

Operator Learning Backlog

Use the method

Choose learning that removes a real operating bottleneck. Use this when a long list of courses competes with urgent work. The output is a ranked backlog and one active learning goal with practice time and evidence of usefulness.

- 1. Start with the bottleneck.** Name a recent task that was slow, error prone, or dependent on someone else. Identify the missing skill rather than the name of a course.
- 2. Define useful performance.** Write what you should be able to do after learning. Choose an observable task and a result that another person could check.
- 3. List candidate skills.** Keep a short list. For each, note the affected work, a suitable resource, prerequisites, and the expected practice effort.
- 4. Rank for current work.** Rate operating impact 1 small, 2 useful, or 3 substantial; rate need timing 1 later, 2 this month, or 3 this week. Add the ratings. Use lower effort to break ties only when prerequisites permit.
- 5. Activate one item.** Select one goal, schedule a practice block, and name the demonstration evidence. Keep other items queued until this goal is demonstrated or consciously paused.
- 6. Review after practice.** Record whether the skill improved the actual task. Revise the goal, repeat practice, or close it with evidence.

Worked example

Illustrative bottleneck: the owner takes an hour to check a customer tracker because filters are unfamiliar. Goal: filter active jobs by due date and identify overdue records without changing the source data.

Candidate ratings: spreadsheet filtering impact 3 plus timing 3 equals 6; presentation animation impact 1 plus timing 1 equals 2. Filtering becomes the active item.

Practice plan: thirty minutes Tuesday using a copy of the tracker. Evidence: correctly identify five known overdue practice records and explain the filter settings to the coordinator.

Review: all five records are found, but the owner accidentally hides completed work needed for another review. The next practice adds a reset step before the skill is considered dependable.

Before you put it to work

- ☐ The goal addresses an observed work problem.
- ☐ Useful performance is stated as an observable task.
- ☐ One item is active and practice time is scheduled.
- ☐ Completion requires evidence beyond watching content.

If the problem keeps returning

If the backlog grows without practice, stop adding resources for a cycle. Choose a smaller demonstration that fits one protected block and complete that before activating another topic.

Connect the tools

Use PW-02 for practice time and LS-03 for demonstration criteria.

First use

Use the worksheet on the next page for one real task. Complete the decision fields, name the person responsible, and choose a review date. Duplicate the worksheet when you need another record.

Working worksheet

Name or team _____ Date _____

Operating bottleneck

Recent task, observed difficulty, and business consequence.

Learning backlog

Skill and useful result	Impact 1 to 3	Timing 1 to 3	Total	Effort and prerequisite	Status

Duplicate rows or this worksheet for additional records.

Total equals impact plus timing. Choose one active item; do not activate another until this one is demonstrated or deliberately paused.

Complete and review

One active goal

Selected skill, useful result, resource, learner, target date, and selection reason.

Practice and demonstration

Protected time, practice case, acceptance criteria, and evidence reviewer.

Backlog decision

Demonstrated repeat pause or replace; evidence and next queued item.

Review after use

What task improved and what evidence shows it? _____

What still requires help or repeated practice? _____

Is the next backlog item still relevant? _____

When is the next protected practice block? _____

Next action _____ Owner _____ Due _____