COURSE NUMBER: EDA 5931

COURSE TITLE: Workplace Learning and Development

CATALOG DESCRIPTION:
The three-credit hour course introduces learners to theoretical foundations and practical applications of Workplace Learning and Development. This course will explore the areas of theory and practice including formal learning and training, informal and self-directed learning, career development, and organization development. These areas will be examined from a multidisciplinary perspective, and will be considered from the individual, group, and organizational levels. The study of Workplace Learning practice will be grounded in a thorough understanding of organizational behavior as it forms the context in which WPL works, and will create a learning community to safely explore and experience the core principles.

COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK:
A broad examination of theory and practice in workplace learning which encompasses a wide diversity of organizations and individuals provides a sound foundation for meaningful reflection and ethical decision-making by educational leaders in organizations.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
The following guidelines were used in developing the course.

- CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE).
- Florida Educational Leadership Examination Competencies
- Florida Principal Competencies
- NCATE Competencies

COURSE OUTCOME STATEMENTS: This course will allow learners to:

- Begin to think strategically and critically about WpL&D and learning interventions, considering effective designs for diverse organizations and populations.
Define the core theoretical principles related to WpL&D.

- Identify and contrast core philosophical and theoretical principles related to WpL&D and HRD.

- Identify and contrast core concepts and methodologies in the primary processes of organization development and individual development (i.e., training and career development).

- Understand and analyze organizations from the individual, group, and organizational perspective.

- Articulate an emerging belief about WpL&D.

- Experience and analyze group dynamics through a team-based learning project, recognizing and valuing diversity.

TEXTBOOK:


Active Learning & Creating A Learning Environment

“We teach only when learning does.
Learning only takes place when you teach something to yourself.”

~ Anthony De Mello

Learning can only happen when you take an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your own mind.”
Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of those around you (facilitator and your colleagues). You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues. During class we will strive to clarify, supplement, and analyze the things you are reading. Lecture and presentations will be minimal and, instead, class sessions will include small and large discussion groups, “stories,” simulations, experiential exercises, application activities, case studies, guest speakers, etc. We will learn much more about the content based on your opinions, knowledge, and experience and you are strongly encouraged to contribute to class. You are responsible for all assigned readings and all materials, whether presented or not presented in class.

As a participant in this class, you are expected to:

1. Be committed to learning as much as possible.

2. Be ready to work hard to reach class and learning goals.

3. Take responsibility to direct your own learning and study. Motivate yourself to excel in this course!

4. Raise relevant and fresh questions and contribute your observations and opinions. Help to keep our inquiry rigorous and lively.

5. Take class and team responsibilities seriously.

6. Practice good and constructive group participation methods and behaviors.

7. Conduct yourself with a high level of professionalism.

8. Treat other class members with the same respect and courtesy you would like for yourself at all times.

9. Help create a safe learning community that strives for mutual exploration, discovery, and learning.

10. Treat information shared in class with respect, sensitivity, and confidentiality.

11. Bring your books and readings to every class.

12. Attend every class. In the event that you must miss class, it is your responsibility to make arrangements with your colleagues to review the session and obtain materials that you did not get. You cannot miss more than 2 classes—or the equivalent—during the semester.

ASSIGNMENTS AND EVALUATION
<table>
<thead>
<tr>
<th>#</th>
<th>CLASS DATE</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
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</table>
| 1 | 1/12/06    | all readings due on date listed | Welcome and Introduction  
Overview of the Course  
Creating a Learning Community |
| 2 | 1/19/06    | Gilley, Eggland & Gilley: Chap. 1  
WPL: Chap 1  
New Directions: Chap 1 | 1st Review Project |
| 3 | 1/26/06    | G, E & G: Chap 2  
WPL: Chap 3  
ND: Chap 1 | |
| 4 | 2/2/06     | G, E & G: Chap 3  
WPL: Chap 4  
ND: Chap 2 | 2nd Review Project |
| 5 | 2/9/06     | G, E & G: Chap 4  
WPL: Chap 2 | |
| 6 | 2/16/06    | G, E & G: Chap 5  
WPL: Chap 5  
ND: Chap 10 & 11 | |
| 7 | 2/23/06    | G, E & G: Chap 6  
ND: Chap 4 & 5 | Library Research Project and Presentation |
| 8 | 3/2/06     | | SPRING BREAK |
| 9 | 3/16/06    | G, E & G: Chap 7  
WPL: Chap 6  
ND: Chap 8 & 9 | |
| 10| 3/23/06    | G, E & G: Chap 8 & 9  
WPL: Chap 7 | 3rd Review Project |
| 11| 3/30/06    | G, E & G: Chap 10 & 11  
ND: Chap 6 & 7 | |
| 12| 4/6/06     | G, E & G: Chap 12 | |
| 13| 4/13/06    | G, E & G: Chap 13 | Team Field Project: Oral Report |
| 14| 4/20/06    | G, E & G: Chap 14 & 15 | Team Field Project: Written Report  
Course Summary and Evaluation |
| 15| 4/27/06    | | |

**LEARNING AND APPLICATION PROJECTS**
RESEARCH PROJECT

The purpose of this exercise is to familiarize the learner with the various publications and issues in the field of human resource development, while providing an opportunity to enhance his or her research skills, and allow the application of principles learned during the course. Each person will select a topic that is of interest from the topics being studied such as: challenges to organizations & HRD professionals, learning organizations, organizational culture, values & ethics, career counseling, evaluation & assessment, workplace learning, program planning, international HRD, etc., to name a few. He or she will then locate 5 or 6 articles in that area and prepare a composite research paper that will summarize the area (not just one article or each article in sequence). The research paper will be from 10 to 15 pages in length. She or he will then give an oral presentation to the class on the research topic. The presentation will be about 8 to 10 minutes in length. Appropriate visual aids may be used. The articles must come from recognized scholarly sources such as:

Human Resource Development Quarterly
Human Resource Development International
Adult Education Quarterly
Adult Learning (formerly Lifelong Learning)
Human Resource Management
Group Dynamics
Journal of Organization Development
Improving Human Performance
International Journal of Lifelong Learning
Journal of Organizational Behavior
Innovative Higher Education
Journal of Occupational and Organizational Psychology
Journal of Humanistic Psychology
Workforce
Performance and Instruction
Training and Development Journal
Training
AND SO FORTH

If you are in doubt as to the acceptability of your source, check with the facilitator before starting. Books, book chapters, newspapers and periodicals such as Newsweek, Time, NationsBusiness, Wall Street Journal, and National Enquirer are not acceptable. Do not use web “information-sites” or web-based “white papers.” Have a copy of the presentation ready to turn in at the beginning of the presentation. Attach copies of your articles to the paper.

REVIEW PROJECTS:

At various points throughout the course, the learners will be given a variety of projects relevant to the current assignment. The projects will cover concepts contained in the reading assignments from the book, assigned articles, and other handouts. The projects may consist of case study
analysis, essay questions, or personal reflection. The length of each project will vary as appropriate to the assignment.

TEAM FIELD PROJECT: Comparative Analysis of WpL & D in Two Organizations

The purpose of this assignment is to provide an applied experience to explore Workplace Learning & Development initiatives across two organizations. This project has been designed in increments to afford multiple opportunities for learning and assessment. You will operate as “consultants” and this project will consist of:

- Identifying two distinct organizations to explore (one may possibly be your own). The organizations should be different in terms of industry and size.
- Interviewing members of the WpL&D staff (and potentially their supervisors and clients) to determine what the organization now does in the area of training and workplace learning, career development, and organization development. The nature of the interviews is exploratory and informational. You will, in effect, be taking inventory of the learning infrastructure of the organization and chronicling their WpL&D activities. This should involve at least one site visit by the team to each organization.
- Summarizing your observations, insights, and findings and preparing a comparative analysis of WPL&D in terms of what it does and does not do in each of these three areas in the organization. Use the following questions to guide, but not limit, your assessment:
  - **Training and Workplace Learning.** Is there a catalog of courses? Structured on-the-job training? What needs were identified in the interviews? Who provides the training? What programs are offered? What mechanisms are in place to promote informal and incidental learning? Are training programs integrated with the organization’s vision and mission? Are rewards congruent with the goals of the WPL&D programs? How is training tracked? How is equal access to training and continuity of development over time ensured? How is the program evaluated and by whom? How is the WPL&D department structured? Who controls this function? Is WPL&D integrated or are training and organization development separate entities? How is learning promoted? How are managers held accountable for learning? What are the impacts on individual, group, and organization levels? And so forth—
  - **Career Development.** What type of career development support is provided? Does the organization provide orientation, outplacement, retirement, transitioning, sequenced curricula for managers, career development assessment and/or training of high potential staff, or succession planning. And so forth—
  - **Organization Development.** How is OD organized? Is it a separate function? Who does it? Does it include a total quality management (TQM) component, or process reengineering? What about team building? Is there monitoring of the corporate culture, or organization climate surveys? And so forth—

To support the work as “consultants,” there will be ongoing class opportunities for information synthesis, problem solving, and dialogue about the projects. The project will be evaluated in three ways: oral report, written report, and team evaluation. The following are the components
of the major field project, including evaluation. Specifics will be detailed in the class. 
*Let the fun begin...*

**1A. TEAM FIELD PROJECT: Oral Comparative Report**

Based on the field research, class readings, interviews with organization members, and class discussions, you will be expected to present a comparative analysis of the WPL&D practices and policies in the two organizations. There should be a brief profile of each organization, followed by, a number of comparisons regarding the organizations’ practices and policies in each of the areas *(training and workplace learning, career development, and organization development)*. The presentation must reflect insights from the readings. Both the oral and final report will therefore have these sections:

- **Context**: Describe the organization, its business, size, location, current status, tenure, location, structure, and size of the HR function.
- **Findings**: Training and Workplace Learning, Career Development, and Organization Development. What is the organization currently doing in each of these areas?
- **Comparison and Contrast of WPL&D Practices and Policies**: What are the similarities and differences between the organizations with respect to Training and Workplace Learning, Career Development, and Organization Development? What are the pros and cons of the WPL&D efforts in each of these organizations? What should be added, enhanced, or eliminated?

Findings from the study will be presented to the class. You are encouraged to invite your sponsor from the organization studied to hear your report. The oral presentation will be 20 minutes per team followed by 10 minutes of questions and answers from the class. This should be treated as an opportunity to practice the tenets of effective training. Find a way to involve the rest of the class and engage them in working with your findings. Consider bringing a video tape/CD of the organization, or developing a skit to give voice to the interviews. This is an opportunity to be creative! This would provide a good opportunity to bring a video camera to class to record the presentation. Plan a time after the session to review the tape together to use it to improve the final written report.

**1B. TEAM FIELD PROJECT: Written Report**

Based on field research, class readings, and interviews and observations with organization members, the group will prepare a written comparative analysis of the WPL&D practices and policies in the two organizations. The paper should provide a brief profile of each organization and make a number of comparisons regarding the organizations’ practices and policies in each of the areas *(training and workplace learning, career development, and organization development)*. The paper must reflect insights from the readings and incorporate the feedback received from the class presentation. The recommendations should describe how the organization can either enhance, augment, or alter its current practices.
The final document—essentially a 15-20 page report with the comparative analysis must reflect insights from the readings and incorporate the feedback received from the class presentation. Both the oral and final report will therefore have these sections:

- **Context**: Describe the organization, its business, size, location, current status, tenure, location, structure, and size of the HR function.
- **Findings**: Training and Workplace Learning, Career Development, and Organization Development. What is the organization currently doing in each of these areas?
- **Comparison and Contrast of HRD Practices and Policies**: What are the similarities and differences between the organizations with respect to Training and Workplace Learning, Career Development, and Organization Development? What are the pros and cons of the HRD efforts in each of these organizations? What should be added, enhanced, altered, or eliminated?

1C. TEAM FIELD PROJECT: Teamwork

The Team Field Project is an opportunity to practice action learning and team facilitation skills. Therefore, there will be some class time to work on the project and build a team. It is expected that the final oral and written products from this experience not be an individual compilation, but rather an integrated synthesis of the work of the team. This grade will be derived from both peer and instructor ratings. The group assessment will be conducted at the end of the class.

**MECHANICS**

All papers must be done on word processor-type equipment (typewritten). All work will be double-spaced. Each paper should contain the project name, student name, course name and number, and date. **APA STYLE OF REFERENCING MUST BE USED.** (see http://depts.washington.edu/psywc/handouts/pdf/aparef.html; http://www.liu.edu/cwis/cwp/library/wprkshop/citapa.htm; http://webstercommnet.edu/apa/apa_index.htm for example). **Do not place the papers in a binder, merely staple at the top, left-hand corner.** Page count is for text only, not including graphics.

**PRESENTATIONS**

Presentations are a great opportunity for learners to share their learning with other learners on selected topics of interest. This is an opportunity to have fun, share learning in a creative way, and practice your presentation skills. A successful presentation is one from which learning has been acquired and clearly communicated to the audience.
### EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Attendance and class participation</th>
<th>15%</th>
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<tbody>
<tr>
<td>Research Project</td>
<td>25%</td>
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<tr>
<td>Review Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Team Field Project</td>
<td>40%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**NOTE:** Late assignments will always be accepted at any time, but will be subject to a grade reduction.

### GRADING STRUCTURE

- **A** = 95-100 (4.00); **A-** = 92-94 (3.67)
  - An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

- **B+** = 89-91 (3.33); **B** = 85-88 (3.00); **B-** = 82-84 (2.67)
  - A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

- **C+** = 79-81 (2.33); **C** = 75-78 (2.00); **C-** = 72-74 (1.67)
  - A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

- **D+** = 68-71 (1.33); **D** = 65-67 (1.00); **D-** = 62-64 (0.67)
  - A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

- **F** = 61 & below (0.00)
  - An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

Revised August 2006
Additional Information

Special Needs:
It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange to meet with the facilitator at your earliest convenience to discuss your request.

Religious Holidays:
In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations to observe religious practices and beliefs with regard to class attendance and the scheduling of examinations and work assignments. Please notify me in advance of your intention to participate in religious observation and request an absence.

Academic Misconduct:
Acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct. Please note the policy on academic misconduct in your student handbook.

Library Information:
All students are expected to have online access to the University Library. You will also need to set up your browser to connect to the proxy server; this enables you to access full-text articles from over 300 journals through Emerald. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to http://www.library.fau.edu/ecollect/proxy.htm.

Incomplete Grade Policy:
Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. If the work has not been completed within the time specified on the form, the grade automatically becomes an F (University policy). It is your responsibility to note the date and complete the work on time.