



The University of Georgia

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College of Education  
Department of Workforce Education, Leadership & Social Foundations

Course Number EOCS 5120 / 7120 [Needs Assessment and Analysis](#)

Semester Fall 2007

Meeting Times On-line; occasional video & audio conferences

Instructor John W. Schell, Ph.D.

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Office Hours By appointment & scheduled on-line times

Course Description Models and techniques for analyzing needs in occupations, industry, human resources, and communities to determine instructional and training content.

Text Samuel B. McClelland (1995). *Organizational Needs Assessments: Design, Facilitation, and Analysis*. Quorum Books, Westport, Connecticut.

Additional Readings Students will be held accountable for additional readings and research provided by the instructor and fellow students.

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.

For the most part this class will be on-line. Read the materials for each lesson, review the accompanying PowerPoint presentation & take the quiz. Of course you will be responsible for all assignments.

Written and audio bulletin boards & mail are available on the communications page. You may use these tools to communicate with the professor and/or other members of our electronic learning community.

There will be a few occasions when you can interact directly with the professor. This will be accomplished using video and/or audio-based instruction (more information on these sessions will be provided early in the semester). The day of the week and the times for this interaction will ALWAYS correspond to the evenings identified for this course in OASIS.

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 an overview of the field of Human Resource Development (HRD) and the history of assessment.
- Identify the fundamentals of the assessment process.
- Explain the elements of the assessment process.
- Understand both strategic and competency-based assessments.
- Conduct job/task analysis and design a job aid.
- Prepare for an assessment project.
- Manage the analysis process.
- Identify key sources and select an optimal data gathering approach.
- Collect data and draw conclusions for an assessment.
- Understand how to conduct a training needs assessment and analysis.
- Reflect on the importance of job performance assessment in the workplace.
- Define an organization in terms of work culture components.
- Present a report on your findings using presentation software.

Student Evaluation	1. Mid-term exam	100
	2. Job/Task Analysis & Job Aid (assign. 1)	100
	3. Needs Assessment and Data Collection (assign. 2)	200
	4. Class Presentation (assign. 3)	100
	5. Class Participation and attendance	100
	6. Final Examination	<u>200 points</u>
	TOTAL POSSIBLE	800 points

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). Late assignments (papers and presentations) will have 3 (three) points taken off for each day late.

You are expected to participate in synchronous & electronic conversations. These may be on the bulletin board, live on the internet, or in the form of electronic mail. Whatever format the class is in for a given topic or night, you are expected to have completed assigned readings, written assignments (when applicable), and contribute positively and professionally to class discussion (synchronous & asynchronous)

#### GRADING CRITERIA

- C: The student clearly identifies, distinguishes, illustrates, and applies concepts and principles from course materials; demonstrates comprehension and appropriate usage of methods and procedures.
- B: In addition to the above, the student explores underlying linkages and relationships among concepts and principles from other courses and materials; evaluates content, structure, and utilization of materials; draws inferences for application in new situations; demonstrates development of skill in analysis and application of materials.
- A: In addition to the above, the student makes explicit use of critical analysis when appraising resources; creatively synthesizes and formulates innovative approaches to dealing with complex problems; demonstrates cognitive and practical mastery of the field of HRD and needs analysis in particular.

Topical Outline		
The instructor may change this outline please adjust your copy when changes are announced		
Date	Main Topic	Due
Session 1	<ul style="list-style-type: none"> <li>• The What, When, Why, and How of Needs Assessment?</li> </ul>	Please complete all readings
Session 2	<ul style="list-style-type: none"> <li>• Needs Assessments in Human Resource Development (HRD)</li> <li>• Implications</li> <li>• History</li> <li>• Levels and reasons</li> </ul>	S. McClelland (1995) Chapter 1 E. Holton (1995) Handout
Session 3	<ul style="list-style-type: none"> <li>• Preparing for a Needs Assessment</li> <li>• Types</li> <li>• Job and task analyses</li> <li>• Assessment systems</li> </ul>	S. McClelland (1995) Chapter 2
Session 4	<ul style="list-style-type: none"> <li>• Preliminary Assessment Components</li> <li>• Goals</li> <li>• Consultants</li> <li>• Budget</li> </ul>	S. McClelland (1995) Chapter 3
Session 5	<ul style="list-style-type: none"> <li>• Strategic &amp; Competency-based Needs Assessment</li> <li>• Purpose</li> <li>• Diagnosis</li> <li>• (Graduate student presentations of published needs assessments )</li> </ul>	K. Gupta (1999), Chapter 3 & 4 Handout
Session 6	<ul style="list-style-type: none"> <li>• Job Task Analysis</li> <li>• Approaches</li> <li>• Formats</li> <li>• Job descriptions</li> </ul>	K. Gupta (1999) R. Swanson (1985) S.Bartram, B. Gibson (2000) Handouts
Session 7	<ul style="list-style-type: none"> <li>• An Overview of Needs Assessment Data-Gathering Methods</li> <li>• Written description of final project idea due</li> </ul>	S. McClelland (1995) Chapter 4
Session 8	<ul style="list-style-type: none"> <li>• Assessment Project Preparation</li> <li>• Mid-term exam (on-line)</li> </ul>	S. McClelland (1995) Chapter 5
Session 9	<ul style="list-style-type: none"> <li>• Assessment Organization and Control</li> <li>• Politics of Assessment</li> </ul>	S. McClelland (1995) Chapter 6
Session 10	<ul style="list-style-type: none"> <li>• Statistical Analysis Methods</li> <li>• Overview</li> </ul>	S. McClelland (1995) Chapter 7

Session 11	<ul style="list-style-type: none"> <li>Formulating and Presenting Recommendations</li> <li>Assignment 1 due – Job Task Analysis</li> <li>Brief class reports</li> </ul>	S. McClelland (1995) Chapter 8
Session 12	<ul style="list-style-type: none"> <li>Designing and Developing Training Programs based on Needs Analysis</li> <li>Objectives, Needs and Program Design</li> </ul>	S. McClelland (1995) Chapter 9
Session 13	<ul style="list-style-type: none"> <li>Needs Assessments in Organizational Change and Performance-Improvement Programs</li> <li>Organizational Development</li> <li>TQM</li> </ul>	S. McClelland (1995) Chapter 10 R. Swanson (1985)
Session 14	<ul style="list-style-type: none"> <li>Research and Writing week – no class meeting</li> </ul>	
Session 15	<ul style="list-style-type: none"> <li>Class Presentations – option to submit report after presentations</li> <li>Assignment 3 - Copy of presentation due after presentation</li> </ul>	
12/05/06 Session 16	<ul style="list-style-type: none"> <li>Class Presentations – option to submit report after presentations</li> <li>Assignment 3 - Copy of presentation due after presentation</li> <li>Assignment 2 due – Completed Needs assessment and analysis</li> <li>Course Evaluation</li> <li>Final exam question distributed</li> </ul>	
12/12/06	<ul style="list-style-type: none"> <li>Final Examination (on-line)</li> </ul>	

UGA Wants You to Know...

Special Circumstances	<p>The University is committed to providing every reasonable academic accommodation to students with disabilities. Individuals with physical, perceptual or learning disabilities, as addressed by the Americans with Disabilities Act (ADA), should contact Services for Students with Disabilities for information regarding accommodations such as: disability verification and management, blue curb parking, testing accommodations, note taking, interpreting, reading services, and other appropriate services. In accordance with the Americans with Disabilities Act (1990), The University of Georgia seeks to provide equal access to individuals with disabilities. Students who have a disability and need specific accommodations and support to facilitate full inclusion of all aspects of the course should make an appointment with me during the first week of the term to discuss their needs. To register for services and get more information use this web site <a href="http://www.dissvcs.uga.edu">www.dissvcs.uga.edu</a>.</p>
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<p>Academic Honesty</p>	<p>All academic work must meet the standards contained in UGA's "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 <a href="http://www.uga.edu/ovpi/honesty/acadhon.htm">www.uga.edu/ovpi/honesty/acadhon.htm</a>.</p> <p><u><a href="#">Cheating and Plagiarism</a></u></p> <p>The University has a written policy which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. A synopsis of The University's definitions of cheating and plagiarism are as follows: <u><a href="#">Cheating</a></u> - Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it includes any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. <u><a href="#">Plagiarism</a></u>- Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. A full statement of the policy is available online at <a href="http://www.uga.edu/ovpi/honesty/acadhon.htm">www.uga.edu/ovpi/honesty/acadhon.htm</a>.</p> <p>Students are expected to invest in their learning by attending to all content, readings, and submit assignments.</p>
<p>This course syllabus is a general plan for the course; changes to this plan will be announced to the class by the instructor</p>	

## EOCS 5120 / 7120

### Description of Assignments

All papers should be written following the American Psychological Association (APA) guidelines. Pay particular attention to headings and references.

#### Assignment 1

Conduct a Job/ Task Analysis (Due October 31, 2006)

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. Please be prepared to do a brief verbal and/or visual presentation.
- 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, aids that you created, and references using APA style.

## Assignment 2

Complete a Full Needs Assessment and Analysis (due Dec. 5, 2007).

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 (1-2 page written description due October 3, 2006). 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 needs assessment process and findings in a 8+ page report including the following information about your project: I. Title Page II. Table of Contents III. Introduction <ul style="list-style-type: none"><li>• Purpose</li><li>• Problem Statement</li><li>• Rationale</li></ul> IV. Methods <ul style="list-style-type: none"><li>• Procedures</li><li>• Information Sources</li><li>• Description of Data Collection Tools</li><li>• Constraints, if any</li></ul> V. Conclusions and Recommendations <ul style="list-style-type: none"><li>• Findings (may include chart, graph, or other technique to visually display data)</li><li>• Recommendations (may include further study)</li></ul> VI. References using APA style VI. Appendix <ul style="list-style-type: none"><li>• Copies of instruments used and other related documentation</li></ul> It is recommended that you follow this format to be sure that you have a complete report.

## Assignment 3

Presentation of Your Needs Assessment & Analysis

(Submit electronic copy on bulletin-board & course assignment submission page)

**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 such as PowerPoint. The presentation should take 10 -15 minutes with another 10-15 minutes for discussion. All students will receive written and verbal feedback from fellow students regarding their presentations. All students are expected to provide useful feedback both verbally and in writing to fellow students.

**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.

Presentations will be made on-line to the entire class. This assumes that technology will allow us to make presentations in this manner. If not, we can arrange for you to do a voice over on your PowerPoint slides or use some type of movie maker software to make your presentation.

\*\*\*\*\* Graduate students please see the instructor during the first two weeks of the semester to discuss your additional assignments.

Welcome to this class. I look forward to working with you as we explore and learn together.