



WORKREADY RECIPES

The right support for the next step at work

Choose the situation. Match today's support need. Use one move, one sentence, and one check.

- 1

See the situation
- 2

Match support
- 3

Use the move
- 4

Check what changed



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USE IT AT WORK

Find the recipe fast

Start from what you see. The colour shows the support profile that best fits this situation.



You notice that the person...

- 1

stays quiet, hesitates to ask
- 2

gets too much information at once
- 3

skips the "obvious" basic steps
- 4

freezes or guesses when unsure

- 5

asks "is this good enough?"
- 6

wants confirmation for every small choice
- 7

goes defensive after feedback
- 8

gets stuck when conditions change

- 9

is capable, but constantly checked
- 10

works reliably, but is underused
- 11

has ideas, but stops sharing them
- 12

sends every decision back to you

Recipes 1–12 are inside this brochure. Each one gives you one move, one sentence, and one check.

SEE

Start with visible behaviour, not a judgement about the person.

TASK

Is the task new, changed, multilingual, repeated, or safety-critical?

MATCH

Which support profile fits this situation today?

MOVE

Use one move, one sentence, and one check.

Remember

The profile describes the support needed in this situation — not the person.

PROFILE 1

Needs structure and safety



HOW TO RECOGNISE IT

The person needs step-by-step guidance, may freeze or guess when unsure, and mistakes often come from missing basics or unclear expectations.

WHAT THEY NEED FROM YOU

- clear instructions

showing

reassurance

one task at a time

visual cues

fast feedback

GUIDANCE PATTERN

Show → Do together → Try alone → Check early

The person can repeat the basic task safely.

GOOD SUPPORT SOUNDS LIKE

- "Show me the first step and I will check you are on the right track."
- "It is normal to ask again. Better safe than wrong."

AVOID

- information dumps
- leaving them alone too soon
- correcting with irritation

RECIPES 1–4

- 1

Afraid to ask
- 2

Too much information
- 3

Basic steps skipped
- 4

Freezes or guesses

PROFILE 2

Needs clarity and confidence



HOW TO RECOGNISE IT

The person can do routine tasks, but hesitates when conditions change. They can try options, but may still want confirmation.

WHAT THEY NEED FROM YOU

- clear quality standard

decision limits

confidence building

examples of good work

plan-back

regular feedback

GUIDANCE PATTERN

Explain target → Ask plan-back → Let try → Review

The person can explain their plan and their quality check against the agreed standard.

GOOD SUPPORT SOUNDS LIKE

- "Show me your plan, then I will add one improvement."
- "What does good look like here? Let us compare it to the example."

AVOID

- keeping the standard in your head
- confirming every small choice
- turning feedback into a fault list

RECIPES 5–8

- 5

Standards are unclear
- 6

Wants confirmation too often
- 7

Feedback becomes only correction
- 8

Cannot handle variation

PROFILE 3

Needs trust and growth



HOW TO RECOGNISE IT

The person works independently, adapts methods, solves problems in context, and learns from outcomes.

WHAT THEY NEED FROM YOU

- context

responsibility

trust

clear outcome

reflection

ownership area

GUIDANCE PATTERN

Ask → Delegate outcome → Review milestone

The person can own the outcome and improve it.

GOOD SUPPORT SOUNDS LIKE

- "What are your 2-3 options, and which one will you choose?"
- "Lead this outcome; I will check at the milestone."

AVOID

- calling it ownership while approving every move
- only handing out small tasks
- taking the work back after one mistake

RECIPES 9–12

- 9

Capable person is micromanaged
- 10

Gets only small tasks
- 11

Ideas are not included
- 12

Ownership is unclear

INSTRUCTION FIT

Make the task visible

Choose how visible the instruction needs to be.

- 01

New task
Show + picture/video + show-back
- 02

Repeated routine
Checklist + first result check
- 03

Changed situation
Explain what changed + plan-back
- 04

Multilingual team
Visuals + QR video + less text
- 05

Safety risk
Show + show-back + document

TASK DEMOS

Lawn mower oil change · Irrigation and plant condition check · Weeding

RECIPE 3 × OIL CHANGE

Make every step visible

Prepare → drain → refill → check level → wipe → log.
Five-picture checklist on the machine.

Check: next time, all five steps unprompted.



Open the full tool
yebisu.ee/wlife-app

PROJECT PARTNERS



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The recipes

One move · one sentence · one check — the colour matches the support profile.

1Person is afraid to ask

YOU NOTICE

The person stays quiet, apologises before asking, or waits until the problem has already grown.

"I'd rather you ask ten times than guess once."

DO THIS

1. Say clearly that questions are expected before errors grow.

2. Thank the person when they ask early.

3. Agree one simple phrase they can use when unsure.

CHECK

The person asks earlier next time, before the mistake grows. If not, ask what would make asking easier.

AVOID

✗ Correcting with irritation or saying "I already told you."

Does the standard task go well, and only **changes** cause trouble? → Recipe **8**

2First day, too much information

YOU NOTICE

The person receives many instructions, nods along, then forgets the sequence or does not know where to start.

"Let's only do the first step now. Show me how you will start, then I'll add the next part."

DO THIS

1. Reduce the task to the first two steps.

2. Show the first step, then do it once together.

3. Let them show it back before adding more.

CHECK

They can start correctly without a second full explanation.

AVOID

✗ Full-day information dump

✗ "You'll figure it out" handover

✗ Moving on after polite nodding

Can they do the standard task, and stop **only when conditions change**? → Recipe **8**

3Basic steps are skipped

YOU NOTICE

The person starts the task but misses setup, safety, or finishing steps that experienced people treat as obvious.

"Let's name every step, even the obvious ones."

DO THIS

1. Make the hidden steps visible with a short checklist, picture, or example.

2. Ask the person to walk through the full cycle before starting.

3. Check setup, main action, and finish once.

CHECK

The person names and completes setup, main action, and finish without the same step being skipped.

AVOID

✗ Saying "this is obvious"

✗ Assuming they see the hidden steps

✗ Checking only the main action, not setup and finish

Does the standard task go well, and only **changes** cause trouble? → Recipe **8**

5Standards are unclear

YOU NOTICE

The result is uneven because the quality standard is not clear. They ask "is this good enough?" instead of checking against the standard, or wait for you to judge the quality.

"Before you start, tell me what good looks like here and what you will check."

DO THIS

1. Show one good example and one not-yet-good example.

2. Name three quality checks before the task starts.

3. Ask the person to say what they will check first.

CHECK

The person uses the agreed quality checks without waiting for you to define them again.

AVOID

✗ Saying "just do it properly"

✗ Keeping the standard only in your own head

✗ Changing the standard after the work is done

Does the standard task go well, and only **changes** cause trouble? → Recipe **8**

7Feedback becomes only correction

YOU NOTICE

Feedback focuses mostly on mistakes. The person becomes over-careful, gets defensive, or is less willing to try.

"This part already works. Now let's choose one thing to improve on the next run."

DO THIS

1. Name one thing that already works.

2. Name one improvement, not a list of faults.

3. Agree one small next test.

CHECK

The person tries the next improvement without shutting down.

AVOID

✗ Turning feedback into a fault list

✗ Skipping what already works

✗ Giving more corrections than the person can use

Is the task itself still **new**, or are basics missing? → Recipes **2–3**

9Capable person is micromanaged

YOU NOTICE

The person can own the work but every step, timing choice, or small decision is still checked. They become passive or irritated, and wait for approval instead of bringing options.

"I'm giving you the outcome, not the steps. You choose the method. We'll check progress at the milestone."

DO THIS

1. Name the result, deadline, and quality standard.

2. Agree the boundaries: risks, budget, safety, customer limits.

3. Let them choose the method and agree milestone checks.

CHECK

The person chooses the method within agreed boundaries and checks in at milestones.

AVOID

✗ Calling it responsibility while approving every move

✗ Checking every small decision instead of the milestone

✗ Giving outcome responsibility but no decision space

✗ Taking the task back after one imperfect choice

Do they bring **ideas** that go nowhere? → Recipe **11**

11Person has ideas but is not included

YOU NOTICE

The person notices improvements but stops speaking up when decisions happen elsewhere. Ideas are heard politely but nothing changes, and they stop bringing recommendations.

"Bring two options and your recommendation. Then we'll choose what to test, decide, or park."

DO THIS

1. Ask for two options and one recommendation.

2. Choose the next action: test, decide, or park.

3. Close the loop: show what happened with the idea and why.

CHECK

The person keeps bringing ideas because they see what is tested, decided, or parked.

AVOID

✗ Asking for ideas with no next step

✗ Making decisions elsewhere

✗ Taking the task but ignoring the recommendation

✗ Letting ideas disappear silently

Is the real issue **task size**, not voice? → Recipe **10**

4Person freezes or guesses

YOU NOTICE

The person stops moving when unsure, waits silently, or guesses instead of checking.

"If you are unsure, stop there and ask before continuing."

DO THIS

1. Name the rule: stop, check, ask, continue.

2. Practise the pause once during the task, before there is pressure.

3. Notice and praise early checking more than speed.

CHECK

The person pauses and asks earlier instead of hiding uncertainty or guessing.

AVOID

✗ Rewarding speed before the checking habit is safe

✗ Treating uncertainty as failure

✗ Waiting until pressure is high before practising the pause

Can they do the standard task, and stop **only when conditions change**? → Recipe **8**

6Person wants confirmation too often

YOU NOTICE

The person can do the routine task but asks for approval before every small decision or variation.

"Show me your plan first, then I will tell you if anything is missing."

DO THIS

1. Ask for their proposal before giving your answer.

2. Name what they may decide alone.

3. Agree one situation where they will act first and check afterwards.

CHECK

The person comes with a proposal first and asks for confirmation only at agreed decision points.

AVOID

✗ Giving the answer before they have tried to decide

✗ Rewarding dependency by always confirming small choices

✗ Saying "use your judgement" without naming the boundary

Can they do the standard task, and stop **only when conditions change**? → Recipe **8**

8Person can do the task, but not handle variation

YOU NOTICE

The person handles the standard task well, gets stuck when materials, people, tools, or priorities change, or waits for a new instruction instead of adapting the old one.

"Let's look at what changed and what stays the same. Then choose which rule still applies."

DO THIS

1. Show two small variation examples.

2. Ask what changes and what stays the same.

3. Let the person try one changed case with support nearby.

CHECK

The person can explain what changed, what stayed the same, and tries the adjusted method.

AVOID

✗ Repeating the standard instruction when the real gap is adapting it

✗ Giving a brand-new instruction for every small variation

✗ Expecting independence before the adaptation rule is clear

Is the task itself still **new**, or are basics missing? → Recipes **2–3**

10Person gets only small tasks

YOU NOTICE

The person works reliably but gets mostly small or repetitive tasks. Their work is disconnected from bigger outcomes, and motivation drops because capability is underused.

"I want you to own this area, not just complete tasks. Let's agree the outcome, boundary, and impact we expect."

DO THIS

1. Choose one real ownership area.

2. Define the outcome, boundary, and decision space.

3. Review impact, not only task completion.

CHECK

The person owns one area, makes decisions within it, and can show the impact of their work.

AVOID

✗ Keeping capable people busy with small tasks

✗ Calling task completion "growth"

✗ Giving responsibility without a real ownership area

✗ Reviewing only whether tasks are done, not whether the area improves

Do they bring **ideas** that go nowhere? → Recipe **11**

12Ownership is unclear

YOU NOTICE

The person is capable but decisions slow down because ownership, decision rights, or escalation points are unclear. Decisions keep bouncing back to you.

"This result is yours to lead. Let's agree which decisions are yours and which exceptions come back to me."

DO THIS

1. Name the result, deadline, and quality standard.

2. Agree the decision rights: what they decide, recommend, and escalate.

3. Review whether decisions move faster and fewer things bounce back.

CHECK

Decisions move faster, fewer things bounce back, and the person acts within the agreed boundary.

AVOID

✗ Giving responsibility without decision rights

✗ Approving every small decision

✗ Taking ownership back after one mistake

✗ Leaving boundaries or escalation points vague

Can they do the standard task, and stop **only when conditions change**? → Recipe **8**

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