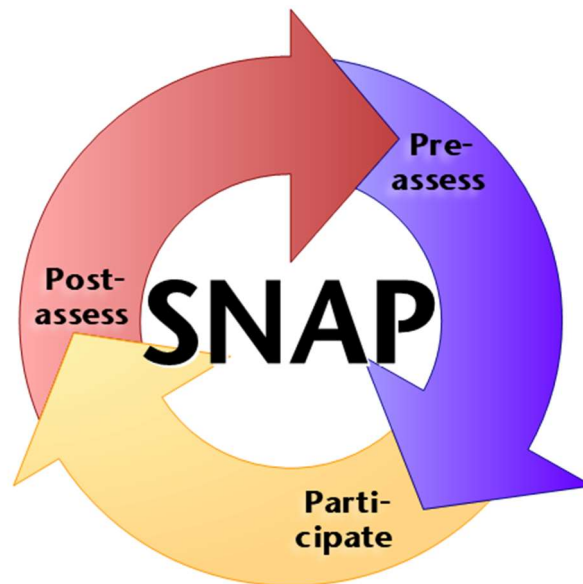# SNAP™
Skills Needs Assessment Process

With Post-course Assessment of Learning

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SNAP Process Overview
Skills Needs Assessment Process, with
Post-course Assessment of Learning

Before the Course:

1. Develop or fine-tune the course's Learning Objectives or "Super Objectives," for the knowledge or skills used in the SNAP assessments. A "Super Objective" is a level of abstraction higher than a typical Learning Objective, reflecting 3-5 Learning Objectives for some portions of our Modular Project Management program.

   A key part of this fine tuning is to adapt the terminology and learning focus to the topics our clients need, in addition to our universal topics. This adaptation is important for a relevant learning experience.

2. Record the tuned Objectives on the MS Word-based SNAP Pre- and Post- evaluation form.

3. Identify a "short name" for each Learning Objective, and then establish the class targets for each, as well; record the short name and targets for each item in the SNAP worksheets.

4. Based on the agreed-upon targets, verify that the class duration is appropriate for the desired Learning Objectives, and make adjustments, as needed.

5. Verify agreement with the course sponsor on the course targets and timings.

6. Send the Pre-evaluation form to class participants (see the next page for participant instructions). Ideally, participants work with their manager to complete the Pre-evaluation.

7. Enter returned Pre-evaluations (Need & Pre-Course) and print summary results and charts.

8. Review SNAP results and modify course timings based on skills and needs of participants.

The Course and After

1. Run the course.

2. Six weeks after the course, send out the Post-Course Evaluation survey.

3. Collect and enter the Post-Course Evaluation results. Analyze topic ratings for course effectiveness; analyze participant results for potential follow-up individual coaching efforts. Print the data and charts.

4. File the results and fine-tune the targets, course content, and timings, based on results.

Pre-evaluation Explanation;
SNAP: Skills Needs Assessment Process

This Pre-evaluation provides us with insight into your level of need and current experience with the topics in certain key areas of Project Management. We use the information to target the course to your needs, and to maximize the benefits of your training. All information will be held in confidence, and shared only with your course sponsor.

The process we use is as follows:

1. We produce a [customized, if needed] Pre-evaluation document for each workshop.
2. Your organization establishes broad requirements for class needs. We use this information to set class targets and timings for each Learning Objective or topic.
3. You complete the Pre-evaluation before the class (this step), identifying your need for each Learning Objective or topic, and your current knowledge or skill level. We use this information to fine-tune the course timing and to increase our coverage in your areas of needs.
4. We present the course.
5. Six weeks after the course, you complete a Post-Course assessment, recording two measures: Hindsight reflects your understanding after the course of how much you really knew before the class. A Post-Course evaluation reflects your level of topics skill after use on the job.

The Learning Objectives

The Learning Objectives are knowledge or skill statements: I can ... They are a way to measure your level of need and your level of experience in each workshop topic area. Respond to the statements as well as you can, reflecting the extent the statement is true for you. If you don't understand the terminology in some statements, don't worry; the class will help you with that.

Need
This column reflects the level of **knowledge or skill you need** in each Learning Objective, to successfully perform your job. Interpret the numbers on the scale of zero to five, reflecting a range of *no need* whatsoever for this item, to a *very great need* for this item.

Pre-Course
This column reflects the level of knowledge or skill you **currently have** in this learning objective, whether from reading, experience or prior coursework. Interpret the numbers as well as you can to reflect your skill in each topic area.

Thank you for participating in this process!

Stacy Goff
Stacy.Goff@gmail.com

Skill Levels or
Learning Intensity

If you need a bit of guidance on the assessment ratings when completing the SNAP Questionnaire, use this table. It is our adaptation of Bloom's Taxonomy of Learning.

Intensity Level	Demonstrated Competency
0. Not Applicable, or zero current skill	• not applicable for Need, or • zero current competency
1. Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas
2. Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences
3. Application	• use information • organize parts • use methods, concepts, theories in new situations • solve problems using required skills or knowledge
4. Analysis/Synthesis	• seeing patterns • recognition of hidden meanings • identification of components • generalize from given facts • relate knowledge from several areas • predict, draw conclusions
5. Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity

Note: A typical workshop targets a 3.0 to 3.5 rating per topic or Learning Objective; competency beyond 3.5 generally requires post workshop coaching and application in a supportive environment.

Project Management TNT Workshop

A. Indicate the percentage of time you spend on each of the following project types:

_____ Longer duration (more than six months), major project; seven or more people involved.

_____ One to six months, up to seven part time people involved, including the project leader.

_____ Very short react time, few resources available; leader is also the primary resource.

_____ Other; please explain:

B. Self-Assessment consists of two parts:
- The level of **Need** you have in your job for each topic;
- Your **Pre-course** knowledge of this topic.

On the left side, identify your Need for this skill in order to perform your job; 0 represents no need, 5 represents a very high need in order for you to perform effectively. On the right, indicate your Pre-course, or current level of skill by circling the number between 0 and 5 that best indicates the extent to which the statement is true for you.

Need	Pre-evaluation	Pre-Course
don't need **great need**		**not at all true** **very true**
0--1--2--3--4--5	1. I can define the difference between project work and ongoing process work, and identify the *vital signs* of a successful project. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	2. I can establish a *project charter* (or verify an existing one) at project startup, assuring that it specifies all information the project manager needs to be successful. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	3. I can perform problem and opportunity analysis to identify the *business case* for the project, and use it to develop a scope statement and measurable objectives for the project. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	4. I can develop an *initial plan* that includes the initial effort estimates, the most efficient staffing levels, the ideal duration, and a high-level milestone plan. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	5. I can establish the project *life cycle and deliverables* that are most appropriate for the size and nature of my project MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	6. I can use *work breakdown structures* (organized activity lists) to structure a project's phases, improve team communication, and organize work packages. MPM 2	0--1--2--3--4--5
0--1--2--3--4--5	7. I can define and assign the *proper roles* for a team, including sponsor, customers, managers, team members, support groups, other stakeholders, and the project manager. MPM 2	0--1--2--3--4--5

Project Management TNT Workshop

Need		Pre-evaluation	Pre-Course	
don't need	**great need**		**not at all true**	**very true**
0--1--2--3--4--5		8. I can assess the prerequisites of *project quality*, then plan and perform the appropriate number of reviews that validate that quality. MPM 2	0--1--2--3--4--5	
0--1--2--3--4--5		9. At an activity-level, I can identify the assumptions that most affect my estimates, and use an appropriate estimating method to provide *accurate, useful estimates* of *effort*. MPM 3	0--1--2--3--4--5	
0--1--2--3--4--5		10. I can *estimate* the *duration* of an activity, isolating and communicating the factors that most often make duration estimates wrong. MPM 3	0--1--2--3--4--5	
0--1--2--3--4--5		11. I can use PERT Charts or Precedence Diagrams to perform *precedence analysis,* identify the critical path, and identify alternatives for reducing any project's duration. MPM 4	0--1--2--3-4--5	
0--1--2--3--4--5		12. I can use Gantt charts for *project scheduling*, resource allocation, analysis of over-commitments, and establishing the baseline plan. MPM 4	0--1--2--3--4--5	
0--1--2--3--4--5		13. I can set up and apply a minimum-effort *project tracking approach* that keeps the project on schedule, and provides useful project status reports. MPM 5	0--1--2--3--4--5	
0--1--2--3--4--5		14. I can identify the most frequent causes of change, and use a *change control* process that minimizes change impact and maximizes responsiveness to customers. MPM 5	0--1--2--3--4--5	
0--1--2--3--4--5		15. I can *end projects successfully*, and perform a post-project evaluation, considering success criteria of customers, management and my team. MPM 5	0--1--2--3--4--5	

C. Please describe your greatest project challenges:

Post-course Assessment of Learning; Explanation

SNAP: Skills Needs Assessment Process

This Post-Course Assessment provides us with a topic-by-topic evaluation of the effectiveness of the course in meeting your learning needs. We use this information to increase the benefits of the course for you and your company. All information will be held in confidence, between you, us, and your course sponsor.

The process we use is as follows:

1. We customized and administered a pre-evaluation for the course.

2. We adjusted the timings and content for the course, based on the Pre-evaluation information.

3. We delivered the course.

4. Six weeks to two months after the class, you complete this Post-course Assessment, that includes two columns, as explained below.

Hindsight

This column reflects how much you really knew about the topic before the course. Perhaps you knew all about the topic, but just didn't recognize the terminology used. Or, maybe you found that there is a lot more to a topic than you thought.

Post-Course Assessment

This column reflects your level of knowledge or skill in each topic not only after the class, but after a month or so of practical use on the job.

Thank you for participating in this process.
With your help, it's a SNAP!

Stacy Goff

Skills Needs Assessment Process; Post Evaluation
Project Management TNT Workshop

Approximately _____ weeks ago you participated in a workshop offered by Stacy Goff. This post-course evaluation will help us to assess the value of the program to you. Please complete the following questionnaire and return it to:

Complete the questionnaire by circling the appropriate number in both column 1 and column 2. The **hindsight** assessment reflects your understanding today of your grasp of the topic before the workshop. The **postcourse** column reflects your understanding of the topic, now that the workshop is over, and you have had the opportunity to apply the training to your job.

Hindsight		Post-course	
not at all true / very true	Post-Course Evaluation	not at all true / very true
0--1--2--3--4--5	1. I can define the difference between project work and ongoing process work, and identify the vital signs of a successful project. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	2. I can establish a project charter (or verify an existing one) at project startup, assuring that it specifies all information the project manager needs to be successful. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	3. I can perform problem and opportunity analysis to identify the business case for the project, and use it to develop a scope statement and measurable objectives for the project. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	4. I can develop an initial plan that includes the initial effort estimates, the most efficient staffing levels, the ideal duration, and a high-level milestone plan. MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	5. I can establish the project life cycle and deliverables that are most appropriate for the size and nature of my project MPM 1	0--1--2--3--4--5
0--1--2--3--4--5	6. I can use work breakdown structures (organized activity lists) to structure a project's phases, improve team communication, and organize work packages. MPM 2	0--1--2--3--4--5
0--1--2--3--4--5	7. I can define and assign the proper roles for a team, including sponsor, customers, managers, team members, support groups, other stakeholders, and the project manager. MPM 2	0--1--2--3--4--5
0--1--2--3--4--5	8. I can assess the prerequisites of project quality, then plan and perform the appropriate number of reviews that validate that quality. MPM 2	0--1--2--3--4--5

Skills Needs Assessment Process; Post Evaluation
Project Management TNT Workshop

Hindsight		**Post-course**

not at
all true   very
     true
	Post-course Evaluation	not at
		all true very
		     true

0--1--2--3--4--5	9. At an activity-level, I can identify the assumptions that most affect my estimates, and use an appropriate estimating method to provide *accurate, useful estimates* of *effort*. MPM 3	0--1--2--3--4--5
0--1--2--3--4--5	10. I can *estimate* the *duration* of an activity, isolating and communicating the factors that most often make duration estimates wrong. MPM 3	0--1--2--3--4--5
0--1--2--3--4--5	11. I can use PERT Charts or Precedence Diagrams to perform *precedence analysis,* identify the critical path, and identify alternatives for reducing any project's duration. MPM 4	0--1--2--3-4--5
0--1--2--3--4--5	12. I can use Gantt charts for *project scheduling*, resource allocation, analysis of over-commitments, and establishing the baseline plan. MPM 4	0--1--2--3--4--5
0--1--2--3--4--5	13. I can set up and apply a minimum-effort *project tracking approach* that keeps the project on schedule, and provides useful project status reports. MPM 5	0--1--2--3--4--5
0--1--2--3--4--5	14. I can identify the most frequent causes of change, and use a *change control* process that minimizes change impact and maximizes responsiveness to customers. MPM 5	0--1--2--3--4--5
0--1--2--3--4--5	15. I can *end projects successfully*, and perform a post-project evaluation, considering success criteria of customers, management and my team. MPM 5	0--1--2--3--4--5

Q. Which course topics have you found to be most useful in your job?