

The University of Georgia

College of Education
Department of Workforce Education
Instructional Psychology, Training, and Technology Program

Needs Analysis

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Number	EOCS 5120 / 7120
Semester	Fall 2005
Meeting Times	Monday, 5:00–7:45 PM, GUC, Building A (#7200), Room 1340
Instructor	M. Susan Dougherty, Ed.D. Phone: (706) 540-4105 (cell), Email: doughert@uga.edu (706) 613-2982 (home) Fax: 706-542-4054
Office Hours	By appointment and before or after class
Special Circumstances	If you require special consideration because of a disability, you are encouraged to inform the instructor as soon as possible.
Academic Honesty	All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. In keeping with the academic honesty policy of the University of Georgia, all participants in this course are expected to be academically honest in all their work and not tolerate academic dishonesty of others. Academic honesty means performing all work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Academic dishonesty means knowingly performing, attempting to perform, or assisting any other person in performing academic work that does not meet this standard. A full statement of the policy is available online at www.uga.edu/ovpi/honesty/acadhon.htm .
Course Description	Models and techniques for analyzing needs in occupations, industry, human resources, and communities to determine instructional and training content.
Text	Gupta, Kavita. (1999). <i>A practical guide to needs assessment</i> . San Francisco: Pfeiffer.
Additional Readings	The instructor will assign additional readings and students will also research and provide readings pertinent to particular class topics.
Class Structure	Learning happens most effectively when you, the student, partner with the instructor by taking an active role. Your insights and skills are an important part of the learning process for the entire class. You will be expected to share your opinions, knowledge, experience, insights and reflections by contributing to the class. As a result of this active learning approach, you will more likely

experience long-term retention and transfer because you will make the content you are learning concrete and real.

During class, we will clarify, supplement, and analyze text materials. Class sessions may include lectures, small and large discussion groups, student presentations, guest speakers, and/or audio-visual materials. *You are responsible for all assigned readings and all materials, whether presented or not presented in class.*

Instructor's Expectations

- **As a participant in this class, you are expected to:**
- Work diligently to reach class and learning goals.
- Be responsible for directing your own learning and study.
- Motivate yourself to excel in this course and take responsibilities seriously.
- Raise relevant questions and contribute relevant observations.
- Practice constructive group participation methods and behaviors.
- Conduct yourself with a high level of professionalism.
- Treat other class members with respect and courtesy at all times.
- Create a safe climate in class for mutual exploration, and learning.
- Treat information shared in class with respect, sensitivity, and confidentiality.
- Attend every class and take complete responsibility for class materials when attending is not possible. **(Must notify professor in writing and by telephone)**
- Complete assignments on time. **(Five points will be deducted for late papers)**

Course Objectives

- You will be able to:**
- Understand the history of assessment, analysis and evaluation
 - Identify the fundamentals of data gathering
 - Understand the strategic needs assessment process
 - Explain the diagnosis process
 - Collect data and draw conclusions for a training needs assessment
 - Identify key sources and select an optimal data gathering approach
 - Understand the strategic needs assessment process
 - Define and explain competency-based assessment
 - Conduct job/task analysis and design a job aid
 - Understand how to conduct a training needs assessment and analysis
 - Define an organization in terms of work culture components
 - Manage the analysis process
 - Collect data and draw conclusions for a training needs assessment
 - Present a report on your findings using presentation software

Student Evaluation

1.	Analysis of Needs Assessment Article (assign. 1)	20%
2.	Job/Task Analysis & Job Aid (assign. 2)	20%
3.	Needs Assessment and Data Collection (assign. 3)	20% *****
4.	Class Presentation (assign. 4)	10%
5.	Class Participation and attendance	10%
6.	Final Examination	<u>20%</u>
	TOTAL POSSIBLE	100%

Grading

Letter grades will be assigned based on the percentage of total points received 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60%=F).

Topical Course Outline

The instructor may change this outline based on the needs of students and schedule changes.
Please adjust your copy accordingly when changes are announced.

Date	Main Topic	Due
8/22/05 Session 1	<ul style="list-style-type: none"> • Introductions, Class Norms • Syllabus review & class requirements • The What, When, Why, and How of Needs Assessment? 	Please complete all readings prior to class
8/29/05 Session 2	<ul style="list-style-type: none"> • The History of Assessment and Evaluation • Report on progress with assignment 1 	Gupta, Chapter 1 Holton (handout)
9/05/05	<ul style="list-style-type: none"> • Holiday – Labor Day 	Russ-Eft & Preskill (handout)
9/12/05 Session 3	<ul style="list-style-type: none"> • Concepts for Diagnosing Performance • The Performance Diagnosis Process • Diagnosing Gaps • Report on progress with assignment 1 	Swanson, Chapters 4&5 (handout)
9/19/05 Session 4	<ul style="list-style-type: none"> • Diagnosis Process Continued 	
9/26/05 Session 5	<ul style="list-style-type: none"> • Fundamentals of Data Gathering • Data Collection Methods • Appropriate mix of methods 	Gupta, Chapter 2
10/03/05 Session 7	<ul style="list-style-type: none"> • Understanding the politics of assessment • Guest speaker • Assignment 1 due 	Handout
10/10/05 Session 8	<ul style="list-style-type: none"> • Strategic Needs Assessment • Report on progress with assignment 2 	Gupta, Chapter 3
10/17/05 Session 9	<ul style="list-style-type: none"> • Competency-based Needs Assessment • Report on progress with assignment 2 	Gupta, Chapter 4
10/24/05 Session 10	<ul style="list-style-type: none"> • Job and Task Analysis • Report on progress with assignment 2 	Gupta, Chapter 5
11/07/05 Session 11	<ul style="list-style-type: none"> • Training Needs Assessment • Prioritizing needs for maximum impact • Assignment 2 due 	Gupta, Chapter 6
11/14/05 Session 12	<ul style="list-style-type: none"> • Guest Speaker • Assessment and return on investment • Managing Analysis • Class Presentations 	Handout
11/21/05 Session 14	<ul style="list-style-type: none"> • Thanksgiving break – no class meeting - work on final projects 	Assigned Reading
11/28/05 Session 15	<ul style="list-style-type: none"> • Class Presentations – option to submit report after presentations 	Assigned Reading
12/05/05 Session 16	<ul style="list-style-type: none"> • Class Presentations – option to submit report after presentations • Assignment 3 due • Assignment 4 Final copy of presentation due 	Assigned Reading
12/12/05	<ul style="list-style-type: none"> • Final Examination • Course Evaluation 	Exam Scheduled for 7:00 pm

EOCS 5120 / 7120 Description of Assignments

All papers should be written following the American Psychological Association guidelines

Assignment 1 Evaluate a Needs Assessment Study Article (Due September 31, 2005) Paper will be 3- 5 pages in length with a copy of the study attached.

Purpose This assignment will help you develop a sense of judgment about the value of different methods used to conduct needs assessments. Your computer search for a study will demonstrate that the needs assessment process is not limited to one field or type of business. By choosing a particular study to evaluate, you will apply the knowledge about needs analysis that you have gained and use it to critique the study. As a class, we will discuss the various studies and make suggestions about how the study might have been done differently based on what we have read and heard in class. We will see continuous growth in our evaluation skills over the course of the semester as a result of this assignment.

- Tasks**
1. Find an article about a needs assessment study in a trade publication, journal, newspaper, or on the Internet. This could be in any field or area, not limited to Training Needs Assessment. Prior to writing your paper, briefly discuss your choice with the instructor.
 2. Summarize the article identifying the following components:
 - a. Purpose of the assessment
 - b. Methods used
 - c. Findings
 - d. Conclusions and recommendations
 - e. Include your evaluation and reactions to the purpose statement, data collection methodology, description of findings, and any conclusions and recommendations reached by the assessor. Were these elements clearly stated? Did the methodology seem logical? Were the results and recommendations reported in an understandable manner? Were the recommendations likely to be implemented? In addition, answer the question: How might I have done this study differently?
 3. Provide copies of the article and your short summary for each member of the class.
 4. Be prepared to present the article as a case study in class and lead a short discussion on what was done and areas for improvement. Dates will be determined for your presentation.

Assignment 2 Conduct a Job/ Task Analysis (Due November 7, 2005) A 3-7 page report will describe the process you used and attach a copy of job aid.

Purpose This assignment will give you experience in analyzing a job, including job responsibilities and tasks and areas in need of improvement. Identify a person who would be willing to openly discuss their job and the tasks involved in that job with you. As part of this assignment you are also expected to observe this person at their work site and incorporate the data gathered during the observation into your findings.

Tasks

1. Create a form for your participant to sign. This form should include a description of the purpose of your meeting, a statement of confidentiality which allows them to tell you if they would prefer that you not use their name and the company name, and a place for their signature.
2. Using the tools provided in our text book and other resources, conduct a job analysis and list of major responsibilities.
3. Conduct a thirty minute observation of the person at the workplace.
4. Develop a task inventory on responsibilities; include performance tasks that are known or predicted to be deficient due to a lack of skill and knowledge.
5. Perform a training requirements analysis and a job aid analysis on selected responsibilities and tasks.
6. Develop recommendations for training where appropriate and job aids where appropriate. Your recommendations may include training and job aids to achieve the required level of performance.
7. Create a job aid that can be used as a tool by a performer on the job.
8. Compile a report that includes the analysis and aids that you created.

Assignment 3 Conduct a Needs Assessment and Analysis (due December 5, 2005)

Purpose

This assignment will give you experience collecting and reporting data as well as making recommendations for improvement based on the data gathered. The scope of the assignment need not be large, but you must employ at least two data gathering methodologies.

Tasks

First, obtain approval from the instructor on the scope and data collection methods you want to use before you begin to collect data. Once your project idea has been approved, you will design your instruments and gather data based on the models and formats discovered throughout the course. You will analyze your data and develop recommendations for improvements based on the results.

Report Format

Write your data collection activities in a 5-10 page report that includes the following:

- I. Title Page
- II. Table of Contents
- III. Introduction
 - Purpose
 - Problem Statement
 - Rationale
- IV. Methods
 - Procedures
 - Information Sources
 - Description of Data Collection Tools
 - Constraints, if any
- V. Conclusions and Recommendations
 - Findings (may include chart, graph, or other technique to visually display data)
 - Recommendations (may include further study)
- VI. References
- VI. Appendix
 - Copies of instruments used and other related documentation

Assignment 4 **Presentation of Your Needs Assessment and Analysis**
(due December 5, 2005)

Purpose The purpose of this assignment is for you to report your findings to the class in a professional manner using a presentation software program. The presentation should take 10 -15 minutes including discussion. All students will receive written and verbal feedback from fellow students regarding presentations.

Tasks Develop a brief presentation using a presentation software program, such as PowerPoint, about your project. The presentation should have a logical beginning, middle and ending flow to it. Use appropriate graphs and charts to display your findings. The presentation need not be elaborate, just clear and concise.

***** **Graduate students please see the instructor early in the semester to discuss your additional assignment.**

Attendance Students are expected to attend every class at GUC and to participate in any classes this semester that might be changed and conducted via WebCT rather than face-to-face. However, should an emergency arise, please call and email the instructor immediately. Since I will be traveling from Athens to GUC, please be sure to do both. My cell number is 706-540-4105 and my email is doughert@uga.edu
Anyone missing more than one class must schedule a meeting with the instructor to discuss the problem or that student may lose points on attendance.