WED 461 Workforce Education Needs Assessment

Syllabus

Spring 2016

Instructor: Yvonne Hunter-Johnson, Ph.D.
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Office Hours: Monday 12 noon -3:00 p.m.
Tuesday 4:30 p.m. - 6:00 p.m. and 8:00 - 8:30 p.m.

Course Description: Overview of needs assessment and analytical procedures used within workforce education.

Course Objectives: The following are the general objectives of the course. At the end of the course, students will be able to:

1. Explain key concepts regarding performance improvement;
2. Demonstrate knowledge of International Society for Performance Improvement (ISPI) performance technology standards and code of ethics;
3. Understand the nature of needs assessment within human performance technology;
4. Conduct performance, cause, and performance analyses, using appropriate technology;
5. Select and design an appropriate intervention;
6. Develop and present an organizational performance improvement plan, including (a) performance, cause, and performer analyses results and (b) plans for intervention development, implementation and evaluation.

Course Requirements: Assessment of student performance will be based on the following requirements:

1. Class Participation/Discussion Board/Weekly Activities 25 %
2. Analytical Summary Paper – ASP 10 % (adapted from R.B. Closson). Individually, students are required to select an academic article on Human Performance Improvement (HPT), Human Performance Technology (HPI), Human Performance Assessment (HPA) or Career Development and complete an analytic summary paper using the following
prompts. This summary paper should be between 4-6 pages and APA perfect.

Assignment due 20th March, 2016.

a) The most important point of the article:

b) Identify evidence in the article that supports or illustrates the most significant point or theme as well as anything that seems to contradict it.

c) Ways in which our text or other readings support or contradict the author’s findings.

d) Identify the work’s underlying assumptions about the subject, as well as any biases it reveals.

e) Explain how the author’s points resonate with your experience as a practicing professional in human resource development (if you are) or as an employee. If you have no experience in either capacity with the topic then project situation where you think it might have been helpful or why it would not have been useful.

f) Identify new concepts and /or insight that the article provided you (be specific). Make a statement about the value of this new information to you. Or if nothing is new, explain why nothing new is apparent to you in the article. For example where have you encountered these concepts previously?

g) Identify questions the article generated about the topic and/or the field of vocational/technical education, employment and training and/or career education, (be specific).

3. Organizational Performance Improvement Plan Guidance (adapted from C. Doil) 25%

You are required to select an organization in which you are involved or interested. Within this organization, you are required to identify a performance issue, perform analyses, and recommend a solution. Students will follow the steps studied to develop an organizational performance improvement plan using the HPT Model. The outcomes of steps 1 through 3 below will be complete analysis. The outcomes of step 4 through 6 will include specific plans for future development, data collection, and analyses. Your final assignment will be: (a) organized according to the steps below: (b) compiled into one document with a cover page, table of contents; and (c) submitted to the instructor electronically (drop box) using APA format. The outcomes of each analysis will contain supportive narrative, including timelines, and procedures used with appropriate rationale. The paper should end with a properly formatted reference page citing the text. Documents will be free from grammar and punctuation errors and use an academic writing style. Typically, this should be 10-12 pages in length. You are to select an organization, obtain organizational approval from the instructor, and then:

1. Provide background information on the organization
2. Conduct a Performance Analysis;
   a. Conduct an organizational analysis; identify the desired workforce performance.
   b. Conduct an environmental analysis; identify the actual state of workforce performance
   c. Identify the performance gap
3. Conduct a Cause Analysis
   a. Determine if there is a lack of environmental support
      i. Determine if there is a lack of behavior. Explain why.
4. Conduct a Performance Analysis
   a. Determine the aspects of the Performer Analysis you need to assess. Explain why.
   b. Conduct an assessment of the performer(s) associated with the performance gap.
5. Select and Design a Performance Intervention.
   a. Select and describe a performance intervention to close the performance gap.
   a. Develop a task list for the implementation of the intervention
7. Develop an Evaluation Plan to determine the effectiveness of your intervention.
   a. Select and describe an evaluation plan for the intervention you selected.
   b. Develop a task listing with time line to develop and administer the evaluation plan

4. **Midterm Examination 20%**

   The mid-term examination will assess material covered in chapters 1-12 and appendices of the text as well as any supplemental material identified by the course instructor.

5. **Final Examination 20%**

   The final examination will assess all of the course material to include chapters 13-24 and supplemental material identified by the course instructor.

**Grading Scale**
A – 92-100
B – 84 - 91
C – 76-83
D – 68-75
F – 67 and below
Rubric for Online Discussion

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<th>0-1 point</th>
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<td>You will get 0-1 point if your entries do not add to the discussion in any substantial manner. These are typically entries that simply agree with what someone else said or just restates what someone else said. Original postings that are not relevant to the topic at hand also fall into this category.</td>
<td>You will get 2-3 points if your entries contribute some original thinking to the discussion but a) are somewhat superficial in thought b) do not use the technical or conceptual terminology of the course or concepts from readings c) if you simply reply to another posting and do not enter an original posting of your own.</td>
<td>You will get 4-5 points if your entries contribute substantially to the discussion and use the technical/conceptual/theoretical terminology of the course/article. These entries are what we are striving for as a knowledgeable practitioner group working toward graduate degrees. The minimum word count requirement was met for discussion board</td>
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Required Readings:


2. Supplemental reading assignments on D2L.

Policies

1. Students are expected to participate each week in online activities including but not limited to discussion boards, small group discussion, and completing weekly assignments on time. Students are expected to contribute a primary/initial post (minimum of 150 words) and three secondary posting (response to classmate’s primary post a minimum of 25 words) weekly.

2. Assignments are considered late if they are not submitted at the deadline specified by the instructor. Late assignments will not be accepted unless extenuating circumstances (as determine by the instructor) and will not be accepted past one week of the due date. The grade of A will not be assigned to late assignments.

3. Assignments are to be submitted online via D2L (drop box) unless a hardcopy is required by the course facilitator.

4. It is each student’s responsibility to get class information from classmates when s/he misses a class. The professor will not repeat lectures during office hours. Further clarification of course concepts and answers to questions can be provided during office hours.
5. Assignments and schedules may change at the professor’s discretion.

6. Assignments should be written in accordance to APA

7. Students are expected to participate in class activities, read assigned materials, and complete other requirements as may be assigned. Most problems and disagreements between students and instructors can be avoided by open communication at the beginning of a course. Therefore, you are encouraged to ask your instructor about any issue not understood.

8. Regarding all other matters, students should adhere to the Student Conduct Code available at http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf

9. Information on academic honesty and plagiarism are available at http://libguides.lib.siu.edu/plagiarism

10. Students will follow proper etiquette for communicating electronically. Proper “netiquette” includes: identification of the writer (including affiliation and title if applicable), avoidance of excessive punctuation (e.g., exclamation points), abbreviations, highlighting (e.g., bold face type), inappropriate language, and emotion (e.g., all caps).

11. STUDENTS WITH DISABILITIES/NEEDING ACCOMMODATIONS
Any student with a physical or learning disability that may require reasonable accommodations (seating, hearing, testing, reading, etc.) should contact the professor early in the course for assistance. It is the responsibility of the student to disclose and provide evidence of a health condition that may impact her/his ability to complete assignments/the exam. Students should go to the SIUC Disability Support Services office to receive documentation of the need for accommodations.

12. ACADEMIC HONESTY
Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Unauthorized copying of software and violation of copyright laws are also serious infractions. A claim of ignorance regarding what constitutes plagiarism is not an excuse to use other(s)’ works. Plagiarism will result in the grade of F on the assignment that included plagiarism and will be reported to the department chair.

13. EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are
beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

14. SIU policy on “incomplete” as a course grade: An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not register for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from changing to an F.

15. Supplementary assistance: With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ and should notify the instructor the first week of class.

16. Statement on Inclusive Excellence – SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well as an essential preparation for any career.

**Tentative Course Schedule:** *This is a tentative schedule for topics to be covered in the course. It is subject to change depending on class discussions and progress and should not be taken as a contract.*

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<th>Week of Jan 19</th>
<th>Welcome and Introduction</th>
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<td>Post introduction video to discussion board and required responses</td>
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<td>Review of syllabus and syllabus quiz</td>
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<td>Review of netiquette links</td>
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<td>Completion of VARK Learning Style Inventory</td>
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<td>Completion of Pre-Course Survey</td>
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**SIU College of Education and Human Services**
Chapter 20  Intervention Development

Apr 17  Chapter 21  Intervention Implementation and Maintenance
         Chapter 22  Techniques for Implementation and Maintenance

Apr 24  Chapter 23  Overview of Evaluation
         Chapter 24  Planning and Conducting Evaluation

May 1   Presentation and submission of Organizational Performance Improvement

May 8   Final Exam