

## Task Analysis

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- 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


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## 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




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## Task Analysis

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    graph TD
      A[Boot the computer] --> B[Access correct database & navigate]
      B --> C[Open Correct Form]
      C --> D[Use the Tab field to Complete Each Field]
      D --> E[Read back or Double check fields for accuracy]
      E --> F[Spell and grammar check]
      F --> G[Save and Submit form]
      C --> H[Revision Date]
      D --> I[Do not leave any field blank]
  
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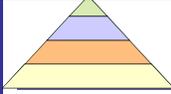
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## Skill Hierarchies

- For each step in your task analysis:
  - Determine **subordinate** skills
    - Skills that must 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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## Effective Documentation

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graph TD
    A[Effectively document] --- B[Turn on computer]
    A --- C[Successfully & accurately complete the form]
    B --- D[Apply pressure to on/off button]
    C --- E[Read numbers]
    C --- F[Read English]
  
```

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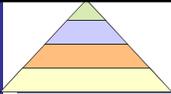
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## Prerequisites

- **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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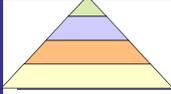
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## Prerequisites

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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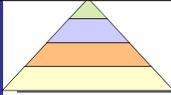
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## Prerequisites

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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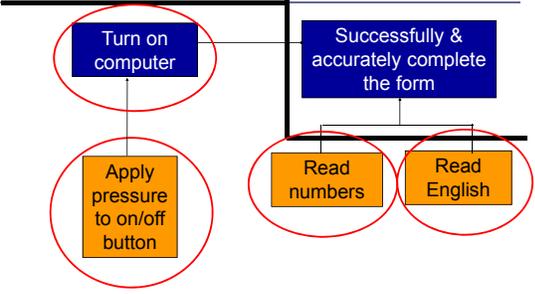
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### Effective Documentation



```
graph TD; A[Successfully & accurately complete the form] --- B[Turn on computer]; A --- C[Read numbers]; A --- D[Read English]; B --- E[Apply pressure to on/off button];
```

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## Activity

Using your Project



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## Report-Outs



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## 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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