Instructor Information

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Email: gbstone@siu.edu
Office Hours: Monday 10 am – 1 pm
Tuesday 10 am – 1 pm
Available other times with an appointment

Purpose of the Course

In the SIU Undergraduate Catalog the course description for WED 469 reads:
“Insight and understanding of administration and management of organizational training and development. Principles and techniques of managing training organizations. Process of planning, organizing, programming, staffing, budgeting, & evaluating a training organization.”

The names and labels used for departments and functions in the corporate world vary: i.e., while people in corporations A, B, C, and D may all have the same roles and responsibilities, the titles of their respective departments may all be different. In WED 469, we will consider the following names and labels as interchangeable:

- Workforce Education and Development
- Instructional Systems Design
- Human Resource Development
- Training & Development
- Learning Management
- Talent Development
- Learning & Development
- Workplace Learning

Course Overview

In nine lessons across six class meetings, students will:

1. Explore the business of learning;
2. Begin building a Business Case for Learning
3. Consider questions of WED placement and funding in an organization; and how learning budgets are spent.
4. Write learning objectives to help close performance gaps;
5. Discuss the importance of aligning learning with organizational goals;
6. Create a measurement and evaluation strategy;
7. Examine the tasks associated with managing the training function;
8. Prepare and present their Business Case for Learning; and,
9. Identify next steps in their professional growth.
**SYLLABUS**

**General Objective/GO:**
Upon successful completion of this course, students will have expanded their knowledge and skills with respect to how WED professionals contribute to an organization’s ability to survive and grow by building the capacities of all employees to improve their performance in the workplace.

**Specific Objectives/SOs:**
- Recognize the imperative for a WED professional to add value to an organization;
- Explore the implications of WED placement and funding in an organization;
- Consider ways to build relationships with organizational decision-makers;
- Write a business case for that learning activity to present to decision-makers;
  - Align the learning activity with the organization’s mission, vision & strategic goals;
  - Choose a measurement and evaluation strategy for the learning activity that will tell decision-makers what they need and want to know;
  - Select an appropriate design and delivery option(s) for the learning activity; and,
  - Identify possible legal issues related to that learning activity;
- Discuss issues related to WED budgets, cost control, and vendor relations;
- Understand the importance of a systems approach to staff selection and development; and,
- Identify next steps for professional growth.

**Text and Resource Materials**
- Students have access to handouts as well as reading assignments selected from recent professional publications and reports via SIU Online.
- Students will also have access to an annotated template for the Business Case as well as examples of Business Cases for Learning prepared by other students.
- For the Business Case, students will need to obtain copies of the mission, vision, and goals of the organization they select.
  - Students are encouraged to use the organization in which they are currently or were recently employed for their Business Case.
  - Students interested in a particular corporation/industry have the option of choosing any public, private, profit or non-profit corporation they wish for their Business Case.

**Course Requirements:**
You also will be required to submit all assignments via the drop boxes in D2L.
Emails received during normal business hours will be acknowledged within 24 hours. E-mails received on weekends or holidays will be acknowledged by close of business on the first business day after the weekend or holiday.

Students must maintain access to adequate computer, software, and e-mail systems to complete coursework, to communicate with the instructor of record, and keep back-up copies of all written work.

Assignments must be submitted via SIU Online (D2L) as MS Word attachments. Use the checklists and/or templates included in the course to assist you in preparing your written assignments. If this is impossible due to student location or emergency, contact the instructor prior to the due date for an approved alternative method.

All written assignments must have a cover page, including Assignment #, your name, your contact information, name of your instructor, and date of submission. Refer to the sample cover page in D2L.

Academic Dishonesty:

Although group collaboration is encouraged for discussion and study purposes to complete the course, all written assignments must be each student’s own work. For SIUC policy on academic dishonesty, refer to the SIUC Undergraduate Student Catalog, or contact the instructor/coordinator.

Evidence of academic dishonesty, which includes cheating and plagiarism, may result in failing both the assignment and the course. Copying and pasting from another student’s paper and/or from multiple sources (books, journal articles, etc., whether from printed or Internet sources) is plagiarism.

Grading Written Assignments:

Grades are earned, not given. Grades will be based upon the timely submission of projects, APA manuscript organization, as well as the correct use of English grammar, mechanics, spelling, and punctuation. To eliminate as much bias as possible, the course contains standardized student checklists and grading rubrics.

Your instructor may invoke a point penalty of up to 10% per week for late assignments. You must have a C or better for all WED courses or you have to repeat the course in its entirety!
Grading Scale: Based upon total point for all assignments.*

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Point Values</th>
<th>Computing the Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>A 800 – 742 100-90%</td>
</tr>
<tr>
<td>Additional Chapter Material</td>
<td>100</td>
<td>B 741 – 660 89-80%</td>
</tr>
<tr>
<td>Business Case</td>
<td>300</td>
<td>C 659 – 577 79-70%</td>
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<tr>
<td>Brochure or Video promo</td>
<td>50</td>
<td>D 676 – 495 69-60%</td>
</tr>
<tr>
<td>Paper – T&amp;D and Law</td>
<td>100</td>
<td>F 494 –               60%-</td>
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<tr>
<td>Chapter Questions (5@20)</td>
<td>100</td>
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</tr>
<tr>
<td>Quizzes (3@25)</td>
<td>75</td>
<td></td>
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<tr>
<td>Total</td>
<td>825</td>
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Follow these general APA guidelines for Assignments:

- Double-spaced text, except for table of contents, title page, and as noted elsewhere in directions within the rubrics or templates
- 1" margins on all four sides of a page (left-right-top-bottom)
- Left-hand, flush margin, alignment
- 5-space indentation for new paragraphs
- 12 point Times New Roman font
- Correct APA references and in-text citations are required.

For direct quotations, use quotation marks followed by APA style citation with page numbers; for paraphrasing, use APA style citation without page numbers. See the Publication Manual of the American Psychological Association (6th ed.) (2010) for details on correct in-text citation of sources and proper listing of resources on a Reference Page.

Course Products

Final Exam – 100 pts
Students may not confer with each other on the questions. You will have 1 hour to take the test.

Quizzes – 75 points
Dates of quizzes will be noted on the class schedule

Chapter Questions – 100 points
Every 3 weeks you will have chapter questions from your reading material. The questions will cover the 3 reading assignments. You may download the questions so you can answer as you read. Please respond to each questions under the actual question itself.
Brochure – 50 pts. (due by Feb 8, 2016)
Practical advice: No WED professional, department, or consulting firm has the expertise and experience to provide every product or service requested by every client. For the purpose of this learning activity, each student or team is to create a brochure that “identifies” and promotes a specific area(s) of expertise.

The brochure must include a:
- Name and logo (even if this represents an internal department within an organization);
- Mission statement (why the department or consulting group exists);
- Vision statement (guiding values); and,
- Description of service(s) offered.

The rubric for evaluating the brochure assesses written content, choice of font, font-size, graphics, color, etc. that are clear, concise, and interesting. Students may take creative license with respect to testimonies, client-lists, etc.

Additional Chapter Material – 100 pts. (due by Mar 7, 2016)

Each student will select a topic from the textbook reading material and add to the information covered in the book and class.

The student will write a 1-1.5 page paper on the new additional paper.

Paper – T&D and the Law – 100 points (due by Apr 4, 2016)
Federal legislation affects the design, development, and implementation of work done by WED professionals. To explore the relationship between WED and federal regulations, students will select the relevant feature(s) of one of the following laws and write a one to two page analysis of its implications on the training proposed in their Business Case.

Suggested federal legislation includes but is not limited to:
- National Labor Relations Act, 1935
- Labor Relations Management Act, 1947
- Title VII of the Civil Rights Act (1964, 1991)
- Age Discrimination in Employment Act, 1967
- Americans with Disabilities Act, 1990
- Copyright Law
- Occupational Safety Health Administration
- OSHA Blood-Borne Pathogen Standard
- OSHA Hazard Communication Standard
- Harassment Law
- Government Employees Training Act
- Toxic Substance Control Act
- Etc.
**Business Case – 300 pts.** (due by May 7, 2016)
Writing a Business Case for Learning is the primary deliverable for this course. As noted earlier, students may select the organization in which they are currently or were recently employed. At the Instructor’s discretion, students will work alone or with a partner.

Students are to assume the role of an internal employee working in a WED-related department in an organization or as an employee or as an external consultant.

Creating a Business Case for Learning is the same as responding to a Request for a Proposal (RFP). The intent of both is to close a workplace performance gap.

Whether prepared for one course or an entire curriculum, a Business Case for Learning is a document written both to inform and influence the organizational decision-makers responsible for approving or rejecting proposals that call for the expenditure of money, time, and human resources improve human performance in the workplace.

**EMERGENCY PROCEDURES**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
WED 469
Training Systems Management
Online Course Schedule
Spring 2016

Week of

Jan 19  Welcome, get access to D2L, Text Introduction p. 1-11

Jan 25  Chapter 1(text), The CLO’s Critical Role(article)

Feb 1   Chapter 2(text), Developing Business-Savvy Leaders (article), Question 1 due

Feb 8   Chapter 5(text), Brochure Assignment due

Feb 15  Chapter 6(text), Making the Business Case for Learning and Development(article), Quiz 1 due

Feb 22  Chapter 3(text), Estimating Costs(article), Training Budgets 101(article), Question 2 due

Feb 29  Chapter 12(text), Making the Right Hire: Assessing a Candidate's Fit with Your Organization(article)

Mar 7   KSA’s (handout and article), Additional Chapter Material Assignment due

Mar 14  Spring Break

Mar 21  Chapter 4(text), Question 3 due

Mar 28  Chapter 7(text), Supervisor Training and Employment Law(article), Quiz 2 due

Apr 4   Chapter 8(text), Ditch Learning ROI: Build a Better Business Case(article), Paper – T&D and the Law due
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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Apr 11</td>
<td>Chapter 9 (text), When, Why and What to Outsource (article), <strong>Question 4 due</strong></td>
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<tr>
<td>Apr 18</td>
<td>Chapter 13 (text), The Business Case for Learning (article)</td>
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<tr>
<td>Apr 25</td>
<td>Selling Your Way to Success: How to Present Your Proposal at an Executive Meeting (article), <strong>Quiz 3 due</strong></td>
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<tr>
<td>May 2</td>
<td>Watch YouTube <em>The Future of Learning and the Impact for Organizations, by the Myndset</em>, <strong>Question 5 due</strong>, Business Case due</td>
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<tr>
<td>May 9</td>
<td>Final Exam (Please take May 9-11)</td>
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