

Learning Activity 4

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Prompt: This activity was to reflect on my learning throughout the training task analysis course I took in the summer of 2018.

Learning Activity 4

Learning Activity 4

What are the major learnings you have taken away from this course? Please list at least 3 things.

The three major learnings I will take away from this course are as follows:

1. Ask Questions: Why, Who, How, What, and When

This sounds simple, but I've become more aware of asking questions when addressed with a request. Asking questions starting with why, who, how, what, or when, will help me gather more information about an assessment, analysis, or any other study that I am doing to gather information. In connection to this, I would use the "Oh So" analysis mentioned in Jean Barbazette's (2006) book, *Training Needs Assessment*.

2. Performance Diagnosis Matrix

What I like most about the performance diagnosis matrix is how it is table that helps measure the performance levels and the performance variables. A great example of this matrix can be found in Swanson's (2007) book, *Analysis for Improving Performance*. I can use this tool to measure a process and how it fits within the organization, team, and individual. I can also see how the process fits with the mission/goal, system design, capacity, expertise and motivation. This tool can easily help me define where the issues may lay in the performance of the process or of the individual that works within the process. The performance diagnosis matrix is also simple to use and does not need any changes to the tool regardless of its use.

3. Job Description/Task Analysis

Learning Activity 4

In my professional career, I have never had to research a job's description and tasks. Learning this process in Swanson's (2007) book came at the right time as I transitioned a few weeks ago to assisting the Talent Acquisition team with recruitment activities. Learning these methods will help me as I evaluate the job titles I am handed to recruit for along with helping me determine if the tasks fall as knowledge, system, or procedure. The same could be said when dissecting a job to understand parts of the procedural tasks.

How are you planning to apply these major learnings in practice?

There are two ways I plan to apply these major learnings: through practice and to educate others. I mentioned earlier that the job description/task analysis has already come in handy for me from the recruiting perspective. This new knowledge will allow me to further assess a position and the tasks that come with it to better communicate the information to candidates as well as better evaluate candidates' skills. The other two lessons mentioned, performance diagnosis matrix and asking questions/Oh So analysis, will be used soon as our department will be conducting projects soon to design our processes to fit within the new employee record system we plan to implement in the next two years. I will use the Oh So analysis to ask people questions about the current process and see if there are ways we can make the process more efficient through the new system. I will use the performance diagnosis matrix when assisting with the creation of new ideas and processes to make everyone's life easier.

Another way I plan to apply my learnings from this course is to educate people on the value of starting each project with a needs assessment. A needs assessment will help them see if their need is an actual need or just a want. This assessment can also help provide evidence on whether the issue is a symptom or the root cause of an issue. As HRD professionals, we need to

Learning Activity 4

educate others about the importance of a needs assessment and show them how to use valuable tools like the performance diagnosis matrix.

Learning Activity 4

References:

Barbazette, J. (2006). Training needs assessment: Methods, tools, and techniques. San Francisco, CA: Pfeiffer.

Swanson, R. (2007). Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise. San Francisco, CA: Berrett-Kohler.