

***Welcome to***

# **Improving Employee Performance**

**COURSE NUMBER: HRM 442**

**SCHOOL OF BUSINESS & TECHNOLOGY**

**UNIVERSITY OF WISCONSIN - PARKSIDE**

**MONDAYS & WEDNESDAYS 2:00 - 3:15 P.M., MOLINARO 323**

**FALL SEMESTER 2011**

*“...if we are to have citizens who can live constructively in this kaleidoscopically changing world, we can only have them if we are willing for them to become self-starting, self-initiating learners.” Carl Rogers*

*“All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher.” Adler 1982*

## **Contacting the Instructor**

Professor: Dr. Karen Crooker

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Office: Molinaro 349

Fax: 595-2680 (label to my attention)

E-mail: [crooker@uwp.edu](mailto:crooker@uwp.edu) (best way to contact)

Address: UWP, Department of Business, PO Box 2000, Kenosha, WI 53141-2000

Web page: <http://homepages.uwp.edu/crooker/>

Office hours: By appointment.

## **Course Description**

Focusing on employee training and development and performance management, this course concentrates on human resource processes that prepare employees to maximize their current and future job performance. A systems approach to design, implementation, and evaluation will be applied to the processes, and use of motivation theories to shape work performance will be addressed. SEG or CBL project component expected. *Prereq: HRM 343, MGT 349* Note: This course will fulfill a HRM concentration requirement (one of the 3) or a HRM concentration elective (one of the 2) as needed.

## **Course Objectives**

The goal of this course is to help students develop their knowledge, skills, and abilities in the following areas. At the conclusion of this course, students should be able to

1. Describe and critique training and performance management tools
2. Make informed, intelligent decisions as a consumers of training and performance management methods/products
3. Conduct rudimentary analyses to evaluate training and performance management tools
4. Analyze and solve employee performance problems by applying training and performance management solutions
5. Develop and deliver a training program

## **Business Department Objectives**

AACSB objectives addressed in this course include oral and written communication skills, critical/analytical thinking, understanding of diversity, and appropriate use of technology.

## Learning Assessment

Achievement of the above objectives will be assessed using homework assignments, participation in class activities, and the development and delivery of a training module.

## How I See My Role

Also known as my philosophy of teaching ... I assume that you are actively seeking new information and skills (That's why you're in college, right?) It is my job to create an environment where you can increase your understanding of yourselves and of the subject matter. I see my role as a teacher as a facilitator of your learning, not as a transmitter of content to you. I want you to develop confidence in your ability to think, and my goal is to help you by providing you with success experiences, not by overwhelming you with information.

Learning can be viewed from the following two perspectives:

<b>Speed (Surface) Learning</b>	<b>Power (Deep) Learning</b>
Heavy workload Excessive content Little time for reflection Little choice Stressful testing Focus on the "facts" Disconnected/episodic	Attention must be focused Intrinsic involvement (more than "just" the grade) Active involvement Interaction Choice Big picture/connections Well-structured
<b>Additional Contrasts to Expect:</b>	
Absolutes of right & wrong  Step by step procedures Memorize the subject matter Regurgitate the notes Objective tests  Lectures Learning from text & teacher	There are grey areas Opinions may be valid based on strength of argument Messy, real-world examples Learn materials/methods & apply them Analyze data & arrive at conclusion Work judged for quality Criticism from person with expertise Discussions Learning from peers

My goal is to move increasingly towards creating a power, deep learning experience for you.

## Classroom Environment

This class will be a collaborative setting, where students can learn and participate by sharing their ideas and talents with each other. My rationale for creating such a focus in this course is that we can all use practice in voicing our own contributions and in appreciating what others have to say. At the same time, students will be given the opportunity to think for themselves and show what they can do as individuals while working alone on various projects. I will do my best to select activities that you can find motivating, challenging, meaningful, and helpful in developing your competencies.

My goal is for us to create a safe, inclusive, respectful, caring learning environment. To help us toward that goal, I would like to suggest the following ground rules:

- No put downs of others, even for comic relief.

- ☑ Respect the confidentiality of the group.
- ☑ Speak from one's own experience. For example, use "In my experience I have found . . ." rather than "Everyone does it this way."
- ☑ Offer honest expressions and opinions.
- ☒ No blaming of others (or ourselves); rather than worrying about who is right or wrong, see what can be learned and then move on.
- ☒ No hogging of the spotlight by pushing personal agendas or idiosyncrasies (individuals violating this rule should not be hurt, surprised, or offended when their discussion is cut off.)
- ☑ Listen carefully and attentively when others are speaking and/or presenting.
- ☑ Treat each other with respect.
- ☑ Take responsibility for one's own behavior and its consequences.
- ☑ Follow the golden rule ... do unto others as you would have them do unto you.

**Technology:** A key to being respectful to the teacher and classmates is paying attention to what is going on in class and what others are saying. It is rude to play on your laptop, text, or listen to your ipod during class. So, starting this semester, anyone who insists on using their cell phone, droid, blackberry, ipod, iphone, ipad, laptop, notebook, netbook (and any other new electronic gadget which may be invented in the next 4 months or any other old technology to which you may cling) will have their participation grade for that class period reduced. When you come into the classroom, turn these devices off and put them away. This will avoid any misinterpretation of your behaviors during class

## Your Course Content Resources

Given the highly specialized nature of this course, there are very few textbooks among which I can choose. In light of this, I have chosen **Employee Training & Development** by Noe (5th edition, McGraw-Hill Irwin, 2009) for the training portion of the course. For performance management I chose **Performance Management: Changing Behavior that Drives Organizational Effectiveness** by Aubrey & James Daniels (4<sup>th</sup> edition, revised, Performance Management Publications, a division of Aubrey Daniels International, Inc., 2004). But I caution you ... these are not necessarily "fun" books to read. They are very serious about the subject matter.

Another resource of which you should make **heavy** use is the course web site: [http://homepages.uwp.edu/crooker/442-iep/442\\_iep.html](http://homepages.uwp.edu/crooker/442-iep/442_iep.html) (there is an underscore \_ between the last 2 & i) (**Note: this is NOT D2L**). The syllabus and related course scheduling announcements are posted there. In addition, this site will be your primary source for supplementary articles for this course. From time to time throughout the term, your assignments may require you to use, manipulate, or otherwise analyze data. While the numbers will be available in the handouts, they will also be set up in tables for your use with Excel at the site. Finally, everything I can possibly tell you to help you out with managing a team workshop project can be found on the site as well.

As a supplement to this (and any other HR course), please make use of the terrific web site designed for HRM 343 Personnel Administration by our business department library liaison, Kim Bartosz. The link through the UWP library web site is: <http://www.uwp.edu/departments/library/guides/portals/hrmangportal.htm>. You can link to pretty much **anything** you might want to research about HR through this page, and you will get far superior information than you would from a simple Google search! If you have any questions, please do not hesitate to contact Kim (ext. 2730) or me about how to use any of the components of this web site.

For some of the assignments it may help if you have your UWP e-mail account activated. For example, your e-mail login and password are required to access electronic library resources from off campus. Plus all official communication from the instructor about the course will go to your UWP e-mail account. You can activate your UWP e-mail online here: <https://uwp.edu/whoami-prod/>.

## Course Requirements

*“I hear and I forget. I see and I remember. I do and I understand.” Confucius*

*“Learning is not a spectator sport. Students do not learn much just by sitting in a class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”  
Chickering & Gamson 1987*

### ***Training Module (45%)***

Working as individual or team trainers, students will design and execute a training program in which the rest of the class will participate. Steps for this assignment are outlined in Appendix A (page 12), and due dates are reflected in the class schedule

### ***Assignments - aka “Agendas” (25%)***

**What to expect in terms of assignments.** You can expect a combination of the following elements to be included:

- ❖ “Applications” and discussion questions (found in Noe at the end of the chapters). These exercises will help you to meet course objectives 1, 2, 3, 4, and 5. You will learn how to make good choices among various tools and analyze and solve problems. Remember always to frame your answers by applying text material, in addition to adding your own insights.
- ❖ Analyses of supplemental readings. The supplementary readings will expose you to the latest techniques (course objective 2) and/or current challenges (e.g., course objectives 1, 3 or 5) in the field. Discussion questions will guide your preparation of these materials. Invariably you will be expected to relate supplemental readings to text materials in some manner.
- ❖ Case analyses. Occasionally you may be given a case to analyze in light of specific questions and the text and supplemental readings (course objectives 1, 2, 3, 4 or 5).
- ❖ Other exercises and papers as assigned. Having taught this course numerous times, I have identified a set of materials that may prove useful in stimulating your learning that I may rely on periodically (course objectives 1, 2, 3, 4 or 5).
- ❖ Finally, you will be responsible for the material in at least one chapter (and, more often, multiple chapters) for every class period. You should have read all assigned materials thoroughly and be familiar with their contents prior to class time, for occasionally you will have a “quiz” in class. Quizzes will generally take the form of “games” I make up (for example, I’ve been known to adapt Jenga for classroom use), where you may end up competing amongst yourselves for right answers (and grades). FYI, these “events” may or may not be announced in advance.

The motivation behind all assignments is to guide and encourage your preparation of material prior to class time. Oh, yes, and to help you learn. ☺

**What's required every day.** The point of the assignments is to help you cover the assigned material efficiently and prepare to participate in class. Thus students should prepare written answers to assignments "due" prior to the corresponding class meeting. Typed responses are greatly appreciated; written ones must, at a minimum, be legible. Students may be picked at random to record their answers on the blackboard at the beginning of class. In addition, students may be called on during class discussion to share their ideas. If you have prepared your assignment, you should always have *something* ready to say.

**Assignment Response Guide.** Beside question numbers on assignments you will notice letters intended to guide you in preparing your answers. The "code" is as follows:

- VB=very brief (a couple of sentences max)
- F=50 words or less
- B=brief (1 paragraph)
- M=mid-range (2 paragraphs)
- S=substantial (1-1 ½ pages AND/OR this is a "heads up" that this may take you awhile to complete – longer than "normal")

**Grading.** Since your answers will be "old news" (meaning that after class discussion you may have changed your mind, wish you had said something more or different, etc. -- bottom line, they no longer reflect your current thinking or level of knowledge), I will give them a very cursory read and assign credit based on a 3 point scale.

**Interpreting your grades.** Please refer to the following grid when reviewing your graded work. Notice that 3/3 = 100% = A+. Please don't expect this mark unless you perform at that level!

%	Letter Grade	Raw Score	%	Letter Grade	Raw Score	%	Letter Grade	Raw Score	%	Letter Grade	Raw Score
100		3	87.5		2.625	72.5		2.175	57.5		1.725
97.5		2.925	85	A-	2.55	70	B-	2.1	55	C-	1.65
95	A+	2.85	82.5		2.475	67.5		2.025	52.5		1.575
92.5		2.775	80	B+	2.4	65	C+	1.95	50	D	1.5
90	A	2.7	77.5		2.325	62.5		1.875	47.5		1.425
			75	B	2.25	60	C	1.8	45	F	1.35

<b>Explanation of marks used in grading:</b>	
✓	Excellent! Your answer made my heart sing with joy.
–	Ok . . . you got the gist of most of the answer I was looking for.
~	This is a grimace ... close but not quite on the mark.
–/x	Marginal . . .
*	Oops . . . you missed the boat on some aspect of the question

Students and assignments receiving 3/3 will have the following characteristics:

- they will detect and respond to nuances among the questions (very few questions are truly redundant - students earning good grades take a closer look)
- apply text material along with their own ideas

- ☑ cite evidence for why they are making statements (support their arguments)
- ☑ give thorough, organized answers evidencing thought and preparation for all items
- ☑ nail most every aspect of every question – very good performance!

Students and assignments receiving 1/3 will have the following characteristics: they will

- ☒ fail to draw distinctions among the questions
- ☒ talk off the top of their heads, providing little evidence of having read text material (generally speaking, if you have not read the text, it shows . . . and your grade is lower)
- ☒ do not bother to justify or explain their position (e.g., give one-word answers like "yes" or "no")
- ☒ give very skimpy responses; minimal answers earn minimal credit ... OR
- ☒ write reams without saying anything of substance
- ☒ skip a few items entirely

Intermediate grades like 2/3 will be assigned as warranted.

### The Rules:

- ✓ If you **attend** class, **no late** work will be accepted. Much of class time will be spent discussing assignment material, so it would be totally unfair to allow a student to listen to the discussion and THEN turn in their work. To receive full credit, be sure to turn your written responses in to me before you leave the classroom each day.
- ✓ If you **miss** class but turn in your assignment materials **prior** to class time, you will receive **75%** credit. Your pre-class preparation is only part of the learning process. All feedback and discussion of "best answers" for assignment items will occur in class. Thus for you to receive maximum benefit from this course, you must be present during discussion of and activities related to assignments.
- ✓ If you **miss** class but want to turn in your assignment **late** (that's any time after a class session is dismissed), your grade will drop by **1/3** each day.
- ✓ The bottom line: to receive 100% credit for assignments, attend class and turn in written materials before leaving the classroom for the day.

**Giving you a break.** I am aware that it is unrealistic to expect all of you to make it to every class. I am also aware that all of us can have "off" days. Consequently I will "drop" your **5** lowest Agenda grades. You should plan on these "drops" covering Agenda grades as follows:

- ⇒ zeros for classes you turn in nothing
- ⇒ low scores on graded work

## ***Participation (30%)***

I see participation in this course as having three components: your physical presence (simple attendance), your involvement in group activities in class, and your speaking up during class discussion.

**Presence.** All feedback and discussion of "best answers" for assignments will occur in class. Thus for you to receive maximum benefit from this course, you must be present during class periods. In addition, for some of you, this will be your greatest contribution . . . faithful, timely attendance. This is a behavior I greatly value and I choose to include it as part of your grade. You must be present in class to receive any credit for this component. You must attend a full class period to receive full credit.

**Group Activities.** Occasionally in-class activities will involve group learning experiences. Students are expected to actively and constructively participate in these sessions in order to receive maximum benefit (and full credit).

**Speaking up.** I hope you can see by now that you are going to have plenty of opportunity to speak up in this course. I realize how hard it can be to think of something intelligent to say when we are put on the spot, so by providing the assignment in advance, I am preparing each of you to have SOMETHING ready to contribute every class. My intention is to help everyone improve their ability to voice their ideas in a variety of settings.

Grading will look like this: If you speak up voluntarily at least once during a class period, you will receive 3/3. If your only vocal contribution comes when I call on you, you will receive 2/3. (Both of these grades assume that your comments are relevant.) If you fail to speak up voluntarily or if I do not call on you during any given class, you will receive a zero for that class. Your grade on this dimension will also be impacted by your general attitude and your respectful treatment of other students, the instructor, and guest speakers.

I appreciate the fact that obviously some of you are more willing to speak up than others. However, if you have already made a contribution on any given class, please do not be surprised/hurt/offended if I overlook you in favor of someone who has yet to contribute. My job is to give as many people "air time" as possible. And referring back to classroom rules, **individuals who hog the spotlight by pushing personal agendas or idiosyncrasies should not be hurt, surprised or offended when their discussion is cut off.**

**Technology.** To reiterate, anyone who insists on using their cell phone, droid, blackberry, ipod, iphone, ipad, laptop, notebook, netbook (and any other new electronic gadget which may be invented in the next 4 months or any other old technology to which you may cling) will have their participation grade for that class period reduced.

**Absences.** The purpose of this component is to recognize and reward specific valued behaviors. You must be present and behaving appropriately to receive any credit for this component of your grade. If you are absent, you obviously are not present and speaking up, so you will receive a zero. Period. It does not matter why you are not here.

## The Bottom Line

- I am taking myself out of the excuse evaluation/judge/jury business.
- If you want to skip class during the term, expect to suffer the consequences.
- Your reasons for skipping are irrelevant. You have signed up for this course. Arrange and manage your life so that you can attend it.

## Grading

Final grade distributions will probably look something like this:

A+	95%+	C+	65-70%
A	90-95%	C	60-65%
A-	85-90%	C-	55-60%
B+	80-85%	D	50-55%
B	75-80%	F	less than 50%
B-	70-75%		

Successful students in this course:

- prepare their assignments carefully
- attend class
- participate in class - get involved!
- use the syllabus and class web site as a resource tool throughout the term
- ask questions to get information they need
- take responsibility for creating a good experience for themselves
- play well with others (excellent team members)

Unsuccessful students in this course:

- skip class and assignments
- do not participate
- lose syllabus and do not replace it
- ignore contents of the syllabus
- do not ask questions for clarification
- blame everyone else (or fate) for their problems
- take their toys and go play by themselves (lousy team members)
- think they and their problems are more important than and take priority over those of all other class members (aka prima donna syndrome)

You should assume that any and all UWP policies will be applied as warranted (e.g., pertaining to attendance, academic honesty, etc.)

## ***Academic (Dis)honesty***

FYI, the following is from the University of Wisconsin Administrative Code, Chapter 14 (UWS 14) : Student Disciplinary Guidelines, Student Academic Disciplinary Procedures.

### **UWS 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.**

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **UWS 14.04 DISCIPLINARY SANCTIONS.**

(1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of ss. UWS 14.05, 14.06 or 14.07:

- (a) An oral reprimand;
- (b) A written reprimand presented only to the student;

- (c) An assignment to repeat the work, to be graded on its merits;
- (d) A lower or failing grade on the particular assignment or test;
- (e) A lower grade in the course;
- (f) A failing grade in the course;
- (g) Removal of the student from the course in progress;
- (h) A written reprimand to be included in the student's disciplinary file;
- (i) Disciplinary probation; or
- (j) Suspension or expulsion from the university.

**(2)** One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of academic misconduct.

See also UWP policy 28:

<http://www.uwp.edu/departments/governance/admin/policy/policy28.cfm>

## ***Accommodation***

It is University policy to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please contact the Office of Disability Services, WYLL D175, telephone 262-595-2610 (v/tty), or e-mail [renee.kirby@uwp.edu](mailto:renee.kirby@uwp.edu) to obtain a letter of verification. For more information visit the DSS website: <http://www.uwp.edu/departments/disability.services/> In addition, let me know as soon as possible (preferably during the first week of class) if you have a disability for which accommodations will be requested. All discussions will remain confidential.

UW-Parkside policy also requires that reasonable accommodation be made for a student's religious beliefs. Please notify me within the first two weeks of classes about any scheduled class date that conflicts with a religious observance.

# HRM 442 Schedule of Events\*\*\*

## Fall 2011

<i><b>Date</b></i>	<i><b>Topic</b></i>
1 Sept 7	Course Introduction & Orientation
	<b>Performance Management</b>
2 Sept 12 & 14	<b>Introduction</b> Resource: D&D Chapter 1 Introduction to Performance Management Resource: D&D Chapter 2 What is Performance Management? Resource: D&D Chapter 3 The Science of Behavior in Business <b>Theory -- Analyzing Behavior</b> Resource: D&D Chapter 4 Business is Behavior Resource: D&D Chapter 5 Separating Behavior from Non-Behavior Resource: D&D Chapter 6 PIC/NIC Analysis Resource: D&D Chapter 7 The ABC Model
3 Sept 19 & 21	<b>Theory -- Shaping Behavior</b> Resource: D&D Chapter 8 Consequences that Increase Behavior: Positive & Negative Reinforcers Resource: D&D Chapter 9 Maintaining Performance Improvement: Schedules of Reinforcement Resource: D&D Chapter 10 Consequences that Decrease Behavior: Punishers & Penalties
4 Sept 26 & 28	<b>Application – Pinpointing Behavior</b> Resource: D&D Chapter 11 Antecedents Resource: D&D Chapter 12 Pinpointing Resource: D&D Chapter 13 Measurement Resource: D&D Chapter 14 The Right Pinpoint
5 Oct 3 & 5	<b>Application – Reinforcement</b> Resource: D&D Chapter 17 Finding & Creating Positive Reinforcers Resource: D&D Chapter 18 Delivering Reinforcers Resource: D&D Chapter 19 Applying Schedules of Reinforcement in the Workplace <b>Application – Setting &amp; Attaining Goals</b> Resource: D&D Chapter 20
6 Oct 10 & 12	<b>Application – Dealing with Unwanted Behavior</b> Resource: D&D Chapter 21 <b>Implementing --</b> Resource: D&D Chapter 22 Planning Reinforcement Resource: D&D Chapter 23 Evaluating Performance Change
7 Oct 17 & 19	<b>Application – Giving Feedback</b> Resource: D&D Chapter 15 Introduction to Performance Feedback Resource: D&D Chapter 16 Feedback in Graphs
	<b>Training</b>
	<b>You can only use a maximum of TWO assignment skips during these training weeks</b>
8 Oct 24 & 26	Introduction to Training Resource: Noe Chapter 1

		Strategic Training Resource: Noe Chapter 2 <b>Deadline for training team development and topic selection October 26</b>
9	Oct 31 & Nov 2	Needs Assessment Resource: Noe Chapter 3 + Cook & Cotton Articles
10	Nov 7 & 9	Learning: Theories & Program Design Resource: Noe Chapter 4 + Cotton Articles <b>Last Chance for Training Module Needs Assessment Administration November 9</b>
11	Nov 14 & 16	Traditional Training Methods Resource: Noe Chapter 7 E-Learning & Use of Technology in Training Resource: Noe chapter 8 <b>Deadline for learning objectives November 16</b>
12	Nov 21	Training Evaluation Resource: Noe Chapter 6 Transfer of Training Resource: Noe Chapter 5
	Nov 23	<b>Project Day – class will not meet</b> <b><i>Attendance counts more heavily during presentations</i></b>
13	Nov 28 & 30	Training Module Presentations 1 2
14	Dec 5 & 7	Training Module Presentations 3 4
15	Dec 12 & 14	Training Module Presentations 5 6
	<b>Dec 19 1:00 – 3:00 p.m.</b>	<b><i>Final Exam Time</i></b> Training Module Presentations 7 8 9

**\*\*\*Revisions to this schedule may be announced in class, via the course web site and/or broadcast e-mails to the class (which will go to your UWP e-mail address). In the event of foul weather, be sure to check the web site and/or UWP e-mail.**

# Appendix A

## Training Modules

### 45% of Grade

#### ***Steps:***

- 1) **Decide on the training team.** Students usually do this project in groups, but it can be done individually. ***A Word of Caution.*** Doing this project in a group is your choice, and you are expected to handle the group dynamics (i.e., problems) internally (i.e., yourselves).
- 2) **Select a topic.** Past topics: advanced PowerPoint, tie-dyeing, decorating cookies or cupcakes, making balloon animals, sponge painting, line dancing, fitness workout, making pinatas, changing a lock, making holiday ornaments, applying makeup, coloring hair, installing car stereo equipment, origami, perspective drawing, purchasing and using a camcorder, bowling, developing a web page, a variety of crafts (making window boxes, jewelry, scrapbooks, needlepoint, etc.), and cooking/baking all kinds of items (cakes, salads, ethnic dishes, ice cream ....) Obviously you should pick something at which you're an expert ... or at least sort of an expert. To avoid overlapping projects, topics will be committed to trainers/teams on a first-come, first-serve basis. Deadline for team development and topic selection **October 26.**
- 3) **Prepare a questionnaire-type needs analysis (5% of grade).** This is the means of identifying the parameters for workshop content. We will take some liberties with the idea of a needs analysis. We won't pretend that UWP students NEED to learn how to play darts ... for example ... but we do need some practice with figuring out the starting level of our trainees. All trainers/teams must have their surveys ready on or before **November 9** for in-class administration (this may also be conducted earlier; contact the instructor to arrange for this). Normally students put together something like a quiz; you might want to ask respondents about their experience with whatever you are doing. If you are doing anything involving food, for example, be sure to ask about any allergies.
- 4) **Develop a list of objectives or outcomes for your module (5% of grade).** Based on the needs analysis, you will decide and delineate what participants will be able to do new and/or differently after attending your workshop. These objectives should drive all other decisions relative to your workshop, so this step is key! ***Due November 16.***
- 5) Based on the results of the needs assessment, **design your training module** so as to meet your objectives. You should make an effort to incorporate principles of adult learning, which we will have reviewed in class in some detail. ***"Lesson Plan" and "Instructor Preparation & Planning Checklist" due one week prior to presentation.***
- 6) Based on the design of your training module, **develop the evaluation for your training (5% of grade)** to be completed by module participants.
- 7) **Conduct the training session (30% of grade).** This may include features like experiential exercises, videos, participatory cases, role-plays, lecture and/or class discussion. If you are using software, make sure it is compatible with the school's computer system. Please plan ahead if you need any special audio-visual equipment, like camcorders – for doing homemade videos – easels, and paper. You must make such arrangements at least a week before your training session. Also, if an alternate on- or off-campus facility is involved, make arrangements as soon as possible. As far as how this will be graded, see next section.
- 8) **Gather evaluation information** from participants. Feedback from workshop participants on the evaluations YOU provide will constitute **5%** of your grade on this dimension.

- 9) **Trainees fill out a trainer evaluation form provided by the instructor.** This form asks trainees to evaluate the module on a number of different dimensions and provide an overall score. **Trainees** will be assessed based on the thought they give to the evaluations they complete. There **will** be quality differences among the modules, and you are expected to identify them and mark your evaluations accordingly. For the **trainers**, these scores will simply be averaged to determine the final grade (another **5%**).
- 10) The remaining **20%** of the grade will be based on the observation/evaluation by the course instructor.
- 11) **Have fun.** Respecting the bounds of good taste, please feel free too develop something enjoyable in which we can all participate. Creativity will be greatly appreciated! ☺
- 12) **Show up.** Out of respect for the amount of work your peers have done and the preparations they have made, please attend all training sessions. As an added incentive, **attendance will count more heavily** for these class meetings.