

STAFF TRAINING AND DEVELOPMENT (3 CREDITS)

ADE 5189

Summer 2005

Course Instructor

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COURSE GOALS, OBJECTIVES AND MATERIALS

Course Description

ADE 5189 is a practical and professional course devoted to enhancing students' ability to design, develop and deliver different kinds of training as well as their understanding of the challenges involved in managing the training function in businesses, public agencies and nonprofit organizations.

The course lasts thirteen weeks and begins after a one-week introduction ("Week Zero") designed to assist those who are new to web-based instruction -- and those who would appreciate a little brush-up on the skills and procedures involved -- to try their hand at the different activities in question and familiarize themselves with the routines.

Course Goals and Objectives

The general goal of this course is *to introduce participants to some of the key concepts, principles, and processes that drive the staff training and development function and to enable them to improve their related analytical and technical skills.*

The specific performance objectives set for the course are that, upon completion, participants be able to:

- a. Explain the principal purposes of staff training and development programs.
- b. Define at least five means by which these purposes are accomplished and discuss the ways in which different forms of delivery may complement each other in achieving T&D goals.
- c. Clearly explain the steps in designing instructional experiences for staff training ends and illustrate their application to one of the delivery modes in question.
- d. Design, develop and evaluate a learning module.
- e. Given baseline information about a business enterprise, public agency or nonprofit organization, draw up the draft of an overall staff training and development strategy.

Course Materials

Required Texts:

Piskurich, G. (2000) *Rapid Instructional Design: Learning ID Fast and Right*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Silberman, M. (1998). *Active Training*. San Francisco, CA: Pfeiffer/Jossey-Bass. [Now available in electronic form for short-term access through FSU Libraries LUIS System]

PRINCIPAL ASSIGNMENTS

There are six principal assignments required in this course: (a) reading; (b) discussion board and study group participation; and completion of (c) a training needs assessment, (d) a mini-workshop exercise, (e) an e-learning module and (f) a training strategy paper. Each of these is described hereafter:

(1) Reading

Readings are very important in this course. They are both the quickest way to begin picking up the methods for staff training and for design of instructional activities that are central to the “micro” side of the course and the best way to develop the understanding of options for training strategy and of different ways of configuring an overall training program that are critical to its “macro” side.

There is a fair amount of reading to do this semester, averaging 60-70 pages a week, but it should be no worry for two reasons. First of all, **much of it** (and the Piskurich and Silberman texts in particular) **is easy to absorb** because it covers things you all know partly already and is presented in large text format with lots of outlines, subheads, reminders and bullets. Second, we should never have to excuse a fair amount of reading in a graduate course, because the ability to go through a quantity of documentation and to extract the relevant points from it is one of the most important skills you will be continuing to develop in this class – and it is important for practical more than academic reasons. **Anyone who aspires to leadership or management responsibility in HRD or adult education**, as in nearly any other field of professional endeavor, **must be able to handle a quantity and a variety of written documentation** (like reports, research findings and case studies) **quite quickly and effectively**. If we are going to play with the big boys and girls, that is what it takes.

(2) Class Participation

In an online course, class participation means particularly taking part in discussion forums, study groups, work teams and what we call in this class our online “studios” (discussion forums where class members present interim versions of the instructional designs or products they are working on in order to get the assessment, critique and suggestions of their peers and the instructor).

Discussion forums and study groups are also the prime means by which students “process” the material they have read and the lessons to be learned from the work they are carrying out in the field. **It is crucial therefore that each class member be actively involved in these different forums**. In addition, activity on discussion forums and in study groups account for one-third of the entire semester grade, as will be evident from the explanation of grading

procedures given further on in this syllabus. Participation will be graded on the basis of *timeliness, frequency, relevance, clarity and interactivity with others*. The point is not to have a great quantity of posts but to speak to the topic, to bring the readings or external experience in question to bear on the issue defined for each forum, to take account of what others say, to react substantively to their contributions and to do these things in a timely manner.

This means that while the online format for coursework is indeed flexible in one sense (you can participate from home, from the office or on the road and log on according to your own schedule), it is quite demanding in another sense: you need to have the basic readings or field work assigned for each unit done by the early part of the week and to post your initial contributions by Wednesday night (Thursday at the absolute latest) in order to leave time for others to read what you have written, for you to read their input, and for everyone to react to each other's contributions.

At least three “sets” of postings are expected from everyone on any given forum in the course of the week: a first one where you offer your own answer to the question or reflection on the problem and at least two others where you react to what others have presented and engage in related discussion. The term “sets of postings” is used designedly. Sometimes your thought is developed through an exchange of relatively short questions and comments with another class member or the instructor and sometimes through a longer individual posting. There is no hard and fast rule about this and short digressions or exclamations are welcome (though longer “sidebar” conversations should probably be reserved for the classwide forum set up as a venue for friendly exchange, our “Town Square”). But the essential point is that you should engage in at least two substantial exchanges on any forum, in addition to your initial relevant posting, and do so well before the end of the week (sometime between Thursday morning and Sunday evening).

(3) Major Exercises and Deliverables

There are four “deliverables” in this course, each described briefly below and more thoroughly in the assignment description which will be available both in the appropriate Weekly Folder and in the Course Library at least two weeks before the assignment begins.

- a. **Training Needs Assessment (TNA)**, an exercise to be carried out in or with information from a worksite of the student's choosing (business, public agency, nonprofit organization or school).
- b. **Mini-Workshop Exercise (MWE)**, an opportunity to design, develop and deliver a short face-to-face instructional sequence for at least five participants.
- c. **E-Learning Module (ELM)**, a team activity in which between four and seven class members working together will produce a short instructional sequence that can be delivered via computer.
- d. **Training Strategy Paper (TSP)**, a one-week individual activity where class members will draw on consideration of challenges inherent in overall management of training programs conducted during the last third of the semester and case studies of actual training programs in varied organizations reviewed periodically all semester long to devise a draft training strategy for a hypothetical organization on the basis of information about it presented in the assignment.

Proficiency in the reading portion of the course should be reflected in the other five exercises (discussion and the four major exercises), since ideas and methods from the readings will



form one important basis for each. The allocation of points among these exercises and deliverables is discussed below in the section on grading.



TOPICAL COURSE OUTLINE AND SCHEDULE OF ASSIGNMENTS




Please note the following –	
(1)	<i>Reading assignments automatically include the week’s Study Guide – available in the “Assignments” section of our website – which often covers important points not necessarily addressed in the readings themselves and/or suggests ways of relating the assigned readings to each other and to the overall theme of the week in question.</i>
(2)	<i>When not hypertexted or otherwise indicated, electronic copies of readings may be found in the Course Library section of the website within the folder of the week in question. Full hypertexting of readings is presented in the Weekly Study Guide version of each section of the syllabus.</i>
(3)	<i>Optional supplementary or “enrichment” readings are detailed below and in each week’s Study Guide. They are generally available in the Course Library section as well.</i>


UNIT I: INTRODUCTION AND OVERVIEW	
“Week Zero”: May 9 – 15	
Topic:	Orientation to Blackboard and Online Learning A chance for students who are new to this style of learning to familiarize themselves with it.
Readings:	Blackboard Learning Management System – Student Manual [go to http://campus.fsu.edu/ -- then log in, click on the <i>Online Support</i> tab and then on <i>Blackboard.com’s Student Manual</i>
Assignment:	Go through exercises listed in the Assignments section of our class website under “Week Zero”
Week 1: May 16 – 22	
Topic:	A Trainer’s Many Roles Understanding the variety of training and learning enhancement activities that may go on in an organization – and getting to know each other better!
Readings:	Required (and all in Week 1 Course Library folder if not otherwise indicated) Sullivan, J. (2004) Trainers – Change with the times, or the times will change you. <i>Nation’s Restaurant News</i> . Vol. 38, No. 9, pp. 20-21. Werner, J. & DeSimone, R. (2005) <i>Human Resource Development</i> . Excerpt from Chapter 6 “Implementing HRD Programs” Toronto: Thomson Southwestern, pp. 195-217.





	<p>Wilhelm, W. (2004) On being a Chief Learning Officer. Available at -- http://www.clomedia.com/content/templates/clo_webonly.asp?articleid=691&zonedid=78</p> <p>Supplemental</p> <p>Rodriguez, R. (2005) Meet the new learning executive. <i>HRMagazine</i>. Vol. 50, No. 4: 64-69.</p> <p>Gordon, J. (2005) CLO: A strategic player? <i>Training</i>. Vol 42 No. 4: 14-19</p>
<p>Activities:</p>	<p>The readings are brief this first week, but the Discussion Forums are numerous! That should give us a chance to get to know each other better and to build our little online community. Be sure to log in and post on each of the three Discussion Forums of the week (accessible by clicking on Communication and then on Discussion Board): "Getting to Know You," "Our Previous Training Experience: the Good, the Bad and the Downright Ugly!", and "The Trainer's Many Roles." This last one focuses on the topic of Week 1 of the course, so be sure to have read the material assigned before making your opening comments there.</p>
<p>UNIT II: TRAINING NEEDS ASSESSMENT</p>	
<p>Week 2: May 23 – 29</p>	
<p>Topic:</p>	<p>Organizational performance assessment Learning to analyze the principal performance problems of organizations.</p>
<p>Readings:</p> 	<p>Required: Piskurich, Chapters 1-3</p> <p>Supplemental Case Study: QuestionMark (2005) Web-based needs assessment at Cuestar Bank. Available at http://questionmark.com/us/casestudies/needs_analysis_and_training_in_financial_services.htm</p>
<p>Activities:</p>	<p>This week the Training Needs Assessment gets under way and Discussion Forums will examine issues of organizational performance assessment.</p>
<p>Week 3: May 30 – June 5</p>	
<p>Topic:</p>	<p>Job performance analysis Tracing the roots of organizational performance gaps to group, job and individual shortfalls and to identify the portion of these problems that may be addressed by training.</p>
<p>Readings:</p> 	<p>Required Piskurich, Chapter 4 Mager, R. & Pipe, P. (1984) <i>Analyzing performance problems, or you really oughta wanna</i> Belmont, CA: Lake City Publications. Excerpt included in this week's Study Guide.</p> <p>Supplemental Case Study: Holton, E., Bates, R. & Naquin, S. (2000) Large-scale performance-driven training needs assessment. <i>Public Personnel Management</i>. Vol 29, No. 2: 249-267.</p>



<p>Activities:</p>	<p>This week you should be busily at work carrying out your TNA, and the Discussion Forums will consider ways of “drilling down” to job-specific performance gaps, of analyzing their causes and of distinguishing which ones may be remedied by training.</p>
<p>Week 4: June 6 – 12</p>	
<p>Topic:</p> <p>Readings:</p>  <p>Activities:</p>	<p>Completing needs assessment Wrapping up the needs assessment and considering how it informs training design.</p> <p>Required Piskurich, Chapters 5 & 6 Silberman, Chapter 2</p> <p>Supplemental Case Study: Finison, K. & Szedlak, F. (1997) General Motors does a needs analysis. <i>Training & Development</i> Vol. 51, No. 5: 103-104.</p> <p>This week you turn in your completed Training Needs Assessment, and the Discussion Forums will examine the linkage between needs assessment and training design.</p>
<p>UNIT III: DESIGNING, DEVELOPING AND DELIVERING TRAINING</p>	
<p>Week 5: June 13 – 19</p>	
<p>Topic:</p>	<p>Designing a workshop Defining training objectives and building an instructional design.</p>
<p>Readings:</p> 	<p>Required Silberman, Chapters 3, 4 and 5</p> <p>Supplemental (all are electronic books available through FSU Libraries) Chalmers, J (1996) <i>Organising effective training <electronic resource> : how to plan and run successful courses and seminars</i>. Plymouth: How To Books. Charney, C. & Conway, K. (1998) <i>The trainer's tool kit <computer file></i> New York: AMACOM. El-Shamy, S. (2004) <i>How to design and deliver training for the new and emerging generations <electronic resource></i>. San Francisco: Pfeiffer. Goad, T. (1997) <i>The first-time trainer <computer file> : a step-by-step quick guide for managers, supervisors, and new training professionals</i>. New York : AMACOM.</p>
<p>Activities:</p>	<p>This week is the kickoff for the Mini-Workshop Exercise. You will confirm the siting and scheduling of your workshop and produce a first draft of the design.</p>
<p>Week 6: June 20 – 26</p>	
<p>Topic:</p>	<p>Developing instructional materials Identifying, prototyping and producing the instructional materials needed for training.</p>

<p>Readings:</p> 	<p>Required Silberman, Chapters 6, 7 & 8</p> <p>Supplemental Campbell, C. (1999) Instructional materials: Their preparation and evaluation. <i>Journal of European Industrial Training</i>. Vol 23 No 2: 56-107. Fowler, S. & Mumford, M. (Eds) (1999). <i>Intercultural sourcebook</i>. Vol. 2 <electronic resource> : <i>cross-cultural training methods</i>. Yarmouth, ME: Intercultural Press.</p>
<p>Activities:</p>	<p>During this week you will present the first draft of your workshop design in the studio session of your Study Group and also begin work on materials development.</p>
<p>Week 7: June 27 – July 3</p>	
<p>Topic:</p>	<p>Ensuring effective delivery Implementing training in optimal fashion</p>
<p>Readings:</p> 	<p>Required Silberman, Chapters 11-14</p> <p>Supplemental Millbower, L. (2003). <i>Show biz training</i> <electronic resource> : <i>fun and effective business training techniques from the worlds of stage, screen, and song</i>. New York: AMACOM. Tamblyn, D. (2003) <i>Laugh and learn</i> <electronic resource> : <i>95 ways to use humor for more effective teaching and training</i>. New York: AMACOM. VanHoven, C. (2000) Keys to effective training. <i>Occupational Health and Safety</i> Vol. 69 No. 8: 102-105. Yeung, R. (2002). <i>Making workshops work</i> <electronic resource> : <i>ensure your workshops create high-octane interaction</i>. Oxford: Communicators.</p>
<p>Activities:</p>	<p>During this week, you will present the draft of your instructional materials in the studio session of your Study Group and continue with preparation for the actual delivery of your mini-workshop.</p>
<p>Week 8: July 4 – 10</p>	
<p>Topic:</p>	<p>Evaluating the results Assessing the success and impact of training efforts.</p>
<p>Readings:</p> 	<p>Required Piskurich, Chapter 7 Silberman, Chapter 15</p> <p>Boverie, P., Mulcahy, D. & Zondlo, J. (1994) Evaluating the effectiveness of training programs. In Thomson, R. & Mabey, C. (Eds.) <i>Developing Human Resources</i>. Oxford: Butterworth-Heinemann. Pp. 247-255. Available at http://hale.pepperdine.edu/~cscunha/Pages/KIRK.HTM</p>

	<p>Supplemental</p> <p>Bober, C. & Bartlett, K. (2004) The utilization of training program evaluation in corporate universities. <i>Human Resource Development Quarterly</i>. Vol. 15, no. 4: 363-390. Electronic journal article available in ABI/Inform through FSU Libraries.</p> <p>Cabrera, E. (2003) Strategic human resource evaluation. <i>HR Human Resource Planning</i> Vol. 26, no. 1: 41-49. Electronic journal article available in ABI/Inform through FSU Libraries.</p> <p>Kirkpatrick, D. (1998) <i>Evaluating training programs: the four levels</i>. (2nd ed.) San Francisco, CA: Berrett-Koehler Publishers. Electronic book available through FSU Libraries.</p> <p>Mulder, M. (2001) Customer satisfaction with training programs. <i>Journal of European Industrial Training</i>. Vol. 25 No. 6/7: 321-331.</p> <p>Sloman, M. (2004) Learning evaluation, or not? <i>T & D</i>. Vol 58, No. 9: 45 Electronic journal article available in ABI/Inform through FSU Libraries</p>
<p>Activities:</p>	<p>By the end of this week you should have delivered your mini-workshop and be preparing yourself to write up the report. Discussion groups will examine the evaluation schemes that class members have devised for their training activities.</p>
<p>Week 9: July 11 – 17</p>	
<p>Topic:</p> <p>Readings:</p> 	<p>E-learning and teamwork</p> <p>Getting ready for the next exercise by considering e-learning as a modality for staff training and development and discussing ways to make teamwork succeed.</p> <p>Required</p> <p><i>E-Learning</i></p> <p>Finn, A. (2002) Trends in e-learning. Available at http://www.learningcircuits.org/2002/nov2002/finn.htm</p> <p>Case Study: Newton, D., Hase, S. & Ellis, A. (2002) Effective implementation of online learning: A case study of the Queensland mining industry. <i>Journal of Workplace Learning</i>. Vol. 14 No. 4: 156-165.</p> <p>Pantazis, C. (2002) Maximizing E-Learning to train the 21st century workforce. <i>Public Personnel Management</i>, Vol. 31, No. 1: 21-27.</p> <p>Case Study: Questionmark Staff (2005) Epson and distance learning. Available at http://questionmark.com/us/casestudies/epson.htm</p> <p><i>Teamwork</i></p> <p>Bragg, T. (1999) Turn around an ineffective team. <i>IIIE Solutions</i>. Vol 31, No 5: 49-51.</p> <p>Draaisma, M. (2001) Teams that learn together grow together. <i>Canadian HR Reporter</i>. Vol. 14, No. 16: 19-20.</p> <p>Kezsbom, D. (1999) Creating teamwork in virtual teams. <i>AACE International Transactions</i>. Norfolk, VA : Association for the Advancement of Computers in Education. Pages PM11 – PM14.</p> <p>Supplemental</p> <p><i>E-Learning</i></p> <p>Campbell, K. (2004) E-ffective writing for e-learning environments. <i>Information Management</i> Vol. 17 No. 1-2 : 8-9.</p>

	<p>Case Study: Merrill, N. (2000) Learning zone (E-learning in a British government agency). <i>People Management</i> Vol 22: 44-49.</p> <p>Driscoll, M. (1998) <i>Web-based training</i> <computer file> : <i>using technology to design adult learning experiences</i>. San Francisco : Jossey-Bass/Pfeiffer, c1998.</p> <p>Mingail, S. (2004) Good E-learning built on good instructional design. <i>Canadian HR Reporter</i>. Vol. 17 No. 6: 12</p> <p><i>Teamwork</i></p> <p>Clutterbuck, D. (2003) Teams and learning: The agenda has changed. <i>Training Strategies for Tomorrow</i>. Vol. 176, No. 2: 10-12.</p> <p>Gibson, C. & Cohen, S. (Eds.) (2003) <i>Virtual teams that work [electronic resource]: creating conditions for virtual team effectiveness</i>. San Francisco : Jossey-Bass.</p> <p>Green, G (2003) <i>Developing teams</i> <electronic resource> Oxford : Capstone</p> <p>Salas, E. et al. (Eds.) (2001) <i>Improving teamwork in organizations</i> <electronic resource> : <i>applications of resource management training</i>. Mahwah, N.J. : L. Erlbaum.</p>
<p>Activities:</p>	<p>During this week, you will finalize and submit your Mini-Workshop Exercise report and video; we will discuss the present and future role of e-learning in HRD; and we will prepare for the round of teamwork to commence next week.</p>
<p>Week 10: July 18 – 24</p>	
<p>Topic:</p>	<p>Transfer of training</p> <p>Examining the conditions under which trainees genuinely apply what they have learned once they are back on the job.</p>
<p>Readings:</p> 	<p>Required</p> <p>Hodges, T. (2002) <i>Linking Learning and Performance</i>. Chapter 6: How to ensure learning transfers to job performance. Pp. 104-121. Boston: Butterworth-Heinemann.</p> <p>Prime II/JHPIEGO Corporation (2005) Transfer of learning: A guide to strengthening the training of health care providers. See particularly the “Transfer of Training Matrix” and its hypertexted explanations at http://www.intrah.org/tol/index.html.</p> <p>Shank, P. (2004) Can they do it in the real world? Designing for transfer of training. <i>The Learning Developers’ Journal</i>. Issue of 9/7/04. Accessible at http://www.learningpeaks.com/pshank_Transfer.pdf : pp. 1-7.</p> <p>Supplemental</p> <p>Kupritz, V. (2002) The relative impact of workplace design on training transfer. <i>Human Resource Development Quarterly</i>. Vol 13, no. 4: 427-447.</p> <p>Vermuelen, C. (2002) Narrowing the transfer gap: The advantage of “as if” situations in training. <i>Journal of European Industrial Training</i>, Vol 26, No. 8-9: 366-374.</p>
<p>Activities:</p>	<p>Teamwork on the E-Learning Module begins this week. We will discuss the literature on transfer of training.</p>

UNIT IV: MANAGING AND GUIDING THE TRAINING FUNCTION	
Week 11: July 25 – 31	
<p>Topic:</p> <p>Readings:</p> 	<p>Promoting informal learning Taking account of all that employees learn outside of organized training and how best to encourage these learning behaviors.</p> <p>Required Adams, D. (2001) Learning from experience: Making the most of work-based learning. <i>International Journal of Contemporary Hospital Management</i> Vol. 13, No. 4-5: 235-240. Boud, D. & Middleton H. (2003) Learning from others at work: Communities of practice and informal learning. <i>Journal of Workplace Learning</i> Vol. 15, No. 5: 194-202. Leslie, B. et al. (1998) Informal learning : The new frontier of employee and organizational development. <i>Economic Development Review</i> Vol 15, no. 4, pp. 12-19. Available in our Course Library section. Case Study: Lohman, M. (2000) Environmental inhibitors to informal learning in the workplace: A case study of public school teachers. <i>Adult Education Quarterly</i>. Vol. 50 No. 2: 82-101. Svensson, L.; Elstrom, P, & Aberg, C. (2004) Integrating formal and informal learning at work. <i>Journal of Workplace Learning</i> Vol. 16, No. 7-8: 479-491.</p> <p>Supplemental MacNeil, C. (2001) The supervisor as facilitator of informal learning in work teams. <i>Journal of Workplace Learning</i> Vol 13, No. 5-6: 246-253. Moore, D. (2004) Curriculum at work: An educational perspective on the workplace as a learning environment. <i>Journal of Workplace Learning</i>. Vol. 16, No. 5-6: 325-340. Salopek, J. (2004) Learning at every opportunity. <i>T & D</i> Vol. 57., Iss. 11: 40-45. Tikkanen, T. (2002) Learning at work in technology intensive environments. <i>Journal of Workplace Learning</i>, Vol. 14, No. 3: 89-97.</p>
Activities:	By the end of this week you should have a draft version of your team E-Learning Module ready to pilot test. We will be discussing ways in which trainers can integrate formal and informal learning in the workplace.
Week 12: August 1 – 7	
Topic:	Managing training activities Strategies for handling and effectively developing the multiple kinds of staff training for which HRD personnel are responsible.

<p>Readings:</p> 	<p>Required</p> <p>Case Study: Easton, P. (2005) Staff training and development in the City of Charlotte, NC. [Prototype paper produced for ADE 5189 Spring 2005] 8 pages + appendices.</p> <p>Foxon, M. et al. (2003) <i>Training Manager Competencies: the Standards</i>. 3rd edition. Syracuse, NY. ERIC. Chapters 1 & 2 (pp. 3-32)</p> <p>Hill, R. & Stewart, J. (2000) Human resource enterprise in small organizations. <i>Journal of European Industrial Training</i>. Vol 24, No 2-4: 105-116</p> <p>Johnson, B. (2001) How three companies grow employees. <i>National Real Estate Investor</i> Vol. 33, No. 4: 64-65.</p> <p>McCarthy, A., Garavan, T. & O'Toole, T. (2003) HRD : Working at the boundaries and interfaces of organizations. <i>Journal of European Industrial Training</i>. Vol 27, No 2-4: 58-72.</p> <p>Glance over and pick a couple to read: Workplace Learning Division, [British] Department for Education and Employment (2005). <i>The Future of Corporate Learning: Case Studies</i>. Sheffield, UK: DEE. (~ 8 pages)</p> <p>Supplemental</p> <p>Case Study: Eaglen, A., Lashley, C. & Thomas, R. (2000) The benefits of training in leisure retailing: A case study of McDonald's restaurants. <i>Strategic Change</i>. Vol. 9 No. 6: 333-345.</p> <p>Nilson, C. (1998) <i>How to manage training: a guide to design and delivery for high performance</i>. New York: AMACOM Books. Pages 1-22. [Electronic book]</p> <p>Poell, R., Pluijmen, R. & Van der Krogt, F. (2003) Strategies of HRD professionals in organizing learning programmes: A qualitative study among 20 Dutch HRD professionals. <i>Journal of European Industrial Training</i>. Vol 27, No 2-4: 125-136.</p> <p>Rae, L. (200) <i>Effective planning in training and development</i>. London: Kogan Page. Part I: pages 7-59.</p> <p>Wiggenhorn, A. (1996) Organization and management of training. In Craig, R. (Ed.) <i>The ASTD Training and Development Handbook</i>. New York: McGraw Hill. Pp. 19-45.</p>
<p>Activities:</p>	<p>The team E-Learning Modules will be pilot tested with your classmates at the beginning of this week, then you will have a few days to fix glitches and make improvements before submitting them by August 7th. We will be discussing effective "macro-level" management of training programs in preparation for next week's take home exercise on the topic.</p>
<p>Week 13: August 8 – 14</p>	
<p>Topic:</p>	<p>Defining training strategy</p> <p>Planning for the future of training in organizations and optimally disposing resources.</p>
<p>Readings</p> 	<p>No new assignment. This is a time to review the readings and case studies that are relevant to your Training Strategy Paper.</p>
<p>Activities.</p>	<p>During this final week of the semester, students will devote their time to completing the last exercise of the course – the take-home Training Strategy Exercise.</p>

COURSE GRADING AND EVALUATION

The grading system in this course is based on a 12-point scale, designed to be entirely comparable with the letter grades awarded at the end of the semester and to allow students to verify their average “grade-to-date” at any point in the semester in the website gradebook. The point allocation system is depicted in the table at the top of the next page. Assignments are not graded “on the curve.” Grading is instead criterion-referenced and designed to assess the degree to which you have demonstrated accomplishment of the learning objectives of the assignment and mastery of the skills and knowledge involved. It is assumed that all students are capable of getting an “A” and that to get everyone performing to this level is the purpose of the course.

Course Points	Letter Grade	Evaluation Equivalent	Points	Letter Grade	Evaluation Equivalent
Bonus*	A+	Absolutely Exceptional	6	C	Passable
12	A	Top Notch!	5	C-	Just Passable
11	A-	Excellent	4	D+	Weak
10	B+	Very Good	3	D	Quite weak
9	B	Good	2	D-	Extremely weak
8	B-	Fairly good	1	F	Submitted but failing
7	C+	Passable plus	0	--	Never submitted

* A bonus point (equivalent to A+) may, on occasion, be awarded for submissions or performances that are entirely exceptional in their quality.

All exercises and submissions in the course will be graded on this basis, but not all bear the same weight in the final grade. The weighting of the different assignments will be the following:

Exercise	Weight
Training Needs Assessment	15 percent of final grade
Mini-Workshop Exercise	20 percent of final grade
E-Learning Module	17 percent of final grade
Training Strategy Paper	15 percent of final grade
Weekly Participation (in discussion forums and study groups)	33 percent of final grade (3% times 11 weeks of graded participation in Weeks 2-12)
TOTAL	100% of final grade

Assignment turnaround and feedback

Every effort will be made to return assignments with feedback and grade **within one week of the official date of submission**, provided that they are submitted on (or before) the deadline. Late assignments will incur a penalty of 2% per day starting with the day after the deadline and may not be returned as quickly, since they then fall outside the “stream” of instructor and mentor work. Any one of the major assignments (in practical terms, the first three above) may be rewritten for a better grade as long as the rewritten version is submitted on or before the commencement of the last week of the course (August 8th). The fourth major deliverable is obviously not a candidate for revision because it will not be completed until the end of that last week.

Incompletes

No incomplete grades will be given unless (a) the student has already completed at least two-thirds of the assignments and (b) there is an agreement between the instructor and the student **PRIOR TO** the end of the course. The instructor retains the right to determine legitimate reasons for an incomplete grade.

OTHER COURSE POLICIES

Learners with Disabilities

Students with disabilities needing academic accommodations should within the first week of class:

- Register with and provide documentation to the Student Disability Resource Center (SDRC).
- Send a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

(This syllabus and other class materials are available in alternative formats upon request.)

For more information about services available to FSU students with disabilities, contact the Assistant Dean of Students by e-mail at sdrc@admin.fsu.edu or at Disabled Student Services, 08 Kellum Hall, Florida State University, Tallahassee, FL 32306-4066, (850) 644-9566.

Honor Code

Students are expected to uphold the Academic Honor Code. The Academic Honor Code System of Florida State University is based on the premise that each student has the responsibility to:

- Uphold the highest standards of academic integrity in the student's own work.
- Refuse to tolerate violations of academic integrity in the University community.
- Foster a high sense of integrity and social responsibility on the part of the academic community.

For a full statement of the Honor Code, see the FSU Student Handbook or click on and go to <http://www.fsu.edu/Books/Student-Handbook/codes/conduct.html>

Plagiarism

One particular but important aspect of the Honor Code concerns plagiarism. Material submitted for any assignment in this course, as is the case throughout the University, should represent the student's individual work, except where explicitly credited to other sources or specifically labeled a team effort. Attribution of material not your own must be clearly indicated. Failure to respect this principle may result in disqualification of the assignment in question.

Appendices

Two appendices are attached to this syllabus: (a) a Course Matrix that presents in one-page tabular form a summary of the dates, assignments and deliverables for the course; and (b) a Guide to Online Discussion and Written Assignments that presents additional suggestions of interest concerning these two topics.

**ADE 5189 STAFF TRAINING AND DEVELOPMENT SUMMER 2005
COURSE MATRIX**

Weeks	Topics	Required Reading			Total pages	Discussion forums and studio sessions	Practical exercises and their due dates	
		Chapters in		Other assigned readings				
		Silb	Pisk					
UNIT I: INTRODUCTION AND OVERVIEW								
Week 0: 5/9-5/15	Initiation to Blackboard						[Blackboard practice]	
Week 1 5/16-5/22	A trainer's many roles	Intro + 1		Werner & DeSimone Wilhelm, Sullivan	45	Introductory Disc Forums	None	
UNIT II: TRAINING NEEDS ASSESSMENT								
Week 2 5/23-5/29	Organizational perform. analysis		1-3	None	71		Training Needs Assessment (TNA) ↓ Report = 6/12	
Week 3: 5/30-6/5	Job performance analysis		4	Mager & Pipe in Study Guide	68			
Week 4: 6/6-6/12	Completing needs assessment	2	5-6	None	79			
UNIT III: DESIGNING, DEVELOPING AND DELIVERING TRAINING								
Week 5: 6/13-6/19	Designing a workshop	3-5		None	70		Mini-Workshop Exercise (MWE) ↓ Draft Des = 6/26 Draft Mat = 7/3 Report = 7/17	
Week 6 6/20-6/26	Developing the material	6-8		None	64			
Week 7: 6/27-7/3	Ensuring effective delivery	11-14		None	69			
Week 8: 7/4-7/10	Evaluating the results	15	7	Boverie et al. (on the net)	60			
Week 9: 7/11 - 7/17	E-Learning & working in teams			Pantazis, Newton et al., QuestionMark, Finn, Bragg, Draaisma, Kezsbom	40			
Week 10: 7/18 – 7/24	Transfer of training	9		Hodges, Shank, P. + Transf of Trng Matrix	45		e-Learning Module (ELE) ↓ Product/Report = 8/7	
UNIT IV : MANAGING AND GUIDING THE TRAINING FUNCTION								
Week 11: 7/25 – 7/31	Promoting informal learning			Adams, Boud, Leslie et al., Lohman Svensson et al.	66			
Week 12: 8/1 – 8/7	Managing the training function			Easton, Hill & Stewart, Johnson, McCarthy et al., British DEE	78			
Week 13: 8/8 – 8/14	Defining training strategy			No reading assignment – “Take-home exam” week!	0!		Trng Strat Ppr (TSP) Product = 8/14	

* The backbone of class readings comes from two sources: Silberman's *Active Training* [S] and (for those unfamiliar with ISD) Piskurich's *Rapid Instructional Design* [P]. Both constitute resources to be perused and used in the class exercises more than they do textbooks to be committed to memory. Other readings are assigned to complement these texts on topics that they do not cover. The chapter assignments for the Silberman and Piskurich books are suggestive. Students are responsible for covering the material at about this rate and for becoming fully cognizant of the techniques and approaches relevant to their task assignments, which should give evidence of that familiarity.

GUIDELINES FOR DISCUSSION BOARDS AND WRITTEN ASSIGNMENTS

Regular weekly activities include reading, writing, and participating in discussions. Below are some frequently asked questions about participation in discussion boards, followed by some guidelines for writing.

How often should I log on to the Discussion Boards?

Attendance and online presence are required for this class. **Students are expected to log on at least four times per week and to contribute to class discussions online.** Simply saying "hello," "I agree" or "no way" is not considered a substantive contribution. Students must support their position when posting to the discussion. At the same time, however, short comments are a natural part of any discussion—you won't be penalized for this—but in terms of your participation grade, if most of your posts are short and lack substance, this will affect your grade.

What is a post?

A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be?

A post can be as long as you like, however it is best to keep them fairly short and succinct. This makes your post easier for others to read and respond to. A good general rule is half a page of writing (125 to 150 words) for a substantial post. Of course, in some discussions, it may be more appropriate to write a series of very short posts, rather than one or two longer ones. You may wish to compose your posts in a word processor then copy and paste to a discussion message (just use the preview button to check for any inconsistencies with transfers of symbols like dashes and apostrophes). The main idea here is that the discussion board should be a discussion! In other words, it's okay, and quite natural, to make short and long posts.

What is "netiquette"?

Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- Focus on one subject per message and use meaningful subject lines when beginning new messages.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting.
- Be professional and respectful in your online interaction.
- Cite all quotes, references, and sources—this way everyone can have access to good information.
- Ask permission before forwarding a class message to someone outside of the class.

- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Emoticon symbols such as :-) or ;-) will let others know when you are being humorous.
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated e-mail.

How are Posts Evaluated?

To know what a "good" post is, please read the next section below. In terms of evaluation, however, points are **not** docked for getting things "wrong." The point of our discussions is to work through the materials in our course in a thoughtful manner. You may not understand new items when you first encounter them—this is fine! If you knew everything about this course to begin with, you wouldn't have to take it ☺ You may also find that you completely disagree with some of the authors you read and/or with the instructor—also fine. Remember the course objectives listed at the beginning of this syllabus? Note that nowhere in the objectives does it state that learners must agree with the instructor, nor should they feel that they must read the instructor's mind in order to produce "right" answers. A "correct" response in this course is any idea, muddled thought, or opinion that is fully supported. "I don't get it," is a perfectly acceptable response to new learning, however, on the discussion boards, please explain *why* you find a particular reading or issue confusing—by doing so, you will allow others to enter into a conversation with you (and hopefully attain some clarity).

Another point about the evaluation of postings: You can do the minimum that is expected of you and get a good grade, but making an extra effort will earn you points towards a higher final grade. For example, if you are required to post three times by certain dates for one week; do this and you will get all the points. If, however, you consistently enter the discussion beyond the basic requirements and contribute appropriately, this will also be recorded throughout the semester and will help to boost your final grade, should it need any boosting.

In this class, the participation grade is worth 30 points. Each week you can earn up to 2.4 points. Tenths of points are taken off for posting late, submitting too few postings, and for poor quality of postings.

What Constitutes a Good Online Discussion Response?

The following factors have been identified as necessary for a good response in online discussion, in an online forum, or as a post to a bulletin board. Please keep these factors in mind when composing your posts; posts should be:

- Substantial (relates to the course material)
- Concise (one screen may be the ideal message length)
- Provocative (encourages others to respond)
- Hermeneutical or interpretative (expands concepts or connects ideas in new ways)
- Timely (occurs in a reasonable time frame - when the topic is under discussion)
- Logical (supports point of view with reasons and evidence)
- Grammatical (is well written).

WRITTEN ASSIGNMENTS

Below are some guidelines for writing. Before reading them, however, you need to understand my personal philosophy about writing. Writing is not something that you learned in sixth grade and "got" once and for all (though you may have improved your handwriting a lot at that point!) Writing is a *craft* and an important skill; and learning to write well is an ongoing process for all of us. In other words, there is always room for improvement. **Please view writing as a professional skill that can always benefit from additional practice.** There is no need to fear writing in this course! We will provide opportunities for feedback and revision in written assignments—good writing is not about "getting it right the first time;" good writing is about developing a critical eye and learning to revise, revise, revise. We will discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
2. Follow the APA Manual, 5th Edition for style and citation guidelines or an equivalent system.
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Many people have been led to believe that academic writing never uses the word "I." This is true in some cases, but we will be doing a lot of work that draws on personal experience, so the "I's" have it! Academic writing should not be overly formal for formality's sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
6. A quality written assignment generally meets the following criteria:
 - o Includes the title, name of the author, date, course number (ADE 5385), and the instructor's name at the beginning of the paper.
 - o Clearly identifies the question being addressed or the purpose of the paper.
 - o Provides an overview of the structure and organization in the introductory section of the paper.
 - o Defines key terms, concepts and slogans.
 - o Gives examples when they enhance the understanding of the concept being discussed.
 - o Applies theory from the assigned readings or elsewhere.
 - o Demonstrates the ability to self-reflect and discover core values and beliefs.
 - o Considers implications and/or consequences.
 - o Provides a strong summary or conclusion.