Current; revision shown by authority
T6 old download	Obsolete; not for use
Current copy unavailable	Use escalation route; do not guess

Your task

1. Write a short job breakdown with important steps, key points and reasons.
2. Describe what the learner must demonstrate and explain.
3. State the response if the learner selects the right file by memorized screen position only.

Use the next page to record your reasoning before reading the answer.

Your practice worksheet

Teach a controlled document check

Important step

Key point

Reason

Observed learner demonstration

Follow-up and help route

Complete your reasoning before turning to the answer. Use the separate learner workbook for group practice.

Check your reasoning and transfer it

1. A suitable breakdown retrieves the controlled source, checks task identity/status/revision and confirms the instruction is usable for the assigned task. The reason is avoiding an obsolete or wrong instruction.
2. The learner should identify the authority and explain the check, including the missing-copy response. A different file arrangement tests whether the reason transfers.
3. If selection depends only on position, reteach the key point and observe a changed layout; do not accept a lucky correct selection as sufficient.

Suggested completed record

Important step	Key point	Reason
Retrieve	Use controlled source	Avoid obsolete downloads
Check	Task identity, current status/revision	Confirm applicable instruction
Respond	Escalate missing current copy	Do not improvise from old version

Plausible wrong turns

1. A job breakdown is not an exhaustive transcript of every motion.
2. Attendance or a single lucky selection is not demonstrated competence.

Evidence of a sound answer

1. Connect every important key point to a reason.
2. Observe the learner, not only the instructor.
3. Define follow-up for a changed but representative case.

Take the learning back to work

Commitment	Agreed follow-through
Owner	Qualified instructor with task/process owner
Record	Approved job breakdown and demonstrated-skill follow-up
Review	During try-out and subsequent representative task observations
Verification evidence	Correct performance, explained key points/reasons and appropriate help seeking
If unresolved	Revisit the specific teaching gap or escalate an unclear method; retain support until competence is demonstrated.

Help someone else apply the method

Prepare

1. Synthetic request and look-alike record
2. Blank steps/key-points/reasons sheet
3. Instructor/learner roles

Minutes	Activity and coaching prompt
5	Prepare a focused breakdown Which detail prevents the important error?
8	Demonstrate and explain Why use the source receipt time?
9	Practice teaching document selection Can the learner explain the key point?
5	Plan follow-up What changed case would test transfer?

Debrief

1. If the breakdown is all clicks, ask for the critical judgment and reason.
2. If the instructor takes over, replay with the learner doing and explaining.

Individual or remote practice

Create a breakdown and record a spoken teach-back; use a changed example to check whether the reasons still guide action.

Connect the method and check its boundaries

Before application

1. Approved method
2. Qualified instructor

Outside this lesson

1. Showing once is not training completion
2. Do not confuse instruction with production balance chart

LEI: Training Within Industry

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Prepare, present, try out, follow up; steps/key points/reasons

Method reference; original OPEX scenario and diagram are synthetic teaching content, not source case results.

Open this lesson and its visual aids