Title: **How to conduct a job task analysis**

Type: x Skill   □ Knowledge

Performance Objective: Using the guidance provided, the trainee will be able to complete a job task analysis resulting in a list of tasks for which OJT modules can be developed, each module able to be completed in less than 30 minutes
Trainer Preparation: Select team members, including trainee(s) if possible. Provide worksheet template for job analysis Provide partial list of verbs
Special Requirements: None
Prerequisite Modules: None
Procedure: Trainer will use as job aid to help prepare for this task. Trainer can then use as training module to prepare team for task.
Notes/Purpose:
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OJT Module Lesson

Title: How to conduct a job task analysis	
WHAT	**WHY, WHEN, WHERE, HOW, SAFETY, QUALITY**
Review the job task analysis worksheet provided *[see attachment]*	
Review the two-question technique to be used	Question 1: What do you need to know and be able to do to perform the job task _____? Question 2: Can you teach and can someone learn that task in 30 minutes?
Review why 30 minutes FYI	To learn something does not imply skill in the task. That requires practice. #30 minutes is selected: • Fits attention span • Provides manageable blocks of material for ease of instruction and learning • Allows flexibility in situations where operating conditions require short periods of training • May be easily modified as specifications, processes, procedures, equipment, etc. are updated • Gives trainee sense of accomplishment • Allows for immediate and specific feedback
Produce a list of tasks for a selected job, applying question #1	If a team is developing the list, there is a following set of 8 guidelines. If an individual is developing the list (MLRA SSPL, for example), modify the 8 guidelines appropriately.
8 Steps	
1. Begin each task with an action verb *[see attachment for a partial list of verbs]*	It should be an action verb and the resulting action should be measurable.

2. Follow each action verb with a object	The object is the recipient of the action.
3. Don't list tasks that overlap other tasks	Tasks should be clearly separated.
4. Use brainstorming to identify tasks	List them in any order initially.
5. Don't break down tasks any further during the initial brainstorming	This will occur later when you ask, for each task listed, can you teach and can someone learn that task in 30 minutes.
6. List as many tasks as possible	Strive to get most, but don't worry about getting them all at this time. You can always add to the list later.
7. Don't assume too high a level of knowledge for the trainees	If there is any doubt if the trainee can perform the task, keep it in the list.
8. Keep list available and visible	Avoid redundancy, can easily add to it as needed.

Next

Referring to each task on the list, apply question #2 of the two-question technique	The technique is to ask whether the task can be taught and learned in a 30 minute time period. Mark each yes or no as appropriate.
Example	
If the answer is yes…	That task is ready for an OJT module to be developed.
If the answer is no…	Put this task at the top of a new worksheet and start breaking it down into subtasks as needed so that each subtask can be answered yes to the two-question technique. Each of these subtasks is then ready for development of an OJT module.

Begin new list with the task as a job and list sub-tasks as needed	**Job**: 5. collect... **Question 1:** What does the trainee need to know and/or be able to do to perform this job? **Question 2:** Can it be taught and someone learn that task in 30 minutes? Tasks — Yes — No 5a. Extract... — x — 5b. Define... — x —
Merge lists into one when finished	**Job**: How to conduct a job analysis **Question 1:** What does the trainee need to know and/or be able to do to perform this job? **Question 2:** Can it be taught and someone learn that task in 30 minutes? Tasks — Yes — No 1. create..... — x — 2. complete... — x — 3. measure... — x — 4. write... — x — 5. collect... — — X 5a. Extract... — x — 5b. Define... — x —
Determine prerequisite knowledge and skills	a. Determine whether a trainee would need to know or be able to other tasks ***before*** learning the listed tasks. b. If so, add these tasks to the list of tasks that need to be trained. c. Continue the job task analysis for these added tasks (complete the two-question technique for each)
Prioritize the list of tasks	Sequence or prioritize the tasks in a manner that makes sense for OJT development.
Schedule development of the OJT modules	Develop a schedule so that you have a plan for developing the OJT for the job analyzed.

Job task analysis worksheet

Job:		
Question 1: What does the trainee need to know and/or be able to do to perform this job?	**Question 2:** Can it be taught and someone learn that task in 30 minutes?	
Tasks	Yes	No [*]
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

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[*] For each "no" marked, continue the task breakdown; that is, ask questions 1 and 2 for each task. Continue to break down the task into segments so that all tasks are marked "yes."

Performance Objective Verbs in the Cognitive Domain

Levels of learning range from the lowest, "knowledge" to the highest, "evaluation."

Evaluation – Assessing the value of ideas and things. Involves acts of decision - making, judging, or selecting based on criteria and rationale. Requires synthesis in order to evaluate.

Appraise	Discriminate	Rank/Rate
Assess	Estimate	Research
Check	Evaluate	Review
Choose	Grade	Revise
Compare	Inspect	Score
Critique	Judge	Select
Decide on/to	Measure	Value
Determine value of	Monitor	

Synthesis – Assembling a whole into parts. Combines elements to form new entity from original one, the creative process. Requires analysis in order to synthesize.

Arrange	Design	Manage
Assemble	Determine	Organize
Collect	Relationship of parts	Plan
Combine	Diagnose	Prepare
Compose	Differentiate	Propose
Conclude	Dissect	Refute
Construct	Examine	Set up
Create	Formulate	

Analysis – Disassembling a whole into parts until relationship among parts is clear. Requires ability to apply information in order to analyze.

Analyze	Debate	Inventory
Appraise	Diagram	Question
Calculate	Differentiate	Relate
Categorize	Distinguish	Solve
Compare	Examine	Test
Contract	Experiment	
Criticize	Inspect	

Application – Using what has been previously learned. Requires comprehension of information in order to apply in new situation.

Apply	Illustrate	Shop
Assign	Interpret	Sketch
Demonstrate	Operate	Use
Dramatize	Practice	
Employ	Schedule	

Comprehension – Interprets, translates, summarizes or paraphrases given information. Requires knowledge in order to demonstrate comprehension.

Describe	Identify	Restate
Discuss	Locate	Review
Explain	Recognize	Tell
Express	Report	Translate

Knowledge – Remembering/recalling facts and specifics

Cite	Name	State
Define	Recall	Tell how to
Give	Record	Underline
Label	Relate	Write directions for
List	Repast	
Match	Select from a list	

Job Task Analysis

Select job task

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Brainstorm a task list: what trainees need to know and/or be able to do

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Can this task be taught and learned in 30 minutes?

YES → Write module

NO ↓

Break task into smaller segments (subtasks)

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Can this task be taught and learned in 30 minutes?

YES → Write module

NO ← (loops back to Break task into smaller segments)