Task Analysis

➢ Creates a visual representation of what your curriculum design will cover

➢ Breaks each task down into steps

➢ Uncovers each skill that you will address in your training

➢ Creates a decision point for who will attend your training

1

Task Analysis
Break your task down into steps

Effective Documentation

1) Boot up computer

2) Access form from correct database (i.e. web based)

3) Make sure you have the most recent electronic form and check for revision date

4) Ensure every field is completed in each form field

5) Ensure every field is accurate

6) Spell and grammar check document

7) Save and submit document in appropriate database

2

Task Analysis

Boot the computer

Access correct database & navigate

Open Correct Form → Revision Date

Use the Tab field to Complete Each Field → Do not leave any field blank

Read back or Double check fields for accuracy

Spell and grammar check

Save and Submit form

3

Skill Hierarchies

▌ For each step in your task analysis:

- Determine **subordinate** skills
  - Skills that <u>must</u> be mastered before the next skill is attempted

- Determine **independent** skills
  - Skills that can be learned in any order

Based on *Analyzing Performance Problems* by Robert F. Mager & Peter Pipe

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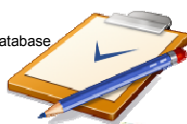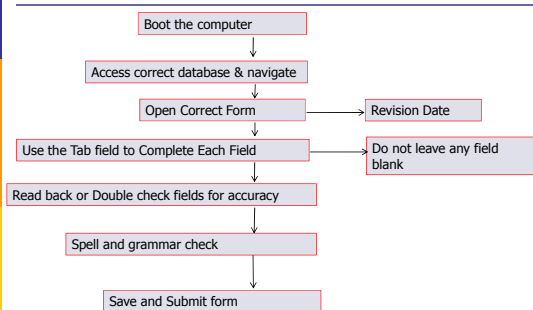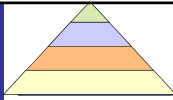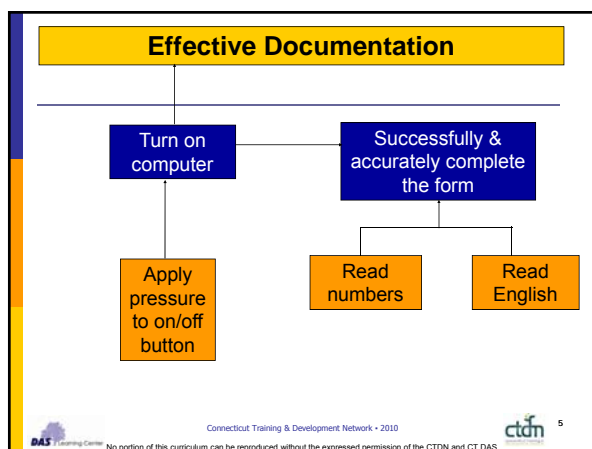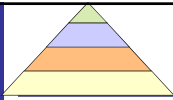No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

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Effective Documentation

Turn on computer		Successfully & accurately complete the form
Apply pressure to on/off button		Read numbers	Read English

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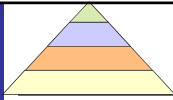
5

Prerequisites

- *Who is qualified to attend your training course?*
  - What will they need to be able to do before they can benefit from your training?

- *Prerequisites are assumptions you make about the participants.*
  - Decided during course development

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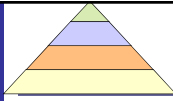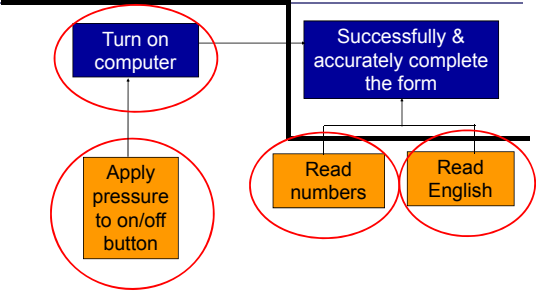
6

Prerequisites

1. **Review your skill hierarchy**

2. **Look at each skill and ask if it is reasonable to expect that skill in your students**
   - Draw a circle around that skill on your hierarchy

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Prerequisites

3. **If most of your student can be assumed to possess that skill, then it is a prerequisite**

4. **Draw a line across the bottom of the hierarchy that expresses the rule:**
   - Skills above the line will be taught in this course; skills below the line are assumed present in each student and are considered prerequisites.

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Effective Documentation

Turn on computer

Successfully & accurately complete the form

Apply pressure to on/off button

Read numbers

Read English

9

Needs Assessment Summary

1. **NEED IS IDENTIFIED**
   Examples:
   - There is a performance deficiency
   - One or more employees aren't doing what they should be doing
   - There's a problem and someone decides training is needed

2. **ANALYZE NEED**
   - Obtain needs analysis data
   - Performance analysis
   - Goal analysis
   - Task analysis

3. **SELECT SOLUTIONS**
   Examples:
   - Provide information
   - Give Feedback
   - Develop Job aids
   - Re-design a task
   - Provide Instruction
   - Manage performance
   - Improve a process

4. **DESIGN / DEVELOP NON-TRAINING SOLUTIONS**
   Examples:
   - Provide information about performance expectations
   - Use job aids
   - Provide feedback
   - Simplify or re-assign tasks
   - Clarify or revise a procedure

IS INSTRUCTION PART OF THE SOLUTION?
IF YES – To be covered in Module 4 & 5
IF NO – Monitor/Improve

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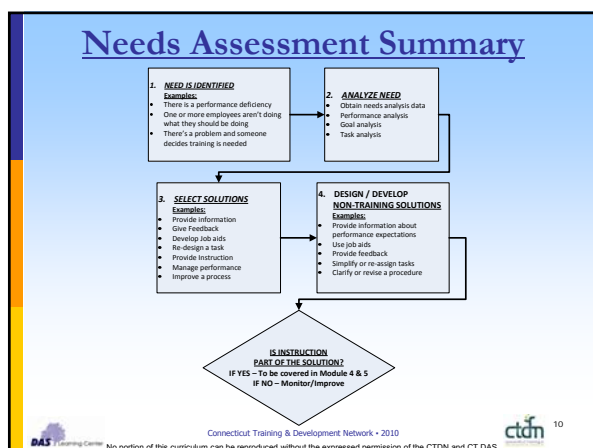## Remember…

"*Preconceived Notions are the Locks on the Door to Wisdom*"

Merry Browne

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References

Archer, T. M., Cripe, R., MsClaslin, N.L. (2006). Making a Difference Fact Sheet. Ohio State University. http://ohioline.osu.edu

Ruggieri, D.M. (2006). Training Needs Assessment. About, Inc. http://adulted.about.com

Mager, R.F., Pipe, P. (1997). Analyzing Performance Problems. Center for Effective Performance, Inc.

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Activity

Using your Project

13

Report-Outs

Each group

14

Needs Assessment Summary

- Review Needs Assessment purpose, benefits and steps.
- Use Needs Assessment steps for your project.
- Review differences between Training and Performance Issues.
- Review and refer to Needs Analysis Tools.

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