**Activity Analysis Questionnaire**

**Activity:** *Design a Security Plan*

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| Id | Step | Guiding questions | Responses |
| 1 | Clarify purpose of activity System |  |  |
| 1.1 | Understand relevant context (s) within which the activity occurs | Generate a list of situations within which activity under consideration might arise. |  |
|  |  | What factors contribute to the dynamics of the situation? |  |
| 1.2 | Understand the learner his/her motivations and interpretations of perceived contradictions system | Generate a list of subject (learner)- driven motives and goals that might drive the activity. |  |

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| 2 | Analyze the activity system |  |  |
| 2.1 | Define the subject (learner) | Who are the participants in the activity system? |  |
|  |  | What are their roles? |  |
|  |  | What are their beliefs towards the activty? |  |
|  |  | What motivates them to complete the task or activity? |  |
|  |  | What are their expectations about their performance with respect to this task or activity? |  |
| 2.2 | Define the relevant community/communities | How do participants perceive their roles in relationship to the goals of the organization? |  |
|  |  | What is the structure of social interactions surrounding the activity? |  |
|  |  | What other perspectives might impact this activity? |  |
|  |  | What perceived rewards await the subject (learner) when it accomplishes task? |  |
|  |  | What disincentives exist for not completing the goal? |  |
| 2.3 | Define the object | What is the expected outcome of the activity? |  |
|  |  | What is the nature of the object? How tangible is it? |  |
|  |  | What criteria will be used by management to evaluate the outcome? |  |
|  |  | What are the goals of the activity and how they are related to the goals of the organization? |  |

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| 3 | Analyze the Activity Structure |  |  |
| 3.1 | Define the activity itself | How work is being done in practice? |  |
|  |  | What historical phases have there been on the work activity? |  |
|  |  | What norms, rules, and procedures in the actions and operations have been documented? |  |
|  |  | In which actions the subjects (learners) participate? |  |
| 3.2 | Decomposing the activity into its component actions and operations | List the actions implied in the process and who carry them out. |  |
|  |  | For each action, which are the operations the subject perform? |  |

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| 4 | Analyze Mediators |  |  |
| 4.1 | Tool mediators and mediation | What tools are used in this activity now? |  |
|  |  | What function do they perform? |  |
|  |  | What are the other physical and cognitive tools (procedures, laws) used to perform activities in different settings? |  |
|  |  | What other uses does the tool have in other contexts (for example in Security management)? |  |
| 4.2 | Rule mediators and mediation | What rules surround the task? |  |
|  |  | How have the rules been enforced? |  |
|  |  | How visible were the infractions enforced? |  |
| 4.3 | Role mediators and mediation | What roles surround the activity? |  |
|  |  | How are those roles assigned? |  |
|  |  | How have those roles changed over time? |  |
|  |  | How permanent are roles in the organization? Are they person specific or task specific? |  |

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| 5 | Analyze the Context |  |  |
| 5.1 | Internal or subject (learner) bounds | What are the assumptions about the time and effort to be expended in this activity? |  |
|  |  | What internal/individual forces or needs propel de activity? |  |
|  |  | How these forces will be changed by the introduction of this learning action/course? |  |
|  |  | What are some of the limitations placed by other organization forces or job requirements? |  |
| 5.2 | External or community/contextual bounds | How much freedom were individuals given about whether or not to participate in the course? |  |
|  |  | How congruent are the activity and goals of the community in which the activity occurs? |  |
|  |  | How are tasks shared among participants? |  |
|  |  | What and how the external (community) forces or needs propel the activity? |  |