

Job Task Analysis

The Job Task Analysis (JTA) is a critical step in the instructional design process that identifies the actual tasks, responsibilities, and skills required to perform effectively in a role. While a needs analysis defines what problem exists, the JTA clarifies what learners must be able to do to solve that problem in real-world contexts. Without this step, learning solutions risk focusing on topics or tools rather than the authentic work learners are expected to perform.

In the context of this project, the JTA plays an essential role in translating the broad goal of “using AI in instructional design” into concrete, job-relevant actions. Instructional designers operate across multiple domains and often take on additional responsibilities. Understanding this full scope ensures that the course reflects the real complexity of the role, rather than an oversimplified or idealized version.

The JTA is used to:

- Identify core tasks and subtasks that define successful performance.
- Determine the knowledge and skills required for each task.
- Distinguish where AI can support work versus where human judgment is essential.

By grounding the project in a well-defined Job Task Analysis, the design phase can make informed decisions about what content to include or exclude, how to structure learning experiences around authentic tasks, and which skills should be prioritized for practice and assessment. Ultimately, the JTA ensures that the course is performance-focused, enabling learners to apply what they learn directly to their work as instructional designers.

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1. Role Definition

An instructional designer is responsible for analyzing performance needs, designing learning solutions, developing instructional materials, and evaluating effectiveness, often while collaborating with stakeholders and managing projects.

In practice, the role frequently extends into:

- Project management
- Content development
- Multimedia production
- Stakeholder consultation

2. Task Domains Overview

Tasks are grouped into six major domains representing the full scope of the role:

1. Analysis & Discovery
2. Design
3. Development
4. Evaluation & Quality Assurance
5. Project & Stakeholder Management
6. Technology, Media & Operations

3. Job Task Analysis Table

Domain 1: Analysis & Discovery

Purpose: Define the problem, learners, and context before designing solutions.

Core Tasks & Subtasks

1.1 Identify performance need

- Analyze business problem
- Determine if training is appropriate
- Define performance gap

1.2 Analyze learners

- Gather learner data
- Identify prior knowledge and skill levels
- Determine motivations and constraints

1.3 Conduct task/work analysis

- Break down job tasks
- Identify required knowledge and skills
- Determine performance conditions

1.4 Define learning context

- Identify delivery environment (LMS, classroom, etc.)
- Determine constraints (time, tools, access)

1.5 Validate findings

- Confirm assumptions with stakeholders
- Refine problem definition

Outputs

- Needs analysis
- Learner profiles/personas
- Task analysis
- Problem statement

Domain 2: Design

Purpose: Translate analysis into a structured learning solution.

Core Tasks & Subtasks

2.1 Write learning objectives

- Define observable behaviors
- Include conditions and standards

2.2 Design instructional strategy

- Select learning approach (scenario-based, microlearning, etc.)
- Determine level of guidance and practice

2.3 Structure content

- Create lesson/module outlines
- Sequence content logically
- Chunk information

2.4 Design assessments

- Create formative and summative assessments
- Align with objectives

2.5 Plan learning activities

- Design practice opportunities
- Create interaction points

2.6 Create design documentation

- Storyboards
- Scripts
- Course blueprints

Outputs

- Learning objectives
- Course outline
- Storyboards/scripts
- Assessment plan

Domain 3: Development

Purpose: Build instructional materials and learning experiences.

Core Tasks & Subtasks

3.1 Develop instructional content

- Write lessons, explanations, and examples

- Create job aids and reference materials

3.2 Build assessments

- Write quiz questions
- Create evaluation exercises

3.3 Produce multimedia

- Create slides and visuals
- Record and edit audio/video
- Develop graphics or animations

3.4 Build eLearning

- Use authoring tools
- Configure interactions
- Integrate media

3.5 Prepare materials for delivery

- Format content for LMS
- Package and publish courses

Outputs

- Course materials (slides, modules, media)
- eLearning packages
- Job aids and resources

Domain 4: Evaluation & Quality Assurance

Purpose: Ensure instructional effectiveness and quality.

Core Tasks & Subtasks

4.1 Review instructional quality

- Check alignment (objectives ↔ content ↔ assessment)
- Validate clarity and usefulness

4.2 Test functionality

- Verify course navigation and interactions
- Test across devices

4.3 Ensure accessibility

- Apply WCAG principles
- Add captions, transcripts, alt text

4.4 Evaluate learning outcomes

- Analyze learner performance data
- Measure effectiveness

4.5 Revise content

- Incorporate feedback
- Improve materials iteratively

Outputs

- QA reports
- Revised course materials
- Evaluation results

Domain 5: Project & Stakeholder Management

Purpose: Coordinate people, timelines, and expectations.

Core Tasks & Subtasks

5.1 Manage project scope

- Define deliverables
- Set timelines

5.2 Coordinate stakeholders

- Schedule meetings
- Communicate updates

5.3 Collaborate with SMEs

- Gather content

- Translate expertise into instruction

5.4 Manage feedback cycles

- Collect and organize feedback
- Prioritize revisions

5.5 Track progress

- Monitor milestones
- Adjust plans as needed

Outputs

- Project plans
- Meeting notes
- Communication updates
- Revision logs

Domain 6: Technology, Media & Operations

Purpose: Support delivery, tools, and technical implementation.

Core Tasks & Subtasks

6.1 Use learning technologies

- Manage LMS
- Configure course settings

6.2 Troubleshoot issues

- Resolve technical problems
- Support learners

6.3 Manage content assets

- Organize files and versions
- Maintain documentation

6.4 Apply visual/UX design

- Design layouts

- Ensure usability and consistency

6.5 Adapt to new tools (including AI)

- Learn new technologies
- Integrate tools into workflow

Outputs

- Functional courses in LMS
- Organized asset libraries
- Updated course versions

4. Cross-Cutting Competencies

These skills apply across all domains:

Cognitive / Analytical

- Critical thinking
- Problem-solving
- Decision-making

Instructional

- Alignment thinking
- Understanding of adult learning
- Evaluation and revision

Communication

- Writing clearly
- Translating complex ideas
- Stakeholder communication

Technical

- Tool fluency
- Digital literacy
- Adaptability

5. Role Complexity Insight

This analysis confirms that instructional design is a multi-domain, hybrid role requiring integration of analysis, design, communication, and technical execution.

It is not linear. Tasks are iterative, roles overlap, and designers frequently switch contexts.

6. Implications for the Course

This JTA highlights a critical design reality:

The course should NOT attempt to cover everything.

Instead, it should:

- Focus on high-impact, transferable tasks
- Emphasize decision-making and judgment
- Teach how AI supports (not replaces) these tasks

This directly aligns with your earlier needs analysis. The gap is not task awareness, but effective execution and judgment across tasks.

7. Summary

This Job Task Analysis provides:

- A structured view of the instructional designer role
- A breakdown of core domains and tasks
- A foundation for:
 - o Objective writing
 - o Assessment design
 - o Course scoping