GEORGE MASON UNIVERSITY

Executive Chief Learning Officer (ECLO) Program

EDIT 706 001 (RESTRICTED SECTION): Business of Learning Design and Technologies

3 Credits, Spring 2016, March 5 – April 22

PROFESSOR(S):
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COURSE DESCRIPTION:

A. **Prerequisites/Co-requisites**
   Admission to the ECLO Certificate Program

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**
   Part of *Module 2 The Business of Learning* of the cohort-based ECLO Certificate program, the course explores the business issues underlying the selection, implementation, and evaluation of technology-based learning and development interventions. Learners will develop the skills and competencies necessary to align the learning and development function with performance at the individual, business unit, and organizational level and achieve measurable, positive change that supports and organization's strategic goals.

DELIVERY METHOD:
This course uses the traditional executive education delivery format consisting of weekend residency (Friday, Saturday) with online components. The first day (March 5) and last day (April 22) are in residency in Mason's Arlington campus, Founders Hall (attendance required); the online components will be delivered using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal.

TECHNICAL REQUIREMENTS:

To participate in this course, cohort members 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
- Cohort members 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.

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Sunday, and **finish** on Monday.
- **Log-in Frequency**: Cohort members 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**: Cohort members are expected to actively engage in all course activities throughout the duration of the course, which includes viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Cohort members are expected to demonstrate competence in the use of all course technology. Cohort members are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Cohort members 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 **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the cohort member'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 Learning and Development function relates to other theoretical and practitioner fields such as Human Performance Improvement, Human Resource Management, Talent Management, and Human Resource Development
- Create a methodology for prioritizing Learning and Development projects
- Apply the principles of cost and budget management to the development of an investment strategy for the Learning and Development function
- Compare and contrast various evaluation models and their associated metrics/measures that seek to capture the business impact of the Learning and Development function
- Develop a process for conducting current and future needs assessment analyses linked with evaluation methods
- Construct a business case for demonstrating the value of the Learning and Development function

PROFESSIONAL STANDARDS:

There is no single entity prescribing professional standards for Chief Learning Officers (CLOs). However, there is an industry-adopted set of competencies derived from a 2006 survey of more than 450 CLOs and published in Chief Learning Officer magazine (http://www.clomedia.com/articles/clo_competencies_the_path_for_future_learning_leaders).

The competencies relevant to this course are:

Demonstrated Impact on Business Performance:
- Develop a strategy for measuring the learning value chain
- Set goals for improving value measurement
- Establish processes to improve management commitment & support for measurement & evaluation
- Identify mechanisms to provide reporting support for measurement & evaluation

Commanded Knowledge of the Learning and Development Process:

- Create a meaningful, transparent taxonomy for prioritizing Learning and Development goals
- Demonstrate fluency in developing current and future needs assessment analyses linked with evaluation methods
- Determine the appropriate investment level for Learning and Development

REQUIRED TEXTS:

- Elkeles, Tamar, Phillips, Jack, & Phillips, Patricia. (2016). *The chief learning officer*. (2nd edition, paperback). New York: Routledge. ISBN-13: 978-0415749602 OR ISBN-10: 0415749603
- Hoyle, Robin (2015) *Informal learning in organizations: How to create a continuous learning culture*. Philadelphia: Kogan Page Ltd. ISBN-13: 978-0749474591 OR ISBN-10: 0749474599
- Marquardt, Michael J. (2011). *Building the learning organization: Achieving strategic advantage through a commitment to learning*. Boston: Nicholas Brealey Publishing. ISBN-13: 978-1904838326 OR ISBN-10: 1904838324

COURSE ASSIGNMENTS/DELIVERABLES:

There are **four (4) deliverables** required for successful completion of this course:

1. **Course Blog Reflections: Individual Assignment (20 points)**

   The purpose of the blogs is to encourage reflection on the topics covered in the course, allowing you to engage more deeply with the topics and with your fellow course members than often occurs with traditional discussion boards. The blogs also foster identification of the ways in which the course themes and ideas apply (or can be applied) as part of the role of the CLO.
   a. Each cohort member has his/her **own** blog space under the **COURSE BLOG** link of our Bb course site
   b. There are **five (5) blocks** of assigned readings, each block corresponding to one week of online activities [see the **PROPOSED CLASS SCHEDULE** section of this syllabus].
   c. For **each** of the 5 blocks, you must post **at least one comment** to your blog. There is no maximum number of comments for each topic.
   d. Respond to the blog postings of your fellow course members. There is no minimum or maximum number of responses.
   e. All blog postings should be substantiated with evidence from the course materials **plus** recognized external sources (e.g., research conducted by professional associations, articles in trade journals) and whenever possible, relating work experience to the blog topic under discussion.
   f. At the end of the course [see the **PROPOSED CLASS SCHEDULE** for the specific due date], each student will prepare a short (**max. 750 words, single-spaced**) analysis of and reflections on **all** of your own comments. The content of this paper should be thoughtful and directed. Feel free to quote briefly from your own posts or to refer to specific ideas from the postings of others.

g. Post your reflections to the **ASSIGNMENTS** link in Blackboard. For more information about how the reflections paper is evaluated, please consult the *Blog Reflections Paper Grading Rubric* on our Bb course site. **Note:** Late assignments will be penalized 10%, no exceptions. Assignments submitted **after** April 22 will receive **zero** points

2. **Case Study Debate: Team Assignment (20 points)**
The debate is devoted to the discussion of issues surrounding the development of an organization's Learning and Development capability. The presented case serves as contact and reference material for the debate. The case study also allows you to evaluate what did (not) work in the case and what you, as CLOs would do differently to achieve the goals outlined in the case. The intended outcome is to extract key lessons learned that could be used in other contexts, specifically as they relate to the ECLO projects being developed in this program.
a. Working in your **project teams** (DAU Project Team, UE Project Team), prepare a formal position statement (800 words or 2 single space pages **maximum**). The position statement should address the following:
   i. Feasibility of stated goals and objectives
   ii. Key stakeholders and their respective roles
   iii. Any ingoing limitations/constraints
   iv. Decisions made by each of the key stakeholders
   v. What you would have done differently
b. Have one representative of your team post the position statement to the *Case Study Debate* forum on our Bb DISCUSSION **BOARD** by the date indicated in the **PROPOSED CLASS SCHEDULE** section of this syllabus.
c. In its rebuttal, each team will provide at least three clear, logical, supportable, and convincing arguments to identify weaknesses in the points presented by the opposing team. Rebuttal comments may be posted at any time during the discussion week, with no maximum number of postings.
d. At the end of the discussion week, each team will prepare a concluding statement (**max. 300 words**) stating whether the debate strengthened or changed their original position about the case and reasons why.
e. Have one representative post your concluding statement to the *Case Study Debate* forum on our **Bb DISCUSSION BOARD** by the date indicated in the **PROPOSED CLASS SCHEDULE** section of this syllabus.
f. Guidelines for the debate along with a grading rubric are posted in the **RESOURCES** area of our Bb course site
g. **OPTION**: If all course members are interested and available during Week 3 (March 20-26), the debate can be conducted "live" via Bb Collaborate (TBD on Module 2's first residency day).

3. **Learning Value Chain Analysis: Team Assignment (20 points)**
The purpose of this assignment is to identify the strengths and weaknesses of the various methods and models for measuring the business impact of learning that are presented in the assigned readings. The analysis serves to inform the selection of strategies for demonstrating the value of the Learning and Development function, particularly as related to the ECLO projects being developed in this course.

a. Working in your **project teams** (DAU Project Team, UE Project Team), select 3-5 measurement models from the assigned readings
b. For each model, identify the characteristics that give it an advantage over the other models, as well as the characteristics that place it at a disadvantage relative to the other models and document this in table format.
c. Update the Learning Value Chain template (Figure 8.1 in the text) to demonstrate your strategy for demonstrating the business impact of the Learning and Development function using the advantages/disadvantages data you prepared when looking at the measurement models in the readings
d. Have one representative of your team post your updated Learning Value Chain Template and supporting advantages/disadvantages table to the *Learning Value Chain Analysis* forum on our Bb **DISCUSSION BOARD**
e. Guidelines for conducting the analysis along with a grading rubric are posted in the **RESOURCES** area of our Bb course site

4. **Business Case (40 points)**
The business case is your written rationale for all (**or part of**) your ECLO Team Project and focuses on the observable, measurable benefits – to the individual employee, the department/ business unit, and the entire organization – of doing what you are proposing to do.
a. Working in your **project teams** (DAU Project Team, UE Project Team), prepare a business case that includes the following components:
    i. *Executive Summary (max 300 words)*: Condenses the entire business case document for someone who will not read it in its entirety. Targeted to other members of the C-suite, the Executive Summary provides a **summary of key conclusions**.
    ii. *Nature of the Challenge/Opportunity:* Provides readers with a brief background of the need driving this request so they can knowledgeably assess the business case. You should clearly state how your need is strategically aligned with the organization's goals, so that your reader understands the importance of addressing the challenge or opportunity you describe.
    iii. *Alternatives to Consider:* A clear description of alternative approaches – **including doing nothing** - to addressing the challenge or opportunity. It describes how you identified alternatives and your efforts to determine what each alternative will really cost the organization. In the process, it provides readers with a measure of assurance that your recommendations are well-considered ones.
    iv. *Assumptions and Risks Associated with Each Alternative*: Include all assumptions and risks associated with each alternative covered in your business case. No one can predict the future, so you need to indicate what conditions or ingoing assumptions and potential risks helped frame your business case arguments.
    v. *Financial Metrics and Measures:* After calculating the costs associated with alternatives, specify the returns that each might provide. You should link the

manner in which you calculate returns with the business objective of the project. For example, if the business objective of the proposed initiative relates to generating revenue, then the returns should indicate how the project will generate revenue. If the business objective of the proposed initiative relates to containing expenses (reducing expenses or, at the least, having them grow more slowly than other types of expenses), then the returns should indicate how the project will contain expenses. And if the business objective of the proposed initiative relates to conforming to an organizational, industry, or government regulation, then the returns should describe this compliance.

vi. *Business Impact of Each Alternative (including "soft" intangibles)*: Clearly state the business impact of your solution. Who will be affected, how, and what will the concrete outcomes be?

vii. *Conclusions and Recommendations:* Recap your recommendation along with a summary of why you think that recommendation is the best choice.

viii. *High-level Implementation and Evaluation Plan*: Who is going to do the work, how long will it take, and how will you know the initiative has been successful?

ix. *Appendix:* Any graphs, detailed documents or instruments you've used to collect your evidence.

b. Guidelines for the preparing your business case along with a grading rubric are posted in the **RESOURCES** area of our Bb course site

Total Possible Points for All Deliverables: 100

GRADING SCALE:
The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.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. Cohort members must adhere to the guidelines of the George Mason University Honor Code (See

http://oai.gmu.edu/the-mason-honor-code/).

b. Cohort members must follow the university policy for Responsible Use of Computing (See
http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. Cohort members 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. Cohort members 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. Cohort members 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

Cohort members 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. Cohort members 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/.

PROPOSED SCHEDULE:

DATE	TOPIC/LEARNING EXPERIENCES	DELIVERABLES
Week 1 **03/06-** **03/12**	**TOPIC: CLO MYTHS AND REALITIES** 1. Assigned reading: • Eikeles et al., Chapters 1 & 2 (58 pages); Chapter 11, select one (1) CLO contribution (2 pages/average) • Marquardt, Chapter 1 (20 pages) • Complete the *Organizational Needs Analysis* questionnaire at https://www.greatbiztools.com/index.cfm/organizational-development/ 2. Video: *The CLO in the C-Suite* https://youtu.be/dQbfdPb-UiM (5:06)	• Upload your **initia**l blog posting by **11:59 PM** on **March 9**; comments on the postings of others throughout the remainder of the week
Week 2 **03/13-** **03/19**	**TOPIC: FRAMING THE LEARNING AND DEVELOPMENT FUNCTION** 1. Assigned reading: • *Eikeles et al., Chapter 4 (26 pages)* • *Exco case study (posted in the RESOURCES section of our course site) (25 pages)*	• Upload your initial blog posting by **11:59 PM** on **March 16**; comments on the postings of others throughout the remainder of the week • Each team uploads formal position statement to the **Case Study Debate** forum on our Bb DISCUSSION BOARD by **11:59 PM** on **March 19**
Week 3 **03/20-** **03/26**	**TOPIC: DEMONSTRATING THE VALUE OF THE LEARNING AND DEVELOPMENT FUNCTION** 1. Case Study Debate throughout the week (OR optional "live" debate via Bb Collaborate, TBD) 2. Assigned reading: • Eikeles et al., Chapters 3, 7 & 8 (83 pages) • Explore supplementary material on Learning Value Chain posted in **RESOURCES**/Applications of the Learning Value Chain on our Bb course site	• Upload your initial blog posting by **11:59 PM** on **March 23**; comments on the postings of others throughout the remainder of the week • Each team uploads completed **Learning Value Chain Analysis** to the designated forum of our Bb DISCUSSION BOARD by **11:59 PM** on **March 26**

DATE	TOPIC/LEARNING EXPERIENCES	DELIVERABLES
Week 4 **03/27-04/02**	**TOPIC: ALIGNING THE ORGANIZATION'S HUMAN RESOURCE DEVELOPMENT STRATEGY** 1. Learning Value Chain Analysis discussion throughout the week 2. Assigned reading: • Marquardt, Chapters 3, 4 & 5 (90 pages) 3. Video: *Why is it Important to Invest in Employee Learning and Development?* https://youtu.be/awCciYEy1Fo	• Upload your initial blog posting by **11:59 PM** on **March 30**; comments on the postings of throughout the remainder of the week
Week 5 **04/03-04/09**	**TOPIC: SUCCESS FACTORS** 1. Assigned reading: • Hoyle, Chapters 3 & 6, 12-14 (86 pages) • View the instructor video *Business Cases and RFPs* in Blackboard 2. Start working on your Business Case in your teams	• Upload your initial blog posting by **11:59 PM** on **April 6**; comments on the postings of others throughout the remainder of the week
Week 6 **04/10-04/16**	**TOPIC: BUSINESS CASE DEVELOPMENT** Continue working on your Business Case	• Upload your *Course Blog Reflections Paper* to Bb by **11:59 PM** on **April 16**
Week 7 **04/17-04/21**	**TOPIC: BUSINESS CASE REFINEMENT** Finalize your Business Case in your teams	• Upload your Business Case to Bb by **11:59 PM** on **April 21**
CLOSING RESIDENCY DAY		
04/22 **9:00 AM – 12:00 PM**	Business Case Presentations	

BUSINESS CASE RUBRIC:
Total Possible Points: 40

Criteria	Unacceptable Case	Acceptable Case	Exceptional Case
Comprehensiveness	Minimal to no grounding in the concepts and principles covered in the course *0.00-6.79 points*	Business case is grounded in some concepts and principles covered in the course *6.80-7.94 points*	Business case is firmly grounded in concepts and principles covered in the course *7.95-8.00 points*
Persuasiveness	Pros and cons do not flow logically OR no evidence presented *0.00-6.79 points*	Pros and cons presented in some arguments flow logically from evidence presented *6.80-7.94 points*	Pros and cons presented in all arguments flow logically from evidence presented *7.95-8.00 points*
Alignment with organizational goals	Main outcomes and benefits are not aligned with organizational goals OR are not stated *0.00-6.79 points*	Some main outcomes and benefits are clearly aligned with organizational goals *6.80-7.94 points*	All main outcomes and benefits are clearly aligned with organizational goals *7.95-8.00 points*
Measurement and Evaluation	Business case does not contain observable, measurable indicators of success; no alignment with organizational goals *0.00-6.79 points*	Business case contains observable, measurable indicators of success that partially align with organizational goals OR are not observable, measurable *6.80-7.94 points*	Business case contains observable, measurable indicators of success that fully align with organizational goals *7.95-8.00 points*
Teamwork	One or more team members did not contribute to template completion, as evidenced by postings in the private team areas in Bb *0.00-6.79 points*	Each team member occasionally contributed to business case completion, as evidenced by postings in the private team areas in Bb *6.80-7.94 points*	Each team member consistently contributed to business case completion, as evidenced by postings in the private team areas in Bb *7.95-8.00 points*