

Task analysis

The basis for development of training
in management of tuberculosis



This document has been prepared in conjunction with the WHO training courses titled *Management of tuberculosis: training for health facility staff* (WHO/CDS/TB/2003.314) and *Management of tuberculosis: training for district TB coordinators* (WHO/HTM/TB/2005.347).

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Task analysis: the basis for development of training in management of tuberculosis

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INTRODUCTION

Training courses are often developed with a general purpose in mind, but without careful consideration of the jobs to which learners are expected to apply their training. For example, someone may develop a general course about laboratory procedures without considering specifically:

- For whom is the course intended? Is it for current laboratory supervisors or technicians? Or for staff newly hired to do a certain task? What is their background and previous training?
- What tasks will these individuals be expected to do on the job?
- What skills and knowledge are required to do those tasks? Which skills and knowledge are already known, and which need to be taught?
- What is the real work setting like? What are conditions like on the job?

Questions like these must be answered **before** developing a training course; otherwise, the course materials may contain much irrelevant content. It is possible that the course will be entirely irrelevant, perhaps containing interesting information, but not teaching the essential skills that learners need in their actual jobs. Even if the training course is conducted many times, job performance is not likely to improve.

Effective and useful training is **performance based**; in other words:

- It is based on analysis of the tasks performed in a particular job.
- It uses methods that actively involve the participant (to increase learning and the likelihood of transfer to the work setting).
- It enables the trainer (or facilitator) to assess whether the participant is learning and to give individual help as needed.

The introductory section of this document describes a 10-step process for developing performance-based training courses. This process was used by the Stop TB Department of the World Health Organization (WHO) to develop the following training courses:

Management of tuberculosis: training for health facility staff (WHO/CDS/TB/2003.314)

Management of tuberculosis: training for district TB coordinators (WHO/HTM/TB/2005.347)

A large part of the development process is devoted to analysis of the tasks involved in a specific job, for example, the tasks of health workers responsible for detecting and treating patients who have tuberculosis (TB). This document provides the complete lists of the tasks that served as the basis for the development of the above courses. In addition to the task lists, this document provides lists of the skills and knowledge needed to perform the tasks.

The task lists and the skills/knowledge lists are valuable as examples of the extent and depth of analysis required to develop performance-based training for any purpose. These lists could be especially useful to individuals responsible for:

- developing, adapting, or reviewing training materials intended for similar target populations with similar jobs, or
- identifying staffing needs, developing job descriptions, and hiring staff to perform tasks related to management of TB.

The task lists and the skills/knowledge lists do not themselves constitute training and do not provide all of the details necessary to do a task. For more details about a task, consult the training courses listed above.