

Syllabus

R625 – Designing Instructional Systems, Fall 2011

Professor

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Course Overview

R625 is an advanced course in human performance consulting and instructional development. In the class you will solve real human performance problems of substantial scope. The class requires application of principles of planning, analysis, design, production, evaluation, implementation, and management. The emphasis of this course is on the development of consulting skills that facilitate the contracting, management and implementation phases of a performance improvement and/or instructional design project.

Course Approach

When it comes to consulting, the only good way to learn about it is to do it. This course is designed to be somewhat like an independent study, in that you go out into the real world to find a client for human performance improvement project, you set up a contract with that client in which you agree upon the deliverables for the project as well as the deadline dates for each deliverable, and you submit that contract to your instructor for review and feedback. You complete your project as an individual (no teamwork in this course), and the project must be completed by the end of the semester (no incompletes will be given in this course).

The project that you complete for the course is the means by which you will develop your consulting skills. The skills you will develop include:

- Identifying business problems and performance issues
- Negotiating a contract for the project (including costs (simulated), budget, deliverables, and deadlines)
- Managing the consulting relationship during the project
- Designing effective performance improvement solutions
- Overcoming resistance during the analysis and design phases
- Providing feedback to the client about the project
- Ensuring stakeholder engagement during the implementation phases
- Ensuring that you live by your own professional ethics throughout the project.

The instructor of this course will act as a facilitator to help you develop your consulting skills by providing appropriate activities for your reflection, discussion and critique. Your responsibility is to use the framework of the course to determine your own priorities for learning, to develop your own unique and specific skills and interests, and to take the initiative to share your resources and the important lessons you learn with your instructor and your colleagues.

Objectives

At the conclusion of this course you should be able to:

- Develop a professional-quality human performance solution for an internal client or external client.
- Explain and work through the phases of the consulting process, including:
 - entry/contracting
 - data collection/diagnosis
 - feedback/decision-making
 - implementation
 - evaluation/termination
- Apply a contracting model to establish contracts with clients.
- Develop balanced (win-win) relationships between yourself and your clients.
- Use successful strategies for dealing with and overcoming resistance to change.
- Use tools for managing and budgeting consulting projects.
- Engage in processes for facilitating meetings in a way that ensures engagement and commitment from clients and stakeholders.
- State your position regarding the ethics and values of consulting.

Learning Resources

These learning resources and activities will help you achieve the course goals.

The Book

Flawless Consulting (Third Edition), Peter Block, 2011. This book focuses on the consulting aspects of this course. See the discussion schedule for reading and discussion assignments.

Creating Do-It-Yourself Customers, Peter Honebein and Roy Cammarano, 2005. This book focuses on the performance consulting and performance model aspects of this course. It received ISPI's Award of Excellence in 2006. See the discussion schedule for reading and discussion assignments.

Oncourse

Oncourse is an asynchronous learning management system that manages the communication between you, the professor, and the other students. You will use this system to post assignments, engage in class discussions, and exchange email.

Adobe Connect

We'll use Adobe Connect for regular conference calls, which I'll schedule.

Assessments

Assessment	Description	% of Grade
Course Contract	<p>The course contract is the only assignment that you have for this course with a pre-set due date. This document is due September 14, 2011. This contract is a statement of understanding between you and the instructor about:</p> <ul style="list-style-type: none"> • Your goals for the course • The roles and responsibilities you will take on in this course • Your commitment to read the text for the course (and when you will have the reading completed) • The project that you anticipate you will take on for the course (with appropriate descriptions of the context, client, audience and deliverables) • The date which you will turn in your project contract • Your commitment to participation in class discussions • The dates which you will turn in your project management documentation • The date which you will turn in your product • The date which you will turn in your reflection paper • An outline of the content you will include in your reflection paper <p>Important Note: The last date to turn in project deliverables is December 2, 2011. Last date for the reflection paper is December 9, 2011. These dates should be used when determining deadline dates in your course contract.</p>	7.5%
Project Contract	<p>As explained above, for this course you are to find an instructional design or human performance project in your community or in your work place. You will negotiate with your client about the deliverables and the due dates for that project, and the results of your negotiations will be documented in your project contract. You will hand in a copy of this contract to your instructor. Sample contracts will be available for you to view in Oncourse.</p> <p>IMPORTANT: You must establish a budget for your project in hours or dollars. This is a virtual number – you won't be charging your clients. We will use this budget to simulate the constraints a budget can have on a project.</p>	10%
Weekly BLOG	<p>You are required to maintain a weekly, public BLOG (web log) of your thoughts, ideas, successes, pitfalls, and so on surrounding your project. Through this medium you will personally reflect on the week's activities, readings, and other relevant topics. This BLOG shall be visible to the professor and other students.</p> <p>IMPORTANT: Your weekly BLOG must include the number of hours you have "billed" on your project for the week (project only – doesn't count other class activities). This should take the form of a Date/Task/Hours format.</p>	10%
Project Management Documentation	<p>At a regularly scheduled interval (minimum three – as defined in your Course Contract) you will submit project management documentation to indicate your progress on the project and what remains to be completed, as well as to document any changes in the project and any issues or concerns you have about the project. You may use a format of your own choosing for this documentation, two-page maximum.</p>	10%

Assessment	Description	% of Grade
Discussion Lead	<p>There are several key topics that need to be explored regarding instructional strategies and tactics during the class this semester. Each student will be responsible for leading two of these topics. The topics are in a particular order, so when you sign up for your topic (first-come, first serve – be the first one to post your intention to lead that topic in the topic’s discussion folder), you are also committing to a particular week that you will lead the exploration.</p> <p>You may choose one of a variety of strategies in order to facilitate the discussion you lead. I expect students to create a learning activity that goes beyond the “read this and let’s talk about it” format. You may create a role play, develop a case study, set up and host an asynchronous interview with a guest speaker, or take any other approach that fosters an experience with the content. However, you must introduce one (and only one) new article or paper in your discussion that addresses the topic and compliments the Block/Honebein readings. As discussion leader, your goal, no matter what approach you use, is to find a way to engage your peers in an activity that provides them with a rich understanding of the discussion topic.</p> <p>The topics that you may choose to lead are as follows (Note: Flawless Consulting chapters may change due to the new third edition, which I don’t yet have):</p> <ul style="list-style-type: none"> • Week 1 [8/29] : Good/Evil Consulting. Read Block Ch. 1-3; Honebein Ch. 1-2 • Week 2 [9/5]: Problem Identification – Block Ch. 10-12; Honebein Ch. 3-4. • Week 3 [9/12] : Costing / budgeting projects – Block Ch. 4-6 • Week 4 [9/19] : Contracting with clients • Week 5 [9/26] : Project Management • Week 6 [10/3] : Consultant/client relationships – Block Ch. 7 • Week 7 [10/10] : Designing Performance Solutions: Vision and Access – Honebein Ch. 5-6 • Week 8 [10/17] : Designing Performance Solutions: Incentive and Expertise – Honebein Ch. 7-8 • Week 9 [10/24] : Dealing with resistance from clients and stakeholders: Block Ch. 8-9 • Week 10 [10/31] : Providing feedback to clients and stakeholders – Block Ch. 13-14 • Week 11 [11/7] : Engaging stakeholders in implementing interventions – Block Ch. 15; Honebein Ch. 9-10 • Week 12 [11/14] : Conducting evaluations and reporting results to clients and stakeholders Block Ch. 16-17 • Week 13 [11/21] : Thanksgiving Break • Week 14 [11/28] : The ethics of consulting – Block Ch. 18 Project materials due by 12/2 • Week 15 [12/5] : None –Reflection paper due by 12/9 • Week 16 [12/12] : None – Final feedback and grades delivered 	7.5%

Assessment	Description	% of Grade
Discussion Participation	<p>A relatively large portion of your grade for this course is dedicated to your participation in discussions with your fellow students. This is because consulting skills are best learned and understood through personal experience and learning from the experiences of others.</p> <p>In order to promote the depth of discussion, all discussions will be large group.</p> <p>As a standard of performance target, each weekly discussion should have 30 or more contributions (postings). Contributions must support the activities designed by the leader, but more importantly must use the readings (book and articles) and/or experiences to ground and focus your opinions.</p>	10%
Product	<p>The detailed specifications of your product will depend on who your client is and what the needs are that you are planning to address. The most important element of the product you produce, for the purposes of this class, is that it must be completed by the end of the semester. No incompletes will be accepted. This means that you must manage the scope of the project with your client and find a way to ensure that clients meet their responsibilities to you in a timely manner. Additionally, note that the product is 25% of your grade, and as such (and given that you are in the final stages of your masters program), it is expected that you would take on a project that has value and significance and will make some appropriately positive impact in the real world. It is expected that the product you create for this course would serve appropriately as the development project to meet your masters' program requirements, and also would be worthy of inclusion in your masters program portfolio. (If you are not familiar with these requirements, you should go the IST distance master's web pages for more information.)</p>	25%
Reflection Paper	<p>Finally, you will be expected to write a critique of your product, of your consulting experience, and of your consulting skills. In all cases, you should discuss the strengths and areas for improvement, as well as key lessons learned and things that you would do differently in your next consulting project. Finally, in your reflection paper you should assign yourself a grade for the course, with a detailed rationale of why you deserve that grade.</p> <p>Important Note: When determining your self-assigned grade, you should use the Graduate School grading rubric which is provided below. Your self-assigned grade will not automatically be the grade you are given for the course. The instructor will consider your critique when determining your final grade for the course.</p>	20%

Course Policies

- All materials that you submit to meet the requirements for this course, with the exception of the final project critique, will be posted in the class forum and available for all students in the course to view and to discuss.
- This course will be administered following the policies and guidelines of Indiana University. Specific information on pertinent policies is provided below: *Code of Student Rights, Responsibilities, and Conduct* <http://campuslife.indiana.edu/Code/index1.html>
- The School of Education's policy regarding grading for student work at the Graduate level provides the following outline for scoring student assignments:
 - A [95 - 100%] Extraordinarily high achievement and professional quality of work; shows unusually complete command of the subject matter; represents an exceptionally high degree of originality and creativity.
 - A- [90 - 94%] Exceptionally thorough knowledge of the subject matter; outstanding performance and professional quality of work.

B+ [86 - 89%]	Significantly above average understanding of material and professional quality of work.
B [83 - 86%]	Signifies mastery and fulfillment of all course requirements; very good professional quality work.
B- [80 - 82%]	Good, acceptable work.
C+ [77 - 79 %]	Satisfactory quality of work.
C [73 - 76%]	Minimally acceptable performance and quality of work; partial mastery.
C- to D [60 - 72%]	Unacceptable work, does not demonstrate mastery.
F [Below 60%]	Completely unacceptable work.

Plagiarism

As explained in the Student Code, scholarly integrity is expected in all work that is submitted for credit in this and all courses at IU. For a better understanding of what constitutes plagiarism, see the following links:

<http://www.education.indiana.edu/~frick/plagiarism/>
http://campuslife.indiana.edu/Code/Part_3all.html

Harassment

Harassment on the basis of sex is a violation of federal and state law. Indiana University does not tolerate sexual harassment of its faculty, staff, or students. Individuals who believe they are victims of sexual harassment, as well as those who believe they have observed sexual harassment, are strongly urged to report such incidents promptly. Indiana University will investigate every instance of sexual harassment, take corrective action to stop the harassment and prevent the misconduct from recurring. The severity of the corrective action, up to and including discharge or expulsion of the offender, will depend on the circumstances of the particular case.

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