

EOCS 5120: Needs Analysis in Occupational Studies
Fall Semester, 2002

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Class Meetings: 5:00 – 7:45 p.m., Tuesdays
Class Location: Room 1900, Gwinnett University Center (GUC)

Course Description:

Techniques in analyzing occupations, industry, human resources, and communities to determine instructional and training content.

Required Text:

Swanson, R.A. (1996). *Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise*. San Francisco: Berrett-Koehler.

Additional Readings:

The instructor and students will provide additional readings on topics of this course.

Course Objectives:

1. Define and distinguish between needs analysis and needs assessment.
2. Identify how needs analysis fits into the instructional development process.
3. Determine when needs analysis studies should occur and when they should not.
4. Explain the reason for each of the primary steps in a needs assessment and needs analysis.
5. Describe each of the data gathering approaches in your own words.
6. Given cases projects, select an optimal data gathering approach and related tools to use in the needs assessment/needs analysis process.
7. Given an analysis situation where an interview is appropriate to use, be able to write the questions you will use and sequence them in a logical manner.
8. Given a performance discrepancy (gap), use a checklist of various causes of performance problems to guide your diagnosis of the root cause of the discrepancy and site probable solutions.
9. Match generic solutions to performance problems and causes.
10. Explain the differences in the overall goal you have when analyzing performance problems from a performance analyst's point of view and your goal when primarily developing/designing training.
11. Through an experiential activity identify barriers and ways to respond to them related to implementing needs analysis in all appropriate situations.
12. Recognize the impact of implementing needs analysis on yourself and your organization, view this change as an opportunity, and take active steps to comprehend and welcome the change.

Class Structure:

Learning can only happen when you are taking an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important

than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of teachers and experts around you. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues.

During class we will strive to clarify, supplement, and analyze text materials. Class sessions may include lectures, small and large discussion groups, guest speakers, and/or audio-visual materials. We will learn much about the content based on your opinions, knowledge, and experience and you are strongly encouraged to contribute in class. *You are responsible for all assigned readings and all materials, whether presented or not presented in class.*

As a participant in this class, you are expected to:

- Be committed to learning as much as possible.
- Be ready to work hard to reach class and learning goals.
- Take responsibility to direct your own learning and study.
- Motivate yourself to excel in this course!
- Raise relevant questions and contribute relevant observations.
- Take class and team responsibilities seriously.
- Practice good and constructive group participation methods and behaviors.
- Conduct yourself with a high level of professionalism.
- Treat other class members with the same respect and courtesy you would like for yourself at all times.
- Help create a safe climate in class for mutual exploration, discovery 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. You cannot miss more than 1 class during this semester.
- Bring your book and readings to every class.
- Check your e-mail at least once (preferably more often) per week and before coming to each class. The instructor will often send announcements about the class in-between our meeting times.
- Complete your assignments on time. Late assignments will result in a lower grade (and a zero grade will be given for all assignments received after the last official day of this class.

Student Evaluation:

1.	Examination #1	15%
2.	Examination #2	15%
3.	Training Analysis	30%
4.	Training Program	30%
5.	Class Activities/Projects	<u>10%</u>
	TOTAL	100%

Tentative Topical Course Outline (*this course outline may be adjusted by the instructor based on the needs and expertise of class members*):

Date	Main Topics	Readings
8/20/02 Session 1	<ul style="list-style-type: none"> • Orientation to the Course • HROD as a Strategic Process in Organizations 	Note: Readings should be completed prior to the class session identified
8/27/02 Session 2	<ul style="list-style-type: none"> • Training for Performance System • Types and Levels of Performance Problems 	Swanson, Chapters 1 & 2 Swanson, Chapter 3
9/3/02 Session 3	<ul style="list-style-type: none"> • Performance Improvement Models 	Swanson, Chapters 4 & 5
9/10/02 Session 4	<ul style="list-style-type: none"> • Qualitative and Quantitative Data Types • Data Collection Methods 	Swanson, Chapter 7
9/17/02 Session 5	<ul style="list-style-type: none"> • Data Collection Methods (con't) • Choosing the Appropriate Mix of Methods 	
9/24/02 Session 6	<ul style="list-style-type: none"> • Expert Analysis • Job Description • Task Inventory 	Swanson, Chapter 8, 9, & 10
10/1/02 Session 7	<ul style="list-style-type: none"> • Examination #1 • Discussion of Individual Projects 	
10/8/02 Session 8	<ul style="list-style-type: none"> • Procedural Task Analysis 	Swanson, Chapter 11
10/15/02 Session 9	<ul style="list-style-type: none"> • Systems Task Analysis • Knowledge Task Analysis 	Swanson, Chapter 12 & 13
10/22/02 Session 10	<ul style="list-style-type: none"> • Data Analysis and Evaluation • Statistical Analysis Methods 	
10/29/02 Session 11	<ul style="list-style-type: none"> • Formulating and Presenting Recommendations 	Swanson, Chapter 6
11/5/02 Session 12	<ul style="list-style-type: none"> • Designing and Developing Training Programs 	
11/12/02 Session 13	<ul style="list-style-type: none"> • Designing and Developing Training Programs 	
11/19/02 Session 14	<ul style="list-style-type: none"> • Needs Assessment in Organizational Change 	
11/26/02 Session 15	Thanksgiving Break (No class)	
12/3/02 Session 16	<ul style="list-style-type: none"> • Examination #2 • Project Completion • Course Evaluation 	