FA 340: Implementing Corporate Training Programs (updated 8/14/18)
Fall, 2018

Instructor: Lori Neblung   Lneblung@depaul.edu   312.476.4528 (anytime)

Office Hours available upon request.

Course Dates: 9/06/18 through 11/08/16 on Thursday evenings from 5:45pm-9:00pm

Course Location: Loop campus Room 604 Daley Building (14E. Jackson)

1. Course Description

Effectively implementing a training program for a company can directly influence the success of the business. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization's success. In other words, training programs must consider what is important to the organization.

In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results. Creation of marketing vehicles must also be delivered to ensure a successful implementation.

This process includes defining requirements, goals and success criteria, designing the process, implementing pilots, powerfully creating marketing tools to communicate the program to the learners, and understanding how to measure the success of the program. It is imperative to measure and report on the trends and business value of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will develop their own implementation plan and create marketing pieces and measurement structures to ensure success in their future training program implementations.

2. Learning Outcomes, Competencies, and/or Objectives

Competency Statements & Criteria for Assessment:

A2X: Can incorporate elements of art that have a business application and can discuss the creative process.

H2X: Can identify an organizational problem and design a training implementation plan for change based on an understanding of organizational change models and can evaluate the organizational results of the implementation.

S3X: Can analyze the implementation of a new technology-based (e-learning) training program into a community and can explain the significance of this implementation from at least two perspectives.

FX: Can articulate the primary traits of a "learning organization", and can use them in developing a training program.

L7: Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning.
Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Understanding the distinctions among collaboration, cooperation, and strategies of group dynamics is essential to fulfilling this competence.

Students will achieve the following outcomes upon completion of this course:

1. Know the roles necessary and be able to apply the process required for implementing a successful training program.
2. Understand the importance of aligning business goals and success criteria as it relates to the success of a corporate training program.
3. Know the components of a marketing/communication plan and be able to apply the communication process to the learners in a corporate setting.
4. Understand the importance of measuring the results of a training program as it relates to the business values and be able to apply various methods to evaluate effectiveness of training programs.
5. Competency specific activities:
   a. A2X students will be introduced to elements of electronic art that will allow them to focus on the technical elements of electronic art. These concepts will be employed in designing and delivering one vehicle for effectively marketing a multi-media learning program to a business community.
   b. H2X students will identify organizational problems that can be addressed through implementing a training program and can evaluate and measure the success of the program.
   c. S3X students will identify a community that has been reshaped by a new technology-based training program and analyze the significance of the implementation of new technology into that community from at least two different perspectives (for example, historical, ethical, sociological, economic, aesthetic, or scientific). These students will also construct a detailed project plan to cover all technological aspects of this chosen implementation.
   d. FX students will describe and demonstrate the skill of planning and managing the implementation of a training project to successful completion and can articulate the importance of a "learning organization".
   e. L7 students will describe and demonstrate the skill of planning and managing the implementation of a training project collaborating with others and will reflect on this process in writing.

3. Learning Strategies & Resources

This course will involve group work and individual work. All students will work together to deliver the key course objectives.

Each student will also address the specific competence(s) for which they registered in a learning activity which will be defined at the beginning of the class.

The texts will support the course objectives. The instructor will teach the class on the assumption that all students will engage in all of the readings and assignments. Large and small group discussions will facilitate learning of the ideas, models and practices covered in the texts.

REQUIRED INTERNET ACCESS

We will be using the DePaul Desire 2 Learn (D2L) system for course documents, assignments, and handouts. Reliable and consistent internet access, and ability to use email, will be necessary for all students. The D2L grade book will be used so that students can check their grade status on a weekly basis.

No book purchases are required for this class but **the readings listed in our syllabus and D2L site** *are* **required.** They may be found in the Books 24x7 area of the DePaul Library using your Campus Connect username and password:
https://ezproxy.depaul.edu/login?url=http://library.books24x7.com/library.asp?^B

Please note there is a reading assignment that should be completed *prior to the first day* of class! (See class schedule in Section 8 of syllabus for details)

Primary text will be:
o Hodell, Chuck. "ISD From the Ground Up: A No-Nonsense Approach to Instructional Design, 3rd Edition". ASTD. © 2011. Books24x7.
   http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&bookid=41948

Assorted chapters for weeks as outlined in the syllabus for weeks 2, 3, 4, 6, 8, 10.

A2X students will also read:
o Csikzentmihalyi, M. (1996*). Creativity: Flow and the psychology of discovery and invention***. HarperCollins: New York. ISBN: 978-0060928209 (Chapter 3. This item will be found only on D2L.)

Additional case studies and handouts (paper and/or electronic) will be provided by instructor in class meetings and/or via D2L. The following are required reading in addition to the Hodell chapters, as outlined in the course schedule:

o **Week 1**: Rothwell, William J., John E. Lindholm, and William G. Wallick. "What CEOs Expect from Corporate Training: Building Workplace Learning and Performance Initiatives that Advance Organizational Goals". AMACOM. © 2003. Books24x7. (Chapter 1)
   http://library.books24x7.com.ezproxy.depaul.edu/toc.aspx?bkid=5202

- o *Week 2*: Burkett, H. (2017). "Learning for the Long Run: 7 Practices for Sustaining a Resilient Learning Organization. Association for Talent Development(c). http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&bookid=121097
- o **Week 3**: Bersin, Josh. "The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned". Jossey-Bass. © 2004. Books24x7. (chapter 3) http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&bookid=9508
- o *Week 4*: (ed), Elaine Biech. "ASTD Handbook for Workplace Learning Professionals". ASTD. © 2014. Books24x7. (Chapter 47 by P. McLagan) http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&bookid=66697
- o **Week 7**: Cook, Richard C. & Galeski, Paul J. & Moreira, Marcio M. & Moskowitz, Joel P.. (© 2005). "Brainstorming: How to reintroduce the creative process to your employees". [Books24x7 version] *(This item will **only** be found on D2L.)*
- o **Week 7**: Honold, Linda. 'Developing Employees Who Love To Learn: How to Promote Learning at Work". © 2017. Books24x7. (Chapter 5—this will **only** be found on D2L.)
- o **Week 9:** Mattox II, John R, Mark Van Buren, and Jean Martin. "Chapter 02 - What is Learning Analytics?". Learning Analytics: Measurement Innovations to Support Employee Development. Kogan Page. © 2016. Books24x7. http://library.books24x7.com.ezproxy.depaul.edu/library.asp?^B&bookid=115187
- o **Week 10:** Bingham, Tony, and Marcia Conner. "The New Social Learning: Connect, Collaborate, Work, 2nd Edition". Association for Talent Development. © 2015. Books24x7. http://library.books24x7.com.ezproxy.depaul.edu/toc.aspx?bookid=90774 (Chapter 4)

4. Learning Deliverables

Course Requirements
Students will submit the evidence <u>outlined in the class schedule below</u>.

All students will deliver the items specified as "Each student will. . ."
All students will also participate in group activities identified below as "Student/group will. . ." These items will all be covered thoroughly on the first night of class. **It is highly recommended that you not miss session #1!**

Please note that I will abide by the University's guidelines on academic integrity.

<u>Academic Integrity:</u>
The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgment." *Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

5. Assessment of Student Learning

Attendance

Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones. No texting is allowed during class sessions. Also, please provide a written excuse for any class meeting you miss. *Missing two (2) class meetings will make it difficult to pass the course, and you will receive the grade of F should you miss more than two (2) sessions.* **Pay careful attention to the academic calendar listing at** *http://offices.depaul.edu/oaa/Pages/default.aspx* **) for the last date to drop the course with a tuition refund: Tuesday 9/18/18.**

Full points for participation/attendance will not be given if you are late to class or if you are not an engaged participant.

Points for grading are as follows:
Attendance: 5 points x 10 sessions=   *50 points*
Individual assignments:
    4 assignments worth 5 points each   20
  + Narrative assessment worth 10 points   + 10
  + 1 Competence-specific activity worth 30 points* + 30
                                      = *60 points*
*(If you registered for 1 comp, this is 30 points; if registered for 2 comps, this is 15 points each)

Group assignments:
   5 assignments worth 4 points each   20
 +5 group assessments worth 2 points each (done in class) +10
 +1 group project worth 10 points   + 10
                                      =   *40 points*

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                                  150 points total
(Any assignment that is turned in late will automatically be assessed a 20% reduction in points.)

A= 136-150 points
B= 121-135 points
C= 106-120 points
D= 91-105 points
F= 90 points or less

All group work will be assessed by the group, consisting of self-reflection and commentary of the other group members. Instructor will also assess the content quality of the group work.

Final group project will also be assessed by the instructor using a presentation grading rubric, which will be handed out in class.

6. Assessed Items and Evidence of Learning

Written work is defined in the Class Schedule below and will be reviewed in class and further defined in D2L.

Items will be evaluated as follows in the next section title "Grading Criteria and Scale".

7. Grading Criteria & Scale

Attendance and Participation:

Class participation involves attendance and contribution to class activities and discussions. This recognizes being present and prepared for each session. The success of this course depends on your participation, which includes reading, reflecting, and writing about the assigned readings and case, and sharing your insights with the class. Class participation also implies listening and learning from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being present physically and cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected. If you must miss a class, please communicate with the instructor and another member of your team before and after class session so you can attend to your responsibilities accordingly.

IF YOU MISS THE FIRST CLASS AND DO NOT CONTACT THE INSTRUCTOR BEFORE CLASS OR IMMEDIATELY AFTER CLASS-- YOU WILL BE ASKED TO DROP THE CLASS

Attendance and participation are <u>essential</u>. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our D2L system for handouts and assignments. Students missing more than two class meetings of our ten week course will not have met the requirements for a passing grade.

A= (136-150 points) designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.
B= (121-135 points) designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.
C= (106-120 points) designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.
D=(91-105 points) designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.
F= Less than 90 points

This class is a letter grade class by default. Students always have the option of taking the course Pass/Fail. If you intend to do so, you must inform me of this in writing be the beginning of the third class meeting.   Once a student commits to taking a course Pass/Fail, they cannot switch back to a letter grade.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. *In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.*

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). **The student will need to initiate and file an SNL Incomplete Grade Contract <u>before</u> the final session of the course to receive an incomplete grade.** Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. See https://academics.depaul.edu/calendar/Pages/default.aspx for current calendar.
<mark>*To pass this class you must have a 70% score or greater*</mark>
<mark>*or at least 105 points of the total 150.*</mark>

See additional information pertaining to the grade designations, for undergraduate grades

8. **Course Schedule**

(There may be changes to this schedule which will be communicated in class and via D2L news. Details of each module will be covered in class.)

Date of class	Class session/ Module #, Title, Topic(s)	Learning Resources	Assignments for Assessment	Points available
Date session will meet	What content do you want to cover in this class session/unit?	What are the resources that students will have to work with? (lectures, Text book, readings, videos, web sites, guest speakers, films, field trips etc.)	What evidence must students present to show they have met the learning outcomes? What will the student be graded on?	
9/6/18	1. What is corporate learning? What is expected? How do we begin to address the needs using models and theories? What roles are needed? What role do you play in this endeavor?	Rothwell, Lindholm, Wallick (2003) *What CEOs Expect from Corporate Training*;	Read Chapter 1 in Rothwell,. et al, "Why examine. . ." for first week of class.	5 points quiz on Rothwell Ch 1
9/13/18	2. What is collaboration and how does it differ from cooperation? What is the "Requirements" phase of designing a corporate learning program? How are goals set? What are criteria for success of the program? How will change management be addressed in the organization?	Read handout on collaboration (Panitz) Read Hodell Chapter 3 "ADDIE Model" Read Hodell Chap. 4 "Analysis". Read Burkett Chapter 3	Each student will deliver Business Challenge worksheet from Rothwell, et al, exercise 1-4 (p.13) (Form is on the D2L site.)	5 points
9/20/18	3. What various technologies should be considered? How does a Learning Management System (LMS) factor into the learning program? What if a corporation does not have a LMS? Intro project plans.	Read Hodell Chapter 9 "Design/Objectives". Read Bersin, J. (2004) Blended Learning Book, chapter 3	Student/group will deliver proposal LOU for training needs based on worksheet handed out in class. Group self-assessment form (in class)	4 points 2 points
9/27/18	4. What is change management and why is it important when implementing a training program? What are the key items to understand when piloting a program? Train the trainer guidelines?	Read Biech (ed), (By McLagan) Chapter 47 on change mgmt.	>Begin working on Project Plan with your group. >Post 3 QC on Biech /McLagan to D2L discussion >*Participate in D2L discussion on Bersin video.*	5 points

10/4/18	5. What does the design phase consist of? How are needs assessed? Which training interventions will be implemented? Course development needs are identified, so how does a corporate learning professional identify the interventions for these needs?	Read Hodell Chapter 10 "Design/Instruction". Read Hodell Chapter 6 "Development".	Student/Group will deliver 4 to 6 Terminal and Enabling objectives for their proposed program, using Hodell Exercise 3.3 as a model. Group self-assessment form (in class)	4 points 2 points
10/11/18	6. Implementation of the identified needs must happen. How does this happen? Who is involved? What curriculum definitions are necessary? How do we start to understand what is needed for a marketing campaign and success of the program?	Read Hodell chapter 7 "Implementation".	Each student will deliver a proposed narrative for the needed training interventions based on the Needs Analysis worksheet done in class.	5 points
10/18/18	7. What communication tools are used to let learners know about the corporate learning program? What models and theories are used to be an effective communicator? Who is Bloom and Kirkpatrick?	Read handout by Linda Honold, PhD "Developing Employees Who Love to Learn". Chapter 5. Read Exec BluePrint/ Summary "Brainstorming: Reintroducing the Creative Process" A2X students: also read Csikzentmihalyi	Student/group will deliver outline of a marketing/communicatio n plan from the exercises done in class. Group self-assessment form (in class)	4 points 2 points
10/25/18	8.Project plans work continues as well as group presentations	S3X students will need to read Hodell Chapters 19-20 on LMS and Social Media FX students will need to read Garvin, et al HBR *True Learning Organization*	Make updates to your plans and planning for group presos. Student/groups will deliver the "almost final" basic project plan for the program delivery and draft of group preso to D2L dropbox by 11:59 pm 10/25/18	 4 points

11/1/18	9. How does one effectively measure the effectiveness of the learning program? What levels of evaluation are used? Who is Kirkpatrick and why does his work matter? What is TDRP?	Read Hodell, Chapter 8 on Evaluation. Read Mattox, et al on Learning Analytics	Student/group will deliver a narrative for a case study that will be handed out in class during week 7. This will include some levels of evaluation, using Kirkpatrick's levels 1-4. >Group self-assessment form (in class)	4 points 2 points
11/8/18	10. Putting it all together: Review of the process, roles, and outcomes of the course.	Read Hodell Conclusion: "Wrapping it up" Read Bingham and Connor, Chapter 4 on Social Learning --"Never Give Up"	Student/group will deliver complete plan for implementing a corporate training program, based on all previous deliverables. Each group will present their group project to the larger group in the last session of class. Group self-assessment form (in class)	10 points for plan 10 points for presentation 2 points
			Attendance is 10 sessions x 5 points	50 points
			Competence-Specific activity	30 points

9. Course Policies

Electronic Devices in the Classroom

Phones Away During Class – what do you automatically think of when you see someone looking at their phone? Exactly. We don't know if someone is checking Facebook, email, or texting –even if they say they are "looking something up," or genuinely are doing so. For this reason, I ask that you please silence your cell phone and do not take it out during class, as this will be distracting to our learning community.

If you want to bring in readings in an electronic format on an iPad or laptop, that is fine, but the phone presence is problematic in cultivating a supportive and productive learning environment. Exceptions to the phone rule would be if you have to be on-call for work, or have a family circumstance –please come speak to me at the start of class; I will also ask you to please let the class know.

Laptops/iPads For Learning Purposes–you may bring your readings in electronic form on these devices, and you may use these devices for note-taking, but please be mindful of how and when you use these devices. The reality is, for all their usefulness, computers may hinder our focus and stifle our participation when they are used in class. Computers are often distracting to those around us, too. If you choose to use these devices, please don't keep your email or social media windows open while in class. Respect the professor and your peers in this regard; you may wonder, "How will they know?" Two thoughts for you: 1) You will know, and 2) Ask yourself: why you are here if you aren't willing to turn these things off for three hours?

All other rights and responsibilities of DePaul University students as stated in the **Undergraduate Student Handbook** are in full force and effect:

> http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/default.aspx

This course includes and adheres to the **college and university policies** described in the links below:

> Academic Integrity Policy
> Incomplete Policy
> Course Withdrawal Timelines and Grade/Fee Consequences
> Accommodations Based on the Impact of a Disability
> Protection of Human Research Participants
> APA citation format (MLA is also in this link)

Plagiarism is not tolerated. Students who use the words and/or ideas of others without giving proper credit (whether intentional or not) risk immediate expulsion from DePaul University. Any plagiarism in the class will result, at least, in the assignment of a failing grade. We will discuss this issue in more detail in class together. Please consult the Student Handbook for further details http://studentaffairs.depaul.edu/homehandbook.html . The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

We will use the Turn-it-In software in the D2L platform for the major assignments to assist in managing this process. All assignments will be automatically submitted to Turn-it-in through D2L, an online

database that checks your work against other scholarly material. This service is designed to alert users to potential plagiarism. This service is used to ensure that you follow proper citation and writing guidelines and protects you against academic dishonesty.

10. Course Resources
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

11. Instructor Bio
Lori Neblung is a Core Faculty member, Academic Advisor and Faculty Mentor at DePaul's School for New Learning. Lori, an SNL alum, her Bachelor of Arts from DePaul University and her Master of Liberal Arts degree from The University of Chicago. She began teaching at SNL in 2008. Her research interests lie in the area of adult education, educational leadership, and interdisciplinary studies.

In her corporate career, she recently served as a Customer Success Manager for D2L, ltd. Prior to that she was Manager of Consulting services for Skillsoft Corp. and worked in helping learning & development professionals in companies such as Thomson NETg, Albertsons, Osco Drug, Baxter Healthcare, Motorola, National-Louis University, C.N.A Insurance, and Hewitt Associates. Her role was to enable these strategic clients to effectively and efficiently integrate learning programs into their organization. She has over 30 years of corporate management experience. She has extensive professional experience in relationship management, internal and external business consulting, and development of training materials and processes across various industries. She has additional skills in critical thinking, business acumen, project management, communications, and problem solving.