

**Governors State University
College of Arts & Sciences
Division of Liberal Arts**

SYLLABUS

2010

Index Number:	HP&T 856
Course Title:	Consulting Teamwork in Human Performance and Training
Credit Hours:	3.0
Trimester:	Fall - 2010
Professor:	Dr. Lanigan, Ph.D.
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Internet site for this class:	http://www.hpandt.com/856.htm
My homepage:	http://www.hpandt.com

CATALOG DESCRIPTION

Students work as members of instructional development teams to develop and evaluate training packages. Includes working closely with subject matter experts.

PREREQUISITES

HP&T 810; instructor permission.

RATIONALE

In the field of Human Performance and Training, performance specialists are often called upon to consult on projects. These consultants may be internal or external to the organizations. In order to succeed in this role, consultants must understand themselves, their teammates and clients as well as how to deal with fundamental problems such as contracting, being authentic, dealing with resistance, handling legal issues, resolving problems, managing feedback, and ending projects.

COURSE OBJECTIVES

Given a variety of materials, students will be able to succeed in the following performances with 90 to 100% accuracy:

1. define their personalities as measured via Myers-Briggs and other assessments to aid them in becoming more effective consultants and team members;
2. apply human behavior principles into their consulting practices to resolve performance problems;
3. write comprehensive social contracts for their groups' clients;

4. select appropriate behaviors to deal with difficult people;
5. recognize resistance when it is displayed by clients and overcome it;
6. design and deliver online training presentations on consulting topics;
7. evaluate other students' training presentations;
8. assess clients' satisfaction levels regarding projects;
9. evaluate projects' successes;
10. search the Internet to enhance technological skills and find contracts;
11. utilize the Library of Congress resources to enhance training presentations; and,
12. abide by copyright laws to prevent legal problems.

REQUIRED TEXTS

BOOKS

Block, P. (2000). Flawless consulting: A guide to getting your expertise used. (Second Edition). San Francisco: Pfeiffer & Company. (Purchase at GSU Bookstore or online.)

McShane, S. and Glinow, M. (2008). Organizational behavior. McGraw-Hill. 4th Edition

Ruiz, Don Miguel (1997). The four agreements. San Rafael: Amber-Allen Publishing, Inc. (Locate at any bookstore, library, or online such as Amazon used books.)

At the GSU library reserve desk:

Eyres, P. (1998). The legal handbook for trainers, speakers, and consultants: The essential guide to keeping your company and clients out of court. New York: McGraw-Hill. (GSU Library Reserve Desk)

AUDIO TAPES

Bramson, R. M. (ISBN: 0-671-75874-8) Coping with Difficult People... In Business and in Life (Locate at library or online bookstore. You can also substitute for the book or view a similar tape on the subject.)

EVALUATION

The course grade is based upon group and individual performances.

Group Assignments	Points	
1. Write a Social Contract for your Group's Client (Final version)	25	
2. DRAFT of the Social Contract with Evaluation Instruments	10	
3. Present group project findings to class via web site	35	
Individual Assignments	Points	
1. Student Training Presentation	135	
2. Evaluation of Student Presentations		35
3. Exam on all 4 text books for class	75	
4. Journal Activities 1 through 6	60	
Total	375	

A =337.5 to 375 B = 300 to 337 C = 262.5 to 299 D = 225 to 262 F = 224 or less

No incompletes will be allowed.

Please Note: All late work will receive a deduction in points.

Any assignment **not** handed in on time will receive a deduction of points. From 1 minute (i.e., 12:01 a.m.) to six days later (i.e., midnight of the day before the next class), you'll receive 70% of your total. After that time, the work will not be accepted.

Exceptions: **In order to be fair and not to make calls on a case-by-case basis, I require the following:**

- If you are out of town on the day an assignment is due, you need to turn in your work **before** you leave so that I receive your work by the due date.
- If you have car problems, e-mail your work (on the due date).
- If you are ill, you'll have 1 week to turn in your work-- if you provide a doctor's note.
- If a serious tragedy occurs, you need to document it, and you will receive a maximum of three weeks to turn in your work.

It is wise to save all e-mails sent to me and error messages so if for some reason I do not receive your e-mails, you have proof you have sent them.

SPECIFIC ASSIGNMENT CRITERIA

Group Assignments:

1. Write a Social Contract for Your Client (Final Version) 25 points

Your team must write a social contract with your client. **If you do not submit a “signed” social contract to the professor on the due date, then you will lose 25 points.**

Within this contract, you need to stipulate the following:

- I. *Overview* (describe what the project is about) **1 pt**
- II. *Personnel* (name the people involved in the project **and** their assigned roles) **2pts**
- III. *Goals* (what does the client **and** consultants hope to achieve from this project) **2pts**
- IV. *Objectives* (what are the overall project objectives) **1 pt**
- V. *Tasks* (what does **everyone** have to do to reach the stated objectives **AND** provide a time line which includes the tasks, names of those completing and date due.) **2pts**
- VI. *Resources* (what kind of information do you need, people you need access to, supplies and other materials) **3 pts**
- VII. *Management* (who is the project manager; what is the method(s) of communication the manager will use with the client, i.e., e-mail, phone, etc.) **2 pts**
- VIII. *Products* (what will the consultants deliver to the clients throughout the duration of the project, who owns what, and confidentiality) **3 pts**
- IX. **Evaluation** - you need to determine how you will evaluate your deliverables in terms of a formative, summative, usability testing or any combination of the three methods; you also need to determine how your client will evaluate your project; you need to make sure the client and **professor** agree to these methods) **2 pts**
- X. Renegotiations (what is the process to change the contract **and** how will changes be incorporated into the original contract) **2 pts**
- XI. Signed by **ALL** parties involved (everyone involved with this project—all consultants and all clients—need to sign the contract and agree to all contract terms) **2 pts**
- XII. Additional Sections – Create **three** additional sections not mentioned above that will aid in enhancing your contract. You may use suggestions offered by the various authors for this class, any other source, or your imagination.
(PLEASE NOTE: These 3 sections **cannot repeat** any information stated above or any information that technically belongs in one of the above sections.) **3 pts**

Please Note: Please write your contract in the order of the sections shown above. To receive full credit for each section, MAKE SURE the requested information is listed. For example, in Section II, you should list all the group and client names AND the roles of EACH person named. More detail is better than less.

2. **DRAFT of the Social Contract with Evaluation Instruments 10 points**
The draft contact should cover all the areas stipulated on the previous page including the evaluation strategy AND instruments used to assess the project. The instructor will give you general feedback; however, she will not be your editor or tell you if you are missing information.
3. **Present findings to class via web site 35 points**
Your group will have to post a web site with the following information.
1. A detailed summary of what your project was about. (5 pts)
 2. Links connecting to PDF files of your project deliverables. (10 pts)
 3. A detailed summary of your evaluation strategy to assess the success of your project
AND
links connecting to your evaluation instruments. (10 pts)
 4. Successfully FTP the above info to a server and send URL to professor. (10 pts)

All **individual** assignments listed below **MEANS you work by yourself**, NOT with a partner or group.

Individual Assignments:

1. **Student Training Presentations 135 points**
- A. You need to design and deliver an online training session on a **consulting topic** of your choice. See criteria sheet for specifics on creating your web workshop pages (30 points of the 135 points).
 - B. You will need to e-mail the professor your training objectives and knowledge exam to obtain feedback and final approval over all evaluation instruments. (5 of 135 points)

BEFORE e-mailing me your objectives and exam, please follow the guideline sheet at the end of the syllabus to earn the appropriate points below.

SCHEDULE TO TURN IN OBJECTIVES AND EXAM

<u>Date</u>	<u>Task</u>	<u>Points</u>
Sept. 22	E-mail your training performance objectives	
1	(I will then e-mail you feedback.)	
Sept. 29	E-mail your edited training performance objectives	1
	(I will then e-mail you feedback.)	
Oct. 6	If additional edits were made to your performance objectives, then e-mail those along with your first draft of your knowledge exam. (I will then e-mail you feedback.)	1
Oct. 13	E-mail your second knowledge exam.	1
	(I will then e-mail you feedback.)	
Oct. 20	Your training objectives and knowledge exam need to be in it's final edition. (I will then e-mail you with all the instruments for your final review.)	1

Once we have agreement on your instruments, I will e-mail the class your instruments.

- C. You also need to follow the training session criteria stated below. (100 of 135 points)
You need your website online by midnight 10-28-09; otherwise it is late.

Training Session Criteria

Your training session will be assessed based on the results of three evaluation instruments.

Examples of these instruments can be found on our class Internet site.

A) Pre/post change on a self-efficacy instrument (worth 14 points).

Your trainees will answer a pre and post self-efficacy instrument. (This instrument will follow a template format that I will create but that will measure your trainees' confidence in meeting the performance objectives for your training.)

If the mean pre and post score of the class is significantly different, and the post score is higher than the pre score, you will receive 14 points.

If the mean scores are not significantly different, but the overall post score is higher, than you will receive 11 points.

If the scores do not change or if they go down from pre to post, then you will receive 9 points.

B) Knowledge exam (worth 40 points).

You need to create a multiple-choice test which measures success upon meeting **each** of your performance objectives. You are required to write a legitimate exam; Mickey mouse type questions or response sets will NOT be allowed. **You must have 4 response sets, i.e., A. B. C. D. You cannot use "all of the above", "none of the above" or any combination of answers such as "A & B" etc.**

Before you deliver your training session, you need to turn in a **test answer key**. Your knowledge exam points will be determined as follows:

If 90% or more of your trainees receive an exam score of 80% or better than you will receive 40 points.

If 80% to 89% of your trainees receive an exam score of 80% or better than you will receive 32 points.

If 79% or less of your trainees receive an exam score of 80% or better than you will receive 28 points.

C) Reactionnaire (worth 46 points).

You will administer a template reactionnaire that I will create. It will contain 20 questions and for the first six items, the scale will have a 3 point range, and the remaining items are judged on a 2 point range. Whatever answers on the scales that your trainees select will be added up and the group mean score will be calculated to determine the points you will receive for this instrument. Thus, you could receive anything from 0 to 46 points on this instrument.

Individual Assignments continued:

2. Evaluation of Student Presentations 35 points

The breakdown of these points is in two categories.

A. Wrote down constructive comments about each presentation (5 points)

You need to write at least 5 complete sentences about each presentation. These comments can reflect both positive things as well as areas that need enhancements.

B. Illustrates variability in grading (30 points)

30 pts. 0 pts.

Discriminates among students Gave all students high or low points

You will also lose 3 points per violation for every time you do NOT:

A. Total each instrument

B. Add the total correctly

C. Circle a score for each item/question

D. Place the instruments in the correct order – the correct order is:

1. Pre Self-efficacy

2. Post Self-efficacy

3. Knowledge Exam

4. Reactionnaire

5. Comments

E. Staple each student's group of instruments together.

In other words, you want to make sure you have evaluated all the instruments by totaling each instrument, adding the total correctly, circling all items/questions presented, placing the instruments in the correct order before turning them into the professor, and then stapling each student's group of instruments together.

3. Exam on all 4 textbooks for the class 75 points

On the class Internet site, you will find a multiple-choice exam which covers the content of the textbooks for this class. You need to answer this exam (by yourself) by e-mailing your answers to the professor by **October 28, 2009**.

*Simply type your answers **in the body** of the e-mail:*

1. a

2. b

3. c

4. Journal Activities 60 points

There are six Journal Activities you need to complete throughout the semester. Each activity requires you to complete various assignments and/or quizzes. You need to download the complete details off our class Internet web site. On **October 21st**, you will **submit all Journal Work in a folder**.

Do NOT e-mail your answers.

Activity 1: Myers-Briggs

Activity 2: Coping with Difficult People audios

Activity 3: Contracts and The People's Court

- Activity 4: Values and Ethics
- Activity 5: Copyright
- Activity 6: Library of Congress

AGENDA

The agenda is written to reflect what materials are DUE for that week. Thus, you should have the readings already read and the assignments turned-in for that week.

Week	Date	Class Agenda	Readings Due and Assignments
1	9-1	Review Syllabus Projects	Ruiz Book 2 - 3 Org. Behavior 8-9
2	9-8	Complete Journal Activity 1 on Myers-Briggs and other assessments	Ruiz Book 4 - 5 Org. Behavior 10 - 11
3	9-15	Complete Journal Activity 2 Listen to Coping w/Diff. People	Org. Behavior 12 - 14 Block 1 - 3
4	9-22	Complete Journal Activity 3 on Contracts and People's Court E-mail professor your 1 st set of training objectives	Eyres Introduction, 16 and 17 Block 4 - 6
5	9-29	Complete Journal Activity 4 on Values and Ethics E-mail Group's DRAFT Social Contract E-mail professor your 2 nd set of training objectives	Eyres – 4, 5, 6 and 7 Block 7 - 9
6	10-6	Complete Journal Activity 5 on Copyright E-mail professor your 1 st draft of knowledge exam	Block 10 - 11 Eyres – 12, 13, 15, 18

<u>Week</u>	<u>Date</u>	<u>Class Agenda</u>	<u>Readings Due and Assignments</u>
7	10-13	Complete Journal Activity 6 on Library of Congress	Eyres – Part IV Block 12 - 14
		E-mail professor your 2nd draft of knowledge exam	
8	10-20	Turn in <u>Group's Social Contract</u> AND Turn in all Journal Activities	Block 15 - 19
		E-mail professor ALL final copies of evaluation instruments	
9	10-27	File Transfer your Student Training Presentation; e-mail professor your URL; e-mail professor your knowledge exam presentation answers. AND E-mail professor your TEXTBOOK TEST answers. Begin viewing your classmates' Student Training Presentations	
10	11-3	View your classmates' Student Training Presentations	
11	11-10	View your classmates' Student Training Presentations	
12	11-17	Turn in Folder for all COMPLETED Student Training Presentation instruments – DO NOT E-MAIL!!!	
13	11-24	Thanksgiving Finish working on your group's web site.	
14	12-1	E-mail professor URL for your group's web site.	
<u>15</u>	<u>12-8</u>	Professor returns all materials. SEIs	

Consult this sheet prior to e-mailing the professor your student training objectives!

Please type your objectives and test using **Word software** and the following specifications: **Times New Roman**
12 pt font size

Do NOT use the numbering or bullet icon. Also, **Do NOT set any tabbing or page alignment features.** You can use the tab key to shift over one spot.

Did you complete the following action?	If “yes” then...	If “no” then...
<p>Items 1, 2 and 3 pertain to your training objectives.</p>		
<p>1. Is each performance objective written with an action verb at the beginning of the statement?</p> <p>For example:</p> <ol style="list-style-type: none"> 1. name the two components needed to calculate an hourly billing rate. 2. estimate the number of billing hours you need to work annually. 3. calculate the required revenue you need to earn annually. 4. calculate an hourly billing rate. 	<p>Go onto next action.</p>	<p>Rewrite the verb so it is stated behaviorally rather than cognitively.</p> <p>For example, change understand (which is a vague cognitive verb) to a behavioral verb such as define, name, etc.</p>
<p>2. Is at least one objective asking your trainees to learn a behavior that is application rather than recall of information?</p> <p>For example:</p> <p>If you peruse the example for item one in the above cell, you will see that estimating and calculating are behavioral in terms of application. Whereas “naming” is recalling information.</p>	<p>Go onto next action.</p>	<p>Rewrite at least one objective so that it asks the trainees to apply the information learned.</p>

<p>3. Are your objectives specific?</p> <p>To test the clarity of your objective, write a test question for that objective. Then write answers to that question. Review what you wrote and determine if the test question is clear and is indeed measuring the objective. If not, then determine if the objective is too general or unclear.</p>	<p>Go onto next action.</p>	<p>Rewrite the objective(s) so they are clear and measurable.</p>
<p>Items 4 through 9 pertain to your multiple choice exam for your training.</p>		
<p>4. Do your test questions match your performance objectives? In other words, the test question needs to parallel the objective in wording.</p> <p>For example, let's say you were creating an exam for these four objectives.</p> <ol style="list-style-type: none"> 1. name the two components needed to calculate an hourly billing rate. 2. estimate the number of billing hours you need to work annually. 3. calculate the required revenue you need to earn annually. 4. calculate an hourly billing rate. <p>Your test questions would read as follows:</p> <ol style="list-style-type: none"> 1. Name the two components needed to calculate an hourly billing rate. 2. Estimate the number of billing hours you need to work annually. 3. Calculate the required revenue you need to earn annually. 4. Calculate an hourly billing rate. 	<p>Go onto next action.</p>	<p>Rewrite the test question so it measures the performance objective. Thus, the objective and test question is written similarly.</p>
<p>5. Do you only have one question for each objective? If you elect to write two questions for an objective, then you need to do so for each objective.</p> <p>All objectives need to have the same number of test questions.</p>	<p>Go onto next action.</p>	<p>Every objective needs to have one test question. If you have multiple test questions for one objective, then either eliminate the test question(s) so there is one question for that objective, or write more test questions</p>

		for the other objectives.
6. Did you create a multiple choice exam with four possible answers, i.e., A, B, C, and D?	Go onto next action.	Rewrite your answers so that you have an a, b, c and d.
7. For each of the possible answers, are all of them written in a similar length? For example: Notice how all the answers are of equal length. 1. What are the 2 components of an hourly rate? a. required rate and estimated working hours b. required rate and estimated billing hours c. required revenue and estimated working hours d. required revenue and estimated billing hours	Go onto next action.	Rewrite your answers so the length of each is similar. In other words, one answer should not be significantly longer than the others.
8. No answer can be written as, “None of the Above or “All of the Above.” Nor can you use a combination of answers such as “A and B” UNLESS all four answers use combinations.	Go onto next action.	Edit any answer that says, “All of the above,” “None of the above”, etc. All answers should be written similar to the example illustrated in the cell above for item 7.
9. You must select different letters for the correct answer. For example: all the correct answers cannot be all "As". You should have a variety of correct answers.	Go onto next action.	Edit the location of the correct answer so that all correct answers aren't listed first, or all listed second, etc. Thus, for question one, “a” is correct. For question two, “d” might be correct, etc.

If you answered “yes” to all of the above nine items, then you can e-mail the professor your objectives and/or test questions and answers.