

**Oakland University, Human Resource Development
Presentation and Facilitation - HRD 3330 (307)/10494
Winter 2018 four credits
Thursday 6:30 - 9:50 p.m. – Room 274 South Foundation Hall**

Instructor Dr. Larry Buzas, Office: Pawley Hall room 480 G
Office Phone: 248-370-3095, Office Hours: by appointment

Required Text Books

1. Rosania, R.J. (2003). *Presentation Basics*. Alexandria, VA: ASTD Press.
2. *Facilitating with Ease*, 3rd Edition: Author: Bens, ISBN: 9781118107744
Publication Date: 04/10/2012 Publisher: WILEY

Course Description

“The course provides the knowledge and skills to facilitate and deliver professional presentations in various HRD settings. Focuses on the communications process, the analysis of the audience, the research and preparation of content, the selection of appropriate support materials, and the delivery or facilitation of professional presentations and meetings. Satisfies the university general education requirement in the knowledge applications integration area. Prerequisite(s): completion of the general education requirement for a writing intensive course in general education or the social science knowledge exploration area.”

Course Goals and Methods

This course combines theory with practical application, guided practice with peer feedback, instructor presentations and facilitated group discussions, individual and group assignments, and student facilitated presentations and learning experiences. This course is challenging and fun when everyone actively participates and provides mutual support for learning. Outcome goals for this course are:

- To enhance skills in listening and providing feedback
- To apply a systematic approach to facilitation and presentation
- To be able to use a variety of facilitated group data collection and analysis techniques

Assignments

Below is an assignment and point summary. Specific details for each assignment follow.

Assignments	Points
Participation	50
“This is me” presentation	10
TED talk paper and presentation #1	50
TED talk paper and presentation #2	75
Facilitation techniques learning experience	140
Transfer of learning paper	75
Total	400

“This Is Me” Presentation

This is an individual assignment. Students prepare and deliver an interesting, and creative presentation of approximately 3 to 5 minutes. At a minimum, be sure to cover these topics:

- a) Career interests and post graduation professional goals
- b) Brief overview of work, internship, and volunteer experience, and its relevance to the field of HRD, use of presentation and/or facilitation skills, etc.
- c) Your progress to degree completion
- d) Finish this sentence and provide a brief explanation. “People would be surprised to know that...”

Other items to consider including are where you have lived, your family, education, interests and hobbies, great vacation/travel adventures, memorable experience at OU to date, or anything else appropriate for the audience. End with a little Q&A

"This is Me" Grading

Clear evidence of planning and preparation	5 points
Delivery – eye contact, tone of voice, rate of speech, use of media	<u>5 points</u>
Total	10 Points

TED Talk Critique Papers and Presentations

This is an individual assignment. There are two of these required for the course. The requirements for both are provided below. The second one is worth more points because a higher level of competence is expected. TED Talks are some of the best examples of presentations available. The purpose of this assignment is to have the opportunity to learn from the best of the best, and use critical thinking to develop a set of guidelines that apply to any good presentation.

Ted Talk Paper

The paper is written first, the presentation is based on the paper. To complete this assignment, follow these steps:

Step 1. For the first critique, select the TED Talk from the list provided that you feel is a great presentation and indicate your choice on the sign up sheet that will be provided in class. For the second TED talk critique, you may choose any TED talk, other than those already presented, that you believe demonstrates the elements of a good presentation. This may be different from the most interesting content for you personally. **While the topics are interesting, the focus of both critiques is the elements of presentation.**

Step 2. Watch the TED Talk several times and make notes about **salient aspects of THE PRESENTERS BEHAVOIR**, what they did and said and how. **This is not about the content of the talk itself.** Throughout the paper, support your choices with at least

three specific references to specific quotes in the textbooks. **Use the timer at the bottom of the screen to pinpoint references in the TED Talk, and page numbers in the textbooks.** Use the items below to formulate your paper:

- a) Why did you choose this presentation over the others?
- b) The opening of the presentation. In what way did it grab your attention, provide a “what’s in it for me” message? Audience participation or a response required in any way?
- c) Describe three main points of the presentation. What did the presenter do or say to make these points? Was there an “aha!!!” moment for you?
- d) Describe how graphics, visuals, media and/or props were used. Did they serve a clear purpose? How were they used effectively to emphasize a key point?
- e) Anything about the presenter that you would choose to emulate? Why? Anything you disagreed with, why? Anything you recommend the presenter to do differently, why?

Step 3. After you reflect on these points, and any others you feel are relevant, write a narrative critique discussing aspects of the presenters behavior, speech, use of visuals and media, and overall impression of the presentation. Use items a) through e) above as subheadings.

Step 4. In closing, reflect on your critique in a two or three paragraph summary that includes a description of five guidelines that you believe all presentations should follow, and why. **For your second paper, provide three new guidelines not listed in your first paper and include the first five.**

TED Talk Presentations

Prepare, rehearse, and deliver a formal presentation to the class. Your paper is the basis for your presentation. Presentations should be approximately 5-7 minutes. Presenters begin with their selected guidelines and play parts of the talk video that illustrate the guidelines in use. Include in your presentation references to the course readings that support your opinions. Include the guidelines you selected in your presentation and handouts. Include a one page handout to support the main points of your TED Talk critique. The handout should have your name, the name of the talk and the presenter, a few bullet points of observations you feel are important and the guidelines you selected. The presenter should actually demonstrate, by their own behavior as a presenter, the guidelines that are identified as important in the paper.

Ted Talk Grading

Ted Talk Paper Criteria		#1	#2
1	Evidence of critical thinking	10	10
2	References to specific course content	5	5
3	References to specific points in the talk	5	5
4	Cover page with name of assignment, class, instructor, date and student name.	2	5
5	Appropriate grammar, punctuation, page numbers, etc.	3	5
6	Closing summary 5 guidelines	5	10
Presentation Criteria			
8	Aligns with Paper content and five guidelines	5	10
9	Uses good presentation technique, owns the material	10	15
10	Appropriate length	5	10
Total		50	75

Train-the-Trainer Facilitation Techniques Learning Experience

This is a small group assignment, typically done in groups of two or three depending on class size. Groups set performance standards and provide feedback to each other in written form several times during the class. Equivalent

The purpose of this assignment is to provide the opportunity for each person in the class to enhance their facilitation skills, and for all students to experience participating in these facilitation techniques in a supportive learning environment. The learning activities are planned based on the number of students enrolled in the course. Please note that attendance during all of the train - the - trainer sessions is mandatory. In the past, students have made the unfortunate choice of missing these sessions thus making it difficult for the students facilitating the experience to carry out the planned learning activities. Seven points will be deducted from your final grade for every train - the - trainer session missed.

The practice of HRD requires mastery of a variety of facilitated problem solving, data collection, and analysis techniques. Formal and informal presentations, and facilitated work groups often follow initial data collection in needs analysis work, leadership development, culture and process change, and most HRD interventions. There are a number of widely used facilitation techniques for these purposes.

For this assignment prepare, rehearse, and deliver a “train-the-trainer” learning experience for your peers such that they develop skills in the use of these facilitation techniques. Content, goals, and methods will be reviewed and approved by the instructor. The deadline for review is in the schedule. Time is scheduled to work on this assignment during class meetings. Instructor and peer feedback is provided immediately following each train-the-trainer session.

The standards for these learning experiences are:

1. Approximately one hour of content, including time for Q&A
2. Describes the how the technique is typically used, the benefits and limitations of the technique.
3. Uses principles of adult learning.
4. Provides a learning experience in the form of a simulation of the use of the technique in action/demonstration or other type of active experiential learning. A simple presentation with a passive audience is not acceptable.
5. Provides copies of all materials used and **complete instructional step-by-step** guide and information for successful facilitation and any other handouts and resource materials to class participants to support learning how to facilitate the technique.
6. Makes use of the guidelines identified in your TED assignments.
7. Briefly describes a complementary technique to use in conjunction with the selected technique.

Train-the-Trainer Grading

Instructor and peer evaluation of the items above	100 points
Group member feedback and instructor evaluation of group contribution	<u>40 points</u>
Total	140 points
Failure to turn in 90% draft materials on due date - minus 20 points	

Some, but not all of the facilitation techniques for this assignment are in chapter nine of *Facilitating with Ease*, a textbook for the course. Information about all of these is readily available in the public domain, library and Internet resources. **Students are expected to research and present information about these techniques beyond what is in the textbook.** This list represents those that are the most useful, most often used, and those that are sufficiently complex and detailed for this assignment.

1. AAR - After Action Review
 2. Affinity Diagram
 3. Delphi Process
 4. Fishbone Analysis
 5. Focus Groups
 6. Force Field Analysis
 7. Gap Analysis
 8. Mind Mapping and Concept mapping
 9. S.W.O.T and Soar
 10. Visioning
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Transfer of Learning Paper

This is an individual assignment. The purpose of this assignment is to reflect on the progress of your knowledge, skills, principles, and values regarding presentation and facilitation, and develop a plan for how you will incorporate this learning into your academic life, work life, and career goals. Support your key points with references to the readings, presentations, class discussions and your own professional experience, as appropriate in each of the items below. These papers are typically 1,200 – 1,500 words

The assignment should include the following items and these should be subheadings in your paper:

1. Beginning of the Course
Provide a brief description of your level of proficiency in the course topics at the beginning of the course.
2. Current Level
First, consider what you have learned through the course readings, in class learning activities and presentations, contributions of other students and assignments. Next, analyze and describe where are you now in terms of your confidence, skill level, principles for your own presentation and facilitation style, and areas for growth.
3. Transfer of Learning Plan
Create a Transfer of Learning Plan. Respond to the following items and include references to course readings, activities, and any other appropriate sources/experience to support your opinions:
 - a. Roles and opportunities
Describe the role and opportunities you see for presentation and facilitation currently in your work and/or personal life.
 - b. Vision
What is your vision, as it relates to your career in HRD, or other profession? How will you know when you have become the type of presenter and facilitator to which you aspire?
 - c. Challenges
What challenges might there be to achieving your success?
 - d. Plan
Draft a preliminary plan of action to develop skills, overcome challenges, and continue to refine and apply your knowledge and skills. This is not a contract or carved in stone, but your thoughts on people, processes, projects and other resources that can support reaching your vision.

On or before the last class session, provide a hard copy of the Transfer of Learning Paper to the instructor. If you would like your graded paper mailed to you, provide an appropriately sized, self-addressed, stamped envelope.

Grading	Points
1. Beginning The Course	10
2. Current Level	15
3. a. Roles and opportunities	12
b. Vision	12
c. Challenge	12
d. Plan	<u>14</u>
Total	75

General Information

- **Attendance and Participation:** As always, students are expected to be present for all class meetings, be actively engaged in activities and discussion, and contribute to the learning of others. Please inform the instructor, and peers when appropriate, when you cannot attend class meetings. There is no make-up work for a missed class session or participation points. Replicating a group learning experience at the individual level is impossible. Students are responsible for obtaining notes and handouts of a missed class from a peer in the course.
- **Electronic Devices.** The single most important skill of a professional in any field is listening. This is of the utmost importance in HRD and particularly group facilitation. Further, researchers have demonstrated that electronic devices in the classroom have negative effects on learning and retention. **Therefore, use of cell phones, tablets, laptop computers and any other electronic device is not allowed during class time, except when specifically indicated by the instructor and during breaks. There will be a break approximately every hour.**
- **Evaluation.** Work submitted past the due date, unless previously approved, will not be graded or receive credit. Missing a class does not change the due date for an assignment. There are no extra credit or make up assignments in this course.
- **Papers.** Writing follows the publication manual of the American Psychological Association (APA) (most recent edition). Papers are graded for quality and depth of content, integration and application of course topics, quality of writing (including grammar, sentence structure, unbiased language, and spelling), and use of APA style. **Purdue Owl is an excellent resource for APA style.**
<https://owl.english.purdue.edu/owl/resource/560/01/>
- **Basic computer skills.** It is essential that students in the course master the use of the technology station in the classroom. Failure to do so will lower your grade for presentation and facilitation assignments. Time is set aside to do this in class sessions. Students need proficiency in word processing, spreadsheets, tables, charts, and Moodle for successful completion of most courses at OU. If there are any questions or concerns please speak with the instructor the first day of class.
- **Assignments.** The instructor reserves the right to modify course content, schedule, and assignments at any time during the semester to serve the needs of students and ensure the integrity of the course.

- **Emergency Contacts.** Please provide the emergency contact number at Oakland University, 248-370-3331, as needed so that you can be contacted while your cell phone is not in use.
 - **Accommodations:** All students requesting accommodations are encouraged to contact the professor to schedule an appointment within the first two weeks of the semester. Students with disabilities are required to present documentation of the disability (<https://wwwp.oakland.edu/dss/policies/>). I look forward to working with all students with disabilities to make this class an enjoyable learning experience.
 - **Academic Honesty:** Students are responsible for being aware of and understanding OU policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. Students should consult with the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.
 - **Individual Advising:** Students seeking clarification on assignments are encouraged to use class time, meet with the professor during breaks, or before or after class by appointment. Advising on course content via email is rarely effective. Face-to-face or telephone appointments are preferred and easily arranged.
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SCHEDULE – Revised 11/18/18

Class	Date	Preparation before class meets	Class Activities/Due Dates
1	Jan 4	Purchase books Review syllabus	Review Syllabus. Form teams for train - the - trainer, create team standards Review and select Ted Talk #1
2	Jan 11	<i>Presentation Basics</i> Chapters 1-4 Prepare/practice "This is Me" presentation	No class meeting
3	Jan 18	<i>Presentation Basics</i> Chapters 5-9 Facilitating with Ease Chapters 1 & 2	Deliver "This is Me" Present TED Talk critique #1 , Turn in paper Discussion/application activities
4	Jan 25	Facilitating with Ease Chapters 3 & 4	Present remaining TED Talk critique #1 , Turn in paper Discussion/application activities
5	Feb 1	Facilitating with Ease Chapters 5 & 6	Discussion/application activities
6	Feb 8	Facilitating with Ease Chapters 7 & 8	TED Talk critique #2 , paper due – no presentation
7	Feb 15	Prepare your techniques materials for review and approval	Bring 90% complete draft of Train - the - trainer materials for review and discussion and a copy for instructor
8	Feb 22	Winter recess no class meeting	
9	March 1	Finalize Train - the - trainer Materials	provide a final hard copy of your techniques materials for approval. Bring to class and submit to Moodle by 6 pm March 1
10	March 8		Train - the - trainer sessions:
11	March 15		Train - the - trainer sessions:
12	March 22		Train - the - trainer sessions:
13	March 29		Train - the - trainer sessions:
14	April 5		Train - the - trainer sessions:
15	April 12		Train - the - trainer sessions turn in Transfer of Learning paper