Introduction to Instructional Design

Front-End Analysis

Questionnaire

General

1. What is the project/initiative/issue that training will address?
2. What tools, processes, and/or documentation is driving the possible training requirement?
3. Select the best term that describes the type of development requested: 1) new training, 2) revise/modify existing training, 3) no training required, 4) change in delivery methods.
4. Could this solution be used elsewhere – other departments or as an Enterprise-wide solution?
5. When does training need to be ready? Explain why this date.
6. In broad terms, what will the learners be able to do or do differently upon completion of the training?
7. Who is the decision maker (Project Manager) for this project/capability?
8. Who is the process originator?
9. Identify the following points of contact: 1) Department, 2) Project Manager, 3) Curriculum Designer/Developer, 4) Prime SME; 5) Process Documentation Writer, 6) Information Systems Support, 7) Other SMEs
10. What are the affected job roles?
11. Provide an estimated audience size for each job role:
12. Who will be on point to provide the development team with the necessary information (SME's)?
13. What are the customers expectations for the project and what will a successful conclusion result look like?
14. What are the baseline metrics of performance?
15. How likely is it that the deliverable dates for the project will change?

Audience

16. Who is the target audience?
17 What is the anticipated size of the audience for training?
18 What is the geographic distribution of the audience?
19 What is average education and reading level of the audience?
20 If there are multiple audiences and/or goals, what is the most immediate need from the client’s perspective?
21 What are the turnover rates for the audiences?
22 What are the consequences to the audience if the learning objectives are not met?
23 Is the audience aware of the emerging need this project represents or the potential for their need for training?
24 What, if any, attitude does the audience have towards the subject?
25 What is known about the audience’s learning preference and/or comfort level with different mediums (classroom, self-paced, computer-based, and so-forth)?
26 What are the entry-level requirements for participants of this training (prerequisite knowledge/skills/abilities)?
27 Roughly estimate (high, medium, low) the audience’s level of knowledge with proposed training content.

Subject Matter (Content)

28 Describe the subject matter.
29 How often will the subject matter change or get updated?
30 Has training been delivered on this topic before? When? If so, what was the result?
31 Are the materials available?
32 Is the content in any way similar to existing information or processes, or is this information completely new to the target audience?
33 Are there people currently performing the tasks or functions in question? Are any of them subject matter experts?
34 Will there be a need for advanced training on this same topic?
35 Describe the terminal (performance) objective of training.
36 Describe any sub-objectives?

Training Environment Options
Although the design recommendation will be the most suitable delivery medium based on content and performance objectives, does the client have any preferences – for example, must the new training match an existing training program?

In the event classroom facilities are chosen, describe the facility in which training would occur.

What equipment is available – data projectors, flipcharts, computers, TV/VCR, and so forth?

Will participants and the facilitator have access to the same tools, equipment, and software as they will on the job?

How many people will be trained at one time?

Are there test software/systems/accounts and equipment prototypes that participants can use for practice?

In the event an e-learning solution is chosen, describe the participant’s equipment capacity: 1) Are PC and laptops available? 2) What are the specs required – RAM; CD-ROM; soundcard; speakers; bandwidth, and so forth?

In the event on-the-job training (OJT) or workplace coaching is chosen: 1) Are there managers or coaches available to monitor progress? 2) What training or support will the managers or coaches need? 3) What form of job aids are currently used (electronic, paper).

Tracking and Evaluation

Does completion of training need to be documented for personnel files or for compliance reasons or other reporting?

To what extent is it necessary for participants to demonstrate mastery of the content? Will a formal assessment be required?

What are the metrics that will be tracked to assess the success of the training?

Risks and Essential Considerations

Are sufficient resources available to provide content information in a timely fashion?

Will subject matter experts (SME) be available to review the deliverables?

Do SMEs have the authority to approve or decline content?

Will you support a pilot of the curriculum before rolling it out to the entire audience?

Is there sufficient time for a train-the-trainer session, if necessary?

What is the plan to engage or communicate to the audience in a way that will contribute to the success of the project and/or training?

How will managers of the participants support the participants after training is complete?

How are managers learning about the training content?
What is the general attitude of managers toward the project and training?

Are there any plans or programs in place that may have a counter-effect on the intended results of the training?