Analysis Tutorial

# Introduction

## Scenes 001-007

**Scene 001:** Welcome to Instructional Design and Development, IDD Design Path: Analysis

**Scene 002: [scene fades to character standing by truck]**

**Scene 003:** Hi, there! Welcome to our worksite! I’m Laura!

**Scene 004:** I’m the lead foreman for Instructional Design Systems, Inc. Our company just won a big contract to start building the ADDIE model.

**Scene 005:** In this phase, we’re going to nail down all the pieces of Analysis. It’s really important that we build a solid foundation before we move on to the second phase.

**Scene 006:** Ready to get started?

**Scene 007:** First, let’s lift these building materials out of the truck and figure out what we need to accomplish.

**Scene 008: [camera zooms in on wood pallets in the truck]**

# Objectives and Definitions

## Scenes 009-018

**Scene 009:** Session Objectives: Define Needs Analysis and describe its importance within this phase.

**Scene 010:** Define Task Analysis and describe its importance within this phase.

**Scene 011:** Define Learner Analysis and describe its importance within this phase.

**Scene 012:** List 2 or more tools that can be used to conduct Needs Analysis, Task Analysis, and Learner Analysis.

**Scene 013:** The Analysis stage can be broken into three parts:

**Scene 014: Needs Analysis:** Identifying the performance gaps between current and desired job performance and determining if there is a true training need.

**Scene 015: Task Analysis:** Examining the context of the specific job, which includes defining the skills and knowledge required to perform that specific job at the desired performance level.

**Scene 016: Learner Analysis:** Examining your training audience and taking into consideration their work experience, attitudes and education in order to develop the most appropriate training methods that will meet their learning needs.

**Scene 017:** Let’s look at each part in more detail, starting with the Needs Analysis.

**Scene 018: [transition: character walks off screen into a new work area]**

# Needs Analysis

## Scenes 019-033

**Scene 019:** In this stage, collect data to help you define the “who, what, where, when, why, and how” of a perceived training need. You’ll need this data to determine if creating training is actually the best solution to solve the problem.

**Scene 020:** The Training Needs Formula will help you get started with the Needs Analysis. The formula states that expected performance-minus actual performance equals the performance gap. Let’s talk a little bit more about what this means.

**Scene 021**:  **Expected Performance:** In other words, what defines the minimum or standard requirements? You can use resources such as job descriptions, policies and procedures, management, employee manuals, and codes of conduct to determine the Expected Performance.

**Actual Performance:** In other words, what defines the current activities being done on the job? Use resources such as reports and records, feedback, performance appraisals, management, employee behavior, and observations to determine the Actual Performance.

**Performance Gap:** the difference between Expected and Actual Performance.

**Scene 022:** Once you’ve identified that there *is* a performance gap, the next logical question to ask is “*WHY?*” Here’s where you’ll collect additional data to uncover the potential root causes of the problem. You can use tools such as:

* Surveys
* Interviews
* Quality Scores/Employee Metrics
* Conduct Observations and Tests

**Scene 023:** After you have identified all of the potential causes, conduct a Performance Analysis to help narrow down the list. A Performance Analysis is composed of 3 parts:

* Testing each potential cause
* Confirming the true cause or causes
* Proposing viable and cost effective corrective solutions

**Scene 024:** Keep in mind that training is not always the best solution. It is sometimes difficult for clients to differentiate between wants (nice to have) and needs (what is truly required to solve the problem).

**Scene 025:** Be considerate of Aetna’s Common Purpose and the significant costs involved with training development and delivery, including loss of employee productivity when your learners are in training. Be vigilant in determining the most cost efficient ways to solve the problem.

**Scene 026:** Ask the tough questions. Is there truly a lack of employee knowledge and skills, or are other factors at play? Could the problem be remedied with a simple communication or virtual system simulation? Performing a thorough Needs Analysis should help you determine the most cost effective solutions.

**Scene 027:** If training is the part of the solution, you’ll want to compare the overall cost of training to the projected benefit of training to determine the Cost/Benefit Ratio. This is the last step in the Needs Analysis.

**Scene 028:** I want to give you one important tip before we move on.

**Scene 029:** Even here in the Analysis phase, you should start thinking about how you can prove that your training program is worth the investment.

**Scene 030:** If you’ve determined that training is the best solution, you’ll want to gather some baseline data on your learners (if you haven’t already). For example, conduct a pre-test to gauge your learner’s knowledge and skills before the training, or collect quality data. You’ll use this information later in the Evaluation Phase.

**Scene 031:** Great Work!I think it’s time for a break.

**Scene 032:** Why don’t we chat about the next part of Analysis over some lunch?

**Scene 033: [transition: character walks off screen while music is playing]**

# Task Analysis

## Scenes 034-046

**Scene 034:** **[transition: scene fades to character sitting in a pizza shop]**

**Scene 035:** Hi, there! I bet I look different without my gear on, huh?

**Scene 036:** This place has the best pizza in town so I thought you’d like to try it for lunch!

**Scene 037:** Now that the Needs Analysis is complete and you’ve determined that training is the best solution, it’s time to move into the Task Analysis.

**Scene 038:** The Task Analysis is a list of step-by-step work instructions for job tasks including technical tasks, interpersonal tasks and conceptual tasks.

**Scene 039:** In other words, What are the steps involved to do the job? What is the process from start to finish? Let’s break it down into 4 categories**:**

**Scene 040: Duty:** The broad areas or divisions of responsibility of the job usually found on the job description.

**Scene 041: Tasks:** The short description of the broad activities that are performed when the duty is being met.

**Scene 042: Sub-Tasks:** A sub-task is a logical grouping or category of steps listed by breaking down the task into smaller “chunks.” Sub-tasks will later be broken into more detail so they should not be sub-divided too much at this stage.

**Scene 043: Steps:** A step is a detailed action that describes how to perform the task. Each step should be detailed enough so that learners can follow it without assistance. Steps start with an action verb and contain the detailed skill and knowledge required to perform the action.

**Scene 044:** Some tools you can use to help you with Task Analysis include:

* Outlines
* Step/Action Tables
* If/Then Charts
* Workflow Charts

**Scene 045:** That was delicious! I guess we should be getting back to the worksite. Once we get there, we’ll talk about Learner Analysis; the final part of the Analysis Phase. Come on! Let’s go!

**Scene 046: [transition: character walks out of pizza parlor while music is playing]**

# Learner Analysis

## Scenes 047-056

**Scene 047: [transition: character walks into construction worksite with concrete foundation]**

**Scene 048:** Welcome back to the worksite! Let’s finish laying a solid foundation for the ADDIE model.

**Scene 049: [transition: cement truck drives into the scene]**

**Scene 050:** Learner analysis helps you to define the audience, figure out what they already know (entry behaviors) and identify any knowledge they are expected to have prior to taking your training program (pre-requisites).

**Scene 051:** First, define your audience and identify attitudes. Who will be taking the course? What is the age range? Do the all live in a certain location or are they spread out across the globe? How do they feel about having to take the training? By identifying the audience, you can ensure the materials you create are at the appropriate level, accessible and will meet your audience’s needs.

**Scene 052:** Then, identify the entry behaviors and pre-requisites**.** Entry behaviors are the skills participants have already mastered prior to instruction. These may or may not be required skills to master the new material, but may be helpful to keep in mind as you design your training program. Pre-requisites are the tasks and skills learners must have already mastered and be able to build upon in order to learn new skills included in the instruction.

**Scene 053:** Completing a Learner Analysis allows you to customize your training program by focusing on the specific learning activities that will benefit your audience the most.

**Scene 054:** Adding interactivity, examples, and simulations in areas where your audience has the least knowledge and avoiding topics they have already mastered will help keep your learners engaged and interested in your learning program.

**Scene 055:** Some tools you can use to help you complete the Learner Analysis include:

* Pre-course survey
* Learner Profile Worksheet

**Scene 056: [transition: character walks and music plays]**

# Conclusion

## Scenes 057-062

**Scene 057: [character walks to a new scene with the word ANALYSIS across a foundation of a building]**

**Scene 058:** Well, we did it! We built a solid foundation of the ADDIE model with Analysis.

**Scene 059:** Your training program might not look like much yet, but rest assured, the work you do in this stage is essential to success.

**Scene 060:** I don’t know about you, but I’m ready to call it a day.

**Scene 061:**  Thanks for all your hard work!

**Scene 062: [music plays; character smiles and gestures thumbs up]**