





MULTI-FUNCTION WORKER TRAINING PLAN

Name: Section/Group:		Process or Operation Name												REMARKS				
			CAPABILITIES			Manpower Needs		Performance Needs (Work Manner)										
Date:																		
NUMBER	NAME	IDEAL NUMBER																
1.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
2.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
3.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
4.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
5.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
6.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
7.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
8.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
9.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
10.			⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕					
RESULT OF TRAINING	Beginning of Year																	
	Middle of Year																	
	End of Year																	
Remarks	Job Needs (Production Change)												 = 100% Performance  = 75% Performance  = 50% Performance  = In Training					

JOB BREAKDOWN SHEET

DATE: _____

Team Leader

Supervisor

AREA: _____

JOB: _____

WRITTEN BY: _____

MAJOR STEPS	KEYPOINTS SAFETY: Injury avoidance, ergonomics, danger points QUALITY: Defect avoidance, check points, standards TECHNIQUE: Efficient movement, special method COST: Proper use of materials	REASONS FOR KEYPOINTS
Step # 1		
Step # 2		
Step # 3		
Step # 4		
Step # 5		

Job Instruction Demonstration Evaluation Sheet

Instructor:	Job:
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Preparation for training:

Yes/No	Comments:
<input type="checkbox"/>	Job Breakdown Sheet complete? _____
<input type="checkbox"/>	Work area was set up for training? _____
<input type="checkbox"/>	Neat and orderly? _____
<input type="checkbox"/>	Tools and equipment ready? _____
<input type="checkbox"/>	Safety? _____

Step 1: Prepare the student

<input type="checkbox"/>	Put the student at ease? _____
<input type="checkbox"/>	Told them the job name? _____
<input type="checkbox"/>	Found out what they already know? _____
<input type="checkbox"/>	Got the student interested in learning the job? _____
<input type="checkbox"/>	Placed the student in the correct position to learn? _____

Step 2: Present the Operation

<input type="checkbox"/>	Demonstrated the job one Important Step at a time? _____
<input type="checkbox"/>	Repeated the operation stressing the Key Points? _____
<input type="checkbox"/>	Repeated the Key Points explaining the reasons? _____
<input type="checkbox"/>	Instructed clearly, completely, and patiently? _____
<input type="checkbox"/>	Did not give more than student could master at one time? _____

Step 3: Try Out Performance

<input type="checkbox"/>	Had the student do the job while correcting errors? _____
<input type="checkbox"/>	Had the student explain the Important Steps? _____
<input type="checkbox"/>	Did the job again while explaining the Key Points? _____
<input type="checkbox"/>	Had the person explain the reasons? _____
<input type="checkbox"/>	Continued until the person understood the job? _____

Step 4: Follow Up

<input type="checkbox"/>	Assigned the person a specific task? _____
<input type="checkbox"/>	Identified who to see for help? _____
<input type="checkbox"/>	Indicated when they would check back? _____
<input type="checkbox"/>	Encouraged questions? _____

Process Check:

Did the student demonstrate adequate understanding of the task?

Was there any confusion?

Did the student struggle with any part of the task?

How much would you need to follow up with this student?

Workplace Trainer Certification Evaluation Guide

	Evaluation of activities					
Fundamental Skills	1	2	3	4	5	Complete Y / N
Develop training plan						
Job Breakdown						
Training events						
Successful follow up						
Completion of fundamental skills requires minimum of 3 acceptable examples of each skill						
	Evaluation of activities					
Special training skills	1	2	3	4	5	Complete Y / N
- Long or complex jobs						
- Limited verbal communication						
- Teaching at line speed						
- Teaching special skill or technique						
- Visual tasks (inspection)						
- Developing judgment ability						
- Use of training aids						
Completion of special training skills requires minimum of 3 acceptable examples of each if applicable						

Figure 16-2. Workplace Trainer Certification Guide example

Master Trainer and Certified JI Instructor Class Delivery Evaluation					
	Day 1	Day 2	Day 3	Day 4	Day 5
Practiced each day segment					
Followed the course outline					
Maintained time schedule					
Effective coaching					
Job Breakdown					
Training Plan					
Mentoring ability					
In classroom					
In work place					
Complete ability to deliver job instruction training?					

Figure 16-3. Evaluation sheet for master and certified trainers