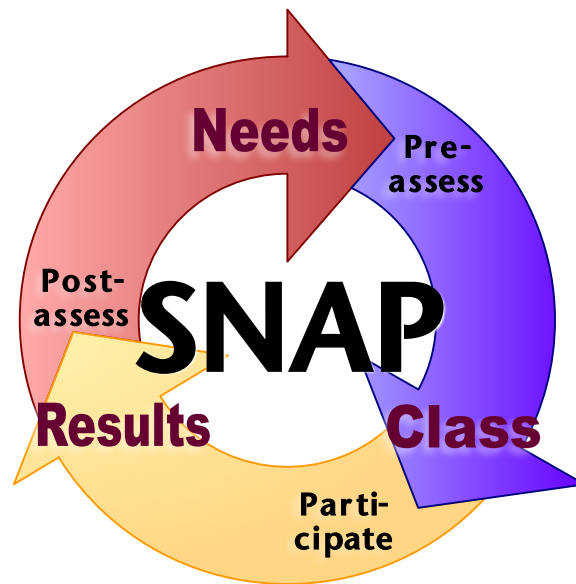


SNAP

Skills Needs Assessment Process



With Post-Course Assessment of Learning



A Service of ProjectExperts
6547 N. Academy Blvd. #534
Colorado Springs, CO 80918 USA
+1.719.488.3850
www.projectexperts.com

©1984, 1988, 1992, 1998, 2002,
2006, 2008 ProjectExperts



SNAP Purpose and Objective

1. To target classroom training and development to the needs of the participants, rather than generically train in topics that have no impact on project performance.
2. To engage Learning Managers and Resource Managers in the targeting, delivery, and follow-up to assure best use of training funds.
3. To assess and improve the results or outcomes of classroom or e-Learning to assure the needed foundation for competence development has been built.
4. To identify gaps in Learning Objective coverage that require follow-on coaching or support.
5. To improve Learning Content and Delivery, by providing a way to assess new content or new workshop facilitators.
6. To provide measurement and metrics in support the ProjectExperts' consistent foundation for the development and delivery of Learning Objectives-based Learning materials.
7. To assure classroom delivery of the learning foundation needed to achieve higher levels of performance as measured by our PM CompModel.
8. To help fill classes and workshops with participants having similar levels of development needs, to improve the efficiency and effectiveness of targeted, rather than random learning.

Background

Originated in 1984 by Goff Associates, Inc. (the ProjectExperts), we developed SNAP in response to the need to tailor Project Management workshops for Enterprises with diverse sets of requirements. Consistent with and supporting Kirkpatrick's Five Levels, it differentiated us from those who relied merely on "smile sheets". It also allowed us to focus on the 3-4 day targeted workshops that met participants' learning needs, rather than subjecting them to 5-10 day trainings that accomplished far less.

It also provided the classroom-level tool needed to support our PM Competency Model, established in the same time period. The Competency Model was oriented towards high-level gap analysis and classroom targeting, as well as the follow-on coaching and development needed to achieve performance (Kirkpatrick level 5).



SNAP Process Overview

Skills Needs Assessment Process, with Post-Course Assessment of Learning

Before the Class:

1. Develop or fine-tune the course Learning Objectives; these form the knowledge, skill or attitude items in the SNAP KnowledgeBase.
2. Record the Learning 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 KnowledgeBase.
4. Based on the 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).
7. Enter returned Pre-evaluations (Need & Pre-Course) and print summary results and charts.
8. Review SNAP results and modify course timings based on skill levels of participants.

The Course and After

9. Run the course.
10. Six weeks after the course, send out the Post-Course Assessment survey. Participants should complete this Post-Assessment with their Managers, or Learning guide.
11. Collect and enter the Post-Course Assessment results. Analyze topic ratings for course effectiveness; analyze participant results for potential follow-up individual coaching efforts. Print the data and charts.
12. File the results and fine-tune the targets, course content, and timings, based on results.



Pre-evaluation Explanation;

SNAP: Skills Needs Assessment Process

For Workshop Participants: This Pre-evaluation provides us with insight into your level of need and current experience with the topics 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 timings 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 assessment reflects your level of topics knowledge or 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
President, Goff Associates, Inc.

Modular Project Management Workshops Core Program

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. Indicate the roles you play in projects (you may select multiple roles)

- _____ Manager of project managers.
- _____ Internal consultant to project teams.
- _____ Project manager or team leader.
- _____ Project team member and individual contributor.

C. 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 establish a <i>Project Charter</i> (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		2. I can perform problem and opportunity analysis to identify the <i>business case</i> for the project, and develop a scope statement and measurable objectives for the project. MPM 1	0--1--2--3--4--5	
0--1--2--3--4--5		3. I can quickly develop an <i>Initial Plan</i> that includes plans for each of the vital signs (key project performance areas), initial effort estimates, the most efficient staffing levels, and the ideal duration. MPM 1	0--1--2--3--4--5	
0--1--2--3--4--5		4. I can establish the project <i>life cycle and deliverables</i> 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		5. I can use <i>Work Breakdown Structures</i> to structure a project's phase results, improve delegation and team communication, and to organize work packages. MPM 2	0--1--2--3--4--5	

--continued

Modular Project Management Workshops Core Program

Need		Pre-evaluation	Pre-Course	
don't need	great need		not at all true	very true
0--1--2--3--4--5		6. I can define and assign the <i>proper roles</i> 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		7. At the activity level, I can identify the assumptions that most affect my estimates, and use an appropriate estimating method to provide <i>accurate, useful estimates</i> of effort. MPM 3	0--1--2--3--4--5	
0--1--2--3--4--5		8. I can estimate the <i>duration</i> 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		9. I can use Precedence or other charting Diagrams to perform <i>precedence analysis</i> , 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		10. I can use Gantt charts to perform <i>project scheduling</i> , resource allocation, analysis of over-commitments, and for tracking project progress. MPM 4	0--1--2--3--4--5	
0--1--2--3--4--5		11. I can set up and apply a minimum-effort <i>project tracking approach</i> that helps assure quality, 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		12. I can identify the most frequent causes of change, and use a <i>change control</i> process that minimizes change impact, and maximizes responsiveness to customers. MPM 5	0--1--2--3--4--5	
0--1--2--3--4--5		13. I can <i>end projects successfully</i> , and perform a post-project evaluation, considering success criteria of customers, management and my team. MPM 5	0--1--2--3--4--5	

Advanced General Management Modules

0--1--2--3--4--5		14. I can describe and apply in my organization a process for <i>portfolio prioritization</i> that is suitable for a range of project sizes and types, and then staff the top priority projects with the most qualified resources. MPM 6	0--1--2--3--4--5	
------------------	--	--	------------------	--

--continued

Modular Project Management Workshop Advanced Add-In Program Modules

Need		Pre-evaluation	Pre-course	
don't need	great need		not at all true	very true

Advanced General Management Modules, continued

0--1--2--3--4--5	15. I can perform <i>Benefit/Cost Analysis</i> , identifying and quantifying benefits, determining cost factors, and present the information in multiple meaningful ways. MPM 7	0--1--2--3--4--5
0--1--2--3--4--5	16. I can describe the processes of <i>Project Risk Management</i> , and identify the timing, responsibilities and business benefits of its effective use. MPM 8	0--1--2--3--4--5
0--1--2--3--4--5	17. I can describe the use of <i>Earned Value Management</i> , interpreting the implications of cost and schedule variances, and project final cost and completion dates. MPM 9	0--1--2--3--4--5
0--1--2--3--4--5	18. I can describe the way my (and others') <i>thinking styles</i> affect a team's strengths, communication, and working effectiveness. MPM 11	0--1--2--3--4--5
0--1--2--3--4--5	19. I understand the role of <i>social styles</i> in developing an effective project team, and the strengths of each style. MPM 11	0--1--2--3--4--5
0--1--2--3--4--5	20. I understand the <i>leadership roles</i> that are present in a successful project team, their impact on teambuilding, and how to build the successful project climate. MPM 12	0--1--2--3--4--5
0--1--2--3--4--5	21. I can describe the processes of planning, scheduling the solicitation and then managing <i>project contracts</i> , and identify the steps needed to successfully complete contract closure. MPM 13	0--1--2--3--4--5
0--1--2--3--4--5	22. I can identify and prioritize the enhancements and improvements for our Project Management Office that have the greatest impact on improved project success. MPM 14	0--1--2--3--4--5
0--1--2--3--4--5	23. I can identify the competency gaps and strengths I bring to my Project Management roles, and draft a development plan to leverage the strengths and fill the gaps. MPM 15	0--1--2--3--4--5

Modular Project Management Workshop Advanced Add-In Program Modules

Need		Pre-evaluation	Pre-course	
don't need	great need		not at all true	very true

Advanced Information Technology Modules

0--1--2--3--4--5	15. I can perform <i>Benefit/Cost Analysis</i> , identifying and quantifying benefits, determining cost factors, and present the information in multiple meaningful ways. MPM 7	0--1--2--3--4--5
0--1--2--3--4--5	16. I can describe the processes of <i>Project Risk Management</i> , and identify the timing, responsibilities and business benefits of its effective use. MPM 8	0--1--2--3--4--5
0--1--2--3--4--5	17. I can describe the use of <i>Earned Value Management</i> , interpreting the implications of cost and schedule variances, and project final cost and completion dates. MPM 9	0--1--2--3--4--5
0--1--2--3--4--5	18. I can describe the way my (and others') <i>thinking styles</i> affect a team's strengths, communication, and working effectiveness. MPM 11	0--1--2--3--4--5
0--1--2--3--4--5	19. I understand the role of <i>social styles</i> in developing an effective project team, and the strengths of each style. MPM 11	0--1--2--3--4--5
0--1--2--3--4--5	20. I understand the <i>leadership roles</i> that are present in a successful project team, their impact on teambuilding, and how to build the successful project climate. MPM 12	0--1--2--3--4--5
0--1--2--3--4--5	21. I can describe the processes of planning, scheduling the solicitation and then managing <i>project contracts</i> , and identify the steps needed to successfully complete contract closure. MPM 13	0--1--2--3--4--5
0--1--2--3--4--5	22. I can identify and prioritize the enhancements and improvements for our Project Management Office that have the greatest impact on improved project success. MPM 14	0--1--2--3--4--5
0--1--2--3--4--5	23. I can identify the competence gaps and strengths I bring to my Project Management roles, and draft a development plan to leverage the strengths and fill the gaps. MPM 15	0--1--2--3--4--5

SKILLS NEEDS ASSESSMENT PROCESS (SNAP)	Class:	Project Management Tools 'N Techniques
	Customer:	Sample Data
	Instr:	
	Date:	July, 2001 Form: TNT 1/2001

OF TOPICS: 15
IN CLASS: 18
© 1999 GOFF Associates Inc.

Pre-Evaluation

1.1 Participant Needs

1.1 Participant Needs	Participants:	Winkfield	Bryant	Keith M	Flores	Arrieta	Standly	Panaitidi	Aker	Dario	Vivo	Castillo	Malhotra	Garay	Towns	DuPuch	Pierre-Lo	Raghava	Wong	Variance		
																				Average Need	StDev	(need-target)
1 Vital Signs	3.5	5.0	5.0	3.0	3.0	5.0	1.0	0.0	4.0	4.0	4.0	4.0	0.0	5.0	3.0	2.0	2.0	2.0	5.0	3.2	1.6	-0.3
2 Project Charter	3.5	5.0	5.0	3.0	3.0	5.0	3.0	1.0	3.0	4.0	3.0	5.0	3.0	4.0	3.0	2.0	2.0	2.0	5.0	3.4	1.2	-0.1
3 Business Case	3.5	3.0	5.0	4.0	3.0	4.0	4.0	4.0	1.0	4.0	3.0	4.0	0.0	4.0	5.0	2.0	2.0	2.0	5.0	3.3	1.4	-0.2
4 Initial Plan	3.5	5.0	5.0	4.0	3.0	3.0	2.0	2.0	5.0	4.0	2.0	3.0	0.0	5.0	3.0	2.0	2.0	2.0	5.0	3.2	1.4	-0.3
5 Life Cycle and Deliverables	3.5	3.0	5.0	4.0	3.0	4.0	2.0	1.0	2.0	5.0	2.0	4.0	1.0	5.0	3.0	3.0	2.0	2.0	3.0	3.0	1.2	-0.5
6 Work Breakdown Structures	3.5	4.0	5.0	4.0	3.0	5.0	2.0	2.0	4.0	4.0	2.0	4.0	1.0	4.0	3.0	3.0	2.0	2.0	4.0	3.2	1.1	-0.3
7 Proper Roles	3.5	4.0	5.0	5.0	3.0	3.0	5.0	4.0	2.0	4.0	3.0	3.0	0.0	4.0	5.0	3.0	2.0	2.0	4.0	3.4	1.3	-0.1
8 Project Quality	3.5	3.0	5.0	4.0	3.0	4.0	5.0	4.0	5.0	4.0	4.0	4.0	2.0	4.0	4.0	2.0	2.0	2.0	4.0	3.6	1.0	0.1
9 Accurate, Useful Estimates	3.5	4.0	5.0	5.0	3.0	4.0	3.0	2.0	3.0	5.0	2.0	3.0	2.0	5.0	3.0	2.0	2.0	2.0	4.0	3.3	1.1	-0.2
10 Duration Estimates	3.5	3.0	5.0	5.0	3.0	4.0	2.0	3.0	2.0	3.0	4.0	4.0	0.0	3.0	3.0	2.0	2.0	2.0	4.0	3.0	1.2	-0.5
11 Precedence Analysis	3.5	3.0	5.0	5.0	3.0	5.0	4.0	3.0	5.0	3.0	2.0	3.0	0.0	4.0	3.0	1.0	2.0	2.0	5.0	3.2	1.4	-0.3
12 Project Scheduling	3.5	5.0	5.0	5.0	3.0	5.0	4.0	3.0	3.0	4.0	3.0	4.0	2.0	4.0	3.0	2.0	3.0	2.0	4.0	3.6	1.0	0.1
13 Project Tracking	3.5	5.0	5.0	3.0	3.0	5.0	4.0	2.0	5.0	5.0	3.0	4.0	0.0	3.0	5.0	2.0	2.0	2.0	5.0	3.5	1.5	0.0
14 Change Control	3.5	4.0	5.0	5.0	5.0	4.0	4.0	4.0	5.0	5.0	5.0	4.0	4.0	4.0	4.0	5.0	5.0	5.0	4.0	4.5	0.5	1.0
15 End Projects Successfully	3.5	5.0	5.0	4.0	3.0	4.0	4.0	2.0	3.0	5.0	2.0	4.0	0.0	4.0	3.0	2.0	2.0	2.0	5.0	3.3	1.4	-0.2
Average Participant Needs	3.5	4.1	5.0	4.2	3.1	4.3	3.3	2.5	3.5	4.2	2.9	3.8	1.0	4.1	3.5	2.3	2.3	2.2	4.4	3.4	1.2	-0.1

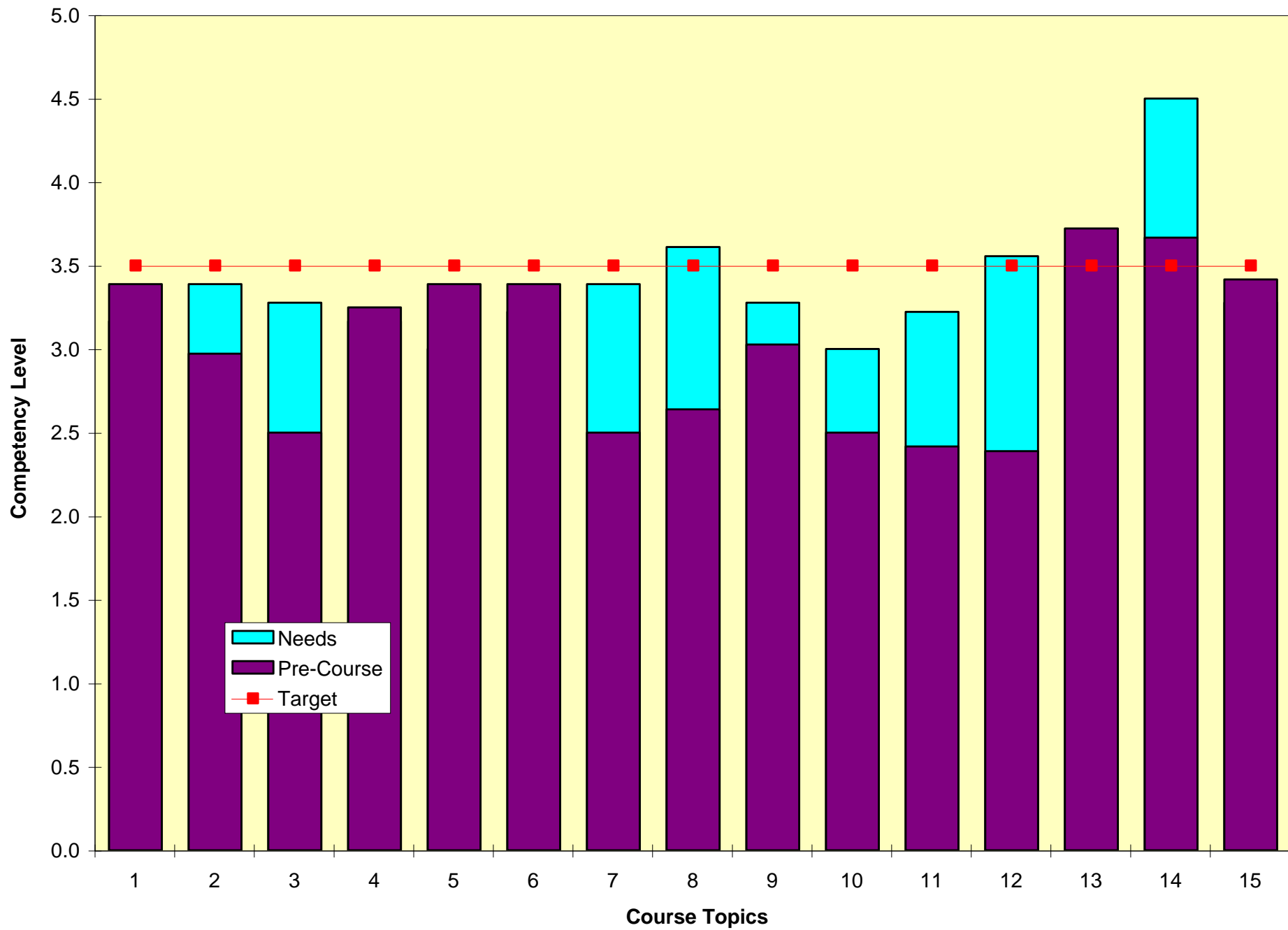
SKILLS NEEDS ASSESSMENT PROCESS (SNAP)	Class:	Project Management Tools 'N Techniques
	Customer:	Sample Data
	Instr:	
	Date:	July, 2001 Form: TNT 1/2001

OF TOPICS: 15
IN CLASS: 18
© 1999 GOFF Associates Inc.

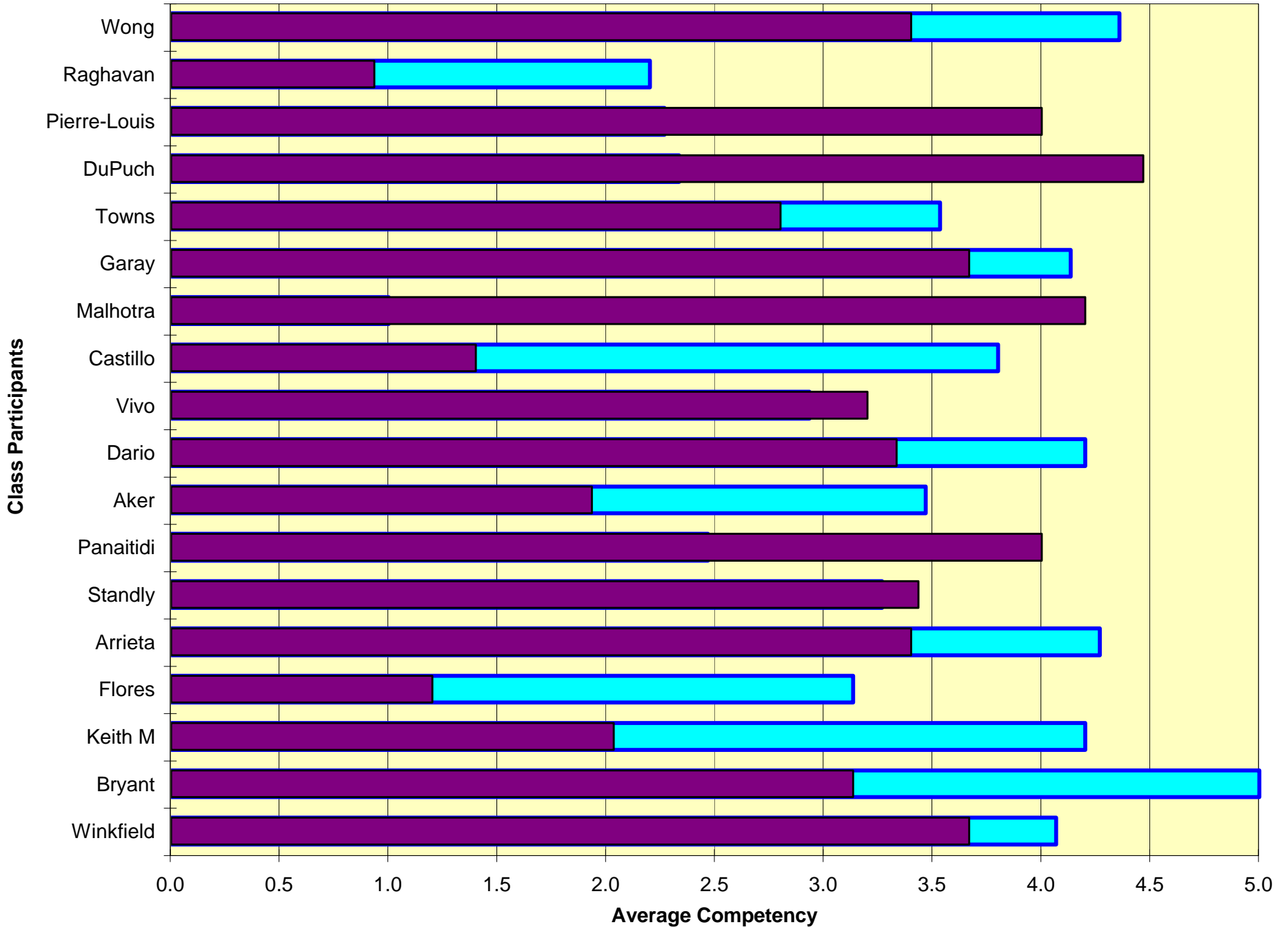
Pre-Evaluation

1.2 Pre-Course Competency		1.2 Pre-Course																		Variance		
Topic	Target	Winkfield	Bryant	Keith M	Flores	Arrieta	Standly	Panaaitidi	Aker	Dario	Vivo	Castillo	Malhotra	Garay	Towns	DuPuch	Pierre-Lo	Raghava	Wong	Average Pre-Ev	StDev	(Target - Pre)
1 Vital Signs	3.5	5.0	4.0	3.0	1.0	3.0	4.0	5.0	3.0	4.0	3.0	1.0	5.0	5.0	3.0	5.0	3.0	1.0	3.0	3.4	1.3	-0.1
2 Project Charter	3.5	4.0	3.5	4.0	1.0	3.0	2.0	5.0	2.0	3.0	3.0	1.0	3.0	3.0	3.0	4.0	4.0	1.0	4.0	3.0	1.1	-0.5
3 Business Case	3.5	3.0	3.0	2.0	1.0	2.0	2.0	3.0	1.0	3.0	3.0	1.0	5.0	2.0	2.0	5.0	4.0	0.0	3.0	2.5	1.3	-1.0
4 Initial Plan	3.5	4.0	3.5	2.0	1.0	3.0	4.0	4.0	2.0	5.0	4.0	1.0	5.0	5.0	3.0	5.0	4.0	0.0	3.0	3.3	1.5	-0.3
5 Life Cycle and Deliverables	3.5	4.0	3.0	2.0	2.0	4.0	5.0	4.0	2.0	4.0	4.0	1.0	5.0	5.0	4.0	4.0	4.0	1.0	3.0	3.4	1.3	-0.1
6 Work Breakdown Structures	3.5	4.0	3.0	2.0	1.0	3.0	5.0	4.0	3.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	2.0	4.0	3.4	1.0	-0.1
7 Proper Roles	3.5	3.0	3.0	1.0	1.0	3.0	1.0	3.0	1.0	3.0	3.0	1.0	4.0	3.0	2.0	5.0	4.0	1.0	3.0	2.5	1.2	-1.0
8 Project Quality	3.5	3.0	3.5	2.0	1.0	4.0	1.0	3.0	1.0	3.0	2.0	1.0	5.0	3.0	3.0	5.0	3.0	1.0	3.0	2.6	1.3	-0.9
9 Accurate, Useful Estimates	3.5	4.0	4.0	1.0	1.0	4.0	2.5	5.0	2.0	4.0	4.0	1.0	2.0	5.0	2.0	4.0	5.0	0.0	4.0	3.0	1.5	-0.5
10 Duration Estimates	3.5	3.0	2.0	1.0	1.0	3.0	5.0	3.0	0.0	2.0	3.0	1.0	4.0	4.0	3.0	4.0	4.0	0.0	2.0	2.5	1.4	-1.0
11 Precedence Analysis	3.5	4.0	2.0	1.0	1.0	3.0	3.5	3.0	1.0	2.0	3.0	1.0	5.0	2.0	2.0	4.0	4.0	0.0	2.0	2.4	1.3	-1.1
12 Project Scheduling	3.5	4.0	2.0	1.0	1.0	3.0	3.0	4.0	1.0	2.0	3.0	1.0	3.0	4.0	2.0	3.0	3.0	0.0	3.0	2.4	1.2	-1.1
13 Project Tracking	3.5	4.0	4.5	2.5	1.0	5.0	5.0	5.0	4.0	4.0	3.0	2.0	5.0	3.0	3.0	5.0	5.0	1.0	5.0	3.7	1.4	0.2
14 Change Control	3.5	1.0	2.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	3.0	5.0	5.0	5.0	5.0	3.7	1.1	0.2
15 End Projects Successfully	3.5	5.0	4.0	3.0	1.0	4.0	4.5	5.0	2.0	4.0	3.0	1.0	5.0	3.0	3.0	5.0	4.0	1.0	4.0	3.4	1.4	-0.1
Average Pre-Course Competency		3.7	3.1	2.0	1.2	3.4	3.4	4.0	1.9	3.3	3.2	1.4	4.2	3.7	2.8	4.5	4.0	0.9	3.4	3.0	1.3	-0.5

Pre-Course Summary	Winkfield	Bryant	Keith M	Flores	Arrieta	Standly	Panaaitidi	Aker	Dario	Vivo	Castillo	Malhotra	Garay	Towns	DuPuch	Pierre-Lo	Raghavan	Wong
Participant Needs	4.1	5.0	4.2	3.1	4.3	3.3	2.5	3.5	4.2	2.9	3.8	1.0	4.1	3.5	2.3	2.3	2.2	4.4
Pre-Course Competency	3.7	3.1	2.0	1.2	3.4	3.4	4.0	1.9	3.3	3.2	1.4	4.2	3.7	2.8	4.5	4.0	0.9	3.4
Expected Gain: Needs - Pre-Course	0.4	1.9	2.2	1.9	0.9	-0.2	-1.5	1.5	0.9	-0.3	2.4	-3.2	0.5	0.7	-2.1	-1.7	1.3	1.0
Target Variance: Needs - Target	0.6	1.5	0.7	-0.4	0.8	-0.2	-1.0	0.0	0.7	-0.6	0.3	-2.5	0.6	0.0	-1.2	-1.2	-1.3	0.9



1.5 Pre-Evaluation by Participant Needs vs. Pre-Course Evaluation



Post-Course Evaluation Explanation;

SNAP: Skills Needs Assessment Process

This Post-Course evaluation 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 evaluation, 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 Evaluation

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
President, Goff Associates, Inc.
The ProjectExperts



Modular Project Management Workshops Core Program

Approximately _____ weeks ago you participated in a Project Estimating workshop. This post-evaluation will help us to assess the value of the program topics 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 **Post-Course** 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 Evaluation	Post-Course	
not at all true	very true		not at all true	very true
0--1--2--3--4--5		1. I can establish a <i>Project Charter</i> (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		2. I can perform problem and opportunity analysis to identify the <i>business case</i> for the project, and develop a scope statement and measurable objectives for the project. MPM 1	0--1--2--3--4--5	
0--1--2--3--4--5		3. I can quickly develop an <i>Initial Plan</i> that includes plans for each of the vital signs (key project performance areas), initial effort estimates, the most efficient staffing levels, and the ideal duration. MPM 1	0--1--2--3--4--5	
0--1--2--3--4--5		4. I can establish the <i>project life cycle and deliverables</i> 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		5. I can use <i>Work Breakdown Structures</i> to structure a project's phase results, improve delegation and team communication, and to organize work packages. MPM 2	0--1--2--3--4--5	
0--1--2--3--4--5		6. I can define and assign the <i>proper roles</i> 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		7. At the activity level, I can identify the assumptions that most affect my estimates, and use an appropriate estimating method to provide <i>accurate, useful estimates</i> of effort. MPM 3	0--1--2--3--4--5	
0--1--2--3--4--5		8. I can estimate the <i>duration</i> of an activity, isolating and communicating the factors that most often make duration estimates wrong. MPM 3	0--1--2--3--4--5	

--continued

Modular Project Management Workshops Core Program

Hindsight		Post-Course Evaluation	Post-Course	
not at all true	very true		not at all true	very true
0--1--2--3--4--5	9. I can use Precedence or other charting Diagrams to perform <i>precedence analysis</i> , 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	10. I can use Gantt charts for <i>project scheduling</i> , resource allocation, analysis of over-commitments, and for tracking project progress. MPM 4		0--1--2--3--4--5	
0--1--2--3--4--5	11. I can set up and apply a minimum-effort <i>project tracking approach</i> that helps assure quality, 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	12. I can identify the most frequent causes of change, and use a <i>change control</i> process that minimizes change impact, and maximizes responsiveness to customers. MPM 5		0--1--2--3--4--5	
0--1--2--3--4--5	13. I can <i>end projects successfully</i> , and perform a post-project evaluation, considering success criteria of customers, management and my team. MPM 5		0--1--2--3--4--5	

Advanced General Management Modules

0--1--2--3--4--5	14. I can describe and apply in my organization a process for <i>portfolio prioritization</i> that is suitable for a range of project sizes and types, and then staff the top priority projects with the most qualified resources. MPM 6	0--1--2--3--4--5
0--1--2--3--4--5	15. I can perform <i>Benefit/Cost Analysis</i> , identifying and quantifying benefits, determining cost factors, and present the information in multiple meaningful ways. MPM 7	0--1--2--3--4--5
0--1--2--3--4--5	16. I can describe the processes of <i>Project Risk Management</i> , and identify the timing, responsibilities and business benefits of its effective use. MPM 8	0--1--2--3--4--5
0--1--2--3--4--5	17. I can describe the use of <i>Earned Value Tracking</i> , interpreting the implications of cost and schedule variances, and project final cost and completion dates. MPM 9	0--1--2--3--4--5

Modular Project Management Workshops Advanced Add-In Program Modules

Hindsight		Post-Course Evaluation	Post-Course	
not at all true	very true		not at all true	very true
0--1--2--3--4--5	18. I can describe the way my (and others') <i>thinking styles</i> affect a team's strengths, communication, and working effectiveness. MPM 11		0--1--2--3--4--5	
0--1--2--3--4--5	19. I understand the role of <i>social styles</i> in developing an effective project team, and the strengths of each style. MPM 11		0--1--2--3--4--5	
0--1--2--3--4--5	20. I understand the <i>leadership roles</i> that are present in a successful project team, their impact on teambuilding, and how to build the successful project climate. MPM 12		0--1--2--3--4--5	
0--1--2--3--4--5	21. I can describe the processes of planning, scheduling the solicitation and then <i>managing project contracts</i> , and identify the steps needed to successfully complete contract closure. MPM 13		0--1--2--3--4--5	
0--1--2--3--4--5	22. I can identify and prioritize the enhancements and improvements for our <i>Project Management Office</i> that have the greatest impact on improved project success. MPM 14		0--1--2--3--4--5	
0--1--2--3--4--5	23. I can identify the competence gaps and strengths I bring to my Project Management roles, and draft a development plan to leverage the strengths and fill the gaps. MPM 15		0--1--2--3--4--5	

Q: Which topics have been most useful to you?

SKILLS NEEDS ASSESSMENT PROCESS (SNAP)	Class:	Project Management Tools 'N Techniques
	Customer:	Sample Data
	Instr:	
	Date:	July, 2001 Form: TNT 1/2001

OF TOPICS: 15
IN CLASS: 18
© 1999 GOFF Associates Inc.

Post-Evaluation

2.1 Hindsight		2.1 Hindsight																		Avg	Variance	
Topic	Target	Winkfield	Bryant	Keith M	Flores	Arrieta	Standly	Panaitidi	Aker	Dario	Vivo	Castillo	Malhotra	Garay	Towns	DuPuch	Pierre-Lc	Raghava	Wong	Hind-sight	(Hind-Pre)	
1 Vital Signs	3.5	2.0	2.0	2.0	12.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.1	-1.3
2 Project Charter	3.5	1.0	1.0	2.0	2.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	1.4	-1.5
3 Business Case	3.5	2.0	1.0	2.0	2.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	1.5	-1.0
4 Initial Plan	3.5	3.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	1.5	-1.8
5 Life Cycle and Deliverables	3.5	2.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	1.4	-1.9
6 Work Breakdown Structures	3.5	2.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	1.4	-1.9
7 Proper Roles	3.5	1.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	1.3	-1.2
8 Project Quality	3.5	1.0	1.0	1.0	2.0	1.0	1.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	3.0	1.4	-1.3	
9 Accurate, Useful Estimates	3.5	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	3.0	2.0	1.6	-1.5	
10 Duration Estimates	3.5	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	1.5	-1.0	
11 Precedence Analysis	3.5	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	1.5	-0.9	
12 Project Scheduling	3.5	1.0	2.0	1.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	1.5	-0.9	
13 Project Tracking	3.5	2.0	2.0	1.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	1.6	-2.2	
14 Change Control	3.5	2.0	2.0	3.0	3.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	1.8	-1.8	
15 End Projects Successfully	3.5	2.0	2.0	1.0	2.0	1.0	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	2.0	1.6	-1.9	
Average Hindsight Competency		1.8	1.3	1.3	2.7	1.1	1.1	1.5	2.3	1.9	1.1	1.1	1.0	1.0	1.1	1.1	1.5	2.4	2.5	1.5	-1.5	

SKILLS NEEDS ASSESSMENT PROCESS (SNAP)	Class:	Project Management Tools 'N Techniques
	Customer:	Sample Data
	Instr:	
	Date:	July, 2001 Form: TNT 1/2001

OF TOPICS: 15
IN CLASS: 18
© 1999 GOFF Associates Inc.

Post-Evaluation

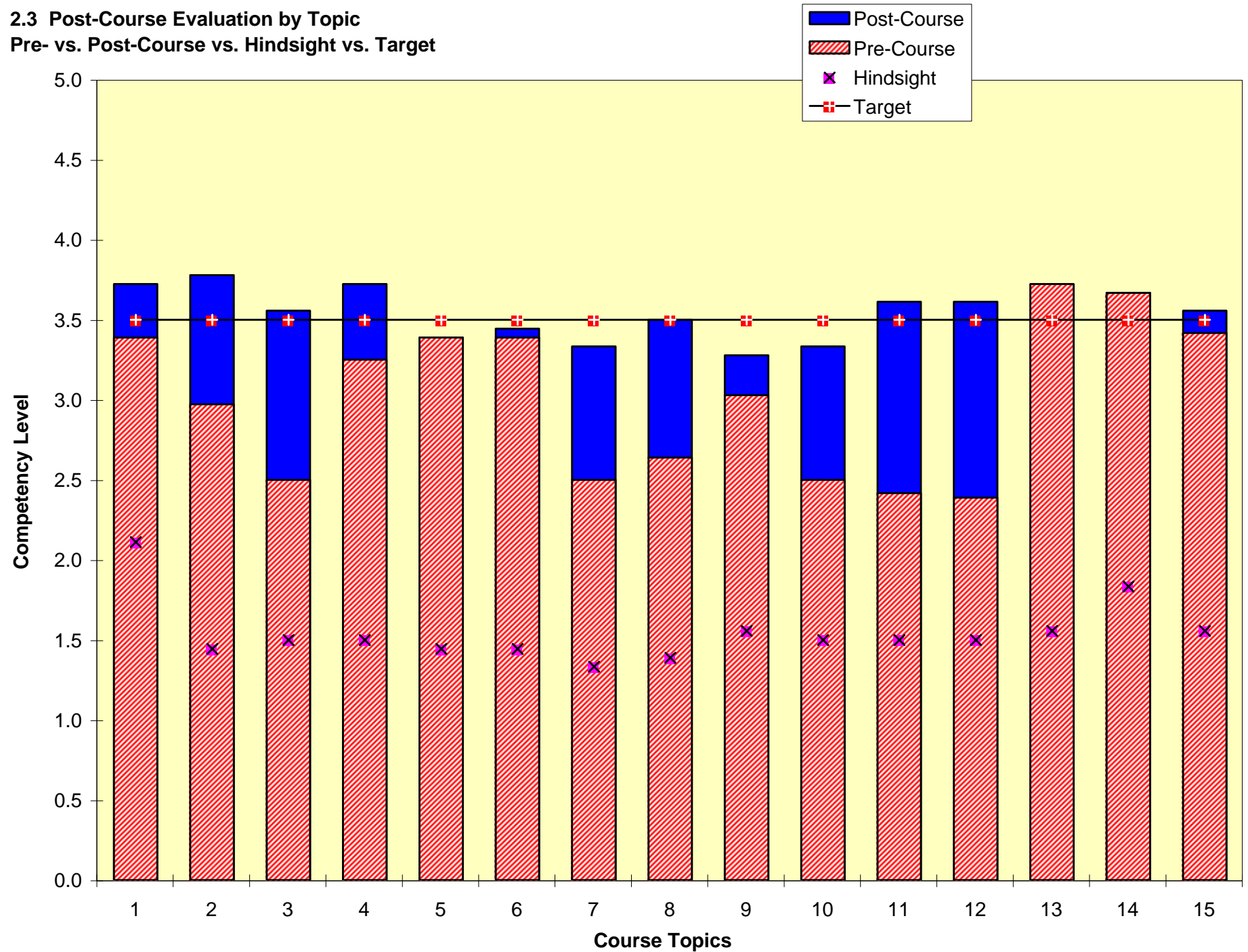
2.2 Post-Course

2.2 Post-Course Competency	Target	Winkfield	Bryant	Keith M	Flores	Arrieta	Standly	Panaitidi	Aker	Dario	Vivo	Castillo	Malhotra	Garay	Towns	DuPuch	Pierre-Lo	Raghava	Wong	Variance		
																				Average Post	StDev	(Post-Target)
1 Vital Signs	3.5	4.0	4.0	5.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	2.0	4.0	3.7	0.7	0.2
2 Project Charter	3.5	4.0	4.0	5.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	4.0	2.0	4.0	3.8	0.6	0.3
3 Business Case	3.5	4.0	4.0	3.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	4.0	2.0	4.0	3.6	0.6	0.1
4 Initial Plan	3.5	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	4.0	2.0	4.0	3.7	0.6	0.2
5 Life Cycle and Deliverables	3.5	4.0	4.0	2.0	3.0	4.0	3.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	2.0	4.0	3.4	0.7	-0.1
6 Work Breakdown Structures	3.5	4.0	4.0	4.0	3.0	4.0	4.0	3.0	3.0	4.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.4	0.5	-0.1
7 Proper Roles	3.5	4.0	3.0	2.0	3.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.3	0.6	-0.2
8 Project Quality	3.5	4.0	3.0	4.0	3.0	4.0	4.0	3.0	3.0	4.0	4.0	3.0	4.0	4.0	4.0	3.0	3.0	3.0	3.0	3.5	0.5	0.0
9 Accurate, Useful Estimates	3.5	3.0	4.0	2.0	3.0	4.0	4.0	3.0	3.0	4.0	4.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.3	0.6	-0.2
10 Duration Estimates	3.5	4.0	4.0	2.0	3.0	4.0	3.0	3.0	3.0	4.0	3.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	3.0	3.3	0.6	-0.2
11 Precedence Analysis	3.5	4.0	4.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	4.0	3.0	3.6	0.5	0.1
12 Project Scheduling	3.5	4.0	4.0	2.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	3.0	3.0	3.0	4.0	3.0	3.6	0.6	0.1
13 Project Tracking	3.5	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	2.0	3.0	4.0	3.0	3.7	0.6	0.2
14 Change Control	3.5	4.0	4.0	5.0	4.0	3.0	4.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0	3.7	0.6	0.2
15 End Projects Successfully	3.5	4.0	4.0	2.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	2.0	4.0	4.0	3.0	3.6	0.7	0.1
Average Post-Course Competency		3.9	3.9	3.3	3.5	3.9	3.7	3.5	3.6	3.9	3.7	3.7	3.9	3.3	3.3	2.9	3.4	3.0	3.3		0.6	0.0

Post-Course Summary	Winkfield	Bryant	Keith M	Flores	Arrieta	Standly	Panaitidi	Aker	Dario	Vivo	Castillo	Malhotra	Garay	Towns	DuPuch	Pierre-Lo	Raghavan	Wong
Participant Hindsight	1.8	1.3	1.3	2.7	1.1	1.1	1.5	2.3	1.9	1.1	1.1	1.0	1.0	1.1	1.1	1.5	2.4	2.5
Post-Course Competency	3.9	3.9	3.3	3.5	3.9	3.7	3.5	3.6	3.9	3.7	3.7	3.9	3.3	3.3	2.9	3.4	3.0	3.3
Learning: Post-Course - Hindsight	2.1	2.5	2.0	0.7	2.9	2.6	2.1	1.3	2.0	2.6	2.6	2.9	2.3	2.2	1.9	1.9	0.6	0.8
New "Headroom": Pre - Hindsight	1.9	1.8	0.7	-1.5	2.3	2.4	2.5	-0.4	1.4	2.1	0.3	3.2	2.7	1.7	3.4	2.5	-1.5	0.9
Disappointment: Needs - Post	0.1	1.1	0.9	-0.3	0.3	-0.4	-1.1	-0.1	0.3	-0.7	0.1	-2.9	0.8	0.3	-0.6	-1.1	-0.8	1.0

2.3 Post-Course Evaluation by Topic

Pre- vs. Post-Course vs. Hindsight vs. Target



2.4 Post-Course Evaluation by Participant Needs vs. Post-Course vs Pre-Course

