I. COURSE DESCRIPTION:

Fundamentals of human performance technology; performances, standards, tools and techniques for the performance improvement consultant; analyzing jobs and tasks; improving individual performance; performance technology and instructional development; strategies and tactics for performance improvement, performance support systems, organizational behavior; strategic planning and thinking; general processes; professional practices; human performance interventions of an instructional and a non-instructional nature. Wayne State University Graduate Bulletin, 2012-2014, p. 105.

Human performance improvement is a systematic process of discovering and analyzing important human performance gaps, designing and developing cost-effective and ethically justifiable strategies to close those gaps, implementing the strategies, and evaluating the financial and nonfinancial results.

W.J. Rothwell

II. COURSE OBJECTIVES:

At the completion of this course, you should be able to:

1. Discuss the following terms:

   Accelerated Learning Systems    Job Enrichment
2. Discuss the domain and origins of human performance improvement.

3. Distinguish between instructional technology and performance improvement.

4. Discuss the elements of selected human performance improvement models.

5. Explain a procedure for conducting a performance analysis and a cause analysis.

6. Discuss roles and responsibilities of the performance improvement consultant including marketing.

7. Discuss standards, ethics, and legal implications of HPI.

8. Discuss the essential elements of job analysis and design.

9. Describe the process from training evaluation to performance tracking.

10. Discuss the essentials of organizations, planned organizational change, and strategic planning.

11. Demonstrate return on investment in performance improvement projects.

Discuss selected strategies and tactics for performance improvement in the following areas:

Instructional Systems  
Organizational Design and Development  
Resource Systems  
Organizational Anthropology  
Quality Improvement Systems  
Management Practices  
Ergonomics and Human Factors  
Human Development Systems  
Feedback Systems  
Reward and Recognition Systems  
Career Development Systems  
Communication System  
Documentation and Standards  
Financial Systems  
Selection Systems  
Labor Relations Systems  
Measurement and Evaluation Systems  
Industrial Engineering  
Information Systems  
Job and Workflow Design and Redesign  

(See pp. 10-11 of syllabus for a more detailed listing.)

HPT addresses some key societal and organizational concerns. Governments, social agencies, and nonprofit organizations, as well as profit-motivated businesses, all require optimal utilization of their resources. Of all resources, humans are generally the most costly and also the most valuable. Gains or losses of human productivity have direct and significant impact on the bottom line. HPT offers systemic and systematic means to analyze and intervene in work-related human performance situations. Its complete focus on improving human performance and strong track record of success makes it a unique, viable, and valuable field of practice.

P.J. Dean

III. COURSE RESOURCES:

Required:


Recommended:


Any book on Organizational Behavior and/or Organizational Strategy
Journal articles from the *Harvard Business Review* and from journals in the field of instructional technology and/or related areas.

A series of readings from texts and periodicals are noted on the course bibliography which, along with class presentations and handouts, will provide you with the necessary resources to complete the objectives.

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The major purpose of performance analysis is to figure out what to do. During performance analysis, we emphasize the quest for drivers rather than the detailed definition of the domain or content area, because it is the drivers that define solutions.

A. Rossett

---

### IV. COURSE ASSIGNMENTS:

**Individual:**

Protocol sheets and rubrics for the four written assignments follow the Tentative Class schedule.

Assignment 1:

Human Performance Technology in the Workplace  
**Due Date:** 5-20-14

Assignment 2:

HPT Model with Rationale  
**Due Date:** 5-27-14

Assignment 3:

Performance Analysis and Cause Analysis  
**Due Date:** 5-29-14

Assignment 4:

Call for Proposals for ISPI, ASTD, or AECT  
**Due Date:** 6-5-14

**Group:**

Each student will select a group assignment from one of the group intervention areas noted in Objective 13 (excluding Instructional Systems). Group members will research their topics and present their research to the class. Group projects are scheduled from 7:55-8:30 P.M. and 8:35-9:10 P.M. Provide whatever handouts you think are necessary to convey your message. Your planning must have the class actively involved in the learning process.  
**Due Date:** To be scheduled beginning 6-5-14 thru 6-19-14.
V. **CLASS ACTIVITY:**

Class activity will include:

1. Lecture and discussion to present specific information related to course topics.

2. Individual and small group work on class projects and experiential learning.

3. Individual presentation of individual and group assignments.

4. Critique and discussion of case studies and videos. Occasionally, videotapes will be reviewed and discussed to enhance your learning experiences. Furthermore, case studies will bring about a clearer understanding of actual performance improvement and organizational situations. The Case Analysis/Report format appears on p. 24.

   Your job is not to be an expert at intervention selection and design. Rather, your job is to be an expert at analysis.

   J.L. Moseley

VI. **CLASS POLICIES:**

1. All policies stated in the Wayne State University Graduate Bulletin, 2012-2014 will be followed.

2. When a class is missed because of illness or employment demands, please contact the instructor at 577-7948 in advance, if possible. Effective with the first class session, students who miss more than 1.5 class sessions should not expect to earn a grade of A unless absences are made up. Attendance is recorded.

3. Absences beyond what is permitted must be made up. You will **contract** with the professor for the appropriate makeup work.

4. Occasionally, handouts will be distributed. If you are absent, ask a fellow student to collect the handouts for you.

5. All written work must demonstrate appropriate communication skills (e.g., spelling, punctuation, grammar).


7. Instructional Technology students are expected to represent their own work honestly and acknowledge the work of others according to accepted academic conventions. Violations of academic integrity include cheating and the use of unauthorized material on examinations, fabrication of information and sources, improper assistance, and plagiarism. When evidence of academic dishonesty is discovered, it will be handled and brought to closure according to university policies and procedures.
8. Research shows that cooperative learning works. Students are expected to be prepared for class by reading the assigned topics and by intelligently discussing them.

9. Policy on Resubmitting Work: If you are 7 points below the total points for the assignment, you are permitted to resubmit the assignment. Both old and new grades are averaged.

10. Taping devices are not permitted in class.

11. Attention Students with Disabilities
   - Wayne State University is committed to providing students with disabilities an equal opportunity benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.
   - If you feel that the limitations imposed by your disability will interfere with your ability to successfully the requirement of this course, you are strongly encouraged to contact Educational Accessibility Services (EAS) in room 1600 Undergraduate Library to request an accommodation. Phone: (313) 577-1851. Email: eas@wayne.edu.
   - The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire. http://www.eas.wayne.edu

12. Withdrawal Policy
   - Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
     o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
     o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
     o WN will be awarded if no materials have been submitted, and so there is no basis for a grade.
   - Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 4th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

13. Religious Observance Policy
    Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

14. Grades will be determined by the work available to the instructor at the time of the final examination.
At whatever level we ultimately wish to draw conclusions about performance, we must begin by identifying the context at a higher level. And even to identify that high context appropriately, we need to at least understand its context.

T. Gilbert

VII. CLASS TIME:

The tentative schedule for class time follows:
5:30 P.M.- 6:40 P.M. Lecture/Discussion
6:40 P.M.- 7:10 P.M. Dinner Break
7:15 P.M.- 7:50 P.M. Case Study Analysis; Video discussions; Text Analysis
7:55 P.M.- 8:30 P.M. Individual and Group Presentations and Discussion and
8:35 P.M.-9:10 P.M.

VIII. STUDENT GRADING:

Your grade for IT 7320 will be determined by your performance accordingly:

15 points  Case Study Preparation, Discussion of Reading Materials, Experiential Learning Assignments
15 points  Assignment 1: HPT in the Workplace
10 points  Assignment 2: HPT Model and Rationale
25 points  Assignment 3: Performance Analysis and Cause Analysis
20 points  Assignment 4: Call for Proposals
15 points  Group Project: Intervention Selection
100 points  Total

Legend:

96-100 points = A (4.00)
90-95 points = A- (3.67)
87-89 points = B+ (3.33)
84-86 points = B (3.00)
80-83 points = B- (2.67)
77-79 points = C+ (2.33)
74-76 points = C (2.00)

The role of the HPT practitioner is evolving at a rapid pace. This trend will continue and even accelerate as clients continue to ask HP technologists to intervene in situations that are more and more varied. As the role of the HPT practitioner expands, the direction it appears to be taking is mostly that of consultant.

D.L. Sink
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TEXT ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6-14</td>
<td>Introductions; Definition and Basic Principles; Case Study</td>
<td>Syllabus</td>
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<tr>
<td></td>
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<td>Handouts</td>
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<tr>
<td>5-8-14</td>
<td>Definition and Basic Principles; Domain of HPI; Analysis of Performance Problems; HPI models</td>
<td>1,2</td>
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<td>1,2,3</td>
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<tr>
<td>5-13-14</td>
<td>Analysis of Performance Problems; The Business of HPI</td>
<td>3</td>
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<td></td>
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<td>4,5,8</td>
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<tr>
<td>5-15-14</td>
<td>Michigan Chapter, ISPI Meeting Detroit Marriott Southfield</td>
<td>Case Study</td>
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<td></td>
<td></td>
<td>1.1 thru 1.5</td>
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<tr>
<td></td>
<td></td>
<td>11,16,17</td>
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<tr>
<td>5-20-14*</td>
<td>Performance Analysis and Case Study 1.1 thru 1.5</td>
<td>4,5,6,7</td>
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<td></td>
<td>4,5,8</td>
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<tr>
<td>5-22-14</td>
<td>Cause Analysis; Think Tank</td>
<td>8; Case Study</td>
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<td></td>
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<td>2.1 and 2.2</td>
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<td>13,15</td>
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<td>5-27-14*</td>
<td>Intervention Selection and Design</td>
<td>9,18</td>
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<td></td>
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<td>6,14,15,41</td>
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<td>5-29-14*</td>
<td>Intervention Selection; Learning Interventions; Skill Sets; Think Tank</td>
<td>10,11</td>
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<td>19,32,37</td>
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<td>6-3-14</td>
<td>The Business of HPI; Planning and Managing HPI Projects; Demonstrating Return on Investment in Performance Improvement</td>
<td>19,20</td>
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<td>6,34,37,39</td>
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<td>6-5-14</td>
<td>Job Analysis/Work Design/ Personal Development Intervention</td>
<td>12,13</td>
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<td>Group 1: 7:55P.M.-8:30 P.M.</td>
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<td>Group 2: 8:35-9:10 P.M.</td>
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<tr>
<td>6-10-14</td>
<td>HRD/Organizational Communication/ Organizational Design and Development Interventions, Financial Interventions</td>
<td>14,15,16,17</td>
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<td>Group 3: 7:55 P.M. – 8:30 P.M.</td>
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<td>Group 4: 8:35 P.M. – 9:10 P.M.</td>
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<td>7,10,17</td>
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<tr>
<td>6-12-14</td>
<td>Implementation</td>
<td>21</td>
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<td>Group 5: 7:55 P.M. – 8:30 P.M.</td>
<td>Case Study</td>
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<td>Group 6: 8:35 P.M. – 9:10 P.M.</td>
<td>4.1</td>
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<td>22,24,26</td>
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<tr>
<td>6-17-14</td>
<td>Implementation and Maintenance</td>
<td>22</td>
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<tr>
<td></td>
<td>Group 7: 7:55 P.M. – 8:30 P.M.</td>
<td>Case Study</td>
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<td>Group 8: 8:35 P.M. – 9:10 P.M.</td>
<td>4.2</td>
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<td>20,42</td>
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<tr>
<td>6-19-14</td>
<td>Evaluation</td>
<td>23,24</td>
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<td>Group 9: 7:55 P.M. – 8:30 P.M.</td>
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<td>Group 10: 8:35 P.M. – 9:10 P.M.</td>
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<td>6-24-14</td>
<td>Final Exam</td>
<td>44</td>
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<td>Written Reflection</td>
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<td>Course Evaluation</td>
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</tbody>
</table>
Legend:


*: Written assignment is due

Notes:
Some classes will be taught utilizing WIMBA. Consequently, we will not meet in Room 55, College of Education. Your instructor will identify those classes from week to week.

Use your Blackboard access for occasional announcements.

Some class sessions will necessitate your bringing a lap top computer to class. Your instructor will identify those classes.

Class Participation, Preparation and Discussion:
Your active participation is required. In addition to your active participation, the quality of your presentation reflecting text readings and class input and insight is noted by the professor. Discussion of lecture material, class readings, handouts, experiential learning activities, etc will provide many opportunities to earn the points assigned here. Ask yourself: Have I moved the discussion forward and contributed to the learning of the group? Have I supported participation of all members of the group?

Group Work:
Students will have opportunities to work on evaluation activities as members of evaluation teams. Ideally, all team members should receive the same reward, i.e., grade. However, all student work is not equal. Grading group work is a faculty responsibility with input from student self evaluations. The instructor’s grade is final.
INTERVENTION SELECTION (Objective 13)

STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: CAREER DEVELOPMENT SYSTEMS - Affirmative Action Program, Job Rotation Systems, Assessment Centers, Mentoring Programs, Career Ladders, Outplacement Systems, Coaching Programs, Cross-Training Programs, EEO Programs, Experiential Learning Programs, etc.


STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: QUALITY IMPROVEMENT SYSTEMS - Benchmarking Programs, Continuous Improvement Systems, Quality Assurance Programs, Quality Process Design, Quality of Worklife Programs, Statistical Process Controls, etc.

STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: MANAGEMENT PRACTICES - Forecasting Systems, Goal-Setting Systems, Marketing Systems, Problem Solving and Decision Making Systems, Strategic Planning, Supervision, Management, Leadership, Knowledge Management, etc.

STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: ORGANIZATIONAL ANTHROPOLOGY - Beliefs and Attitudes; Ceremonies, Rites, Rituals, Cultural Diversity Programs; Language and Jargon; Dress and Practices; Myths, Legends, and Heroes.

STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: HUMAN DEVELOPMENT SYSTEMS - Employee Assistance Programs, EEO Programs, Health and Wellness Programs, Literacy Programs, Retirement Planning, Personal Networking Systems, etc.


STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: JOB AND WORKFLOW DESIGN AND REDESIGN - Competency Modeling Processes, Job Classification and Evaluation Systems, Job Design or Redesign Processes, Job Enrichment and Enlargement Processes, Job Instructions, Materials Handling or Flow Systems, Workflow Design and Redesign, etc.

STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: INDUSTRIAL ENGINEERING - Preventive Maintenance, Process Management Systems, Process Engineering or Reengineering, Value Engineering, etc.

STRATEGIES AND TACTICS FOR PERFORMANCE IMPROVEMENT: REVIEW AND RECOGNITION SYSTEMS - Benefits Programs, Bonus Systems, Commission Systems, Compensation Systems, Gainsharing and Profitsharing, Incentive and Recognition Programs, Merit Award Systems, etc.

ASSIGNMENT #1

HUMAN PERFORMANCE IMPROVEMENT IN THE WORKPLACE

There are many organizations/companies that exemplify the principles of human performance technology that have been discussed in class and reflected in the readings, discussions, and group assignments. Among them are AT&T, Allstate Insurance, American Express, Chevron, DuPont, Electronic Data Systems, Ford Motor, Hughes Aircraft, IBM, International Paper, Marriott, Metropolitan Life, Pacific Bell, Preston Trucking, TRW, Texas Instruments, UNISYS, Westinghouse Electric, Xerox. Perhaps the company you represent is on the “cutting edge” of HPT.

- Select an organization/company of your choice. Discuss the “business” of the organization. Discuss its structure and its strategic position in the business world. Cite examples.

- HPT has been described as the systematic and systemic identification and removal of barriers to individual and organizational performance. As such, HPT is governed by a set of underlying principles that serve to differentiate it from other disciplines and to guide practitioners in its use. Review these Standards and the corresponding Code of Ethics found in Van Tiem, Moseley, Dessinger, Fundamentals of Performance Improvement, 3rd Edition, Appendices A and C. Show through examples how your organization manifests these standards/principles and the code of ethics.

- Based upon your readings and research, speculate on the future of human performance technology. Suggest a timeline and rationale too. This statement should be discussed independent of the organization/company you select.

Note:

This is a narrative assignment. Organize it in whatever way is meaningful for you. Be certain to cite specific examples. Your manuscript must not exceed five (5) pages.

Due Date: 5-15-14

ASSIGNMENT #2

HPI MODEL

There have been a variety of HPI models suggested in class and discussed in the literature. Based upon your present knowledge of HPI, generate your own model of human performance. Be certain that the essential elements of HPI are present in your one page graphic representation. A second page can include your rationale paragraph, not to exceed 8 sentences.

Due Date: 5-22-14
ASSIGNMENT #3

PERFORMANCE ANALYSIS

Performance Analysis is the process of identifying the organization’s performance requirements and comparing them to its objectives and capabilities.

Read Section II of Van Tiem, Moseley, and Dessinger’s Fundamentals of Performance Improvement, 3rd Edition. Let the job aids guide you. Read the rubric for Assignment 3.

CAUSE ANALYSIS

Cause analysis is the process of determining the root cause(s) of past, present, or future performance gaps. It follows, but is integrally related to, performance analysis.

Read Section II of Van Tiem, Moseley, and Dessinger’s Fundamentals of Performance Improvement, 3rd Edition. Let the job aids guide you. Also, read Case Study 2.1 and 2.2 to see how consultants conducted performance and cause analyses. Read the rubric for Assignment 3.

NOTE: This assignment can be submitted in whatever format best serves your purpose. It should not exceed six (6) pages.

Due Date: 5-29-14

ASSIGNMENT #4

CALL FOR PROPOSALS

GOAL:

The goal of this assignment is to give you experience in preparing a proposal for either ISPI, ASTD, or AECT.

TASK:

You will be given protocol sheets for ISPI’s Call for Proposals for the 53rd Annual ISPI Conference in 2015. Check the home page for ASTD’s or AECT’s Call for Proposals for 2015. The requirements for this assignment are whatever the proposal you choose requests of you.

You will submit your proposal for evaluation.

Due Date: 6-5-14
GROUP ASSIGNMENT

INTERVENTION SELECTION

Purpose: The assignment is designed to familiarize you with a variety of interventions you can add to your tool kit.

Task:

• Select a family of interventions from Objectives 13 on pp. 10-11 of the syllabus where the interventions are detailed.

• Each person in your group is responsible for one of the interventions within the family or the group may decide to focus its research on one of the interventions and present a more thorough picture.

• Define and describe the intervention(s).

• How would you implement the intervention(s) in the workplace?

• Use the job aids in Van Tiem, Moseley, Dessinger’s Fundamentals of Performance Improvement, 2012 to get the class actively involved in your presentation.

• You may decide to provide the class with a handout.

• Write one paragraph indicating your personal contribution to the group process.

• Research your topic(s) and present your results.

• Group projects are scheduled from 7:55 P.M.-8:30 P.M. and 8:35 P.M.-9:10 P.M. beginning 6-5-14 thru 6-19-14.
## IT 7320: Human Performance Technology

### Assignment 1 – Feedback Sheet

**NAME**

**ASSIGNMENT: Human Performance Technology in the Workplace**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WORTH</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you discussed the “business” of your organization?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you discussed its structure?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you discussed its strategic position in the business world?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you shown how your organization manifests the ten standards of Human Performance Improvement?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you shown how your organization manifests the Code of Ethics?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you speculated on the future of HPI</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you suggested a timeline and a rationale?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you cited specific examples?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Is your paper well researched?</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Are you within the five pages limitation?</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 15

**COMMENTS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
IT 7320: Human Performance Technology

Assignment 2 – Feedback Sheet

NAME

ASSIGNMENT: HPT Model with Rationale

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WORTH</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you generated your own graphic model of HPT?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Has your model included three essential elements: performance analysis, cause analysis, intervention selection and design?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you incorporated levels of evaluation and feedback into your model?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Can others easily understand the flow (stepwise) of your model?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you stated a rationale that is consistent with your model in one paragraph not to exceed 8 sentences?</td>
<td>1.50</td>
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</tr>
<tr>
<td>Your rationale should state what makes your model unique.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>.50</td>
<td></td>
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<td>TOTAL:</td>
<td>10</td>
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</table>

COMMENTS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

16
**Assignment 3 – Feedback Sheet**

**NAME**

**ASSIGNMENT:** Performance and Cause Analyses (PA = Performance Analysis
CA = Cause Analysis)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WORTH</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you used a variety of methods (such as interviews, focus groups, and surveys) to determine the performance gap?</td>
<td></td>
<td>2 - PA</td>
</tr>
<tr>
<td>Have you identified the desired performance versus what is actually happening?</td>
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<td>2- PA</td>
</tr>
<tr>
<td>Have you identified the difference (gaps or misalignment) in performance?</td>
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<td>2- PA</td>
</tr>
<tr>
<td>Have you identified who is affected?</td>
<td></td>
<td>1- PA</td>
</tr>
<tr>
<td>Have you identified what is the impact?</td>
<td></td>
<td>2- PA</td>
</tr>
<tr>
<td>Have you pinpointed when and where the performance gap first occurred?</td>
<td></td>
<td>1- PA</td>
</tr>
<tr>
<td>Is there evidence of your having completed an organizational analysis?</td>
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<td>1- PA</td>
</tr>
<tr>
<td>Is there evidence of your having completed an environmental analysis?</td>
<td></td>
<td>1 - PA</td>
</tr>
<tr>
<td>Is your output for the performance analysis a clearly defined problem or opportunity, complete with conditions that surround the performance and concrete measurements that can be used in the evaluation phase?</td>
<td></td>
<td>4- PA</td>
</tr>
<tr>
<td>Have you used a variety of methods (such as a fishbone diagram) to determine why the performance gap exists?</td>
<td></td>
<td>2 - CA</td>
</tr>
<tr>
<td>Have you considered all of the causes that may apply (Gilbert’s 6 cells) or Binder’s Six Boxes?</td>
<td></td>
<td>2- CA</td>
</tr>
<tr>
<td>Have you stated a clearly defined list of causes that includes the target group involved? (This is the output)</td>
<td></td>
<td>3- CA</td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL:** 25

**COMMENTS:**
IT 7320: Human Performance Technology

Assignment 4 – Feedback Sheet

NAME

ASSIGNMENT: Conference Proposal

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WORTH</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you related the main topic of the presentation to the title and</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>caught participants’ attention?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you described your session in no more than 75 words?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you identified up to 5 performance-based objectives or benefits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>that identify what participants will get from your session?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you described in a paragraph or two how your session relates to the</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Standards of Performance Technology?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you described how your proposal relates to the conference theme?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Since ISPI audiences prefer sessions that are practical and/or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>interactive, have you described in detail how audience members will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be engaged?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided a detailed description of how you will deliver</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>your presentation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you provided a sample of your handout and performance tool?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you provided a paragraph that describes the research underlying</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>your presentation including a list of sources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you described your expertise and background in your chosen area</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>and your ability to relate to the session audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your proposal for spelling, grammar, sentence</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>structure, and adherence to effective writing techniques?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
IT 7320: Human Performance Technology

Feedback Sheet

NAME __________________________________________________________________________________

GROUP ASSIGNMENT: Intervention Selection

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WORTH</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you individually or collectively defined the intervention?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you described the intervention?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Have you discussed how you would implement the intervention in the workplace?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Have you used performance support tools (PSTs) or job aids to actively involve the class?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Have you presented your topic coherently?</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Have you provided a useful handout? (Optional)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Have you submitted your paragraph of personal contribution</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you kept within the time limits for your group’s presentation?</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 15

COMMENTS: ____________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
**IT 7320: Human Performance Technology**

**Feedback Sheet for Experiential Activities and Case Analyses**

Your Name __________________________________________________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WORTH</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you actively participated in the experiential learning activities by showing thoughtful insight?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2. Have you analyzed the case studies by using the Case study Protocol?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Have you expressed your personal feelings about the experiential activities and the case studies?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: __________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________
Fundamentals of HPT/Case Studies

- Domain of the Field
- Origins and Evaluation
- Transforming Organizations
- General Systems Theory
- Behavioral Psychology
- Cognitive Sciences

Human Performance Technology Models/Case Studies

- Organizational/Environmental Impact and Awareness
- Performance Analysis
- Gap Analysis
- Cause Analysis
- Intervention Selection And Design
- Change Management
- Evaluation
- Institutionalization
General Process of HPT/Case Studies

- From Training Evaluation To Performance Tracking
- From Training to Performance
- Implementing HPT in Organizations

Framework of Organizations/Case Studies

- Organizational Culture And Philosophy
- Organizational Communication
- Organization Design Concepts
- Organizational Change

Intervention Selection and Design/Case Studies

- Classifications of Interventions
- High-Impact Interventions
- Non-Instructional Interventions
- Instructional Interventions
Professional Practice of HPT/Case Studies

- Skill Sets, Characteristics, Values
- Standards and Documentation
- Return on Investment/The Business of HPT
- Job of the Performance Consultant
- Legal and Ethical Implications

Future Issues and Challenges

- Emerging Trends in HPT
- Research in HPT
- Practicing HPT

Determining Your Personal HPT Action Plan

- What You Will Read
- What You Will Join
- What You Will Attend
- How You Will Network
CASE ANALYSIS/REPORT FORMAT

The purpose of preparing case analysis/report assignments is for the student to demonstrate independent research skills and to apply performance technology, business, management, organizational, or logical analysis of assigned cases. The written critical analysis of assigned cases should reflect the practical applications found in the textbook, other relevant reference materials, and class lectures and discussions. Case analyses/reports should follow the format below.

Name
Due Date
Case Title

Factual Data
• Define the problem as a list of critical facts.
• Include only objective material you found in the case.

Assumptions
• State assumptions, if any, you believe are essential to solving the case.

Problems To Solve
• List your final decisions reached concerning the causes of the problem(s) or the problem(s) to solve.

Recommendations
• State your advice concerning the best solutions to the case problem(s); be specific and match to Conclusions/Problems.
• List recommendations in priority order, but no more than three recommendations; phrase concisely and be clear.

Implementation
• Indicate how the recommendations can best be implemented in practical operation; be specific, concise, and clear.
• Relate to each recommendation specifically by its corresponding number. Rec. 1 relates to Imp. 1, so forth on Case Study Format Form.

Evaluation
• List the one primary advantage of your recommendations and implementations.
• List the one primary disadvantage of your recommendations and implementations.


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Course Bibliography


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Journals:
Educational Technology Research and Development
Educational Technology
Harvard Business Review
Human Resource Development Quarterly
Online Learning
Performance Improvement
Performance Improvement Quarterly
Tech Trends
T + D (Training + Development)
TM (Talent Management)
Training: The Human Side of Business
Workforce Performance Solutions

Websites: ispi.org astd.org ispimi.org aect.org

*Books preceded by an asterisk will give you information about interventions.
Plagiarism: What it is and How to Recognize and Avoid It

Produced by Writing Tutorial Service. Indiana University, Bloomington IN

What is Plagiarism and Why is it Important?

In college courses we are continually engaged with other people’s ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them in our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and works without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

- To avoid plagiarism, you must give credit where you use:
- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- Quotations of another person’s actually spoken or written words;
- Paraphrase of another person’s spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct

How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of the late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With Industry came urbanization, the growth of large cities (like Fall River, Massachusetts, where the Borden’s lived), which became the center of production as well as of commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden’s lived, which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The proceeding passage is considered plagiarism for two reasons:
1. The writer has only changed around a few words and phrases, or changes the order of the original sentences.
2. The writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example: “steam-driven companies” in sentence two misses the original’s emphasis on factories).

Here’s an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S. they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original
- Uses her own words
- Lets her reader know the source of her information

Here’s an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farms hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of the urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Record the information in the original passage accurately.
- Gives credit for the ideas in this passage.
- Indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are just rearranging or replacing a few words. Instead, read over what you
want to paraphrase carefully, cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”) Write out the idea in your own words without peeking. 

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

**Terms You Need to Know (or What is Common Knowledge?)**

*Common knowledge:* facts that can be found in numerous places and are likely to be known by lots of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave coalition’s new book, *Family Issues and Congress*, President Bush’s relationship with Congress has hindered family leave legislation (6).

The Idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation: consequently, you need to cite your source.

*Quotation*: using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young (1+).

*Paraphrase*: Using someone’s ideas, but putting them in your own words. This is probably the skill you will use when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.