

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION Instructional Design**  
**and Technology (IDT)**

EDIT 706 DL1: Business of Learning Design and Technologies  
3 Credits, Fall 2014

**PROFESSOR:**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

EDIT 705 Instructional Design or permission of instructor

**B. University Catalog Course Description**

Explores the business issues underlying the selection, implementation and evaluation of technology-based learning interventions. Focuses on developing the skills necessary to improve performance and achieve measurable, positive change that supports an organization's strategic goals.

**C. Expanded Course Description**

The course will utilize a combination of readings, lectures, case studies, research activities, threaded discussions, and projects to help participants gain awareness and appreciation of the business context in which the instructional design function operates.

**DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** (not "real time") format via the Blackboard learning management system (LMS) housed in the MyMason portal. There are also **three (3) web conferencing sessions** via the **BLACKBOARD COLLABORATE** tool that is part of the Blackboard LMS. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on **Sunday, August 24 at 6:00 PM.**

## TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Flash Player: <http://get.adobe.com/flashplayer/>
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/otherversions/>
  - Windows Media Player: <http://windows.microsoft.com/en-us/windows/download-windows-media-player>
  - Apple QuickTime: <http://www.apple.com/quicktime/download/>
- A headset microphone for use with the BLACKBOARD COLLABORATE web conferencing tool

## EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday. However, our three synchronous sessions have fixed meeting dates/times as shown in the **COURSE SCHEDULE** section of this syllabus.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three (3) times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected

- to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
  - **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **LEARNER OUTCOMES:**

At the end of this course, learners will be able to:

- Discuss the ways in which the instructional design function relates to other theoretical and practitioner fields such as Training and Development, Human Performance Improvement/Technology, Human Resource Development, Talent Management, and Human Resource Management.
- Describe the role of an instructional designer in solving performance problems in an organization
- Discuss the various ways in which organizational culture and business decision-making impact the instructional design function
- Compare and contrast the various types of learning and non-learning interventions
- Describe the process for determining the most appropriate intervention to solve a performance problem
- Discuss the various ways in which emotional intelligence (EIQ) affects an instructional design team's performance
- Describe the cost management process for instructional design projects
- Discuss the various enterprise tools and technologies to support the instructional design function
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the instructional design function
- Construct a business case for a performance intervention, including costs and timing

## **PROFESSIONAL STANDARDS:**

### **A. 2012 International Board of Standards for Training, Performance and Instruction (IBSTPI)**

<http://www.ibstpi.org/instructional-designer-competencies/>):

- Plan & manage instructional design projects:
  - Write proposals for instructional design projects
  - Establish project scope & goals
  - Use a variety of planning & management tools for instructional design projects
  - Allocate resources to support the project plan
  - Manage multiple priorities to maintain project time line
  - Identify & resolve project issues
- Apply business skills to managing the instructional design function:
  - Align instructional design efforts with organization's strategic plans & tactics
  - Develop a business case to promote the critical role of the instructional design function
  - Develop financial plans & controls for the instructional design function
  - Obtain & maintain management & stakeholder support for the design function
  - Market instructional design services & manage customer relations (internal audiences)
- Manage partnerships & collaborative relationships
  - Identify stakeholders & the nature of their involvement
  - Build & promote effective relationships between the design team & stakeholders
  - Conduct project reviews with design team members & stakeholders
- Revise instructional & non-instructional solutions based on data
  - Identify product & program revisions based on review of evaluation data
  - Revise the delivery process based on evaluation data
  - Revise products & programs based on evaluation data

### **B. 2013 Association for Talent Development (ATD) [Formerly the Association for Training and Development, ASTD] Foundational Competencies**

<http://www.astd.org/Certification/Competency-Model>:

- Business skills
  - Analyze needs and propose solutions
  - Apply business skills
  - Drive results
  - Plan and implement assignments
  - Think strategically
- Interpersonal skills
  - Build trust
  - Communicate effectively
  - Influence stakeholders
  - Demonstrate emotional intelligence
- Personal skills
  - Demonstrate adaptability
  - Model personal development

## REQUIRED TEXTS:

A. Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of performance improvement: Optimizing results through people, process, and organizations* (3<sup>rd</sup> edition). San Francisco: John Wiley & Sons, Inc.

B. The following journal articles are under the RESOURCES link of our Blackboard course site:

- Aziz, D. (2013). What's in a name? A comparison of instructional systems design, organization development, and human performance technology/improvement and their contributions to performance improvement. *Performance Improvement*, 52(6), 28-35
- Brackett, M.A., Rivers, S.E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103.
- Egan, T.M. (2008). The relevance of organization subculture for motivation to transfer learning. *Human Resource Development Quarterly*, 19(4), 299-322.
- Foshay, W.R., Villachica, S.W., & Stepich, D.A. (2014). Cousins but not twins: Instructional design and human performance technology in the workplace. In J.M. Spector et al. (Eds). *Handbook of research on educational communications and technology*, (pp 39-49). New York: Springer
- Larsen, M.B. & Lockee, B.B. (2009). Preparing instructional designers for different career environments: A case study. *Educational Technology Research & Development*, 57, 1-24.
- Tracey, M.W. & Boling, E. (2014). Preparing instructional designers: Traditional and emerging perspectives. In J.M. Spector et al. (Eds). *Handbook of research on educational communications and technology*, (pp 653-669). New York: Springer
- Williams van Rooij, S. (2013). The career path to instructional design project management: An expert perspective from the U.S. professional services sector. *International Journal of Training and Development*, 17(1), 33-53

## C. Supplementary Reference Resource (purchase not required):

APA format will be used for all written assignments and it will be expected that learners have familiarized themselves with this format so that it can be correctly used for course assignments. For those interested in purchasing a hard copy of the APA style manual, your reference is *APA publication manual* (6<sup>th</sup> ed). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5. Free tutorials and a style overview are available on the APA [web site](#)

## **COURSE ASSIGNMENTS AND DELIVERABLES:**

There are five (5) deliverables required for successful course completion:

### **1. Bb Collaborate Web Conferencing Sessions (10 points)**

**Two** of our three synchronous sessions are **mandatory**. Students are expected to attend and actively participate in the mandatory sessions per the session agendas that will be posted on Bb prior to the session date. The distribution of session points is as follows:

- a. **Kick-off session, August 27: 5 points**
- b. Open Mic Night, September 29 (optional)
- c. **Business Case De-brief, Course Wrap-up, December 8: 5 points**

### **2. Instructor-led Online Discussion Participation (20 points)**

- a. There is a total of five (5) instructor-led discussion questions (DQs) distributed throughout the semester
- b. All course members will be expected to have read all of the course materials under each discussion question and are required to post **at least two (2) comments** to **each** of the discussions
- c. Comments should add significantly to the discussion by suggesting other perspectives, pointing out problems, or even totally disagreeing. Make sure that you substantiate your responses with evidence from recognized industry sources (e.g., research conducted by professional associations, articles in trade publications) and whenever possible, relate your work experiences to the topic under discussion
- d. All discussion postings will be evaluated based on the **quality** of those postings, whether the postings were **timely** and met the deadlines indicated in our course schedule/calendar, and the ability of your postings to **motivate** others in a collaborative effort.
- e. For more information on how discussion response quality is evaluated, please consult the *Discussion Series Grading Rubric* posted to the Bb course site. **Note:** Postings made **after** a discussion week has ended will receive **zero** points.

### **3. Case Study Analysis and Panel Presentation (20 points)**

- a. There are five cases from the Van Tiem, Moseley and Dessinger text that we will discuss in this class, with each case drawn from various workplace settings and addressing various issues that impact the instructional design professional:
  - Case Study #1.2: *Strategic Performance Improvement in Georgia Education* (K-12, ID School Improvement, pp. 89-94)
  - Case Study #2.1: *The Blake Company/Mutschler Kitchens*(Corporate, Performance Analysis, pp. 179-184)
  - Case Study #5.1: *Community Healthcare Association of the Dakotas: A Five-Level Evaluation Model* (Healthcare, Evaluation, pp.571-576)
  - Case Study #3.2: *Acquisition of Westford Bank by Spring Harbor Bank* (Corporate, Design-Development, pp. 459-464)
  - Case Study #1.3:*Reducing Municipal Strife through Engagement* (Government, Performance Improvement/HPT Model, pp. 95-102)
- b. Each case study discussion will be led by a panel of **4-5** students who will sign up for the case study of their choice via the **MY GROUPS** link in the left-hand navigation

- menu of our Bb course site. This is **first-come-first serve**, so decide fairly quickly in order to get your first topic choice.
- c. Each case study panel will be assigned a private work area in Bb so that members can collaborate virtually. I will monitor but not participate in each panel's private collaborations, to ensure that everyone stays on track and contributes his/her fair share to the process.
  - d. Discussion forums have been created on our Bb course site for each of the case studies.
  - e. In addition to serving as a panelist for one (1) case study, each student will be a discussion **participant** for **each** of the four remaining case studies. Thus, at the end of the course, each student will have participated in a **total of five case studies, once as a panelist and four times as a discussion participant.**

#### ***Preparing for the Case Study Discussion as Panelists***

- a. Each panel will craft a response to its chosen case study and demonstrate its collective analysis/synthesis/application of the specific concepts related to the business of learning design and technologies. For detailed information about how to prepare your case analysis, see the document *Case Study Panel Preparation Guidelines* posted under the **RESOURCES** link in the left-hand navigation menu of our Bb course site.
- b. A written case report (**max. one page single-spaced**) should be posted by a representative of your team to the designated forum of our Bb **DISCUSSION BOARD** on the date indicated in our **COURSE SCHEDULE**. On that same date, upload **2-3** perspectives/discussion questions to initiate comments from your fellow course members. For easier management, create separate threads for each of your perspectives/discussion questions.
- c. For more information about how the quality of the group case analysis is evaluated, please consult the *Case Study Panelist Grading Rubric* posted to the Bb Course site.
- d. As noted in the **COURSE SCHEDULE** section of this syllabus and in the **COURSE-AT-A-GLANCE** area on our Bb course site, panelists must post their case study analysis and perspectives/discussion questions by **11:59 PM Monday** of the week they are scheduled to lead the case study discussion.

#### ***Preparing for the Case Study Discussion as Participants***

- a. Non-panelists/participants will be expected to have read the case study for each of the four discussions in which they will serve as participants.
- b. Non-panelists/participants are expected to participate in the discussions in a meaningful way and are required to post **at least two (2) comments** to **each** of the four discussions that they are not leading.
- c. Comments from non-panelists/participants may be posted throughout the topic week. Comments should add significantly to the discussion by suggesting other perspectives, pointing out problems, or even totally disagreeing. Make sure that you substantiate your responses with **evidence** from **recognized** industry sources (e.g., research conducted by professional associations, articles in trade publications) and whenever possible, relate your **work experiences** to the topic under discussion.

All discussion postings (panelists and non-panelists) will be evaluated based on the **quality** of those postings, whether the postings were **timely** and met the deadlines indicated in our course schedule/calendar, and the ability of your postings to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the *Case Study Non-panelist Grading Rubric* posted to the Bb course site. **Note: Postings made after a discussion week has ended will receive zero points.**

#### 4. Scenario-based Business Case (40 points)

- a. Course members will be provided with a written scenario describing a performance problem drawn from a real organization. **Note:** If you are already employed in the field, you may opt to prepare a business case for a performance problem in your own organization in lieu of the instructor-provided scenario. Please contact the instructor **in advance** should you choose this option.
- b. After reading the scenario, each course member will construct a written business case in response to the problem described in the scenario (or the employer-provided performance problem noted in 4a). The structure of the business case may follow **either** the template provided on pp. 438-440 of our course textbook **or** the template used at the course member's current place of work. In either case, the business case must contain the all of the elements described in our course materials.
- c. Papers are to be **double-spaced** in **APA format**. There is no minimum or maximum page count for the business case. However, the **Executive Summary** section should be no longer than **300** words (approx. one double-spaced page).
- d. Upload your completed business case to the **ASSIGNMENTS** link on the date indicated in the **COURSE SCHEDULE**. On the same day, upload a copy of the **Executive Summary** (and **only** the Executive Summary) of your business case to the designated forum on our **DISCUSSION BOARD** to share with fellow course members.
- e. For tips on preparing your business case, see the document *Tips on Writing Business Cases* posted under the **RESOURCES** link of our Bb course site.
- f. For information on how your business case will be evaluated, please consult the *Business Case Grading Rubric* at the back of this syllabus and on our Bb course site.

#### 5. Reflections Paper (10 points)

- a. Each course member will write a short (1-2 pages double spaced) paper reflecting on the impact of business issues on learning design and technologies. Emphasis should be given to changes in your beliefs/attitudes about the relationship between business and learning, along with ways in which the learning obtained in this course can be applied in the workplace.
- b. For more information on how your reflections paper will be evaluated, please consult the *Reflections Paper Grading Rubric* posted on our Bb course site.

**Total Possible Points for All Five Deliverables: 100**



## GRADING POLICIES

- **General information:** The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.
- **Case study group assignment:** Note that the grading rubric for the group assignment evaluates both the group deliverables **and** each group member's individual contribution to the case study analysis and the discussion facilitation process based on the content and activity in the private team areas in Bb and the relevant forum on the **DISCUSSION BOARD**. As such, an **individual panelist's scores may differ from that of other panel members**. **Note:** For those teams opting to collaborate face-to-face or to use communication/collaboration tools outside of Bb, be sure to post copies of your meeting minutes to the **File Exchange** area of your private Bb team spaces. Otherwise, it will be assumed that all team members contributed equally to the case study group assignment.
- **Mid-semester feedback:** At the end of Week 7 of the course you will have an opportunity to anonymously provide your feedback to the instruction about what is (not) working for you in the course, along with your ideas as to how the course may be improved. Those preferring a one-on-one consultation with the instructor may certainly do so by making an appointment for a Web conference or a phone conference.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values  $\geq .5$  will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values  $< .5$  will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/> ).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and

check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**COURSE SCHEDULE:**

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 1 08/25-08/31	<p><b>TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED</b></p> <ul style="list-style-type: none"> <li>• Web conference via Blackboard Collaborate on Wednesday <b>08/27, 7:30-9:30 PM ET [Attendance Required]</b> <ul style="list-style-type: none"> <li>○ Introductions</li> <li>○ Review of syllabus, course requirements, deliverables</li> <li>○ Bb course site structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 1</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week’s link.]</li> <li>• Read the Week 1 Learning Outcomes</li> <li>• Post your bio (photo optional) to the designated forum under the <b>DISCUSSION BOARD</b> link in the left-hand navigation menu</li> <li>• View the video <i>The Instructional Design Profession in Context</i></li> <li>• Complete the assigned readings                         <ul style="list-style-type: none"> <li>○ Aziz article</li> <li>○ Chapter 1 of van Tiem, Moseley &amp; Dessinger</li> </ul> </li> <li>• Click on the <b>GROUPS</b> link in the left-hand navigation panel, sign up for <b>one (1)</b> of the case study teams by <b>11:59 PM on 08/31</b>. This is first-come-first-serve, so decide fairly quickly in order to get your first choice of case.</li> </ul>
Week 2 09/02-09/07 <b>Monday, Sept. 1 is Labor Day, No Classes</b>	<p><b>TOPIC: INSTRUCTIONAL DESIGN PROFESSION IN CONTEXT</b></p> <ul style="list-style-type: none"> <li>• Comments on instructor-posted discussion question (IDQ 1) throughout the week</li> <li>• Start working with your case study team using the private team spaces set up for you in Bb</li> <li>• Explore the <i>Case Study Panel Preparation Guidelines</i> document and the <i>Case Study Grading Rubric</i> posted under the RESOURCES link of our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 2</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week’s link.]</li> <li>• Read the Week 2 Learning Outcomes</li> <li>• Complete the assigned readings                         <ul style="list-style-type: none"> <li>○ Case Study #1.2 in Van Tiem et al, pp. 89-94</li> <li>○ Foshay, Villachica &amp; Stepich article</li> <li>○ Chapters 2 &amp; 3 of Van Tiem et al</li> </ul> </li> </ul>
Week 3 09/08-09/14	<p><b>TOPIC: HUMAN PERFORMANCE IMPROVEMENT: IT’S ALL ABOUT CHANGE</b></p> <ul style="list-style-type: none"> <li>• Comments on Case Study #1.2 throughout the week</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the <b>DISCUSSION BOARD</b> on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 3</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week’s link.]</li> <li>• Read the Week 3 Learning Outcomes</li> <li>• Case Study #1.2 <b>panelists</b> to upload the case analysis and presentation to the designated forum on our Bb <b>DISCUSSION BOARD</b> by <b>11:59 PM on 09/08</b>.</li> <li>• Complete the assigned readings                         <ul style="list-style-type: none"> <li>○ Egan article</li> <li>○ Chapters 4-6 of Van Tiem, et al</li> </ul> </li> </ul>

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 4 09/15-09/21	<p><b>TOPIC: PERFORMANCE ANALYSIS AND ORGANIZATIONAL CULTURE</b></p> <ul style="list-style-type: none"> <li>• Comments on instructor-posted discussion question (IDQ 2) throughout the week</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 4</b> link [Note: All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 4 Learning Outcomes</li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #2.1 in Van Tiem et al</li> <li>○ Chapters 7 &amp; 8 of Van Tiem et al</li> </ul> </li> </ul>
Week 5 09/22-09/28	<p><b>TOPIC: INSTRUCTIONAL DESIGNER AS CONSULTANT</b></p> <ul style="list-style-type: none"> <li>• Comments on Case Study Team # 2.1 analysis throughout the week</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 5</b> link [Note: All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 5 Learning Outcomes</li> <li>• Case Study #2.1 <b>panelists</b> to upload the case analysis and presentation to the designated DISCUSSION BOARD forum by <b>11:59 PM on 09/28</b></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Chapters 9, 10 &amp; 18 of Van Tiem et al</li> </ul> </li> </ul>
Week 6 09/29-10/05	<p><b>TOPIC: LEARNING VS. NON-LEARNING INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Comments on instructor-posted discussion question (IDQ 3) throughout the week</li> <li>• <b>Open Mic Night:</b> (Monday, 09/29, 7:30-9:30 PM) via Bb Collaborate for course questions, review (<b>Attendance Optional</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 6</b> link [Note: All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 6 Learning Outcomes</li> <li>• View the video <i>Business Cases and RFPs: Establishing the Value of Learning</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Chapter 19 of Van Tiem et al</li> </ul> </li> </ul>
Week 7 10/06-10/12	<p><b>TOPIC: INTRODUCTION TO BUSINESS CASE WRITING</b></p> <ul style="list-style-type: none"> <li>• Explore the sample RFPs and business cases under the RESOURCES link of our Bb course site</li> <li>• Review the document <i>Tips on Writing Business Cases</i> and the <i>Business Case Grading Rubric</i> under the RESOURCES link of our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 7</b> link [Note: All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 7 Learning Outcomes</li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Chapter 17 of Van Tiem et al</li> </ul> </li> <li>• Complete the anonymous <b>Mid-Semester Feedback</b> survey on Bb by <b>10/12</b></li> </ul>

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 8 10/13-10/19	<p><b>TOPIC: BUDGETING AND COST MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Comments on instructor-posted discussion question (IDQ 4) throughout the week</li> <li>• Post any questions/comments you may have about the planning process to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> <li>• Start working on your business case</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 8</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 8 Learning Outcomes</li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #5.1 in Van Tiem et al</li> <li>○ Chapters 23 &amp; 24 of Van Tiem et al</li> </ul> </li> </ul>
Week 9 10/20-10/26	<p><b>TOPIC: EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Comments on Case Study #5.1 analysis throughout the week</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 9</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 9 Learning Outcomes</li> <li>• Case Study #5.1 <b>panelists</b> to upload the case analysis and presentation to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on <b>10/20</b></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #3.2 in Van Tiem et al</li> <li>○ Brackett, Rivers &amp; Salovey article</li> <li>○ Chapter 13 of Van Tiem et al</li> </ul> </li> </ul>
Week 10 10/27-11/02	<p><b>TOPIC: EMOTIONAL INTELLIGENCE</b></p> <ul style="list-style-type: none"> <li>• Comments on Case Study #3.2 analysis throughout the week</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 10</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 10 Learning Outcomes</li> <li>• Case Study #3.2 <b>panelists</b> to upload the case analysis and presentation to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on <b>10/27</b></li> <li>• View the video <i>Enterprise Tools and Technologies</i></li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Exhibit 3.1, pp. 465-472 of Van Tiem et al</li> </ul> </li> </ul>

DATE	TOPIC/LEARNING EXPERIENCES	READINGS AND ASSIGNMENTS
Week 11 11/03-11/09	<p><b>TOPIC: TOOLS AND TECHNOLOGIES FOR PERFORMANCE IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Comments on instructor-posted discussion question (IDQ 5) throughout the week</li> <li>• Continue working on your business case</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 11</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 11 Learning Outcomes</li> <li>• Prepare a rough draft of your business case using the data you've gathered to date and upload it to the relevant forum of our Bb DISCUSSION BOARD by 11:59 PM on <b>11/09</b></li> <li>• Complete assigned readings <ul style="list-style-type: none"> <li>○ Chapter 14 in Van Tiem et al</li> </ul> </li> </ul>
Week 12 11/10-11/16	<p><b>TOPIC: BUSINESS CASE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Comment on two (2) of the draft business cases throughout the week <ul style="list-style-type: none"> <li>○ <b>Note:</b> Instructor feedback will be sent to each of your personal Inboxes so as not to unduly influence your peers' comments</li> </ul> </li> <li>• Post any questions/comments you may have about the business case development process to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 12</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 12 Learning Outcomes</li> <li>• Start fleshing out your business case based on instructor and peer feedback</li> <li>• Complete the assigned readings <ul style="list-style-type: none"> <li>○ Case Study #1.3 in Van Tiem et al</li> <li>○ Larsen &amp; Lockee article</li> <li>○ Tracy &amp; Boling chapter</li> <li>○ Williams van Rooij article</li> </ul> </li> </ul>
Week 13 11/17-11/25 <b>Extended Week</b>	<p><b>TOPIC: THE PROFESSION REVISITED</b></p> <ul style="list-style-type: none"> <li>• Comments on Case Study #1.3 analysis throughout the week</li> <li>• Post any questions/comments you may have about the reading to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> <li>• Begin finalizing your business case</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 13</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 13 Learning Outcomes</li> <li>• Case Study #1.3 <b>panelists</b> to upload the case analysis and presentation to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on <b>11/17</b></li> <li>• Upload your revised (not yet final) business case to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on <b>11/25</b></li> </ul>
<b>11/26-11/30 Thanksgiving Holiday, No Classes</b>		

<p>Week 14 12/01-12/07</p>	<p><b>TOPIC: BUSINESS CASE COMPLETION</b></p> <ul style="list-style-type: none"> <li>• Comment on two (2) of the revised business cases throughout the week <ul style="list-style-type: none"> <li>○ <b>Note:</b> Instructor feedback will be sent to your personal Inboxes so as not to unduly influence your peers' comments</li> </ul> </li> <li>• Post any questions/comments you may have about business case completion to the relevant forum to the DISCUSSION BOARD on our Bb course site</li> </ul>	<ul style="list-style-type: none"> <li>• Click on the <b>COURSE-AT-A-GLANCE</b> link in the left-hand navigation menu bar</li> <li>• Select the <b>Week 14</b> link [<b>Note:</b> All the following assignments/tasks are accessible under the week's link.]</li> <li>• Read the Week 14 Learning Outcomes</li> <li>• Upload your completed business case to the ASSIGNMENTS link by 11:59 PM on <b>12/07</b></li> <li>• Upload a copy of your completed business case <b>Executive Summary</b> to the designated forum on our Bb DISCUSSION BOARD by 11:59 PM on <b>12/07</b></li> <li>• Complete the anonymous Mason <b>Online Course Evaluation Survey</b>, the link to which is located in the bottom right-hand corner of the <b>COURSES</b> tab on the MyMason portal</li> </ul>
<p>Week 15 12/08-12/14</p>	<p><b>TOPIC: BUSINESS CASE DEBRIEF AND COURSE WRAP UP</b></p> <ul style="list-style-type: none"> <li>• Read two (2) of the business cases and prepare your comments for Open Mic Night</li> <li>• <b>Business Case De-brief:</b> Monday, 12/08, 7:30-9:30 PM via Bb Collaborate (<b>Attendance Required</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Upload your <b>Reflections</b> paper to the ASSIGNMENTS link by 11:59 PM on <b>12/13</b></li> <li>• <b>Reminder:</b> Complete the anonymous Mason <b>Online Course Evaluation Survey</b>, the link to which is located in the bottom right-hand corner of the <b>COURSES</b> tab on the MyMason portal</li> </ul>

**Business Case Grading Rubric**  
(Total Possible Points: 40)

<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Executive Summary</b>	Summary misses most components of the Business Case or is unclear; exceeds word limit <i>0.00-1.59 points</i>	Provides a summary of most components of the Business Case; exceeds word limit <i>1.60-1.94 points</i>	Provides a clear summary of all components of the Business Case in 300 words or less <i>1.95-2.00 points</i>
<b>Opportunity/Problem Analysis</b>	Opportunity/problem definition not clearly stated, gap and cause analysis, success measures incomplete or missing <i>0.0-4.79 points</i>	Clear opportunity/problem definition by supporting gap and cause analysis and success measures incomplete <i>4.80-5.94 points</i>	Clear opportunity/problem definition supported by gap and cause analysis and success measures <i>5.95-6.00 points</i>
<b>Benefits of the Intervention(s)</b>	Stated benefits do not align with organization's strategic direction, no evidence presented <i>0.0-3.19 points</i>	Some stated benefits align with organization's strategic direction, some evidence presented <i>3.20-3.94 points</i>	Stated benefits clearly align with organization's strategic direction based on presented evidence <i>3.95-4.00 points</i>
<b>Financial Metrics</b>	Financial metrics/KPIs and intangible measures not defined, no evidence of input from the organization's Finance Dept. <i>0.0-4.79 points</i>	Financial metrics/KPIs and intangible measures defined but with little or no evidence of input from the organization's Finance Dept. <i>4.80-5.94 points</i>	Financial metrics/KPIs and intangible measures clearly defined, with evidence of input from the organization's Finance Dept. <i>5.95-6.00 points</i>
<b>Assumptions and Risks</b>	Assumptions, consequences and risks of not implementing the intervention(s) not defined, no supporting evidence <i>0.0-3.19 points</i>	Some assumptions, consequences and/or risks of not implementing the intervention(s) defined, some supporting evidence <i>3.20-3.94 points</i>	Assumptions, consequences and risks of not implementing the intervention(s) clearly defined with supporting evidence <i>3.95-4.00 points</i>



<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Project Planning</b>	Project plan does not identify tasks, responsibilities, resources or timelines, no GANTT chart  <i>0.0-4.79 points</i>	Project plan identifies some tasks, responsibilities and resources, timelines in GANTT chart  <i>4.80-5.94 points</i>	Project plan clearly identifies tasks, responsibilities, material and human resources, along with GANTT chart display of timelines  <i>5.95-6.00 points</i>
<b>Scenarios/Narrative Visualizations of intervention potential, risks, consequences</b>	Pros and cons either not provided or do not flow logically from evidence presented  <i>0.0-1.59 points</i>	Some pros and cons provided and flow logically from evidence presented  <i>1.60-1.94 points</i>	Pros and cons of each scenario are provided and flow logically from evidence presented  <i>1.95-2.00 points</i>
<b>Business Impacts</b>	Outcomes and benefits for each scenario not indicated, features not illustrated in charts, graphics  <i>0.0-3.19 points</i>	Some outcomes and benefits indicated, with features illustrated in charts, graphics  <i>3.20-3.94 points</i>	Main outcomes and benefits for each scenario are clearly indicated, with features illustrated in charts, graphics  <i>3.95-4.00 points</i>
<b>Conclusions and Recommendations</b>	Summary misses most benefits/ consequences of alternative(s), no rationale for optimal choice  <i>0.0-1.59 points</i>	Summarizes some benefits/consequences of alternative(s), some reasons why a specific alternative is optimal  <i>1.60-1.94 points</i>	Clearly summarizes benefits and consequences of each intervention alternative, along with reasons why a specific alternative is optimal  <i>1.95-2.00 points</i>
<b>Language:</b>	Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the business case document  <i>0.0-1.59 points</i>	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the business case document, one or two minor language errors  <i>1.60-1.94 points</i>	Rules of grammar, usage, spelling and punctuation are followed consistently throughout the business case document, no language errors  <i>1.95-2.00 points</i>
<b>APA Style</b>	Does not adhere to APA style  <i>0.0-1.59 points</i>	Generally adheres to APA style  <i>1.60-1.94 points</i>	Consistently adheres to APA style  <i>1.95-2.00 points</i>