

Syllabus

Course Overview

Delivery systems for training and performance improvement have expanded dramatically in recent years. Gone are the days when delivery was synonymous with stand-up instruction of an established curriculum, given to a closed group of trainees, and provided in a face-to-face environment.

Today's delivery specialist is expected to possess competencies beyond this approach. Delivering training today can involve complex operations and information systems, which require mastering a specific skill set.

This course will focus on two roles in delivery:

- Facilitation.
- E-learning specialist.

This course uses an application-based approach to introduce you to tools and strategies that effective facilitators use to assist groups in overcoming barriers to achieve common goals. The course is designed to fully engage you as a learner. It requires high levels of individual and group participation.

This course uses the following terms:

- *Synchronous* means "happening at the same time." Facilitation today can be face-to-face or at a distance, using electronic collaboration tools such as Breeze and NetMeeting. Because of this, we use the term "synchronous" to include all facilitated sessions in which participants discuss and interact at the same time, regardless of the setting.
- *Asynchronous* means "not at the same time." This term is used to describe activities, usually e-learning activities, in which participants work together, but not at the same time. The discussion boards we use in Capella courses are examples of asynchronous e-learning activities.
- *E-Learning* means electronically facilitated learning, whether synchronous or asynchronous. E-learning can include a wide variety of activities and resources including, but not limited to, self-instructional materials that are delivered on compact discs or video tapes, as well as Internet-based delivery methods.

E-learning has risen in popularity in recent years. This course examines case studies of companies that have successfully launched e-learning initiatives, including meetings, training sessions, and facilitated sessions conducted with participants in distance settings. It reviews the architecture, design, and engagement techniques to consider when designing and delivering e-learning.

At the end of the course, you will create a leader's guide for a face-to-face session and a complementary e-learning component that incorporates tools completed in various units throughout the course.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Create learning interventions.
- 2 Evaluate training strategies.
- 3 Facilitate groups.
- 4 Communicate ideas effectively in writing.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bens, I. (2018). *Facilitating with ease!: Core skills for facilitators, team leaders and members, managers, consultants, and trainers (4th ed.)*. San Francisco, CA: Jossey-Bass.
- Bonk, C., & Graham, C. (2006). *The handbook of blended learning: Global perspectives, local designs*. Hoboken, NJ: Wiley.
- Forsyth, D. R. (2000). *One hundred years of group research: Introduction to the special issue*. *Group Dynamics: Theory, Research, and Practice*, 4(1), 3–6. doi:10.1037/1089-2699.4.1.3
- Purcell, A. (2000). *20/20 ROI*. *Training & Development*, 54(7), 28–33.
- Schreurs, J., Gelan, A., & Sammour, G. (2009). *E-learning readiness in organisations – Case healthcare*. *International Journal of Advanced Corporate Learning*, 2(2), 34–39.
- Tyler, K. (2000). *The gang's all here*. *HRMagazine*, 45(5), 104–113.
- Van Tiem, D., Moseley, J. L., & Dessinger, J. C. (2012). *Fundamentals of performance improvement: Optimizing results through people, process, and organizations (3rd ed.)*. San Francisco, CA: Pfeiffer.
- Weitzel, T. (2000). *Make friends with the wild things*. *Training & Development*, 54(11), 56–60.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Lewis, J., & Michaluk, D. (2002). Four steps to building e-learning success. *Workforce Management*, 81(5). Retrieved from <http://www.questia.com/library/1P3-120909634/four-steps-to-building-e-learning-success>
- Thomson, I. (2002). Thomson job impact study: The next generation of corporate learning. Retrieved from <http://mdavidmerrill.com/Papers/ThompsonJobImpact.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Blended-Solution Intervention

Project Overview

In the course project, you will demonstrate mastery of the skills discussed and practiced in each unit. You will create a blended-solution intervention to a performance challenge consisting of both a training and a non-training component. You will facilitate the synchronous portion of the training, and reflect on the challenges involved with producing a performance intervention in the workplace.

As you will learn through our course readings, a blended-solution that incorporates e-learning and synchronous learning is one of the most common ways in which e-learning is used in the world of performance improvement. This project will help you understand the process of designing such a solution, including some of the techniques to ensure effective e-learning and how it complements the synchronous learning element.

The performance challenge you use is your choice. Ideally, you will address a performance issue related to your current position or experience. You might choose from, but are not limited to, the following categories:

- Team performance.
- Problem solving.
- Process improvement.
- Shared vision.
- Skill training.

Design the project to be engaging. Include interactive activities that require active audience participation.

Throughout the course you will complete assignments that contribute to the content of the course project. The final project component, however, will be greater than a simple compilation of assignments, so read the course project requirements thoroughly to understand the full scope of the project.

1. **Topic Selection and Goal Statement (Unit 2)**. This assignment is the background of your project, and describes the organization and the performance challenge that will be addressed in the project, as well as the general performance goals of the intervention.

2. **Learning Theorist Paper (Unit 3).** This assignment will help you explore several learning theorists, whose ideas can become the foundation for your course project.
3. **Design Plan (Unit 5).** Create an overall design for your blended-solution approach to performance improvement.
4. **Leader's Guide (Unit 9).** You will assemble the agenda and process notes for the training session you are facilitating.

Parts of the Project

The following pieces are required for completion of the project.

Component 1: Background Information

1. Table of contents.
2. Description of client organization (a brief history of organization, mission, organization chart, market context).
3. Description of performance challenge to be addressed by this project.
4. Overarching goal of the session.
5. A minimum of three **measurable** participant objectives of the session.
6. A listing of facilitator competencies that should be met in order to achieve each participant objective. Ideally, at least one of these competencies should be a stretch for you. It should help you progress to the next level in your development as a facilitator. Possible facilitator competencies to be demonstrated include, but are not limited to:
 - Facilitating conflict.
 - Creating participation.
 - Promoting effective decision making.
 - Utilizing process tools.
7. Project Summary:
 - Characteristics of participants.
 - Purpose of session.
 - Project constraints (budget, optimum or required number of participants, technology, and so on).
 - Design of session (high-level description of the general flow of the face-to-face and e-learning sessions, based on theory).
 - Theoretical perspective upon which the design of session is based. What specific theories and principles influenced your choice of activities, organization, structure, and the sequencing of your session? Include citations for all referenced material.

Component 2: Leader's Guide

This element should be written as a handbook for a facilitator, who is a subject matter expert, but a novice facilitator. This leader's guide gives the leader a facilitator's view of how the training sessions should be done. You will use this guide to facilitate this session.

1. Session design outline. This is a step-by-step overview of all events and materials to be covered in the intervention. This should be designed so that it could be used without adaptation by another facilitator to effectively deliver the intervention.
 - Learning goals to be achieved.
 - Pre-assessment tool.
 - Notes for facilitator, including a list of most important facilitator competencies for facilitating this intervention.
 - All delivery resources and support materials used in delivery of activities.
 - Agenda and process notes (detailed guide to help the facilitator conduct the session).
 - Order of delivery, including any ice-breakers and concluding activities.
 - Time allocated to each segment of the training.
 - Facilitation strategies.
 - Process tools.
 - Any anticipated cultural, environmental, or other factors that could impact delivery, either positively or negatively.
 - Leader checklist to ensure you are ready to facilitate on a specific date.
 - Measurement plan and tools.
 - Reaction survey.
 - Learning assessment.
 - On-the-job application assessment.
 - Business impact assessment.

Component 3: E-learning Element

This should be a PowerPoint presentation, or more sophisticated delivery method, of 30–40 slides or frames, including at least one example of *branching*, as illustrated in the example offered in Unit 5. This element must be accessible by the instructor, using readily available software, such as PowerPoint.

Component 4: Facilitation

1. Facilitate the learning event described in the leader's guide.

Component 5: Logistics Review

1. Summarize the logistics of the synchronous project elements, including:
 - Session planning worksheet.
 - Number of participants.
 - Length of meeting.
 - Date of meeting.
 - Location of meeting.
 - Media needs.
 - Material resource needs.
 - People resource needs.
 - Budget.
2. Summarize the logistics and delivery process of the e-learning element.
 - Delivery challenges and successes.
 - Review the process you used to create the e-learning element.
 - Reflect on how well the e-learning element and the synchronous element supported and complemented each other.
3. Review your session and reflect on your performance as a facilitator and e-learning designer. This section should include commentary on the following:
 - Strategies that were particularly effective in the facilitation of the session.
 - Events that occurred during the intervention that, in retrospect, you might have handled differently.
 - Personal strengths as a facilitator and e-learning designer.
 - Include description of non-training intervention.
 - Target areas for self-improvement.
 - Summary of evaluations completed by participants at the end of the intervention.
 - Planned future action steps to hone facilitation skills.
 - Make suggestions or recommendations for revisions or improvements that can be implemented in future sessions.

Length of Paper

There is no set minimum for the number of pages in the leader's guide, but it must include all elements. Many of the sections will be completed during course assignments, and can be pasted into the final deliverable with small adaptations.

Unit 1 >> Understanding the Roles of Synchronous Facilitation and Distance Training

Introduction

As noted in the introduction, this course will focus on the facilitation of training presentations and meetings, distance training, and implementing complementary performance improvement interventions. The word *facilitation* means "to make easy, to remove obstacles from the process of doing something." That is what facilitators do. They remove obstacles to learning and guide participants to new levels of performance.

Team Facilitation

Today's managers demand teamwork and collaboration to achieve business goals. This requires an ever-increasing demand for meetings. As we are all aware, some meetings are motivating and productive, and others are fraught with hidden agendas, conflict, and apathy—accomplishing little more than wasting valuable time. As facilitators, our goal is to help others to work together effectively to achieve tasks in a timely fashion. Too often, people are asked to facilitate sessions without first mastering the specific, rehearsed skill set necessary to accomplish this effectively.

Learning to Facilitate

The *Facilitating With Ease* text introduces the concept that effective facilitation involves a set of skills that can be taught and learned. Ingrid Bens (2018) writes, "With its focus on asking instead of telling, listening, and building consensus, facilitation is the embodiment of the new leadership ideal and a core skill set for all leaders!" (p. xiv). The text provides you with a step-by-step guide to designing and conducting facilitated sessions.

Unit 1 covers these basic principles of facilitation:

- Effective questioning.
- Providing substantive feedback.
- Developing individual style.
- Stages of facilitation.
- Self-assessment.

Blended Learning's Role

The Bonk and Graham text, *The Handbook of Blended Learning*, outlines methods to use distance training effectively to meet strategic business goals. This unit provides an overview of distance training that focuses on its past, present, and future. The assigned articles in this unit will provide valuable insight into the roles of facilitators versus the roles of trainers.

Self-Assessment

To determine your strengths and opportunities for development regarding facilitation of both synchronous and e-learning settings, you will complete a self-assessment in this unit and report your results in the discussion area. We will review and analyze the core practices of effective facilitation.

Reference

Bens, I. (2018). *Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers* (4th ed.). San Francisco, CA: Jossey-Bass.

Bonk, C. J., & Graham, C. R. (2006). *The handbook of blended learning: Global perspectives, local designs*. Hoboken, NJ: Wiley.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In *Facilitating With Ease!*:
 - Read Chapter 1, "Understanding Facilitation," pages 1–32.
 - Read Chapter 2, "Who Can Facilitate," pages 58–68.
 - Complete the "[Facilitation Skills Self-Assessment](#)" to inform a unit discussion.
- In *The Handbook of Blended Learning*:
 - Read Chapter 1, "Blended Learning Systems: Definition, Current Trends, and Future Directions," pages 3–21.
 - Read Chapter 2, "The Blended Learning Imperative," pages 22–26.
 - Read Chapter 3, "Why Blended Learning Hasn't (Yet) Fulfilled Its Promises," pages 27–40.
 - These chapters outline the current state of blended learning and future trends for this important form of performance improvement technology:

Use the Internet to read Thomson's 2002 article, "[Thomson Job Impact Study: The Next Generation of Corporate Learning](#)," pages 1–13.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Your Experience With Blended Learning

Bonk and Graham, in *The Handbook of Blended Learning*, provide important information about the current state of blended learning, as well as information about future trends in blended learning. In keeping with this information:

1. Share your experiences with blended learning in your work life and in the organization for which you work or have worked.
2. Identify specific ideas from the assigned chapters that you have seen in action in your work life.

Note: Do not comment on your experiences with Capella courses or other forms of e-learning, as the framework and purposes of these courses can be quite different from those found in the work world.

Response Guidelines

After posting your own experiences with blended learning, read the posts of your peers. Identify any common threads of thought you see in their posts.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Self-Assessment

Mastering facilitation skills requires that you evaluate your strengths and opportunities for development in synchronous and e-learning sessions. Post a summary of your results from Bens's "Facilitation Skills Self-Assessment." What are your strengths and opportunities for development? What surprised you about the results? Include a statement addressing your plans for growth in mastering facilitation skills during this course.

Response Guidelines

Report your results and respond to the results posted by others. Post your thoughts on common strengths reported and common areas in need of development.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> The Performance Consultant Role

Introduction

You can't build a reputation on what you are going to do.

— Henry Ford

Introduction

Effective facilitators exhibit productive influence skills to garner support from management and create buy-in from participants, whether in face-to-face or distance classrooms. They possess a deep understanding of effective team development strategies and team dynamics. They realize that there are distinct differences between creating teams and creating groups.

Bens (2018) states that, "instead of being relegated to HR, facilitation is fast becoming a core competency for anyone who leads a team, manages a project, heads up a committee, or manages a department. All of these people need to be able to create and manage effective group dynamics that foster true collaboration ... to get the most from people today, leaders have to know how to create buy-in, generate active participation, and empower people (p. xiii).

Facilitation Is Proactive

Inertia is a facilitator's number one enemy. A facilitator's role is to forward the action of a group by building trusting relationships and to promote action by persuading rather than coercing others. Effective facilitators foster an environment of commitment to common goals. They are masters of communication and listening skills.

Today's organizations are characterized by structures that are leaner and flatter than they have been in the past. Consequently, complex networks of relationships have become the norm. Facilitators guide the group in defining roles and promoting strategic actions. They persuade others to act by creating approaches where everyone benefits through participation. They instill motivation to overcome obstacles and focus on results. Without a facilitator dedicated to pooling talents and guiding the group forward, both traditional and virtual learning teams can suffer from collaboration barriers and inertia.

Reference

Bens, I. (2018). *Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers* (4th ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In *Facilitating With Ease!*:
 - Read Chapter 3, "The Facilitation Stages," pages 45–54.
 - This reading, and the following *Handbook of Blended Learning* reading, highlight strategies for building buy-in for implementing a performance improvement intervention.
- In *The Handbook of Blended Learning*:
 - Read Chapter 5, "Blended Learning for Business Impact: IBM's Case for Learning Success," pages 61–65.

View the [Campus Tour](#) and the Writing Center's [Maintaining Motivation](#) presentation for examples of distance training. Pay particular attention to the various media used to present the information.

u02a1 - Topic Selection and Goal Statement

In preparation for this assignment:

- Read the Blended-Solution Intervention course project description to understand how this assignment supports the course project requirements.

This assignment contributes to the **Background Information** portion of the course project:

- Describe the organization for which you will be creating a performance intervention.
- Identify the performance gap that you will address. The topic may fall under, but not be limited to, the following categories:
 - Problem solving.
 - Team performance.
 - Process improvement.
 - Shared vision.
 - Skill training.
- Describe the target audience for the intervention in terms of their performance gap and any other relevant details that may be important to consider in the design of the intervention.
- Offer a root cause analysis, establishing that "lack of competence" is a major cause of poor performance.
- Identify the business goals for the intervention (both the training and non-training components).
- Write a goal statement in which you describe the goals of the intervention you will create and how you will measure the success of the intervention.

As you work to identify the performance gap you will address, keep in mind that the intervention you will be creating must have three components.

1. A plan for a distance training module.
2. A synchronous facilitation session.
3. A supporting non-training intervention.

You should choose a performance intervention that can be addressed with these components.

Post your draft **Topic Selection and Goal Statement** in the first Unit 2 discussion. After receiving feedback from your peers and the instructor, revise your topic and goal statement as needed and submit them in the assignment area.

Course Resources

[Topic Selection and Goal Statement Template \[DOCX\]](#)

u02d1 - Topic Selection and Goal Statement Peer Review

Post your assignment from Unit 2, Topic Selection and Goal Statement, to receive instructor and peer feedback. You are encouraged to post your assignment as early in the week as possible to allow other learners time to respond.

Response Guidelines

One of the goals of this course is to develop your skill to communicate with all levels of your organization about the goals and rationale of a performance improvement intervention. Self-assess your posting to this discussion, evaluating whether your statement would be enough to persuade management to take on your project. Give feedback to others about their proposals, using these ideas as a starting point.

Course Resources

Graduate Discussion Participation Scoring Guide

Topic Selection and Goal Statement Template [DOCX]

u02d2 - E-Learning Examples

Using the ideas from Bonk and Graham's *The Handbook of Blended Learning* in your readings for this unit and Unit 1, evaluate the examples of e-learning you viewed in this unit's studies. What are the strengths and weaknesses of these examples? How do they compare to examples of distance training in your own organization? How could these examples be enhanced by blending them with synchronous training?

Response Guidelines

Use the principles identified by Bonk and Graham to evaluate the examples. Respond to the postings of your peers with thoughts about how your evaluations are similar or different.

Course Resources

Graduate Discussion Participation Scoring Guide

[The Handbook of Blended Learning](#)

Unit 3 >> Theory and Principles of Effective Designs

Introduction

Great ideas need landing gear as well as wings.

— C. D. Jackson

How do facilitators choose what to present and how to present it? How do they manage and motivate groups with different agendas? How do they convince management their efforts will have an impact? The answer to each of these questions is: Research. Facilitators do not design sessions based on whims or hunches. They do their homework, which includes possessing a working understanding of learning theory.

Can you imagine selling a product in a competitive marketplace without a research base? You would be aimlessly employing trial and error strategies. Facilitators cannot afford to waste such valuable time. They need to know what works and apply theories that have a reputation of success in motivating adults who need to achieve goals in a limited timeframe. As well-respected facilitators, you need to be able to converse intelligently about learning theorists, both with clients and with fellow professionals in the field.

As scholar-practitioners, it is critical that you ground your work in research. You need to understand the theoretical basis of your work. This unit will focus on managing and motivating groups with a focus on techniques that are directly applicable to widely accepted learning theories.

Distance Training and Learning Theory

Listen to [Interview With Ruth Colvin Clark](#), an expert in the field of distance training. This media piece describes definite principles for creating effective distance training. We will learn about some of those principles in this unit. These principles reflect, in part, some of the important thinking about designing

effective training, which has come to us through the work of Kolb, Mager, Rogers, and Gagne. You will do a paper in this unit on one of these important learning theorists.

You will use information from your Unit 3 assignment in the course project to describe the theoretical bases on which your session is designed.

Learning Activities

u03s1 - Studies

Readings

In your *Fundamentals of Performance Improvement* text:

- Read Chapter 10, "Learning Interventions," pages 243–280.
 - The authors present an overview of the many types of learning interventions that could be used to improve performance.

Use the Capella University Library to complete the following:

- In *The Handbook of Blended Learning*:
 - Read Chapter 4, "On Designing Interaction Experiences for the Next Generation of Blended Learning," pages 41–56.
 - Focus on ideas presented in the chapter that could create the framework for distance training in your organization and/or in your project.

Multimedia

Listen to the audio [Interview With Ruth Colvin Clark](#), expert in distance training and blended solutions.

u03a1 - Learning Theorist Paper

In preparation for this assignment:

Read the Blended-Solution Intervention course project description to understand how this assignment supports the course project requirements.

This assignment supports the **Background Information** component of your course project.

Learning Theorist Paper Description

This assignment will help you explore several learning theorists, whose ideas can become the foundation for your course project.

Choose one of the learning theorists from the list below to research and write about. Write a 5–7 page, double-spaced paper. The paper should provide an overview of the theorist and the theory listed. Emphasis should be placed on the application of the theory to facilitation.

- Carl Rogers – Facilitation theory.
- Robert Gagne – Instructional events.
- Robert Mager – Instructional objectives, needs assessment.
- David Kolb – Experiential learning theory.

The paper should include these elements:

- An overview of the learning theorist's life and theory.
- An explanation of how the theory applies to facilitation.
- Evidence from readings and other sources to support your ideas.
- Citations of sources you use, following APA guidelines.
- Effective and correct writing.

Post your draft **Learning Theorist Paper** in the Unit 3 discussion. After receiving feedback from your peers and the instructor, revise your paper as needed and submit it in the assignment area.

Writing a Course Paper

Learning Theorist Paper Template [DOCX]

u03d1 - Draft Learning Theorist Paper

Post a draft of your Learning Theorist Paper assignment for feedback from your peers and instructor.

Response Guidelines

Review the Learning Theorist Paper Scoring Guide and give scoring guide-based feedback to at least two of your peers.

Course Resources

Graduate Discussion Participation Scoring Guide

Writing a Course Paper

Learning Theorist Paper Template [DOCX]

Unit 4 >> Meeting Management and Motivation

Introduction

If the only tool you have is a hammer, you tend to see every problem as a nail.

— Abraham Maslow

Today's facilitator is well prepared to respond to a variety of situations. This is not merely accomplished by intuition. It is due in large part to a well-stocked toolkit featuring an array of strategies and tools that can be used to establish goals, encourage decision making, and achieve objectives. These tools, whether used in face-to-face or distance settings, are well designed and multiculturally sensitive. They encourage participation from all stakeholders and provide a basis for collaborative discussion. Additionally, they allow facilitators to measure success in reaching goals.

As a facilitator, you will be expected to bring these tools to the task at hand. You will need to be well versed in their applications and be able to clearly identify the purpose of each. Much as a carpenter builds a home with a strong framework, you will rely on your process tools to construct strong, positive, and lasting group dynamics. This unit will prepare you for this task by introducing you to a variety of practical, effective strategies and tools to facilitate sessions and measure their success.

Facilitators encounter many situations; therefore, a full complement of tools is necessary. These tools include visioning, decision grids, troubleshooting, multi-voting, priority setting, and negotiation, among others.

In this unit, we explore a problem and use a tool to guide a group toward resolution. This tool can be used effectively in groups of varying sizes as well as in distance and face-to-face settings.

Learning Activities

u04s1 - Studies

Readings

In your *Fundamentals of Performance Improvement* text:

- Choose a chapter that describes the non-training intervention you have chosen for your project. Use the authors' ideas to start to shape your design for a supportive non-training intervention.

Use the Capella University Library to complete the following:

- In *Facilitating With Ease!*:
 - Read Chapter 7, "Facilitating Conflict", pages 117–144.
 - This chapter highlights how to manage a meeting. Apply these ideas in your plan for the synchronous element of your project.
- In *The Handbook of Blended Learning*:
 - Read Chapter 33, "Putting Blended Learning to Work," pages 461–473.
 - Read Chapter 34, "Blended Learning and Work: Real-Time Workflow Learning," pages 474–490.
 - The authors describe how global organizations are successfully using blended learning to improve performance.

u04d1 - Meeting Exit Survey

Complete the meeting "Sample Exit Survey" on page 159 of *Facilitating With Ease* for a meeting you recently attended. Include a narrative description that supports each of the ratings you give in the survey.

Response Guidelines

After posting your thoughts on what went well and what did not go well during the meeting, post your responses to your peers about their observations.

Course Resources

Graduate Discussion Participation Scoring Guide

[Facilitating With Ease!](#)

u04d2 - Non-Training Intervention

To support your blended learning intervention, you proposed a possible non-training intervention in the Unit 2 assignment. Revisit your thinking about your non-training intervention. Map out how your non-training intervention will directly relate to the training intervention. Explain how both together will address the problem topic you have selected in Unit 2.

Response Guidelines

Answer the following questions:

- Did you make a good choice?
- Have you changed your mind and chosen a different non-training intervention to support your blended learning intervention?
- Describe your current thinking about how you will design the non-training intervention.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> How to Blend E-Learning With Synchronous Facilitation

Introduction

Why is an understanding of e-learning so important to today's facilitators? In the past few years, few initiatives have had as much of an impact on the world's business and educational organizations as distance training. The distance training market is projected to grow rapidly over the next 5–10 years.

As pointed out by Van Dam (2012), some of the strengths of distance training that have been recognized by businesses and educational institutions are:

- E-learning can deliver large amounts of information in a short amount of time to a widely distributed audience.
- E-learning can be a cost-effective alternative to the travel and personnel expenses involved in bringing large numbers of employees together in a face-to-face session.
- E-learning uses technology that increases clarity of communication and engages and motivates participants.

However, distance training should not be viewed uncritically. Problems of e-learning can include:

- The expense of purchasing and installing the software and hardware needed to create and deliver e-learning.
- The inflexibility of e-learning in being able to quickly adapt to new information, policies, practices, and strategies.
- The inability of e-learning to sufficiently convey non-verbal information that may be important to fully understand the lessons of the e-learning session.

In response to these and other drawbacks to distance training, many organizations have chosen to supplement their distance training with synchronous training, through face-to-face sessions, video-conferencing, or collaborative spaces such as those created by Breeze presentations. A performance improvement professional will need to know how to appropriately use e-learning, and how to supplement it with synchronous training, if necessary.

This unit focuses on learning how to choose appropriate e-learning experiences and create an e-learning session with a complementary synchronous session.

Reference

Van Dam, N. (2012). *The e-learning fieldbook*. New York: McGraw-Hill.

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In *Facilitating With Ease!*:
 - Read Chapter 8, "Meeting Management," pages 161–178.
 - This selection highlights process tools that facilitators can use to help meetings run more smoothly.
- In *The Handbook of Blended Learning*:
 - Read Chapter 5, "Blended Learning for Business Impact: IBM's Case for Learning Success," pages 61–75.
 - Read Chapter 6, "A Learning Ecology Model For Blended Learning From Sun Microsystems," pages 76–91.
 - Read Chapter 8, "Transformation of Sales Skills Through Knowledge Management and Blended Learning," pages 105–119.
 - These chapters present three different conceptual frameworks for creating a blended learning performance improvement program.

Multimedia

- Click [Launch Presentation](#) to listen to the *Writing Measurable Objectives* presentation by Dr. Paul Hardt, Core Faculty, Training and Performance Improvement Specialization.
- Click [Launch Presentation](#) to refresh your memory of an *Interview With Ruth Colvin Clark*, one of the authors of *E-Learning and the Science of Instruction*.

u05a1 - Design Plan

In preparation for this assignment:

- Read the Blended-Solution Intervention course project description to understand how this assignment supports the course project requirements.
- This assignment supports the **Background Information, Leader's Guide, and E-Learning** components of your course project.

For this assignment:

Create an overall design for your blended solution approach to performance improvement. Use the Design Plan Template (in the Resources) as a resource for this assignment.

The design document should include these elements from your Unit 2 assignment:

1. Description of the organization that will be the target of this project and the performance issues the project will address.
2. Performance gaps (desired performance, present performance, gap) the project will address.
3. Cause analysis: A simple analysis of the causes of the gaps.

Add the following elements to your design document:

1. Business objectives for the interventions, including which objectives will be addressed by a training intervention and which will be addressed by a non-training intervention.
 1. A description of how the non-training intervention and the training interventions will support one another.
 2. Three to five measurable learning objectives for the training intervention. Refer to the media presentation in this unit's studies, *Writing Measurable Objectives*, for additional help in writing your objectives.
2. Outline of instructional events in a blended solution, applying one of the learning theories you learned about in Unit 3, and one of the frameworks from *The Handbook of Blended Learning*, Chapters 5, 6, or 8:
 - Pre-learning activities.
 - High-level outline of e-learning activities.
 - High-level outline of synchronous activities.
 - Evaluation design.

Post your draft **Design Plan** in first Unit 5 discussion. After receiving feedback from your peers and the instructor, revise your plan as needed and submit it in the assignment area.

Course Resources

[Design Plan Template \[DOCX\]](#)

u05d1 - Design Plan Peer Review

Post your draft Design Plan assignment in this discussion, and receive feedback from your peers and the instructor. Based on this feedback, you will redraft your Design Plan and submit it in the assignment area.

Create an overall design for your blended solution approach to performance improvement.

See the Design Plan Template in the Resources; this is a resource for this discussion and this unit's Design Plan assignment.

The design document should include these elements:

1. A description of the organization that will be the target of this project and the performance issues the project will address.
2. Performance gaps (desired performance, present performance) the project will address.
3. Cause analysis: A simple analysis of the causes of the gaps.
4. Three to five measurable learning objectives. Refer to the media presentation in the Unit 5 studies, *Writing Measurable Objectives*, for additional help in writing your objectives.
5. Outline of instructional events in blended solution, applying one of the learning theories you learned about in Unit 3 or another appropriate learning theory:
 - a. Pre-learning activities.
 - b. High-level outline of e-learning activities.
 - c. High-level outline of synchronous activities.
 - d. Evaluation design.

Response Guidelines

After posting your design plan, examine the plans of others, providing feedback about strengths and potential areas of improvement. View the plans of others as if you were a manager making a decision whether to use the intervention.

Outlines

Design Plan Template [DOCX]

u05d2 - Strengths and Weaknesses of E-Learning

Just like any tool, e-learning has its strengths and weaknesses. As a performance improvement professional, it is important that you understand this and recognize appropriate and inappropriate situations in which to use e-learning. Consider the following:

- What are some of the strengths of e-learning?
- What are performance improvement situations in which e-learning would be appropriate?
- What are some weaknesses of e-learning?
- What are some situations in which e-learning would not be appropriate?
- Cite examples from your own experience or from the course readings to support your argument.

Response Guidelines

After posting your own thoughts on this discussion question, compare them to the thoughts of others. Summarize the ideas of some of your peers on when it is appropriate or not appropriate to use e-learning.

Unit 6 >> The Key Elements of Successfully Facilitated Sessions

Introduction

It is critical that facilitators have strategies ready to address group behaviors and encourage participation, whether in face-to-face or virtual group settings. No two groups function in exactly the same manner, so savvy facilitators utilize a combination of strategies to engage participants and keep the group focused on the goal.

In this unit, you will reflect on previous experiences in facilitated sessions, which will serve as the basis for discussion and critiquing of such strategies. A tool will be introduced to provide a framework for your analysis and recommendations, and will undoubtedly prove valuable as you address group processes in the future.

Facilitators need to understand the complexity of creating and maintaining distance learning programs. They need to master strategies to create participation in group settings, whether face-to-face or at a distance. This unit will create opportunities for you to critique and master the elements of effectively facilitated sessions.

The complexities of distance learning architecture are mysterious to many veteran facilitators, but it is vital that e-learning facilitators possess a basic understanding of the key elements of designing, supporting, and maintaining e-learning architecture.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to complete the following:

- In *Facilitating With Ease!*:
 - Read Chapter 5, "Knowing Your Participants," pages 69–90.
- Review your readings from *The Handbook of Blended Learning* in Unit 5, which highlighted techniques for getting people involved in a facilitated session. You can apply these techniques in your project. These chapters in *The Handbook of Blended Learning* text present three different conceptual frameworks for creating a blended learning performance improvement program:
 - Review Chapter 5, "Blended Learning for Business Impact: IBM's Case for Learning Success," pages 61–75.
 - Review Chapter 6, "A Learning Ecology Model For Blended Learning From Sun Microsystems," pages 76–91.
 - Review Chapter 8, "Transformation of Sales Skills Through Knowledge Management and Blended Learning," pages 105–119.
- Read Forsyth's 2000 article, "[One Hundred Years of Group Research: Introduction to the Special issue](#)," from *Group Dynamics: Theory, Research, and Practice*, volume 4, issue 1, pages 3–6.
 - This article continues our investigation into how groups work and how to use group dynamics to facilitate a session.

u06s2 - Finding a Synchronous Team to Facilitate

In Unit 7, you will evaluate a synchronous team meeting—either virtual or face to face—using the "[Consensus Decision Worksheet Template](#)." Now is the time to find your team meeting. This can be a team you presently work with, or one created for the purpose of these activities. The team should be between 5–7 participants, and can consist of people with whom you are "co-located" (that is, everyone works in the same physical place), or who are part of a distributed group. You can meet face-to-face or via synchronous technology such as a conference call or video conference.

Give the members of your team plenty of notice about the details of the discussions—where they will be conducted, when, and so on. You should plan a one-hour discussion. You will be asked to post your reflections on how this meeting went in the first discussion of Unit 7.

u06d1 - Designing of a Non-Training Intervention

On page 419 of Van Tiem, Moseley, and Dessinger's *Fundamentals of Performance Improvement* (linked in Resources), you learned how various non-training interventions can be designed. As part of the course project, you must present an overview of a supportive non-training intervention that will help improve performance.

In this discussion create a draft overview of your non-training intervention. This overview should include these elements:

- Intervention and Elements.
- Development Plan.
- Implementation Plan.

Response Guidelines

Respond to the posts of at least two of your peers by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Fundamentals of Performance Improvement: Optimizing Results Through People, Process, and Organizations](#)

Unit 7 >> Decision Making and Outsourcing

Introduction

Anyone could facilitate a group that never debated, argued, or differed in opinion. But seasoned facilitators know that this is rarely the case. Reaching consensus and guiding a group to effective decision making is one of the greatest challenges a facilitator encounters. It requires skill, knowledge of effective methods of intervention, and precise timing. Fortunately, these can be learned so that you will be prepared to deal with such situations. This unit will focus on the effect of decisions, the six decision-making options, decision-making paradigms, and consensus building.

"Helping groups make high-quality decisions is the most important function of a facilitator. Unfortunately, decision making is also one of the most difficult things to do properly," (Wiley, page 111). Meetings can stall if the group cannot reach consensus. It is the facilitator's role to keep things moving forward. They must know the tools and strategies to regain momentum. There are times when an outside vendor may be needed to provide specific expertise, particularly when an organization is considering a distance model. Members need to trust that the facilitator and any outside vendors are working toward achieving the established objectives of the organization.

One of the most important decisions a distance learning facilitator can make is choosing an outside vendor for e-learning. This unit reviews the issues surrounding the use of outside vendors in delivery, including when to hire, who to hire, how much to pay, and how to build successful vendor partnerships.

Reference

Wiley Publishing Staff (2005). *Delivery systems for training and performance improvement*. Hoboken, NJ: John Wiley & Sons.

Learning Activities

u07s1 - Studies

Readings

In the *Facilitating With Ease!* text:

- Read Chapter 6, "Effective Decision Making," pages 109–128.
 - This selection offers tools for promoting effective decision-making in sessions you facilitate.

u07s2 - Meeting Facilitation Evaluation

Observe a meeting of the synchronous team you identified in Unit 6. Evaluate the meeting using the "[Consensus Decision Worksheet Template](#)". Pay attention to how distinct and varying opinions are presented and addressed. How does the team come to consensus when there are varying opinions?

u07d1 - Facilitation Team Discussion

After you facilitate or observe the facilitation of your synchronous team discussion:

- Post your completed "Consensus Decision Worksheet Template" along with your observations and reflections on the activity. What went well? What did not?
- Describe briefly the process your synchronous team used to reach consensus.
- Suggest actions you would take to improve the process if you were to conduct a future discussion of this type.

Response Guidelines

Evaluate the strengths and weaknesses of the process you used. Comment on the reflections of other learners. Identify common themes among the posts. Why do you think these themes arose?

Note: This is a graded discussion.

u07d2 - Finding a Vendor

Assume that you need to hire an outside vendor to provide expertise for an e-learning initiative your organization plans to launch:

- Describe the e-learning initiative you are planning.
- Search the Internet to find a vendor who meets these criteria. Do not limit your search to your geographical region.
- Describe what impressed you about the vendor in light of your established criteria.
- Include the complete link to the vendor's website, including the "http://" prefix.

Response Guidelines

Apply the ideas from the *Fundamentals of Performance Improvement* chapter (linked in Resources) to this discussion. Compare your list of criteria to those of your peers and discuss the differences.

Course Resources

Graduate Discussion Participation Scoring Guide

Fundamentals of Performance Improvement: Optimizing Results Through People, Process, and Organizations

Unit 8 >> Facilitating Conflict

Introduction

The great tragedies of history occur not when right confronts wrong, but when two rights confront each other.

— **Henry A. Kissinger**

Conflict is inevitable when a group of committed individuals tackle important issues that affect their professional lives. Facilitators should not fear conflict. Rather they should focus on mastering the skills and having the tools to facilitate a group through conflict effectively.

In the *Facilitating With Ease*, Ingrid Bens describes step-by-step strategies in dealing with resistance and managing conflict. Issues to be presented include debates versus arguments, five conflict options, conflict management, and dealing with resistance. Checklists, surveys, and other tools are provided to fortify your personal toolkit.

In this unit, you conduct a self-assessment and introspective analysis of your own conflict management style in an effort to identify and strengthen your skills in this area.

Reference

Bens, I. (2018). *Facilitating with ease! Core skills for facilitators, team leaders and members, managers, consultants, and trainers* (4th ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u08s1 - Studies

Readings

Use your *Fundamentals of Performance Improvement* text to:

- Read Chapter 3, "Change Management," pages 61–80.
- Read Section 4, "Intervention Implementation and Maintenance," Chapters 21 and 22, pages 473–508.

Use the Capella University Library to complete the following:

- In *Facilitating With Ease!*:
 - Read Chapter 7, "Facilitating Conflict," pages 129–160.
- Read Weitzel's 2000 article, "[Make Friends With the Wild Things](#)," from *Training and Development*, volume 54, issue 11, pages 56–60. This article highlights ways to manage employees and overcome conflict.
- Read Tyler's 2000 article, "[The Gang's All Here](#)," from *HRMagazine*, volume 45, issue 5, pages 104–113. This is a case study of how a CEO improved his meetings by managing conflict.

Complete the following activity:

- Complete the [Conflict Management Style Survey](#) by Peg Pickering of Washington WorkFirst.

u08s2 - Project Preparation

Review the Blended-Solution Intervention course project description. Pay particular attention to the Requirements section of the project. These are the instructions for what you will be submitting for your course project. Your project is due in Unit 10. If you have not already, you will want to begin working on your course project at this time.

Also note that you are expected to facilitate a training session using the leader's guide that you will submit in Unit 9. It is suggested that you begin preparing for this component of your project at this time as well, to avoid last minute scheduling conflicts.

u08d1 - Conflict Management Style

Complete the "Conflict Management Style Survey" by Peg Pickering of Washington WorkFirst.

After you have evaluated your own management style, describe how this evaluation might apply to the blended solution you are proposing. Identify at least two points of conflict that might arise with your proposed blended solution and how you might deal with them given your proposed management style.

Response Guidelines

Compare your experience to that of others and create guidelines for conducting discussions on sensitive subjects, such as conflict.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Implementation Plan

Review the table on page 480 of Van Tiem, Moseley, and Dessinger's *Fundamentals of Performance Improvement* (linked in Resources). This table outlines 10 steps in the intervention implementation process.

Using the table as a guide, create an implementation action plan for implementing your blended learning and non-training interventions.

Response Guidelines

Respond to the posts of at least two of your peers by asking questions and adding comments that expand and deepen the conversation. Remember to be respectful of the ideas and experiences of others.

Course Resources

Graduate Discussion Participation Scoring Guide

[Fundamentals of Performance Improvement: Optimizing Results Through People, Process, and Organizations](#)

Unit 9 >> Measuring Impact: Project Completion

Introduction

As a training and performance improvement professional, you must be able to prove that the time, energy, and money spent on your services benefit the organization in a meaningful way. This reaches far beyond participants reporting that they were pleased with a facilitated session. What is learned in the session must be applied in the workplace, and the organization must benefit from the facilitator's work.

The facilitator who cannot demonstrate a positive impact as a result of his or her work will not be well received in the business. It is very costly to pull workers from their assigned jobs to attend facilitated sessions, and this cost must be justified. This can prove particularly challenging in e-learning environments, unless you take proactive measures to carefully track, collect, and report the effect of learning on the goals of the organization.

In this unit, you will design an evaluation tool to be used by participants in the final deliverable for your project.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library and the Internet to complete the following:

- Read Purcell's 2000 article, "[20/20 ROI](#)," from *Training & Development*, volume 54, issue 7, pages 28–33. This article describes how training managers might approach conducting an ROI-level evaluation of a training program.
- Read Schreurs, Gelan, and Sammour's 2009 article, "[E-learning Readiness in Organisations: Case Healthcare](#)," from the *International Journal of Advanced Corporate Learning*, volume 2, issue 2, pages 34–39. In your review of this article, consider the following: While this article is about implementing corporate e-learning in a health care setting, the readiness factors the authors discuss can apply to almost any organization. Apply the readiness factors the authors identify to organizations with which you are familiar. How ready are these organizations to adopt e-learning?
- Read Lewis and Michaluk's 2002 article, "[Four Steps to Building E-Learning Success](#)," from *Workforce Management*, volume 81, issue 5. Use these steps as the basis for evaluating your organization's approach to implementing e-learning.

u09s2 - Facilitated Session

If you have not done so already, you should facilitate your session this week so you have time to complete your project.

u09a1 - Leader's Guide and Training Facilitation

In preparation for this assignment:

- Read the Blended-Solution Intervention course project description to understand how this assignment supports the course project requirements.
- This assignment supports the **Leader's Guide** and **Facilitation** components of your course project.

For this assignment, you will create a leader's guide (agenda and process notes) for the training session you are facilitating. You will also facilitate your training session this week.

After reviewing the examples of agendas and process notes found in Bens's *Facilitating With Ease*, choose a format for the training session you will be facilitating.

Your leader's guide should contain these elements:

- An agenda that defines the order of delivery of content and time allotment for each element. The agenda should be written with sufficient detail to support its use by an inexperienced facilitator.
- Topic notes to help guide the facilitator.
- Process notes to help the facilitator carry out the session.
- A brief preparation checklist.

Once you have completed your leader's guide, facilitate your training session, and then make any changes to your guide based on your facilitation experience.

Post your draft **Leader's Guide and Training Facilitation** assignment in the second Unit 9 discussion. After receiving feedback from your peers and the instructor, revise your guide as needed and submit it in the assignment area.

Course Resources

[Capella Online Writing Center: Revising for Results](#)

[Leader's Guide and Training Facilitation Template \[DOCX\]](#)

u09d1 - Measurement Plan Peer Review

Discuss how you will evaluate the blended-solution intervention you created. Your post should include:

- Goals and objectives for the training and e-learning intervention (created in Unit 5).
- At least one tool you designed to measure the impact of the training session and one tool for the e-learning module.
- A narrative describing why you chose those particular designs. Briefly define what you hope to accomplish in terms of demonstrating that the session and the e-learning modules were beneficial to the organization or to the participants themselves.
- An explanation of how data will be used and by whom.

Response Guidelines

Use this discussion as an opportunity to get feedback from your instructor and peers before you submit your final draft of your course project.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Sample Measurement Plan and Tools \[DOC\]](#)

u09d2 - Leader's Guide Draft Review

Post your draft of your leader's guide from the Unit 9 assignment for instructor and peer feedback. After receiving feedback, redraft your work and submit it in the assignment area.

Response Guidelines

Use this discussion as an opportunity to get feedback from your instructor and peers before you submit your final draft of the leader's guide for your project.

Course Resources

Graduate Discussion Participation Scoring Guide

Agenda, Plan, and Process Sample [PDF]

Unit 10 >> Course Completion

Introduction

In this unit, you will submit your leader's guide and e-learning module as well as:

- Evaluate the approach used in creating the blended-solution intervention.
- Evaluate the actual implementation of the blended-solution intervention, describing what went well and lessons learned, given the opportunity to carry out the intervention again.
- Develop objectives for an instructional intervention that align with an organization's goals.
- Design an instructional intervention to improve learning or performance that combines e-learning and synchronous components.

Learning Activities

u10a1 - Blended-Solution Intervention

For this assignment you will submit your Blended-Solution Intervention course project.

The following pieces are required for completion of the project.

Component 1: Background Information

1. Table of contents.
2. Description of client organization (a brief history of organization, mission, organization chart, market context).
3. Description of performance challenge to be addressed by this project.
4. Overarching goal of the session.
5. A minimum of three measurable participant objectives of the session.
6. A listing of facilitator competencies that should be met in order to achieve each participant objective. Ideally, at least one of these competencies should be a stretch for you. It should help you progress to the next level in your development as a facilitator. Possible facilitator competencies to be demonstrated include, but are not limited to:
 - Facilitating conflict.
 - Creating participation.
 - Promoting effective decision making.
 - Utilizing process tools.
7. Project Summary:
 - Characteristics of participants.
 - Purpose of session.
 - Project constraints (budget, optimum or required number of participants, technology, and so on).

- Design of session (high-level description of the general flow of the face-to-face and e-learning sessions, based on theory).
- Theoretical perspective upon which the design of session is based. What specific theories and principles influenced your choice of activities, organization, structure, and the sequencing of your session? Include citations for all referenced material.

Component 2: Leader's Guide

This element should be written as a handbook for a facilitator, who is a subject-matter expert, but a novice facilitator. This leader's guide gives the leader a facilitator's view of how the training sessions should be done. You will use this guide to facilitate this session.

1. Session design outline. This is a step-by-step overview of all events and materials to be covered in the intervention. This should be designed so that it could be used without adaptation by another facilitator to effectively deliver the intervention.
 - Learning goals to be achieved.
 - Pre-assessment tool.
 - Notes for facilitator, including a list of most important facilitator competencies for facilitating this intervention.
 - All delivery resources and support materials used in delivery of activities.
 - Agenda and process notes (detailed guide to help the facilitator facilitated the session).
 - Order of delivery, including any ice-breakers and concluding activities.
 - Time allocated to each segment of the training.
 - Facilitation strategies.
 - Process tools.
 - Any anticipated cultural, environmental, or other factors that could impact delivery either positively or negatively.
 - Leader checklist to ensure you are ready to facilitate on a specific date.
 - Measurement plan and tools.
 - Reaction survey.
 - Learning assessment.
 - On-the-job application assessment.
 - Business impact assessment.

Component 3: E-learning Element

This should be a PowerPoint presentation or more sophisticated delivery method of 30–40 slides or frames, including at least one example of branching, as illustrated in the example offered in Unit 5. This element must be accessible by the instructor, using readily available software, such as PowerPoint.

Component 4: Facilitation

Facilitate the learning event described in the leader's guide.

Component 5: Logistics Review

1. Summarize the logistics of the synchronous project elements, including:
 - Session planning worksheet.
 - Number of participants.
 - Length of meeting.
 - Date of meeting.
 - Location of meeting.
 - Media needs.
 - Material resource needs.
 - People resource needs.
 - Budget.
2. Summarize the logistics and delivery process of the e-learning element.
 - Delivery challenges and successes.
 - Review the process you used to create the e-learning element.
 - Reflect on how well the e-learning element and the synchronous element supported and complemented each other.
3. Review your session and reflect on your performance as a facilitator and e-learning designer. This section should include commentary on the following:
 - Strategies that were particularly effective in the facilitation of the session.
 - Events that occurred during the intervention that, in retrospect, you might have handled differently.
 - Personal strengths as a facilitator and e-learning designer.
 - Include description of non-training intervention.
 - Target areas for self-improvement.
 - Summary of evaluations completed by participants at the end of the intervention.
 - Planned future action steps to hone facilitation skills.

- Make suggestions or recommendations for revisions or improvements that can be implemented in future sessions.

Length of Paper

There is no set minimum for the number of pages in the leader's guide, but it must include all elements. Many of the sections will be completed during course assignments, and can be pasted into the final deliverable with small adaptations.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[ePortfolio](#)

Logistics Review Template [DOCX]

u10d1 - Reflection

In what ways did you translate the concepts and skills learned in this course to your everyday experience?

Response Guidelines

This discussion focuses on transfer of learning issues. Describe the challenges you had to overcome and the opportunities you had to apply this knowledge during your facilitation.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - ePortfolio Confirmation

Continual updating of your ePortfolio is critical to the completion of your degree. It is important that you add files to your ePortfolio as you progress through your program, as you will eventually lose access to your courses and the files in them. Return to the assignment area for your course project and ensure that you have added your final deliverable to your ePortfolio.

Response Guidelines

Post a statement to this discussion indicating that you have uploaded your file to your ePortfolio.

Course Resources

Graduate Discussion Participation Scoring Guide

[ePortfolio](#)

Scoring Guides