

**Governors State University  
College of Arts & Sciences  
Division of Liberal Arts**

**SYLLABUS**

2011

Index Number:	HP&T 810
Course Title:	Needs/Task Analysis in HP&T
Credit Hours:	3.0
Trimester:	Spring - 2011
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Professor:	Dr. Lanigan (Ph.D.)
E-mail:	
Phone:	(708) 534-4051
Office:	E2504
Office Hours:	Tuesday 7:30 to 9:30 p.m. and by appointment.
Class web site:	<a href="http://www.hpandt.com/810.htm">http://www.hpandt.com/810.htm</a>
My Homepage:	<a href="http://www.hpandt.com">http://www.hpandt.com</a>

**CATALOG DESCRIPTION**

Enables students to develop a thorough front-end analysis including needs, environmental, and task analysis in order to determine performance gaps and how to close those gaps by suggesting various types of interventions.

**PREREQUISITES**

HP&T 520; instructor permission.

**RATIONALE**

In the field of Human Performance and Training, performance specialists are often called upon to gather front-end data in order to determine performance deficiencies, causes of these deficiencies, and solutions. In addition to the needs analysis data, detailed task analyses are frequently required to aid in producing intervention strategies. One such strategy is the implementation of structured lessons.

**COURSE OBJECTIVES**

Given a variety of instructional tools, the students will succeed in the following performances with 90 to 100% accuracy:

1. describe the purpose of a needs analysis,
2. recognize examples of the five kinds of needs analysis information,
3. find an organization's extant data,
4. define the four causes of performance problems,
5. apply the value/expectancy formula to determine motivation,

6. name Zemke's three phases of needs analysis,
7. determine appropriate solutions to performance problems,
8. complete a task-listing,
9. create an S-R Table,
10. design an algorithm from a set of tasks,
11. write focus group questions,
12. compose appropriate questions for a structured interview,
13. complete behavioral frequency counts,
14. illustrate the critical incidents technique,
15. creating a priority matrix for a consensus group,
16. write effective surveys/questionnaires,
17. assess relevant learner characteristics,
18. analyze work setting characteristics,
19. create structured lessons, and,
20. name and define the various types of reliability and validity issues involved in creating needs and task analysis instruments.

## **READINGS**

### **I. Required Texts and CDs:**

The required text books are located in the bookstore.

- ▶ Rossett, A. (1987). Training needs assessment. Englewood Cliffs, NJ: Educational Technology Publications.
- ▶ Lanigan, M. (2010). Performance Technology Overview (2nd Edition). Tinley Park, IL: Third House Inc.  
(This is the same CD used in HPT 510.)
- ▶ Lanigan, M. (2011). Evaluating training programs: Eight Modules (2nd Edition). Tinley Park, IL.: Third House Inc. (You will also use this CD for the HPT 847, HPT 865; and HPT891/892.)

### **II. Found in GSU library at the Reserve Desk**

- ▶ Zemke, R. & Kramlinger, T. (1982). Figuring things out: A trainer's guide to needs and task analysis. Reading, MA: Addison-Wesley Publishing Company.
- ▶ Phillips, J. and Holton, E. (1995). Conducting Needs Assessment. Alexandria, VA: American Society for Training and Development.
  1. A Snapshot of Needs Assessment p. 1 to 12
  2. Pride in Public Service p. 165 to 187
  3. Using Performance Analysis to Assess Future Technical Training Needs p. 241 to 253
- ▶ Anglin, G. (1991). Instructional Technology: Past, Present, and Future. Englewood, CO: Libraries Unlimited, Inc. (Chapter 12 only (pp. 170 – 187).

### III. Additional Resources:

These readings are available at: <http://www.hpandt.com/810.htm>

- ▶ Structured Lesson Information:
  1. Criteria
  2. Grading Sheet
  3. Web Site Grading Sheet
  4. Web Template
  5. Needs Assessment Survey and Task Listing Examples
  
- ▶ 2004 Mid-term and Final Exams
- ▶ On-line Assignment Information Sheet
- ▶ On-line Assignment Quizzes
- ▶ Case Study Quizzes

### EVALUATION

<b>Individual Assignments</b>	<b>Points</b>
1. Midterm Exam	30
2. Cumulative Final Exam	90
3. Case Study Quizzes	10
4. On-line Assignments Exams	65
5. Mean score for completing classmates' web activities	5
<b>Paired Assignments</b>	
6. Structured Lesson Design	30
7. Structured Lesson Web Site	20
8. Structured Lesson Needs Assessment Grading Sheet	20
9. Grade and send Web Activity to Instructor	5
<b>Grand Total For All Assignments</b>	<b>275</b>

247.5 to 275 = A

220 to 247 = B

192.5 to 219 = C

165 to 192 = D

164 to 0 = F

**\* Please Note: Incompletes are rare.**

No incompletes will be allowed except in emergencies, which can be verified and only if the student has completed 80% of the required assignments.

### SPECIFIC ASSIGNMENT CRITERIA

**\*\*\*Please Note: All individual assignments require you to work by yourself. There will be consequences if the professor catches you sharing answers on these assignments.**

<b>Individual Assignments</b>	<b>Points</b>
1. <b>Midterm Exam</b>	<b>30</b>
The mid-term exam focuses on the <b>Needs Assessment materials</b> covered during the weeks prior to the exam. The Case Study readings and Online Assignments will NOT be on the test. Come to class to take the exam. (Neither books nor notes can be used for the midterm exam.) <b>No late work is accepted for this assignment. March 8, 2011</b>	

2. **Cumulative Final Exam** **90**  
 You will also have a final exam, which is similar to the midterm but it will cover **all materials throughout the trimester** (including the Anglin chapter but not the Case Studies and Online Assignment materials). You will come to class to take the final exam. (Neither books nor notes can be used for the final exam.) **No late work is accepted for this assignment.** **May 3, 2011**
3. **Case Study Quizzes (2 of them and the introductory chapter)** **10**  
 There are 2 case studies and 1 introductory chapter. You need to submit your quiz answers on 3 separate answer sheets. Case Studies 1 and 2 and the introductory quiz answers are due **March 22, 2011**. Please do **NOT** turn in your answers prior to the due date.
4. **Online Assignments (5 of them)** **65**  
 Each on-line assignment has specific criteria and points. Download the criteria from our class Internet site. After completing the online assignment, you need to take the corresponding quiz by completing a new answer sheet for each of the five assignments. Online Assignments 1 through 5 are due **March 22, 2011**. Please do **NOT** turn in your answers prior to the due date.

**PLEASE turn in the Case Study and Online Assignment answers in a secure envelope that has a clasp. Put your name on all documents and on the outside of the envelope.**

5. **Mean score for completing classmates' web activities** **5**  
 When you view your classmates' Structured Lesson web sites, you will be asked to complete an activity which you will turn into the instructional designer of that web site, which is **due on April 19, 2011 by midnight. No late work is accepted.**

The instructional designer will use his/her criteria sheet to grade your activity. You can earn from 0 to 5 points. Each web site creator will submit the amount of points you earned to Dr. Lanigan on **April 26, 2011**. She will then take the mean score of all web activity points to award your final points for this assignment.

- | <b>Paired Assignment</b>   | <b>Points</b> |
|--|---------------|
| 6. <b>Structured Lesson Design</b>   | <b>30</b>     |
| In order to practice the Structured Lesson Design, you will pair up with another classmate to design and deliver (via <b>workbook</b> and the <b>Internet web site</b> ) a one hour and fifteen minute lesson on one task analysis technique. You will be assigned one task analysis technique listed in the agenda for <b>Weeks 10 through 13</b> . The criteria and grading sheet for this assignment is located at our class web site. The web site needs to be up and running by <b>March 22, 2011</b> . |               |

Your Structured Lesson will be graded by your classmates and professor using the Structured Lesson Grading Criteria sheet found on our class web site. Your points will be the mean score of your classmates plus the professor's score divided by two. For example, if the classmates' mean is 28 and the professor's score is 26, then  $28 + 26$  divided by  $2 = 27$  points.

**Please Note: You will not receive any points for the Structured Lesson assignment unless you turn in all your structured lesson criteria sheets that you used to evaluate your peers' workbooks and web sites. If all the criteria sheets are not turned in by April 26, 2011, points will be deducted. No late work is accepted for these criteria sheets.**

- 7. Structured Lesson Web Site 20**
- You will be delivering the structured lesson via Internet web site using a web template created in Publisher, or if you would like to create your own site in Dreamweaver, FrontPage or the like, you have that option. In addition to the web site, you will be creating a workbook (see structured lesson criteria sheet). Download the Structured Lesson Web Site criteria sheet for the specifics on how to create your web site and the allocated points for each task.

**Your structured lesson web site URL must be e-mailed to your professor by March 22, 2011. Once you e-mail your URL you cannot change the URL.**

- 8. Structured Lesson Needs Assessment Survey 20**
- You will design a needs assessment survey and distribute it to your classmates in order to pin-point the exact behaviors (i.e., of your task analysis technique) to train them on for your structured lesson assignment. Each task below is worth 5 points.
- A. Review your task analysis technique chapter in the Zemke book and write a task listing to outline the terminal (i.e., Level 2) and enabling behaviors (i.e., Level 3). Once you have the tasks broken down, then create your survey based on your task listing. (See Behavioral Frequency Count example on our class web site.)
  - B. Create a survey (based on the information from Section A above) where your respondents (i.e., your classmates) will rank order what skills they are least familiar with. The first survey section should contain your overall list of terminal behaviors. The remaining survey sections should contain the enabling behaviors for each terminal behavior. (See the Behavioral Frequency Count example on our class web site.)
  - C. Ask family and friends to review your survey for clarity. Next, e-mail the final survey to your classmates within the HPT 810 class because they

will be your actual trainees. In other words, you are using the survey outcomes to develop the task analysis technique training (i.e., the Structured Lesson assignment) that you will deliver via the web to your classmates.

- D. Calculate your survey results to determine which behaviors your trainees are least familiar with to those most familiar with. Next, summarize your findings.

**9. Grade and send Web Activity to Professor 5**

You need to include a criteria-sheet **link** on your Target Lesson page of your Structured Lesson web site. The purpose of the criteria sheet is for you to determine how you will grade your trainees' performances in completing the target lesson activity. For example, let's say your structured lesson topic is on Behavioral Frequency Counts. For your target lesson activity, you ask your trainees to visit three classes for thirty minutes and count how many times students participated during various delivery formats. You also ask them to complete a summary sheet containing counts and notes, which they will turn-in to you. Your criteria sheet would then explain how you plan on grading the activity based on five points.

While you will be grading your classmates' work based on the criteria sheet you created, I will be grading you on how successful you are in designing the criteria sheet. Your criteria sheet will be graded on:

1. Clarity of information – Is the information easy to understand. (2pts)
2. Comprehensive – Are the activity tasks broken into smaller behaviors and points rather than lumping the points together? (3pts)  
For example, if you peruse the Structured Lesson Design Grading Sheet, you see the 30 points are broken down into thirty different behaviors each worth one point. You need to break your five point criteria sheet into smaller tasks and point structures. (Also view the Behavioral Frequency Count activity sheet.)

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**Please Note: All late work will receive a deduction in points. Some assignments cannot be turned in late—check syllabus.**

Any assignment **not** turned in on time will receive a deduction of points. From 1 minute (i.e., 12:01 a.m.\* ) to six days later (i.e., midnight of the day before the next class), you'll receive 70% of the total. After the sixth day, late work will not be accepted.

\* All **hard copy** assignments are due by **7:30 p.m.** on the due date. At 7:31 p.m. hard copy assignments are considered late and will receive a deduction in points following the same procedure listed above. Otherwise, any assignment that the syllabus says students can **e-mail** to the instructor, students have until **midnight on the due date.**

**In order to be fair and not to make calls on a case-by-case basis, I require the following:**

- If you are out of town on the day an assignment is due, you need to turn in your work **before** you leave so that I receive your work by the due date.
- If you have car problems, e-mail your work (on the due date and by the time). The next day, you also need to send via USPS priority mail to the instructor's P.O. Box all assignments due as hard copies PLUS a mechanics bill or the like to support your car problem. If the work is not post-marked by the next day, the work is considered late.
- If you are ill, you will have one week to turn in your work-- if you give me a doctor's note.
- If a serious tragedy occurs, you need to document it, and you will receive a maximum of three weeks to turn in your work.

**It is wise to save all e-mails sent to me and error messages so if for some reason I do not receive your e-mail, you have proof you have sent it.**

**Note: There are six mandatory live class sessions. You must attend each session in its entirety. If you arrive late, leave early, or miss the class completely, then you will lose 15 points.** For example, if the class begins at 7:30 p.m. and you arrive at 7:33 p.m. then you are late.

Some classes do have an out clause, which is based on completed work and must be approved by the professor.

**AGENDA**

The agenda is written to reflect what materials are DUE for that week. Thus, you should have the readings already read for that week.

**Please Note: The following letters are referring to these materials.**

<b>Z = Zemke book</b>	<b>R = Rossett book</b>	<b>PT= Performance Technology CD (2nd Edition)</b>	<b>ET= Evaluating Training Programs CD (2nd Edition)</b>
<b>Week/Date</b>	<b>Class Activities/Homework Due</b>		<b>Reading Assignments Due</b>
<b>First Two Weeks: Overview</b>			
<b><u>1/1-18</u></b>	<p><b><u>Mandatory live class</u> for all new HPT 810 students. If you have taken HPT 810 before, then you can opt out of this class by taking a quiz. E-mail your instructor if you chose this option by 1-17-2011.</b></p> <p><b>Class will begin at 8 p.m.</b> Overview of ID model, review syllabus, and structured lesson criteria.</p>		
<b>2/1-25</b>	<p>View <i>PT – Module 3</i></p> <p><b>E-mail Professor – name of structured lesson partner AND <u>TOP 3 choices</u> for task analysis topic.</b></p>		<i>Z – Chapters 2, 3, &amp; 14</i>

Week/Date	Class Activities/Homework Due	Reading Assignments Due
<b>Next Week: Pre-requisite Information Needed to Complete the Structured Lesson Assignment</b>		
3/2-1	<p>View Online Assignment 1: Structured Lesson &amp; Behavioral Frequency Counts.</p> <p>View <i>PT – Module 4</i></p> <p>Take Online 1 Quiz by downloading test questions from the class web site.</p>	<p><i>R - Chapters 1 – 4</i></p> <p><i>Z- Chapter 7</i></p>
<b>Next Four Weeks: Focuses on Completing a Needs Assessment as well as Addressing Validity and Reliability Issues</b>		
4/2-8	<p>Read Case Study 1</p> <p>Take Case Study 1 Quiz by downloading test questions from the class web site.</p> <p>Write your Task Listing for your task analysis technique and create your draft needs assessment survey.</p> <p><b>E-mail your Needs Assessment Survey to your classmates and professor.</b></p>	<p><i>R – Chapters 5 – 7</i></p>
5/2-15	<p>View Online Assignment 2: Valid and Reliable Instruments</p> <p>Take Online 2 Quiz by downloading test questions from the class web site.</p> <p>View <i>ET – Module 3</i></p> <p><b>Begin designing your structured lesson web site.</b></p>	<p><i>R – Chapter 11, 8, 9</i></p>
6/2-22	<p>View Online Assignment 3: Creating A Reliable Attitudinal Instrument</p> <p>Take Online 3 Quiz by downloading test questions from the class web site.</p> <p>View <i>ET – Module 4</i></p> <p>Read and take Case Study 2 Quiz by downloading questions from web site.</p>	<p><i>R – Chapters 10</i></p>



<p><u>7/3-1</u></p> <p><b>Lab</b></p>	<p><u>Mandatory live class</u>  Class begins at 7:30 p.m.  <b>Review for the Midterm exam.</b>  <b>Bring what you have created so far for your structured lesson web site.</b> The professor will review what you have done so far. If you are progressing nicely on your own with the web pages, then the professor will allow you to go home early. If you are NOT progressing, then you must stay for the entire class.</p> <p>View Online Assignment 4: On-The-Job Behavior</p> <p>View <i>ET – Module 6</i></p> <p>Complete Online Assignment 5.</p> <p>View <i>PT – Module 3 and 2</i></p>	<p><i>R – Chapters 12, 13</i></p>
<p><b>Next Two Weeks: Focuses on Midterm and Transition to Task Analysis</b></p>		
<p><u>8/3-8</u></p> <p><b>Lab</b></p>	<p><u>Mandatory live class</u>  Class begins at 7:30 p.m.  <b>Take Midterm</b></p> <p>After the midterm, the remaining part of the class will be used to work on the structured lesson web sites. <b><u>Everyone must stay</u></b> until the end of class unless they already have their web sites FTPed and have sent the professor a working URL. The professor will determine if the latter has been done or not.</p>	
<p><b>SPRING BREAK</b></p>	<p>***March 14th to March 20th***</p>	
<p><u>9/3-22</u></p> <p><b>Lab</b></p>	<p><u>Mandatory live class</u>  Class begins at 8:00 p.m.</p> <p><b>Midterm Feedback</b>  <b>Turn in work as indicated below.</b></p> <p>For those students who still need assistance with their URLs, etc. then there is an open lab following the mandatory portion of the class.</p> <p>IN A FOLDER, <b>turn in answers for Online Assignments 1, 2, 3, 4 and 5 as well as Case Study introductory, 1, and 2.</b></p>	<p><b>NOTE: Once you send to your professor the URL for your training workshop, you can NOT change the URL.</b></p> <p><b>Continued on next page.</b></p>

<b>3-22</b> <b>continued</b>	<p>PLEASE MAKE SURE EACH ASSIGNMENT IS TYPED ON ITS OWN ANSWER SHEET.</p> <p>For example:    Online Assignment 1</p> <p style="padding-left: 100px;">1. A</p> <p style="padding-left: 100px;">2. B</p> <p style="padding-left: 100px;">3. C</p> <p style="padding-left: 100px;">etc.</p> <p><b>File transfer your Structured Lesson Web sites and workbooks to your Internet Server account. Send Professor your URL.</b></p>	
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<b>Next Four Weeks: Focuses on Task Analysis techniques</b> <b>Students deliver their task analysis training sessions to their classmates.</b>		
<b>10/3-29</b>	<p><b>Download Structured Lesson Criteria sheets. Print off enough copies- one for each group's web site. Begin viewing and evaluating sites.</b></p> <p>View:   Surveys/Questionnaires  Interviews</p>	Read Anglin Bk - Chapter 12 Z - Chapters 9 & 10
<b>11/4-5</b>	View:   Focus Group Algorithm	Z - Chapter 8
<b>12/4-12</b>	View:   Task Listing S-R Tables	Z – Chapters 4, 5
<b>13/4-19</b>	View:   Critical Incident Consensus Group <p><b>Each student must submit their completed web activities for each presentation above to the respective instructional designer by midnight.</b>  <b>*** No late work is accepted. ***</b></p> <p><b>The instructional designers will grade these activities and submit the results to the professor via hard copy on April 26th.</b></p>	Z - Chapters 11, 12
<u><b>14/4-26</b></u>	<p><u><b>Mandatory live class</b></u>  <b>Class begins at 8:00 p.m.</b></p> <p><b>Final Exam Review</b></p> <p><b>Turn in all your Structured Lesson Criteria Sheets rating your Classmates web site in a secure envelope.</b></p> <p><b>Also put it in the envelope that you are giving your professor each trainee's score he or she received for your web site exercise.</b></p>	

Last Week	
<b><u>15/5-3</u></b>	<p><b><u>Mandatory live class</u></b>  <b>Class begins at 7:30 p.m.</b></p> <p>Receive Feedback on Structured Lesson Assignment</p> <p>Complete SEI's/Reactionnaires.</p> <p><b>Take final exam in class.</b></p>

**Note: There are six mandatory live class sessions. You must attend each session in its entirety. If you arrive late, leave early, or miss the class completely, then you will lose 15 points.** For example, if the class begins at 7:30 p.m. and you arrive at 7:33 p.m. then you are late.

Some classes do have an out clause, which is based on completed work and must be approved by the professor.