


# Curriculum Design: Assessing Curriculum Needs in Today's Hyperactive Workplace

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## Agenda

- Identify activities & tasks
- Identify competencies
- Invest vs. Divest
- Blended curriculum
- Phased blends
- Survey needs
- Analyze needs

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## Step 1: Identify Activities & Tasks

- "Describe a *typical* week at work"
  - "What activities do you perform?"
  - "What tasks are associated with each activity?"
  - "How much time do you spend on each task?"
  - "Rank the tasks in order of importance"
  - "Rank the tasks in order of difficulty"

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## Choosing a Strategy

		Skill Complexity	
		low	high
Skill Importance	low	DIVEST	DIVEST or DEFER
	high	SIMPLE BLEND	PHASED BLEND

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## The Blended Curriculum

		facilitation	no facilitation
training	non-	<ul style="list-style-type: none"> <li>• Clarify expectations</li> <li>• Change incentives</li> <li>• Job redesign</li> <li>• Ergonomics</li> </ul>	<ul style="list-style-type: none"> <li>• Job aids</li> <li>• Performance support tools</li> <li>• Adequate resources</li> </ul>
	informal	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Mentoring</li> <li>• Developmental assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Job rotation</li> <li>• Exchange programs</li> <li>• Knowledge sharing</li> </ul>
	formal	<ul style="list-style-type: none"> <li>• Classroom instruction</li> <li>• Virtual classroom</li> <li>• Phone-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• E-Learning courseware</li> <li>• Workbooks</li> <li>• Online testing</li> </ul>

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## Phased Blends: Learning as a Process



### An Example

- Licensing
- Web Conferences
- Workbooks
- Online Courseware
- Online Testing
- Online Case Studies
- Facilitated Case-Based Role Plays
- Coaching Sessions
- Mentoring
- Job Aids
- Help Lines
- Metrics
- Awards & Recognition

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## Step 2: Identify Competencies

- Ignore low importance activities
- Focus remaining analysis on **high importance** activities
- What competencies (KSAs) are needed to perform the tasks and activities?
  - Knowledge – *about* policies, products, standards
  - Skills – interpersonal, procedural, conceptual
  - Attitudes – values, norms, beliefs

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## Hiring Criteria

- What competencies will be assumed as hiring or promotion requirements?
- Remainder = **New Hire** Training Needs

It's a good time to re-write job descriptions!

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## Worksheet - Competencies

Activity	Task	Competencies			Hiring Competency?
		Knowledge	Skills	Attitudes	
Hitting a baseball	Observing position even when down on the ground				
Hitting a baseball	Anticipating the ball's coming				
Hitting a baseball	Making solid contact with the ball				
Hitting a baseball	Using appropriate hitting stance consistently				
Hitting a baseball	Reading the thrower's feet base				
Hitting a baseball	Swinging bat				
Hitting a baseball	Transferring batter's weight forward				
Hitting a baseball	Remember the pitch count (e.g., 2 strikes, 1 ball)				

Focusing on the most important and most complex tasks, identify the knowledge, skills, and attitudes needed to perform the tasks. Then, determine which KSAs will be assumed to be hiring criteria. The remaining KSAs will make up your New Hire curriculum.

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## Step 3: Survey Needs

- For **current workers**, need to identify perceived competency gaps
- Consider these questions:
  - What do the workers feel they need?
  - What do supervisors feel their workers need?
  - What do clients feel the workers need?
- Quick survey can help you prioritize those needs

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## Survey Tool

Training Needs	Unsure 0	Need this Training right away to transition to my new role! 5	Need Training but the need is not urgent 4	needed but written instructions and coaching would be helpful 3	No training needed but written instructions would be helpful 2	No training or learning support is needed 1	Mean Rating
16 Enter Task or Topic Here	14%	32%	50%	5%	0%	0%	3.73
3 Enter Task or Topic Here	5%	18%	36%	27%	0%	14%	3.32
6 Enter Task or Topic Here	5%	5%	55%	18%	9%	9%	3.23
8 Enter Task or Topic Here	14%	14%	50%	9%	9%	5%	3.18
21 Enter Task or Topic Here	5%	5%	59%	9%	9%	14%	3.18
14 Enter Task or Topic Here					18%	5%	3.09
9 Enter Task or Topic Here					9%	14%	3.00

This tool automates the survey development and analysis, quickly informing you of which skills have high perceived training need and which have low perceived training need and can be addressed through non-training interventions, if at all.

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## Step 4: Analyze Needs

- Low Hanging Fruit – the *Quick Fixes*
  - Communicate expectations
  - Allocate adequate resources
  - Provide feedback on performance
- Are incentives aligned?
  - Incentivize the mission-critical activities
  - Remove dis-incentives
- Can the task be made easier?
- Develop learning & performance solutions

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## Summary

1. Identify activities & tasks
  - Prioritize
  - Make Invest vs. Divest Decisions
2. Identify competencies
  - Identify Hiring Criteria
  - Develop New Hire Curriculum
3. Survey needs
4. Analyze needs
  - Develop Solutions for Current Workers

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Instructional design solutions for your  
learning and performance needs



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