DIF analysis

A method of assessing individuals' current performance based on how:

- **DIFFICULT** the task is
- **IMPORTANT** it is, and
- **FREQUENTLY** they do it.

Rate each task the individual does against the three criteria.

Difficulty and importance

Decide, for each person and each task:

- how difficult do they find it?
- how important is it?

Describe your decisions on a scale of 1 – 4.

1 is the most competent end of the scale

4 is the least competent end of the scale

Frequency

Work out how often an individual does this task in relation to the whole job.
Measure this out of 100% - as a percentage of the whole.

Now you can do a sum to work out what development needs to be tackled first.
Fill in the chart and multiply:
Difficulty x Importance x Frequency

Tasks (examples)	1. Filing	2. Word processing	3. Excel spreadsheets	4. Answering the phone	
Degree of difficulty	3	2	4	1	
Level of importance	4	3	1	4	
Frequency of the task	40	30	5	25	= 100%
Task scores D x I x F	480	180	25	125	Total = 810

1. At a glance you can see that the first area this individual needs some training is in filing. They find it difficult, it's very important part of their job and they have to do it a lot.

2. They could probably do with some tips to improve their word processing, because it's important and they do it a lot, but they don't find it particularly difficult.

3. They will need some training in Excel at some time. But that will be when they have to do more as part of the job.

4. Clearly, they are pretty good at answering the phone, so that doesn't need any work done.

It's often obvious what you or the need to do first. But when it's not, or when you might be tempted to deal with the tough problem first because someone complained, it's worth going through the DIF process to get a perspective of the whole situation.

If you want to fine tune the weight of each training need, you can further divide the task scores by the Total.

Filing	480/ 810 = **.59**
Word processing	180/ 810 = **.22**
Excel spreadsheets	25/ 810 = **.03**
Answering the phone	125/ 810 = **.16**

Tasks	1.	2.	3.	4.	
Degree of difficulty					
Level of importance					
Frequency of the task					= 100%
Task scores D x I x F					Total =