



Job Task Analysis

Relevance = Value



Relevance

**Training Must Help Develop Skills
Relevant to Jobs and Allow Application of
Learned Skills Immediately**



Master the Task to the Level of Competence Defined



Job Task Analysis

Two Distinct Terms Job Analysis and Task Analysis



New Concept?

F. W. Taylor at the Onset of the Twentieth Century Introduced Scientific Management Concerned with Efficiency in Organizations



Taylor's Focus

- 1. Discover Basic Elements of Work to Replace “Rules of Thumb”**
- 2. Identify Functions of Planning Work Instead of Allowing Workers to Choose Own Methods**
- 3. Select and Train Workers Developing Cooperation Instead of Encouraging Individualistic Efforts by Employees**
- 4. Dividing Work Between Management and Worker for Specialization**

Which One Does JTA Not Address? 4

What was Not Anticipated by Taylor?

- 1. Resistance of Workers Toward Perceived Unrealistic Standards**
- 2. Terminated if New Higher Standards Not Achieved**
- 3. Failure to Recognize Social Needs of Workers**

Hawthorne Studies in the 1920's

Improvement in Worker Performance is a By Product of Feeling and Self Worth

Functional Behavioral Units, Sub-tasks, Elements and Steps



Employee Involvement

What Does This Mean to You?

- **Foundation for a successful training program**
- **Allows full analysis of the responsibilities of individuals in a specific job role quickly and effectively**
 - **Participants validate job description**
 - **Identify tasks performed by an individual in the job**
 - **Develop the best processes used to complete the tasks**
 - **Identify critical tasks and skill gaps**

What is Needed for a Job Task Analysis?

- **Experienced Facilitator-Job Analyst**
- **Management-Tasks are as Intended**
- **Job Participants-Perform Work**
 - **Define the level of competence required to successfully perform the job**
 - **Develop the specific knowledge, skill and attitudinal objectives to perform various associated tasks**

Job Analyst

- **Outside of the specific job**
- **No pre-conceived interests**
- **Facilitator**
- **Guides and Coaches**

Management

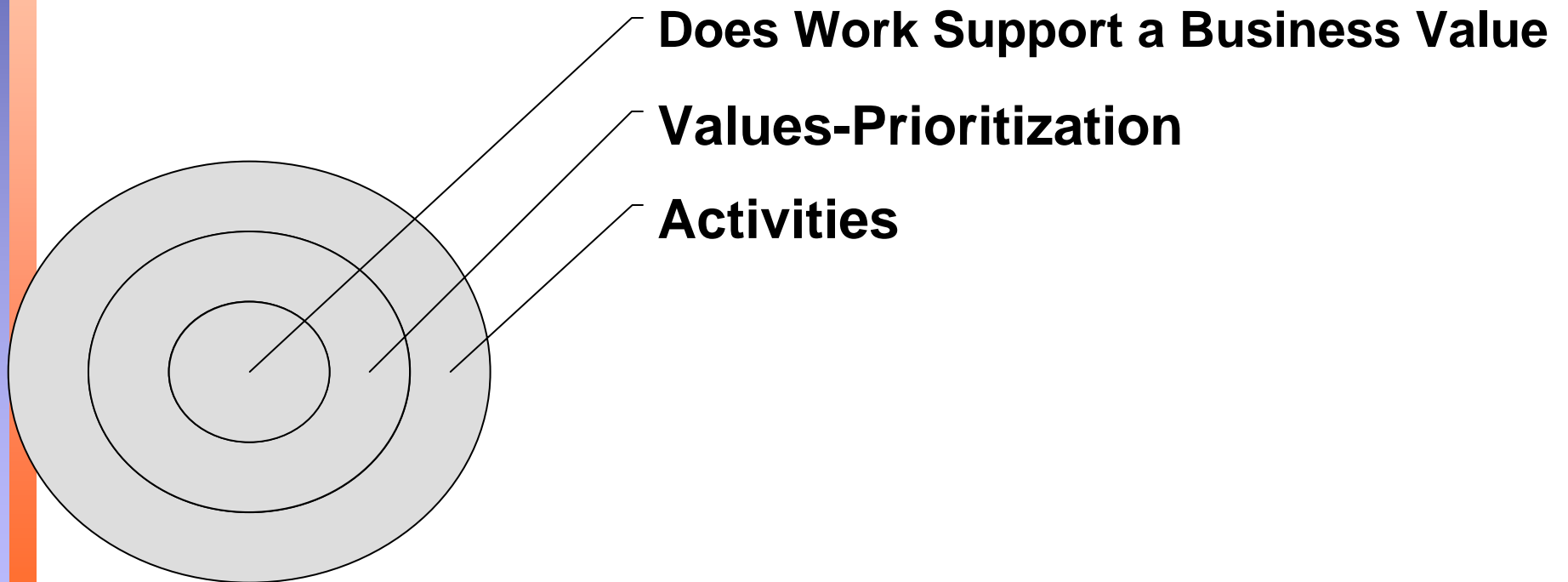
- **Identifies business values**
- **Beginning and End**
- **Approves**

Job Participants

- **Tasks grounded in reality**
- **People/machine interface**
- **Psychomotor activities**
- **Cultural environment**
- **Rules and Decisions**
- **Various inputs and review**

Common Necessary Ingredient

Subject Matter Experts



Support a Business Value

- **Evaluate based on relation to overall business values**
- **Determine if activity can be linked to the accomplishment of the value**
- **Determine how well it works**

Who provides?

Management and Job Participants

Values-Prioritization

- **Things that matter to the organization**
- **Typical Criteria**
 - **Difficulty**
 - **Criticality**
 - **Frequency of Use**
 - **Consequence of Error**

Who Provides?

Management and Job Participants

Activities

- **Group similar tasks**
- **Focus on conditions under which they are performed**
- **Ask why things are being done as they are**
- **Ask how policy and practice influence the accomplishment**

Who provides?

Management and Job Participants

Perceived Gain?

- **Validation of job role definition or revise**
- **Identification of tasks performed by an individual in a specified job role**
- **Map of the processes used by individuals to complete the tasks**
- **Determination of the standards for successful completion of tasks**
- **Identification of critical tasks**
- **Identification of skill gaps**
- **Create Terminal Objectives**
- **Identify Enabling Objectives**
- **Create criteria used to assess competence**

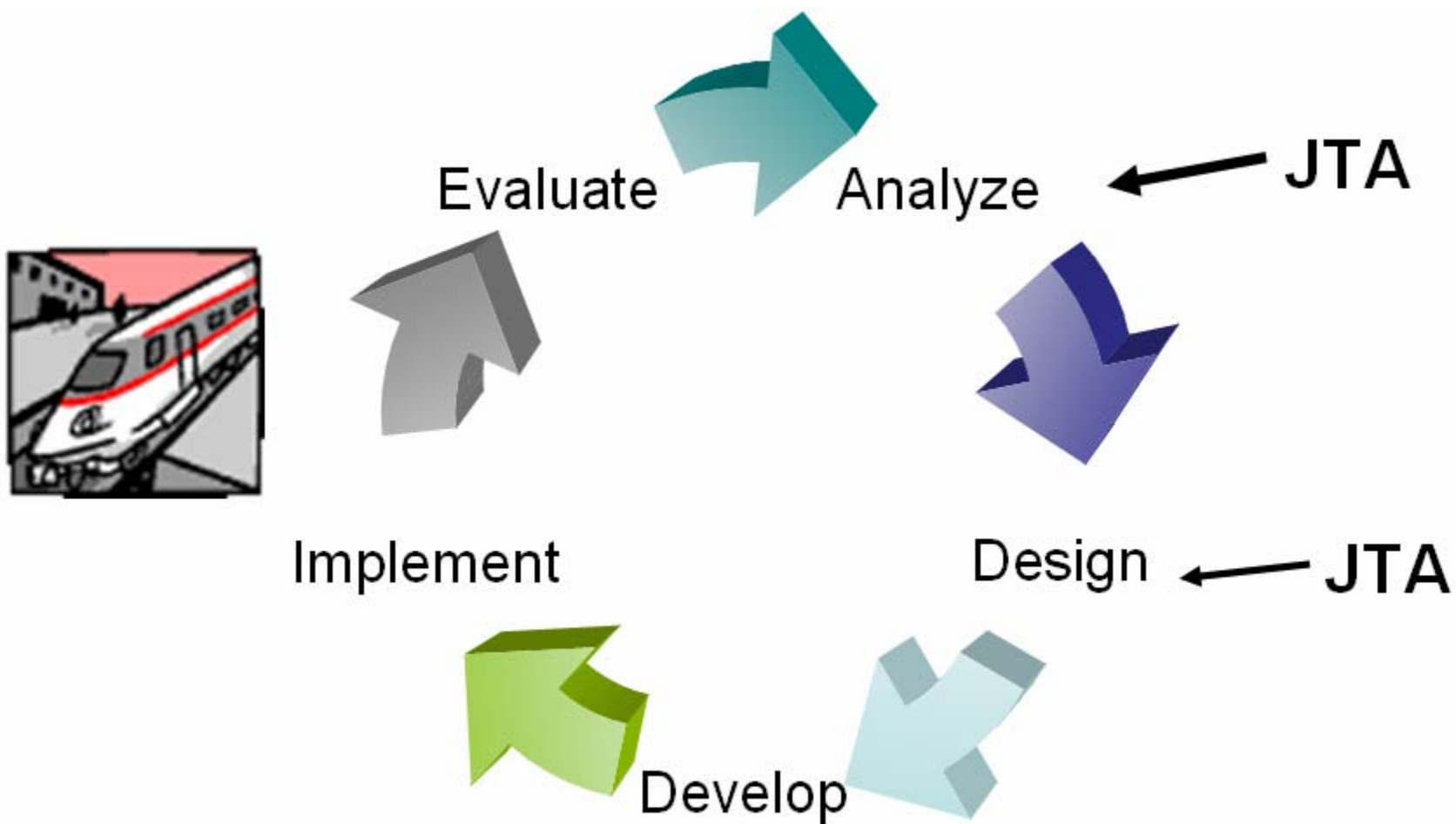
Are There Any Obstacles?

- **Create Tension**
- **Environment**
- **Decisions**
- **Effect of Measurement**
- **Expectations**
- **Personal Preferences**
- **Danger Words**

Is J/TA Doing the Job?

- **Origin in the Industrial Revolution with demands for efficiency**
- **Evolved to job descriptions, selection of personnel, training and job evaluation**
- **Informational age characterized by changes in technology, transportation and communication have created flatter hierarchies and increasing reliance on teams**
- **More cognitively demanding jobs**

Job/Task Analysis Must be Dynamic



“ADDIE”

Traditional J/TA

- **Process that leads to a product**
- **Begins on decision to train and ends before formal development**
- **Builds improvement into training presentations**
- **Reduces training clutter of incidental and trivial items**
- **Limited utility factor**
- **Focuses on talks of operation rather than purpose**

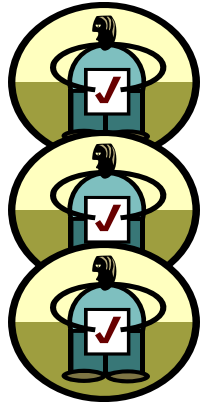
How Do We Make it Dynamic?

- **No clear beginning or end**
- **Series of micro-analysis**
- **Generate procedures, policies, job aids and checklists**
- **Build improvement into the workplace**
- **Improve work routines through understanding**

Value Added?

- **Knowledge and Understanding**
- **Work Analyzed**
- **Capture Cognitive and Psychometric States**
- **Comprehensive Definition of Skills and Knowledge Unique to the Workplace**
- **Solid Curriculum for Entry Level**
- **Introduce New Technology**
- **Ability to Learn and Change**

Methods Used Can be Individual or In Combination



Review of Job Classification Systems

Incumbent Interviews

Supervisor Interviews

Expert Panels

Structured Questionnaires



Task Inventories

Check Lists

Open-ended Questionnaires



Observation

Incumbent Work Logs



Key Ingredient?

- **Involvement**
 - Look at each task, duty or function to be performed
 - **Format a foundation for development**
 - Create a map that is an accurate reflection of the job performed
 - **Create excitement and establish understanding of work performed**
 - Provide a feeling of self-worth
- **Job Participants**

J/TA Value=Costs Vs. Benefit

Requires Considerable Commitment of Resources

Commitment of Resources



Employee Involvement

Establish and Document Job Relatedness of Employment Procedures Such As Training, Selection, Compensation and Performance

Comments

