

The background of the slide is a teal color with a faint, semi-transparent silhouette of an industrial facility, including towers, pipes, and structural elements. The text is centered in the white space.

TRAINING 101: ANALYSIS
Presented to: NAPTA Instructor
Skills Conference VII

PRESENTER BIO

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Systran

- Over 18 years in adult learning, training development, and project management
- Designed, developed, implemented and evaluated training material for multiple chemical and refining companies

ANALYSIS

Analysis is the study we do in order to figure out what to do...

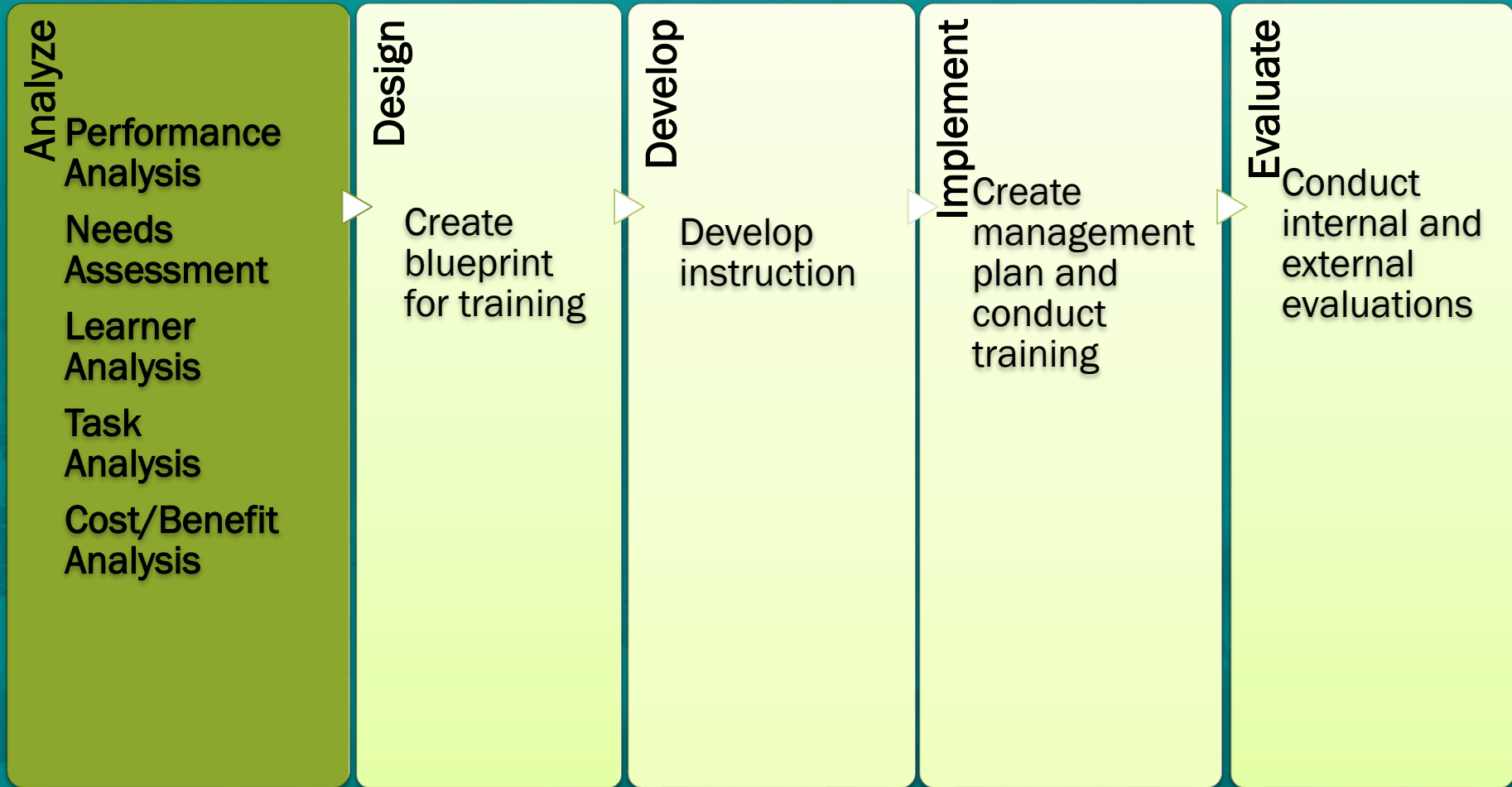
Allison Rossett & Kendra Sheldon (2001)

LEARNING OBJECTIVES

After this session, you will be able to:

- Explain the purpose and benefits of the analysis phase
- Describe the elements of the analysis phase
- Explain how the analysis phase impacts the design and development phases

INTRODUCTION



ANALYSIS PHASE

Overview

- Basis for all design and development activities
- Focuses on desired business need or result
- Determines:
 - Will learning fulfill the business need?
 - What must be learned?
 - What is the standard of performance?
 - How will the learning process occur?
 - Who needs to improve their performance?

SCENARIO INTRODUCTION

- During the Monday morning staff meeting, the facility manager makes the statement, *“Everyone should know how to use a fire extinguisher. I want everyone trained.”*
- As the training specialist, you have been assigned to meet with the facility manager and develop an effective solution.

ANALYSIS PHASE

Performance Analysis

- Is it a training problem?

Needs Assessment

- What is the desired business outcome...where is the gap?

Learner Analysis

- Who are we training?

Content/Task Analysis

- What are we training on?

Cost/Benefit Analysis

- What will it cost to address the issue?

STEP 1: PERFORMANCE ANALYSIS



Motivation (Heart)

- Don't know why
- Doing it is a hassle



Knowledge/Skills (Head)

- Don't know how
- Forgotten how



Tools/Processes (Hands)

- Lack the right tools
- Flawed policies

Three Foundations of Performance

STEP 1: PERFORMANCE ANALYSIS

Helpful
Hint

- *Performance gap is the difference between expected and current job performance.*

STEP 1: PERFORMANCE ANALYSIS



What exactly is the problem?

- Is there a business need for closing this gap?
- Does it fit the organization's strategy?

If yes, is training really the solution? (See Step 2)

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SCENARIO

Performance Analysis

STEP 2: NEEDS ASSESSMENT

Performance General Questions

- What is the business driver?
- Are the performance standards reasonable?
 - If not, why?
- Are job aids available?
 - Are they accurate?
 - Are they being used?

ADDIE Analysis Phase 

Overview Of Analysis

Training needs analysis is the systematic method of determining whether training needs to be done, and if so, what kind of training.

Many elements go into a training needs analysis. **Systran Inc.** created this overview to help individuals navigate the process of training needs analysis.

Training design should only be done after performing an analysis. Once the following information is gathered, it is used to design the training.

1 A **Performance Gap** is the difference between expected and current performance on the job.

$$\text{Performance Gap} = \text{Desired Performance} - \text{Current Performance}$$

A) Begin by determining if there is a performance gap: what exactly is the problem?
B) Is there a business need for closing this gap? Does it fit the organization's strategy?
C) If yes, is training really the solution? (See Step 2)

2 **THREE Foundations of Performance**

Three common reasons why employees may not be performing as desired:

- Motivation/Incentives (Heart)
 - Don't know why
 - Doing it is a hassle
- Knowledge/Skills (Head)
 - Don't know how
 - Forgotten how
- Tools/Processes (Hands)
 - Lack the right tools
 - Flawed policies

You must determine whether the performance gap is caused by a **lack of knowledge/skill** or one of the other reasons. **Training is only needed when knowledge or skill has caused the performance gap (Step 3).**

3 If training is the appropriate solution, analyze the training need using three approaches:

- A) **Learners:** Who needs to improve their performance? What are their characteristics and skills?
- B) **Learning task:** What exactly is the task? What do they need to know to be able to do it?
- C) **Learning context:** What are the facilities like? What is the learning climate at the organization?

Gather the above information by working with:

- **Stakeholders:** the individuals responsible for performance success.
 - Work with stakeholders to establish budget, deadlines, and expected performance and outcomes.
- **SMEs, or Subject Matter Experts:** the individuals who are well-informed about the organization, the learning task, and/or the learners.
 - Work with SMEs to find out how the task is accomplished.

Once the above information is gathered, it is used in the next phase of ADDIE – designing the training.

<http://www.systraninc.com/> Telephone: (281) 480-8004

STEP 2: NEEDS ASSESSMENT

Performance and Training Questions

- What are employees doing that they shouldn't be doing?
- What specific things would you like to see employees do, but don't?
- What task would you like to see employees trained on?
- When you envision workers performing this job properly, what do you see them doing?
- What would you like to be trained on?
- What prevents you from performing a prescribed task to standards?

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SCENARIO

Needs Assessment

STEP 3: LEARNER ANALYSIS

Learners

- Education level/background?
- Experience and skill level?
- Language/cultural differences?

Learning Task

- What exactly is the task?
- What do they need to know to be able to do it?

Learning Context

- How many learners?
- Where do they learn?
- What is the learning climate?

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SCENARIO

Learner Analysis

STEP 4: TASK ANALYSIS

Jobs

- Composed of duties and tasks
- Tasks have a discrete beginning and end
- Tasks accomplish a goal or result

Factors

- Frequency
- Criticality
- Difficulty

KSAs

- Knowledge
- Skills
- Attitudes

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Task Analysis

STEP 5: COST/BENEFIT ANALYSIS

Costs

- Development costs
- Time to conduct training
- Ongoing costs to maintain training

Other Costs

- Cost of not doing the training
- Potential risks to safety, sustainability, reputation

Benefits

- Employee safety, reduction in risk
- Improvement in reliability/efficiency

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SCENARIO

Cost/Benefit Analysis

IMPACT ON DESIGN AND DEVELOPMENT

Decision Point

- Is it a training issue?
- Cost/benefit analysis

Design

- Defined performance requirements
- Objectives that address the performance gap
- Training delivery based on learner characteristics
- Beginnings of outline/learning activities

Development

- Identified/gathered materials and potential SMEs for development
- Methods for assessment of success

SUMMARY

In this lesson, you learned about the analysis phase of the ADDIE model, including:

- Analysis purpose and benefits
- Elements of the analysis phase
- Impacts of the analysis phase on the design and development phases

QUESTIONS

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