

<PROJECT TITLE>

Learning Needs Analysis (LNA)

EXAMPLE EXTRACT ONLY



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Overview

This document includes a series of detailed templates to conduct a Learning Needs Analysis (LNA). The templates are directly aligned with the methodology introduced in the 1.1_ANALYSE_LNA Guide.

To respond to a simple learning need, you may choose instead to use the summary available in **Section 19: Confirmation Checklist** as a guide.

In this case, adapt the checklist by creating your own table of key discovery questions and responses.

This LNA has been designed to use as a soft copy during the LNA process. The rows are short, with additional space provided below. This allows the table to expand as you type, without going over the page.

If you choose to print the document and complete it by hand, we recommend that you adjust the height of the rows prior to printing, to allow more space for note-taking.

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PROJECT OVERVIEW

Background Information

Background Information: What is Driving the Learning Need?	
Why and how has a learning need been identified?	
What is the purpose or intent of the learning need?	<eg Increase in revenue, reduction in processing time, build core capability>
What is the size of the change?	
How is the need currently being met (if at all)?	
What is the current cost to the business?	
What business benefits may be realised by creating a learning solution?	

DISCOVERY (CONTINUED)

**Section 8
Participant
Interview Guide/
Questionnaire**

Name	
Job Title	
Department	
Topic: Current Capability	
Q1	How do you currently <insert task/process/behaviour>?
A1	
Q2	What are the steps that you take to complete the task/process?
A2	
Q3	What is your knowledge of <XX>?
A3	
Q4	How would you answer a customer request around <XX>?
A4	
Q5	What is your knowledge of <XX> process?
A5	

DISCOVERY (CONTINUED)

Section 12 Assessment Matrix

What methods of assessment are appropriate?

Socialise ideas with your stakeholders.

Assessment					
<Insert task or key capability>					
Written test	<input type="checkbox"/>	Oral questioning	<input type="checkbox"/>	Report or project	<input type="checkbox"/>
Online system simulation	<input type="checkbox"/>	Role play	<input type="checkbox"/>	Evidence Portfolio	<input type="checkbox"/>
Online e-learning assessment	<input type="checkbox"/>	On the job coaching checklist or report	<input checked="" type="checkbox"/>	Case study	<input type="checkbox"/>
Observation checklist	<input type="checkbox"/>	Remote monitoring	<input type="checkbox"/>	Other - specify	<input type="checkbox"/>
<Insert task or key capability>					
Written test	<input type="checkbox"/>	Oral questioning	<input type="checkbox"/>	Report or project	<input type="checkbox"/>
Online system simulation	<input type="checkbox"/>	Role play	<input type="checkbox"/>	Evidence Portfolio	<input type="checkbox"/>
Online e-learning assessment	<input type="checkbox"/>	On the job coaching checklist or report	<input type="checkbox"/>	Case study	<input type="checkbox"/>
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<Insert task or key capability>					
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Online system simulation	<input type="checkbox"/>	Role play	<input type="checkbox"/>	Evidence Portfolio	<input type="checkbox"/>
Online e-learning assessment	<input type="checkbox"/>	On the job coaching checklist or report	<input type="checkbox"/>	Case study	<input type="checkbox"/>
Observation checklist	<input type="checkbox"/>	Remote monitoring	<input type="checkbox"/>	Other - specify	<input type="checkbox"/>

DISCOVERY (CONTINUED)

Section 14 Confirmation Checklist

Consolidate your understanding of the learning need by completing a summary checklist prior to analysing your Discovery findings.

Background

Have you identified or determined:	
<input type="checkbox"/>	What is the background of the problem, opportunity or need?
<input type="checkbox"/>	Who made the request for the learning need?
<input type="checkbox"/>	What led to the change or need?
<input type="checkbox"/>	Who is affected by the change?
<input type="checkbox"/>	Who are the stakeholders?
<input type="checkbox"/>	Who are the SMEs?
<input type="checkbox"/>	What budget is available?

A Change-Driven Learning Need

Have you identified or determined:	
<input type="checkbox"/>	What are the AS-IS high-level tasks and their individual steps?
<input type="checkbox"/>	What are the TO BE high-level tasks and their individual steps?
<input type="checkbox"/>	Under what conditions and to what standard are the tasks expected to be met?
<input type="checkbox"/>	What is the performance measure?
<input type="checkbox"/>	What is the gap identified for solution?
<input type="checkbox"/>	What is the problem costing the business?
<input type="checkbox"/>	What are the expected business benefits?
<input type="checkbox"/>	Does the change affect other systems or processes?

Audience

Have you identified or determined:	
<input type="checkbox"/>	Who are the potential participants?
<input type="checkbox"/>	Can you identify all jobs/roles affected?
<input type="checkbox"/>	Is there different 'versions' of a solution required?
<input type="checkbox"/>	Is there a required pre-requisite?
<input type="checkbox"/>	How many staff have been identified as being impacted, and over what period of time?
<input type="checkbox"/>	Can you assess the current capability levels for each participant group identified?
<input type="checkbox"/>	Has sufficient data been collected to confirm participant learning needs?

ANALYSING THE DATA (CONTINUED)

Section 16 Considerations (continued)

Risks and Benefits			
What will happen in the absence of a learning solution?	Short-term impacts		Long-term Impacts
	Participants	Customers	Organisation
What are the key benefits of a learning solution?			
Task Complexity			
How difficult or complex are the tasks/capability?			
How often are the tasks/capabilities performed during a specified timeframe?			
In what ways does execution of tasks/capabilities require collaboration? With whom?			
How critical are the tasks/capabilities to successful job performance?			

COMPLETE DOCUMENT VERSIONS

The ADDIE Toolkit

This document contains only a select number of pages from one of the series of documents available across each ADDIE phase.

You can obtain the full version of ADDIE Toolkit documents by:

1. Purchasing one of the following courses:
 - Instructional Design Basics: Self-paced
 - Instructional Design Plus: Self-paced; plus up to 3, 90-minute 1:1 coaching with a Senior Instructional Designer from the IDA and DLD team
 - Instructional Design for your Organisation: Face-to-face workshop/s
2. Purchasing a bundle of documents, specific to each ADDIE phase:

Note: These bundles contain a selection of documents. The entire ADDIE Toolkit is available by purchasing any of the courses above.

Bundle	Documents Included
Analyse Pack	<ul style="list-style-type: none"> • 1.1_ANALYSE_LNA Guide • 1.2_ANALYSE_LNA Template • 1.3_ANALYSE_LNA Summary Template
Design Pack	<ul style="list-style-type: none"> • 2.1_DESIGN_Learning Strategy Template • 2.2_DESIGN_HLD Template • 2.3_DESIGN_Storyboard Template • 2.4_DESIGN_Activity Examples
Develop Pack	<ul style="list-style-type: none"> • 0.3_Style Guide • 3.1_DEVELOP_Icons • 3.2_DEVELOP_FG Template • 3.3_DEVELOP_PW Template • 3.4_DEVELOP_AB Template • 3.5_DEVELOP_JA Template • 3.6_DEVELOP_PPT Template • 3.7_DEVELOP_LDR Template • 3.8_DEVELOP_Program Review Template
Evaluate Pack	<ul style="list-style-type: none"> • 5.1_EVALUATE_Questionnaire Templates • 5.2_EVALUATE_Focus Group Template • 5.3_EVALUATE_Observation Checklist • 5.4_EVALUATE_Report Template

To learn more about these courses and bundles, visit our website at www.instructionaldesign.com.au
