



Task Listing Workshop

HPT 7200

Based on the survey results gathered prior to training we will focus on how and when to do a task listing.

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Introduction

In this lesson, you will learn about how and when to do a task listing. Based on the survey results gathered prior to training we will focus on the 6 critical operations in creating a task listing. The **purpose** of creating a task listing is to capture, sort and sequence job tasks and/or behaviors. Task listings can be seen as a "methods analysis" which is concerned with analyzing work activities in order to increase the efficiency of the job. The **benefit** to creating a task listing is that it drives the entire training by listing all the tasks needed to achieve the overall goal of the training. The task listing is **important** when the goal or job to be done requires the trainee to make a few very simple decisions and when the goal or job is extremely linear or has linear parts. This front-end assessment tool is labor intensive, detailed and somewhat hassle to do but without it your training will not prove content validity.

In the last lesson, you learn that an algorithm is an orderly procedure or exact prescription for solving problems. An algorithm can be seen as a decision tree in which the physical layout shows the relationship between inputs, data and outcomes. However the algorithm itself doesn't dictate content or the flow of operation, but it captures performance.

Objectives

At the end of this lesson you will be able to...

- ✚ Define a task listing.
- ✚ Explain the importance of a task listing.
- ✚ Define the 6 critical operation of a task listing.
- ✚ Create a task listing.

Outline

- What is a task listing?
 - Knowledge Check
- Why and when should a task listing be used?
 - Knowledge Check
- Examples of the six critical operations in the task listing approach to the task analysis process.
 - Knowledge Check
- How to create a task listing.
 - Exercise
- Lesson Summary

Background

As we stated before an algorithm itself doesn't dictate content or the flow of operation, but it captures performance. Whereas a task-listing is the process of capturing, sorting, and sequencing job tasks. R.B Miller describes a task-listing as an "art form" that has rules, rhymes, and intrinsic reason. Before we into how a task-listing is created we must first ask ourselves; "What is a task?"

A task.....

- ✚ A task is a group of related manual activities directed toward a goal.
- ✚ A task usually has a definite beginning and end.
- ✚ A task involves people's interaction with equipment, other people, and/or media.
- ✚ A task, when performed results in a meaningful product. (Products are not always tangible. For example, a "correct decision" is a meaning product.)
- ✚ A task may be of any size or degree of complexity. But it must be directed toward a specific purpose or separate portion of the total duty.



What did I just read?

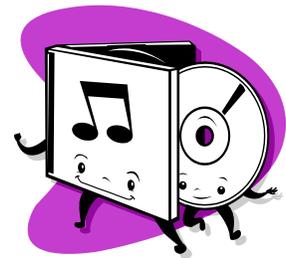
Click on the thinking icon to review what a task is.

As earlier stated in the introduction, method analysis like a task listing is concerned with analyzing work activities in order to increase the efficiency of the job. When working with a task listing a methods analyst often use charts and standardized symbols, while looking over an someone's shoulder. Now with the new age of technology employees are being videotaped or filmed so the analyst can study the job under more leisurely pace.

Before an analyst can begin building the task listing, here are some useful tips:

1. Verify the study by observing the job as its being performed.
2. If the job to be learned is a relatively simple one, you may need only to do some videotaping and simple simulation building for the training.
3. More complex set of tasks may require additional analysis organization and more detailed.

Go back to the task listing workshop and [click](#) on the Media icon to hear from the presenters' approach and definition of job analysis...



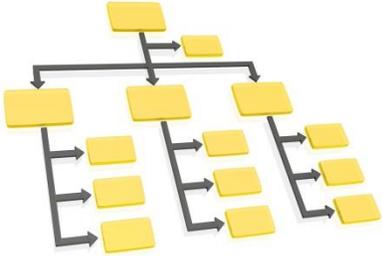
Definition: A job analysis is the breaking down of a job into a series of levels of job tasks of increasing specificity. This approach of analyzing a job by developing a list or outline of duties, broken into tasks, which are broken down into sub-tasks, which are broken into task elements.

Target Lesson

According to Zemke’s Figuring Things Out textbook, there are six critical operations in the task listing approach to the task-analysis process. In the table below are the 6 critical steps in creating a task listing. Follow along with the table and click on each image to hear about its respective step. At the completion of the 6 steps below will demonstrate how to create a task listing.

Six steps to conducting task listing:

Step	Action	Example
1	Enumerating and agreeing upon job duties.	<p>Agree on the assignment of responsibilities and duties.</p> 
2	Selecting the right action verb for describing job task.	<p>Use action verbs that tell exactly what job actions are to be taken.</p> 
3	Managing the numbers of the job tasks.	<p>Number tasks in proper hierarchical perspective.</p> 

<p>4</p>	<p>Building a hierarchy of tasks and elements.</p>	<p>Clearly distinguish task elements from the one above or below it.</p> 
<p>5</p>	<p>Using subject matter experts (SMEs).</p>	<p>Use 2 or more SMEs to agree with the sequencing of Level I and II tasks. Designate one SME as the authority for the final approval.</p> 
<p>6</p>	<p>Determining criteria for stopping the dissection.</p>	<p>The job tasks or behaviors ends when all task that are to be trained are identified.</p> 

Step 1: Rational

(Based on Preparing Instructional Objectives by Mager 1962 and Preparing Instructional Objectives: A critical tool in the development of effective instruction by Mager 1997)

An objective...

- ✚ Is an intent communicated by a statement describing a proposed change in a learner
- ✚ Is a statement of what the learner is to be like when he/she has successfully completed a learning experience

An instructional objective describes an intended outcome. A usefully stated objective is stated in behavioral, or performance, terms that describe what the learner will be doing when demonstrating his/her achievement of the objective. An instructional objective must...

- ✚ Describe what the learner will be doing when demonstrating that he/she has reached the objective; i.e.
- ✚ What should the learner be able to do? (Performance) •Describe the important conditions under which the learner will demonstrate his/her competence; i.e.,
- ✚ Under what conditions do you want the learner to be able to do it? (Conditions) •Indicate how the learner will be evaluated, or what constitutes acceptable performance; i.e.,
- ✚ How well must it be done? (Criterion)

Course objective...

- ✚ What a successful learner is able to do at the end of the course
- ✚ Is a description of a product, of what the learner is supposed to be like as a result of the process
- ✚ The idea is to describe what the learner will be doing when demonstrating that he/she “understands” or “appreciates”.

Steps to write objectives that will describe the desired behavior of the learner:

1. Identify the terminal behavior or performance by name; i.e., specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.
2. Define the desired behavior further by describing the important conditions under which the behavior will be expected to occur.
3. Specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

Return to Task Listing module.

Step 2: Rational

In step 1 you've saw how to tasks down into terminal and enabling behaviors.

In Step 2 you will select the appropriate verb and level competency using Bloom's Taxonomy.

- ✚ When selecting the correct Bloom's level you must first know what competency you want the skills learned.

Go back to the task listing module you view a diagram break down of the Blooms Taxonomy and brief explanation of each level.

Return to Task Listing module.

Step 3: Rational

In Step 2 you will select the appropriate verb and level competency using Bloom's Taxonomy.

In step3, you learn how to manage the numbers of the job tasks.

- ✚ Numbering keeps the tasks in proper hierarchical perspective.
- ✚ The numbering specifies the level of every detail of every task and behavior.

Go back to the task listing module you view PowerPoint presentation of Step 3.

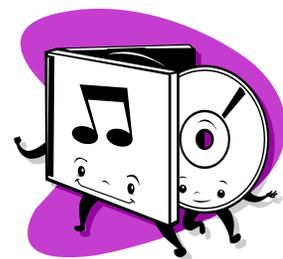
Step 4: Rational

In step3, you learn how to manage the numbers of the job tasks.

In step 4 you will learn how to build a hierarchy of tasks and elements.

- ✚ Each task or behavior should be clearly distinguishable from the one above and below.
- ✚ Adding up simply means that one grouping of tasks of Level IV, taken as a whole should equal to the Level III task above it and so forth.

Go back to the task listing workshop and click on the Media icon to hear from the presenters' approach building a hierarchy...



Step 5: Rational

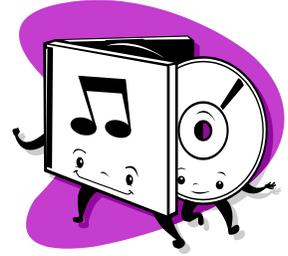
In step 4 you will learn how to build a hierarchy of tasks and elements.

In step 5 you will use Subject Matter Experts to agree and validate the sequencing of the task

listing for the entire training.

- ✦ **FTO, suggest that using a panel of three or more expert to agree, however designate one SME as the final approval of the task listing.**

Go back to the task listing workshop and click on the Media icon to hear from the presenters' approach to using a SME...



Step 6: Rational

In step 5 you will use Subject Matter Experts to agree and validate the sequencing of the task listing for the entire training.

In step 6 you will determine criteria for stopping the dissection.

When should you stop??



Stop when the job tasks clearly and accurately express what to be trained.



Stop when further analysis involves a complex skill that can be assumed or that must be learned outside the job learning context.

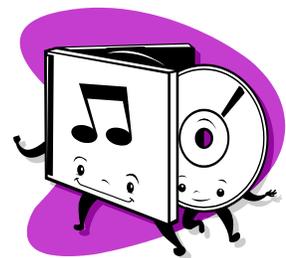


Stop when a task level is reached that the/ analyst is confident the job instruction can further analyze into lower- level tasks on his or her own should that be necessary.



Stop when a job task is reached that the course entrant is supposed to be able to do prior to training.

Go back to the task listing workshop and click on the Media icon to hear from the presenters' approach to using a SME...



Summary

In this lesson, you learned how to..

- ✚ Define a task listing.
- ✚ Explain the importance of a task listing.
- ✚ Define the 6 critical operation of a task listing.
- ✚ Create a task listing.

You also learned how to break skills down into terminal or enabling behaviors and sorted into levels. The task listing will drive the content for the training intervention and it will determine overall success of the training once complete.



In the next lesson you will learn about another task analysis tool called a S-R (stimulus-response) Table. S-R Tables specifies all overt and covert behaviors involved in the performance of a job. This method is used to develop a behavioral blueprint consisting of three elements; stimulus response (S-R) table, behavioral objectives and criterion test items.

Thank you for participating in the Task Listing Workshop.

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