



**IDC 6145-900**

## ***Performance Technology***

**Course Syllabus 1.3.1**

**Spring Semester 2007**

### **INSTRUCTOR**

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### **COMMUNICATIONS**

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### **COURSE LOCATION AND TIME**

WebCT Vista, course listserv, Horizon Live Classroom.

This is a totally online course with no scheduled face-to-face meetings. Some online meetings are **asynchronous** (any time) and some are **synchronous** (refer to course schedule and instructor communications via course listserv).

### **INTRODUCTION**

This course syllabus provides a general outline or plan for the course. Deviations may be necessary and will be provided in writing in advance of implementation. It is my desire to create a course which best meets your personal and professional goals as these relate to your current competencies in the general area of performance technology in technical communication.

This is the instructor's third course on performance technology, and the course has been revised and refined based on feedback of previous students. This is the first instance of deploying the course totally online. Your feedback on the course is encouraged and valued. A discussion board for course feedback will be provided on the course WebCT site.

As this is a graduate level course attended primarily by working professionals, we will be learning together. The instructor will provide a structure for the course and substantial amounts of classroom and reading content, but student discourse and collaborative work are essential in making the course a success. Your professional experience and what you learn as we progress are intended to be major portions of the course.

### **CATALOG DESCRIPTION**

This course introduces and applies the literature, tools, and techniques of performance technology. The performance technologist analyzes and solves human productivity and efficiency problems in the workplace. Students will examine major models of performance improvement, and adapt and apply them to simulated corporate productivity challenges, and to real opportunities in their own work experience. This highly participatory course is a natural complement to graduate courses in instructional design and instructional technology

### **INSTRUCTOR'S DESCRIPTION**

Within the larger field of human resources development, our major emphasis will be on improving performance at the individual, group, and organizational levels. From this perspective, we will design, develop, and document systematic procedures to engineer improvements. This is an online course designed to prepare the student to systematically analyze problems in human performance. Emphasis is on the Mager and Pipe model of performance analysis, which will be directly applied to a performance issue selected by the student. The general intent of this course is that the student develop a set of tools and techniques to bring to bear on his/her professional world. This is a hands-on, collaborative, and highly participatory course requiring students to conduct discourse, reflect, write, and complete projects and assignments to be shared with the class.

## **COURSE OUTCOMES**

This course addresses performance technology as an established professional field, related to both technical communications and instructional systems design. There is latitude for the student to approach the course in a way that best suits his/her background and interests.<sup>1</sup> General course outcomes for all students in the course include:

1. Experience the application of performance technology theory, tools, and techniques to a real or simulated workplace performance gap.
2. Describe the major elements in performance technology theory, and the structure of performance technology as a professional field of practice.
3. Identify the primary publications and professional resources in the field of performance technology.
4. Create performance improvement instruments for specific workplace needs.

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<sup>1</sup> Void where prohibited by law.

## COURSE SCHEDULE

Week	Date	Topic	Due	Reading
1	1/8	<b>Getting Started</b> <ul style="list-style-type: none"> <li>- Course Expectations</li> <li>- Course Overview</li> <li>- Course Technology</li> <li>- Introductions</li> </ul>		Scott
2	1/15	<b>Module 1: Introduction to Performance Technology</b> <ul style="list-style-type: none"> <li>- Overview of performance technology</li> <li>- Philosophical &amp; theoretical foundations</li> <li>- History, personalities</li> </ul>		Scott Mager & Pipe Intro & Parts I & II handout Tiem Ch. 1
3	1/22	<ul style="list-style-type: none"> <li>- Survey the Field of PT</li> </ul>		Scott Mager & Pipe Part III Tiem Ch. 2
4	1/29	<b>Module 2: Performance Analysis</b> <ul style="list-style-type: none"> <li>- Personal Application of Mager &amp; Pipe Model</li> </ul>	Article Review 1	Mager & Pipe Part IV Tiem Ch. 3
5	2/5	<ul style="list-style-type: none"> <li>- Applying PT Tools &amp; Techniques</li> </ul>		handout Tiem Ch. 4
6	2/12	<ul style="list-style-type: none"> <li>- Change Management</li> <li>- Diffusion of innovations</li> </ul>		Tiem Ch. 6
7	2/19	<b>Module 3: Performance Interventions</b> <ul style="list-style-type: none"> <li>- Perspectives on PT</li> </ul>		Mager & Pipe Parts V & VI Tiem Ch. 5
8	2/26	Isn't Everybody Like Me? <ul style="list-style-type: none"> <li>- Personality in the workplace</li> <li>- The diverse workplace</li> </ul>	PT Project Part 1	Tiem Ch. 7
9	3/5	<b>SPRING BREAK</b>		handout
10	3/12	Organizational Dynamics <ul style="list-style-type: none"> <li>- <i>Groupthink</i></li> <li>- Culture</li> </ul>	Fierce Conversation Report	Tiem Ch. 8
11	3/19	<b>Module 4: Tools &amp; Techniques</b> <ul style="list-style-type: none"> <li>- PT project workshop</li> </ul>	Article Review 2	
12	3/26	PT project workshop	Job Aid	
13	4/2	Training in the PT Realm	PT Project Part 2	handout
14	4/9	PT SME Guest Speaker	Pro Event Summary	
15	4/16	PT SME Guest Speaker		
16	4/23	Course Review & Evaluation Final exam?	<b>Topical Presentation</b>	

- ☞ Note: All sessions online; some sessions synchronous (TBA).
- ☞ Note: Reading assignments should be completed **before** the class session.
- ☞ Note: Online assignments are due **midnight Saturday of the class week**.

## DELIVERABLES

1. **Article Reviews/Reflections.** Read and summarize two professional articles of interest to you, and that are related to the goals and objectives for this class. The purpose of this assignment is to ensure that we are considering the “state of the art” of performance technology, and that you know where to locate literature related to performance technology. Include complete bibliographic data (APA), a **brief** summary of the content, and a **reflective** statement regarding its personal value to you. The reflection portion of the report is most important. These reviews are to be posted on the course WebCT site as PDF or Word DOC files. Reviews should be limited to two pages. (10 points each)
2. **Performance Technology Project.** This individual project is to demonstrate your ability to implement the systematic performance technology process to analyze a performance gap and propose an intervention. The project will be assigned and completed in two phases, and will be presented on the course WebCT site. The project is a complete but modest performance technology project, chosen from the student’s professional experience or professional goals. (30 points)
3. **Professional Development Event.** Each student will select and attend a professional development activity related to the topic of performance technology. Prior approval of instructor is required. A single page summary of the content and relevance of the event is to be posted on the appropriate assignment dropbox. (5 points)
4. **Create a Job Aid.** Each student will design, create, and refine a job aid for a performance need of his or her choice, related to the student’s professional experience or professional goals. (10 points)
5. **Topical Presentation.** Each student will prepare and post an executive summary website or narrated presentation (Impatica, MS Producer or similar) on an assigned topic in performance technology. (15 points)
6. **Fierce Conversation.** Each student will prepare and post a brief summary of a personal or professional application of the tools and techniques presented in the *Fierce Conversations* book. (10 points)
7. **Participation and contributions to asynchronous (discussion board) and synchronous (chatroom) discussions.** This is a critical element in the conduct of the course, and will be graded subjectively by instructor impression of overall student performance in this area. Both extent and quality of participation in class dialogue will determine the score, to be awarded at midterm and at the end of the course. (10 points)

- ☞ Caution: Score in this area is primarily determined by the **quality** of contributions. The best advice is that no student should either dominate or abstain. It is expected that keeping abreast of reading assignments will be evident in participation of online and classroom discussion.

## EXAMINATIONS

There will not be a midterm examination but there **may be a final examination** on reading and course content, at instructor's discretion.

## GRADING

<i>Item</i>	<i>Point Value</i>
Article Reviews/Reflections	20
PT Project	30
Professional Event	5
Job Aid	10
Topical Presentation	15
Fierce Conversation	10
Participation	10
<b>Total</b>	<b>100</b>

The grading system is based upon regular and active participation in course activities and the completion, on time, of all assignments. Any assignment turned in late will be subject to a 10% grade reduction for each late day, or portion. No late assignments will be accepted for credit after the 15th week of this class.

<i>Grade</i>	<i>Points</i>
A	93 – 100
B	83 – 92
C	73 – 82
D	63 – 72
F	< 63

## TEXTS

### Required

Mager, R. F., & Pipe, P. (1997). *Analyzing performance problems, or, you really oughta wanna : How to figure out why people aren't doing what they should be, and what to do about it* (3rd ed.). Atlanta, GA: Center for Effective Performance.

Van Tiem, D. M., Moseley, J. L., & Dessinger, J. C. (2000). *Fundamentals of performance technology : A guide to Improving people, process and performance*. Washington, DC: International Society for Performance Improvement.

Scott, S. (2004). *Fierce conversations*. New York: Berkeley Books.

## **Suggested Texts**

Gilbert, T. F. (1996). *Human competence: Engineering worthy performance* (Tribute ed.). Silver Spring, Maryland: International Society for Performance Improvement.

ISPI (2004). *Human performance technology revisited*. Silver Spring, MD: International Society for Performance Improvement.

In addition to the texts for this course, various required readings will be available as electronic reserves on the SPSU library website. These are available as PDF files, which may be downloaded and printed (requires current GIL password). Please respect copyright restrictions.

## **COLLABORATION**

The field of performance technology is by definition a collaborative setting; therefore, this course includes collaborative exercises and events as opportunities to develop collaborative skills, in addition to collaboration as a teaching strategy.

## **TECHNICAL SUPPORT**

Address technical support issues in the following order:

1. Review the technical pearls discussion thread on the course WebCT site.
2. Post a request for help on the course listserv.
3. Email instructor directly.
4. Email SPSU distance learning coordinator (search in progress) or phone 678.915.3169.

## **TECHNICAL REQUIREMENTS**

This is an Internet-delivered course. All course elements will be delivered entirely online. At a minimum, the student must have:

- Regular access to the World Wide Web, via either home computer connection or institutional equipment.
- A viable email address and regular access to an email provider. Email is available to all Southern Polytechnic State University students. Free email accounts are also available at a number of online services, including Netscape and Yahoo.
- Regular access to a computer with processing speed, local storage, graphics capability, word processing software, and other hardware, software, and performance elements appropriate for graduate students using current Internet browsers.

## **TECHNICAL SKILLS**

Successful participation in this course assumes that the student arrives with a basic set of computer-related technical skills, including but not limited to the following:

- Keyboarding and mousing
- Connecting to the World Wide Web (WWW)
- File management (opening, saving, sharing files such as word processing files and PDF files)
- Email application (receiving, reading, printing, composing, sending, managing email messages and attachments)
- Working familiarity with the WWW and an Internet browser (such as Netscape Navigator and Microsoft Internet Explorer), including navigating, searching, bookmarking, downloading files, and uploading files.

These skills will not be addressed in this course, except incidentally, and the student must assume responsibility for mastering them. Southern Polytechnic University, various tutorials and technical resources on the WWW, and major bookstores are suggested as resources for self-directed learning. Fellow students are often an excellent resource for help with technical matters.

## **INTERNET BROWSER**

Some elements of this course work best using Microsoft Internet Explorer, rather than Netscape Navigator. This is because some proprietary software simply "does not play well with others." This is most noticeable in online PowerPoint presentations. However, Netscape Navigator initializes online crossword puzzles VERY slowly. Major Internet browsers are adequate for the purposes of this course. Note the following recommendations:

- Use the most current browser version.
- If you currently use Netscape Navigator, consider downloading Internet Explorer to view course elements that are troublesome in other browsers.

## **ADOBE ACROBAT READER**

Some course elements are provided in Adobe PDF (Portable Document Format) files, which require Adobe Acrobat Reader. This is a FREE plug-in available for download on the Internet. It allows you to open, read, search, and print documents saved in this file format. PDF is a file type that allows information to be presented over the web while maintaining its exact look and feel, regardless of the fonts the user has installed on his/her local PC. PDF files can be viewed on any computer that has the Adobe Acrobat Reader software. To download the Adobe Acrobat Reader, visit:

<http://www.adobe.com/products/acrobat/readstep.html>

## COURSE LISTSERV

This course provides a listserv for housekeeping purposes. Occasionally, course content messages may also be distributed via the listserv. A listserv is an email application that automatically distributes a single posted message to all subscribers to the list. There are two purposes for the course listserv:

1. To provide a professional listserv experience for all IDC 6145 students. Listservs are widely used in professional circles related to performance technology and technical communication.
2. To serve as a course housekeeping communications medium. Listservs are simple, reliable technology requiring only an email capability.

It is the student's responsibility to:

1. Subscribe to the course listserv
2. Check course email messages frequently (not less than several times per week)

To **subscribe** to the IDC 6145 listserv:

Send an email message to: **listserv@listserv.uga.edu**

omit the subject (if possible)

the message text should be: **subscribe IDC-6145-900-L *first last***

example: subscribe IDC-6145-L Richard Nixon

The listserv will return a confirmation within a few minutes. Follow listserv instructions in this message to finalize your subscription.

To **post** a message to the IDC 6145 listserv:

Send the email message to: **IDC-6145-900-L@listserv.uga.edu**

Further information about USG listservs may be found at:

<http://listserv.uga.edu/>

The course listserv will be deactivated when the course ends. It is not necessary to unsubscribe.

## HORIZON LIVE CLASSROOM

Some course sessions may be conducted synchronously and online using Horizon Live Classroom. This technology permits real time, two-way voice communication plus classroom-like lectures and student group activity. The instructor will notify the class in advance of sessions using Horizon Live Classroom.

- ☞ Note: Prior to our first Horizon Live Classroom session, visit the Horizon Wimba website and use the wizard to confirm that your computer system is properly configured: <http://www.horizonwimba.com/>  
Click: Live Classroom Demo / Demonstration of Horizon Wimba's Powerlinks / SetupWizard  
Follow screen prompts to prepare and test your system.

## IMPATICA

Some course sessions may be delivered using Impatica, a technology that compresses and streams narrated PowerPoint presentations over the Internet. For an overview of this technology, visit: <http://www.impatica.com/higher-ed/higher-ed.html>

Impatica requires a Java run-time environment, which may be downloaded and installed free from Sun-Java: <http://java.sun.com/j2se/1.4.2/download.html>

- ☞ Note: Microsoft JVM is not supported by Impatica.

In most cases, Impatica modules will only require the student to click on a link from the WebCT course website. No plug-ins or special software required. Students will experience a narrated lecture, with VCR-like playback controls. Although one-way, Impatica technology permits a near lecture experience with acceptable (although not spectacular) sound quality.

- ☞ Note: Impatica is designed for acceptable performance via slow dial-up Internet connections; however, DSL is preferred.
- ☞ Note: It is likely that laptop speakers will not provide adequate sound volume. External speakers are recommended.

## **MICROSOFT PRODUCER**

Some course sessions will be delivered using Microsoft Producer, a technology that streams high fidelity, narrated PowerPoint presentations over the Internet. For an overview of this technology, visit:

<http://www.microsoft.com/windows/windowsmedia/technologies/producer.msp>

Producer requires Microsoft Internet Explorer or Netscape Navigator, and is not Macintosh compatible.

☞ Note: Be sure to install Microsoft Media Player 9 or newer.

Microsoft Producer presentations load slowly, especially over slow Internet connections. Be patient. You may click the “Play” message to begin streaming immediately, but expect delays and sluggish performance.

## **WebCT VISTA**

Point your browser to:

<http://spsu.view.usg.edu/>

Click on the “Log in” link

In most cases, students will be automatically enrolled in WebCT Vista via the Banner system.

The WebCT website is the focal point of this course. An essential first task for each student is to visit the course website, browse, and become familiar with the tools and resources. It is important to visit the course website frequently, not less than several times each week. Housekeeping messages as well as content are placed here and the student is responsible for keeping abreast. Not all WebCT options will be used in this course. Particularly important are the following online elements:

- Syllabus — the latest iteration of the course syllabus is available as a website page and as a downloadable, printable PDF file. The syllabus is likely to change as this course develops and incorporates student feedback. It is the student’s responsibility to ensure that he/she has the current syllabus.
- Student grades — password-protected, current, and private.
- Course resources — a glossary, selected WWW links, table of abbreviations, and other items the student may find useful in this course.
- Discussion boards — for asynchronous, threaded discussions on class management and content topics. This is an important part of the course and meaningful participation contributes to the final grade.
- Chatrooms — for real time, live discussions. Some chat sessions are scheduled; others are at student discretion.
- Course map — provides a quick overview of the course.
- Student presentations — post assigned work and view the work of others in the class.

- Take notes — prepare custom notes on course content, discussions, and activities.
- Email addresses — students and instructor. (This course will **not** use WebCT's email feature).
- Home pages — students and instructors. Students are encouraged to link homepages to this course website. This is a great way to melt the ice, build a sense of community in the class, and add a bit of levity.

## **ELECTRONIC RESERVES**

Some documents required in this course are placed on electronic reserve, courtesy SPSU's Lawrence V. Johnson Library. To access an electronic reserve document:

1. Point your browser to <http://gil.spsu.edu>
2. Choose search course reserves
3. Under instructor field choose Hopper  
and under course field choose the course number
4. Choose the title location in "Electronic Reserves"
5. Click the blue highlighted e-item title
6. Enter the password: (obtained from Gil Request)
7. **These are PDF files, which you can download and print.**

## **POLICES**

This is intended to be a highly interactive course that depends upon your active participation during every class exercise.<sup>2</sup> This is also a course that is structured to maximize learning from your peers as well as from your instructor. If you miss a synchronous online class, or arrive late, you are not available to learn from nor contribute to others in this class. As a result, much of what is missed cannot be "made up".

If you find it necessary to be absent or late to a synchronous class, or to be unavailable for an asynchronous activity, please inform the instructor, via e-mail, (as soon as possible but not later than the following day) the reason for your absence or lateness.

**Students with Disabilities** who believe that they may need accommodations in this class should contact the counselor working with disabilities at 678.915.7391 right away to better ensure that they get the help they need quickly.

## **PLAGIARISM**

Plagiarism is the act of representing someone else's work as your own, either intentionally or unintentionally. In this course, plagiarism will result in a zero for the assignment and, possibly, a failing grade in the course. Be aware that current Internet search engines can quickly identify almost any previously published document.

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<sup>2</sup> Your mileage may vary.

## **CORPORAL PUNISHMENT**

A student who misses the presentation of a guest speaker will be publicly flogged. However, if SPSU's legal department objects to this consequence, an equivalent nonviolent substitute will be devised.