

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course addresses the critical leadership competencies necessary for the design, execution, and evaluation of effective academic or professional learning, training and development. Specifically, there will be an analysis of the key aspects that influence today's learners including business drivers, a diverse global workforce, and technology. Recommended Prior Course: None

Course Overview:

In this course, OLT544 Leading the Learning Strategy, you will gain insight into identification and understanding of critical and functional leadership skills. From a foundation of information, you will learn to apply and assess effective leadership in the design, execution, and evaluation of the learning function. Throughout the course, you will create a strategic plan and set of management tools for leading a business or organization during the adoption and implementation of a new technology. You will explore an overview of understanding the organization, gap analysis and analytics, adoption of new technologies in the workplace, project planning and management, evaluation of learning impact, communication techniques and tools, principles of leadership, and coaching for sustained performance improvement.

Course Learning Outcomes:

1. Create strategies addressing changing demographics of employee and customer base.
2. Design organizational technology adoption plans.
3. Analyze and create plan of action addressing external factors influencing employee and organizational performance Construct a plan to support employee performance that addressed both internal and external employee forces.
4. Develop communication techniques and tools.
5. Devise a strategic plan for development and management of organizational learning.
6. Evaluate and measure learning impact using methods such as Kirkpatrick's Model, Philips ROI model and Cost benefit calculation

7. Apply the following learning analytics, human capital analytics, predictive analytics, workforce analytics and talent analytics in a learning design process.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

None

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Fang, S., & Chen, H. (2016). Strategic intent, organizational environment, and organizational learning mechanisms. *Personnel Review*, 45(5), 928-946.
- Santa, M. (2015). Learning organisation review – a “good” theory perspective. *The Learning Organization*, 22(5), 242-270.

Discussion (25 points)

Critical Thinking: Gap Analysis (75 points)

The Critical Thinking assignments in this course will build upon each other to help you complete the final Portfolio Project. In this step, you will research and select the business or organization you plan to use in your Portfolio Project.

Ideally, you will select an existing business or organization—this will provide you with the opportunity to solve real problems and practice dealing with the complexities of organizations that grow and change in response to multifaceted issues. This step may take additional research to ensure that you can obtain all the information needed to complete the profile.

Once you have selected your business or organization you will provide a profile based on the dimensions below:

- Name of Business/Organization
- Business Model
- Business Strategy
- Internal Factors Influencing the Organization
- External Factors Influencing the Organization
- Current and Projected Future Demographics of the Employee Base
- Current and Projected Future Demographics of the Customer Base

Please indicate how you located the information for your profile, citing at least 2-3 credible sources in accordance with the [*CSU-Global Guide to Writing and APA Requirements*](#).

Module 2

Readings

- Moehrle, M. (2016). What keeps you awake at night? *Global Workforce*, 10(3), 44-47.
- Schroeder, H. (2015). Knowledge, learning and development for success in the new business environment: An art and science approach. *Development and Learning in Organizations: An International Journal*, 29(5), 10-12.

Discussion (25 points)

Critical thinking: Gap Analysis Report (75 points)

Using the business or organization for which you completed the organizational profile in Module 1, conduct a gap analysis to identify an organizational issue or need that has the potential to be addressed through the adoption of a new technology. Write a gap analysis report based on your findings.

Please note that at this point you will not yet need to identify the new technology, this will be done in the next module. For this assignment you are simply conducting a gap analysis and compiling a report. The four steps outlined in the article How to Write a Gap Analysis Report presented in the module content can be followed for this assignment:

1. Clearly state the organization's goals.

2. Benchmark the current state of the organization using data.
3. Analyze the gap data.
4. Compile the report.

The report should contain an executive summary, a section for each of the organization's goals, and a conclusion that summarizes the report and calls for action to address the identified gaps.

Support your analysis with research from 2-3 credible sources documented according to [CSU-Global Guide to Writing and APA Requirements](#).

Module 3

Readings

- Brandi, U., & Iannone, R. (2015). Innovative organizational learning technologies: Organizational learning's Rosetta Stone. *Development and Learning in Organizations*, 29(2), 3-5.
- Laiken, M. E., Milland, R., & Wagner, J. (2014). Capturing the magic of classroom training in blended learning. *Open Praxis*, 6(3), 295-304.

Discussion (25 points)

Critical Thinking: Technology Adoption Proposal Paper (75 Points)

In Module 2 you conducted a gap analysis to identify an organizational issue, challenge, or need that has the potential to be addressed through the adoption of a new technology and wrote a gap analysis report. You are now ready to identify the new technology that will be adopted by the organization and begin strategizing a plan for adoption and implementation. Write a technology adoption proposal paper for your selected business or organization that:

- Identifies the new technology.
- Addresses how the technology will improve employee and organizational performance (i.e., refer back to the issue or challenge addressed in your gap analysis report).
- Outlines a basic strategy and process for the adoption and implementation of the new technology. (Please note that you will continue to develop and expand upon your strategy for the adoption and implementation in your future assignments. Thus, at this point your proposal should simply outline a basic strategy and process.)

Support your 2-3-page proposal with research from 2-3 credible sources documented according to [CSU-Global Guide to Writing and APA Requirements](#).

Module 4

Readings

- Conforto, E., & Amaral, D. (2016). Agile project management and stage-gate model-A hybrid framework for technology-based companies. *Journal of Engineering and Technology Management*, 40, 1.

- Kwak, Y. H., Walewski, J., Sleeper, D., & Sadatsafavi, H. (2014). What can we learn from the Hoover Dam project that influenced modern project management? *International Journal of Project Management*, 32(2), 256-264.

Discussion (25 points)

Critical Thinking: Learning Project Plan (75 points)

Create a learning project plan for an initiative that will teach employees how to implement the new technology identified in your technology adoption proposal paper. The content, format, tools, and techniques that you use in your learning project plan are entirely up to you. However, your plan should:

- Identify and describe the content, format, tools, and techniques that will be used in your learning project
- Detail who, what, when, where, why, and how the learning and management will occur.
- Clearly demonstrate your understanding of the content presented in this module.
- Contain a rationale for how your plan addresses the changing demographics of the employee base that you identified in your Business/Organization Profile (Module 1).

Support your 2-3-page plan with research from 2-3 credible sources documented according to [CSU-Global Guide to Writing and APA Requirements](#).

Module 5

Readings

- Hinerasky, C. (2014). Advances in training evaluation - psychological, educational, economic, and econometric perspectives on the Kirkpatrick model. St. Louis, MO: Federal Reserve Bank of St Louis.
- Jain, S. (2014). Methods of training programmes evaluation: A review. *The Journal of Commerce*, 6(2), 19-30.
- Rasmussen, P. (2015). The training measurement book. *Training & Development*, 42(1), 30.

Discussion (25 points)

Critical Thinking: Evaluation Plan for Measuring Learning Impact (75 points)

For this assignment you will be creating an evaluation plan for measuring the learning impact on organizational performance of the Learning Project Plan you developed in Module 4. The method you use in your evaluation plan is your choice. You can use the Kirkpatrick's Model, the Phillips ROI Model, a Cost-Benefit Analysis (CBA), or any other credible model or method that best aligns with your previous assignments and/or your selected business or organization.

Within your evaluation plan you will need to:

- Identify and describe the methodology or model that will be used; support your choice with research.
- Describe in detail how you will measure the impact of your specific Learning Project Plan.

- Include surveys, analysis templates, data collection tools, etc. that will be used in your evaluation plan.

Support your 2-3-page evaluation plan with research from 2-3 credible sources documented according to the [CSU-Global Guide to Writing and APA Requirements](#).

Module 6

Readings

- Stephenson, T., Mayes, L., Combs, E., & Webber, K. (2015). Developing communication skills of undergraduate students through innovative teaching approaches. *NACTA Journal*, 59(4), 313-318.

Discussion (25 points)

Critical Thinking: Communication Plan (75 points)

For this assignment, you will be creating a plan for communicating the new technology adoption to the employees of the organization.

Within your communication plan you will need to:

- Identify the sender(s), channel(s), and receiver(s) of the message.
- Create the message (include all details necessary for the employees to fully understand the rationale for the adoption of the new technology, the learning plan, and the evaluation plan, based on the work you completed in Modules 3, 4, and 5.
- Describe in detail how the message will be delivered.
- Describe in detail any follow up communication that will occur after the initial message is delivered and how exactly this will be done.
- Include any tools, techniques, visuals, and/or presentation materials that will be used in the delivery of the message(s).

Support your 2-3-page plan with research from 2-3 credible sources documented according to [CSU-Global Guide to Writing and APA Requirements](#).

Module 7

Readings

- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25(1), 36-62.
- Grandy, G., & Sliwa, M. (2017). Contemplative Leadership: The Possibilities for the Ethics of Leadership Theory and Practice. *Journal of Business Ethics*, 143(3), 423-440. doi:10.1007/s10551-015-2802-2

- Rudolph, C. W., Rauvola, R. S., & Zacher, H. (2017). Leadership and generations at work: A critical review. *The Leadership Quarterly*, *The Leadership Quarterly*.

Discussion (25 points)

Module 8

Readings

- Dillon, J. (2017). Learning in layers: Applying a layered approach to employee learning and development. *TD Magazine*, *71(1)*, 42.
- Jones, R., Woods, S., & Guillaume, Y. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational & Organizational Psychology*, *89(2)*, 249-277.
- Longenecker, C., & Abernathy, R. (2013). The eight imperatives of effective adult learning: Designing, implementing and assessing experiences in the modern workplace. *Human Resource Management International Digest*, *21(7)*, 30-33.

Discussion (25 points)

Portfolio Project: Technology Adoption and Implementation Plan (350 points)

The end product of the course will be the creation of a strategic plan and set of management tools for leading a business or organization in the adoption and implementation of a new technology. Each assignment in the course will build toward a final, cohesive plan. You are encouraged to incorporate weekly feedback from your instructor in your final project.

Your final submission will include:

- **Business/Organization Profile:** This organization will be the subject of your analysis and will reap the benefit of your strategic planning and recommendations. *(Module 1)*
- **Gap Analysis Report:** Identify an organizational gap that could be addressed through the adoption of a new technology. *(Module 2)*
- **Technology Adoption Proposal Paper:** Make a case to support the adoption of your proposed technology and outline the strategy for implementation. *(Module 3)*
- **Learning Project Plan:** Develop a plan to teach employees to use the new technology. *(Module 4)*
- **Evaluation Plan for Measuring Learning Impact:** Develop plans and tools to evaluate the effectiveness of your employee training plan. *(Module 5)*
- **Communication Plan:** Determine how employees of your selected business or organization will learn about the technology that will be implemented and taught to them. *(Module 6)*
- **Coaching Plan:** Determine how you will sustain performance improvement gained through your training plans. *(Module 8)*
- **Reflective Summary:** This summary of approximately one double-spaced page should reflect upon the experience of developing the plan and applying course concepts to a real-world scenario. *(Module 8)*

The Coaching Plan, the final piece of the Portfolio Project, should include the following components:

- Rationale for including coaching as a part of the technology adoption and implementation plan
- Identification and description of the model that will be employed for coaching
- Analysis of the selected model's alignment with the organization, its employees, and the technology being implemented
- Strategies to be employed as part of the coaching effort
- Identification and description of competencies that coaches should demonstrate to be effective

Support your 2-3 coaching page plan with research from 2-3 credible sources documented according to [CSU-Global Guide to Writing and APA Requirements](#). This component of the Portfolio Project should be submitted with the final Portfolio.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
 45% Critical Thinking Assignments
 35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.