University of Wisconsin – Stevens Point
Division of Communication

Communication 342/542:
Training and Development

Section 1: Tuesday/Thursday 2:00 PM – 3:15 PM CAC 237

Instructor: Cade Spaulding, Ph.D.
Office: CAC 235
Email: cade.spaulding@uwsp.edu
Office Phone: 715-346-3925
Office hours: Tues/Thursday 12:45 – 1:45, and by appointment

Course Introduction and Description:

Training is part of almost every position within an organization. For example, employees leaving an organization are often asked to train those who will replace them, in-house or hired trainers develop training programs for professional development programs, seasoned workers are asked to train new hires "on-the-job", and the best leaders often do all they can to impart the lessons they've learned to the rising generation. From practicing a new language, game, or craft to coaching little league, learning a dance, or helping a friend fix a car - much of our lives are spent either training or being trained. This course is designed for students who want to develop knowledge and skill in effective training practices. The focus for this semester will be on instructional design, delivery, and assessment of training workshops for adult learners.

Learning Outcomes:

Students in this course will:

1. **Demonstrate** knowledge of concepts, techniques, and theories related to the field of training & development
2. **Apply** training techniques and best practices by delivering professional workshops as individuals and teams
3. **Share** training knowledge and expertise with others

Required Materials

- Beebe, S. A., Roach, D. & Mottet, T.P. (2012). *Training and Development: Communicating for Success*. (2nd ed.) Boston: Pearson.
- 3x 5 Cards (1 packet)
- USB Storage Device
- Miscellaneous materials for assigned training sessions
- Professional Attire (For Final Training Project)

Comm 342 Course Assignments and Grading

Assignment/Activity	Points
Pass/Fail **Quizzes**	**150 points**
Concept Quiz 1 (Timed)	25 points
Concept Quiz 2 (Timed & Cumulative)	50 points
Concept Quiz 3 (Timed & Cumulative)	75 points
Pass/Fail **Mini Workshops (Individual, Partners, and Teams)**	**100 points**
Graded **Papers**	**100 points**
Research Paper (C+ grade or higher required)	50 points
Training Evaluation Report (due the final day of class)	50 points
Graded **Final Training Project**	**150 points**
1st Workshop (Preliminary Practice)	50 points
2nd Workshop (Polished and Revised)	100 points
Graded **Class Citizenship**	**50 points**
Total	**550 points total**

* Comm 542 Graduate Students: please refer to Comm 542 Course Assignments and Grading

Final Grade Percentage Distributions
(Final letter grades will be assigned using this percentage scale)

A	= 95% and up	**C+**	= 78% - 79.9%
A-	= 90 – 94.9%	**C**	= 75% - 77.9%
B+	= 88% - 89.9%	**C-**	= 70% - 74.9%
B	= 85%-87.9%	**D**	= 60 - 69.9%
B-	= 80% - 84.9%	**F**	= 59.9% or less

Written Work Guidelines

All written material in this class (outlines, papers, etc.) should be typed and in final-draft form, conforming to the following formatting guidelines:

1. **.PDF** file format ONLY (other formats will not be accepted)
2. Times New Roman
3. 12 pt. font
4. 1'' margins
5. double-spaced formatting (0 pt. spacing "before" and "after")
6. page numbers
7. APA citation style (in-text citations, References Page)
8. Attached References page
9. Free of spelling or grammar errors
10. All written materials should include a formal title page with the following information:
    - ✓ Your Name,
    - ✓ Submission Date,
    - ✓ Course Title and Section #,
    - ✓ Name of Instructor,
    - ✓ Title of Assignment

Course Policies

Attendance: Attendance at each class is mandatory. You must be present to learn this material.

To ensure attendance, I will take role at the start of each class. Students who walk in more than 15 minutes late to class will be counted as absent. Any activities missed for being late cannot be made-up.

Students who have 4 or more absences (excused or unexcused) will receive one (1) full letter-grade deduction on their final grade in the course for the 4th absence, and an additional 1/2 letter-grade deduction on their final grade for each successive absence. Exceptions to this rule are rare and handled on a case-by-case basis based on the causes for excessive absences, review of previous course assignment performance, class participation, and overall effort.

Make-up Work: If you miss class you miss any activities scheduled for that day. Avoid missing class. **It is your responsibility to contact another student from class to get discussion notes or calendar updates if you are absent.**

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services, Student Services Center Room 103, call 715-346-3365, or email disserv@uwsp.edu.

Academic Integrity
Be honest in what you do in this class. Do your own work and hold yourself to the highest standard of integrity and hard work. Plagiarism is a big deal and is not tolerated in my classroom. Those caught plagiarizing will lose credit on the assignment and may face charges of academic misconduct leading to additional consequences such as:

1.   failing the course
2.   university expulsion

Talk with me and/or refer to Chapter 14 of the Wisconsin Administrative Code: "Student Academic Standards and Disciplinary Procedures" (http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf) if you have any questions.

Community Rights and Responsibilities
As a UWSP student you have the right to receive fair and equitable evaluations based on course objectives outlined in the syllabus and without reference to personal or political views. You have the right to expect timely and accurate information and feedback about your progress and achievements in this course. You also have the responsibility to participate fully in the learning experience and to complete all course requirements. Please refer to the following link for more specific rights and responsibilities afforded to you as a UWSP student:
http://www.uwsp.edu/admin/stuaffairs/rights/rightsCommBillRights.pdf.

Course Assignment Descriptions

Concept Quizzes

There are three (3) D2L online quizzes over course concepts during the semester. Quiz material comes from course concepts/theories found in the textbook and those presented by Dr. Spaulding in class. These quizzes are pass/fail and cumulative (quiz 2 includes all material from quiz 1, and quiz 3 includes all material from quizzes 1 & 2). Each student can take the quiz up to 3 times to qualify for "passing" the quiz.

How to "Pass" a Concept Quiz
A score of 90% or higher qualifies for "passing" each quiz and means you get full credit for this assignment (25/25, 50/50, 75/75). Anything below 90% means you must repeat the quiz. **Each student will have three chances to get 90% or higher on each quiz before receiving a failing score.** See course calendar for concept quiz schedules.

Those who pass all three (3) Concept Quizzes will receive a *Certificate of Training & Development Concept Mastery* signed by Dr. Cade Spaulding and the Division of Communication Chair, Dr. Rhonda Sprague. This makes an excellent addition to your resume and/or professional e-portfolio!

Mini Workshops

Conceptual knowledge is incomplete without application, feedback, and skill development. Periodically, some are already on the calendar and others will be announced as needed in class (of course, you'll be given sufficient notice to prepare in advance), students will be assigned to run brief 10-15 minute training workshops focused on a skill-based topic of their choice. Sometimes these will be done individually and sometimes in pairs or teams. The goal is to apply training concepts and techniques in a low risk way to gain experience, learn from each other, evaluate what worked and what didn't, and improve. Mini workshops are pass/fail.

Mini Workshop Ground Rules & Ideas

1. Avoid demonstrations, lectures, etc. – class members should walk away with a new "skill".
2. Skill-oriented workshops can be developed from any of the following topics (and many others not listed!):

   - **Hobbies** *(photography, hiking, cycling, running, illustration, origami, waxing skies, learning a second language, traveling, weight lifting, fishing, hunting, etc.)*
   - **Group Games** *(ice breakers, JOLTs, board games, get-to-know-you games, ultimate-frisbee, leadership development and team-building games, etc.)*
   - **Communication/Management "Soft" Skills** *(interviewing, resume writing, answering emails, handling conflict, decision making, being more assertive, taking notes, negotiating, leadership, team unity, motivation, planning, interviewing, etc.)*
   - **Life Skills** *(using a budget, basic First Aid, controlling your temper, 5-minute meals, fixing a flat tire, Speed Reading, etc.)*

3. Outlawed topics: alcohol, pets in class, use of firearms or weapons, etc. In other words – keep your choice professional, appropriate, and uplifting. If you have a question about a topic, please ask before you deliver.

Research Paper:

To be a good leader you must first become a good follower and to be a good trainer you must first become a good learner. After you have committed to your final training project you must qualify yourself by demonstrating your mastery of the communication-based topic you want to train others on. The research paper is how you will prove what you know. **Only those who succeed in earning a C+ or higher on this paper will be allowed to complete the final training project.** My reasoning for this is based on the relationship between the trainer and their learners. If you don't know more than the average person on this topic (C level grade) you have no place instructing others. To train you must first show you know more than those you will be training.

Second "Chance" Re-Evaluation Option

> Students may resubmit an improved research paper up to 3 days before their scheduled final training workshop for re-evaluation. The grade they received on the first submission of this assignment will remain the same, but submitting an revised (and improved) paper for re-evaluation will give all students a second chance to demonstrate **above average mastery of content material** and to qualify for completing the final training workshop assignment(s).

The following requirements apply to the research paper assignment:

1. Demonstrated above average understanding of the subject matter content.
2. No more than 10 pages in length.
3. Follows course Written Materials Guidelines
4. Integrates the following topic-related sources into the body of the paper (cited in-text with full citations in References page):
   a. At least 3 peer-reviewed academic articles
   b. At least 4 professional trade journal articles (recent)
   c. At least 3 credible books (avoid tabloid style books like "Men are from Mars, Women are from Venus" – make sure they are credible)
   d. No more than 2 internet sources (optional – you may choose not to include any internet sources)

Training Evaluation Report:

After delivering your 2nd Workshop each trainer must submit a written evaluation of the training workshop experience. This report must include the following information:

1. Copies of the original training outcomes & outline (1st workshop) and the revised training outcomes & outline (2nd workshop)
2. Evidence for the skill development "gaps" identified in the 1st workshop (explain your methods for measuring participant skill development through questionnaires, discussion, performance observation, etc. AND report what you found.)
3. Clearly explained reasons for thinking the changes made to the 2nd workshop outcomes/assessment activities would fill those skill development "gaps".
4. Final assessment of participant skill development and recommendations for future development options.

Final Training Project:

This will be your most important chance to demonstrate professional training skills in this course. Supported by the concepts you've mastered and practiced throughout the semester as well as the in-depth topic knowledge developed from your research paper assignment, each student will individually develop and deliver a 20-minute skills-based workshop on a communication-related topic. Topics used in the past and/or are often used to train managers, leaders, and workers in organizations include:

- Conflict Management (mgt. styles, mediation, negotiation, etc.)
- Corporate Culture
- Strategic Planning
- Working effectively in Teams
- Leadership Skills (Administrative Skills, Interpersonal Communication, Motivation, etc.)
- Creative Problem Solving

- Giving Professional Presentations (talk with me if you want to do this.)
- Dealing with Difficult People
- Project Management
- Time Management
- Balancing Work/Home Obligations
- Talking to the Press
- Crisis Management
- Interviewing
- Etc.

These are only a few ideas – so if you have something different just talk with me to get it approved. I will provide more detailed assignment information on the Final Training Project in class and via D2L.

Class Citizenship:

Your class citizenship grade will be based on your:

1) Overall attendance in the course

2) Active positive contributions to class discussion, demonstrated preparation (i.e., evidence of study before class), etc.

3) Participation in & on-time completion of in-class activities, out-of-class assignments, etc.

COMM 342/542 Tentative Course Calendar
(Subject to change by notification from the instructor)

Assignments/reading **due** on the day scheduled below

Unit 1: Training Foundations			
Wk	**Date**	**Topic**	**Task/Assignment Due/Reading**
1	09/01	No Class	
	09/03	Welcome & Course Overview	
2	09/08	**Mini Workshops – 10 minute Open Topic** (Individually)	**Task**: Show me what you can do.
	09/10	Communication Training *What is Training and Development?* Laws of Learning and Andragogy	Read: Chapter 1 pp. 1-15 (Beebe, et. al.) & Chapter 2 pp. 27-38 (Beebe, et. al.)
3	09/15	**Mini Workshops – 10 minute Open Topic** (Individually)	**Task**: Apply Laws of Learning & Andragogy Training Techniques
	09/17	Learning Styles	Read: Chapter 2 pp. 38 – 51 (Beebe, et. al.)
4	09/22	The Training Process Assessing Organizations Discussion: Final Training Project	Read: Chapter 1 pp. 15 – 22 (Beebe, et. al.) Chapter 3 pp. 55 – 61 (Beebe, et. al.) **Concept Quiz 1 Opens in D2L @ 11:30pm (wk1 – wk4 material) 90% or higher = pass**
	09/24	TBA	
	Friday – 09/25 **Concept Quiz 1 Closes in D2L @ 11:30pm (wk1 – wk4 material) 90% or higher = pass**		
5	09/29	Assessing Individuals Doing a Task Analysis	Read: Chapter 3 pp. 62 - 77 (Beebe, et. al.)
	10/01	**Mini Workshops – 10 minute Review Games for Concept Quiz #1** (partners)	Weeks 1-4 Material **Task**: Each team creates a fun game to review concepts.
6	10/06	Developing Training Outcomes	Read: Chapter 4 (Beebe, et. al.) **Final Training Project Topic Due (via D2L Discussion Forum)**
	10/08	Developing Training Content	Read: Chapter 5 (Beebe, et. al.) **Task**: In-class Development of Training Content Outlines
7	10/13	Training Methods Lectures, Experiential Activities, and Facilitating Group Discussions	Read: Chapter 6 (Beebe, et. al.) **Concept Quiz 2 Opens in D2L @ 11:30pm**

			(wk5 – wk7 material) 90% or higher = pass
	10/15	**Mini Workshops – 10 minute Lectures** (Individually)	**Task**: Use research topic as subject matter for a short lecture
	Friday – 10/17 **Concept Quiz 2 Closes in D2L @ 11:30pm (wk5 – wk7 material) 90% or higher = pass**		
8	10/21	Training Methods Experiential Activities Facilitating Group Discussions	Chapter 6
	10/22	**Mini Workshops – 10 minute Facilitating Group Discussion** (Individually)	**Task**: Use research topic as subject matter for Facilitating a Group Discussion
9	10/27	Using Presentation Aids	Read: Chapter 8 **Due**: Research Paper
	10/29	**Mini Workshops – 10 minutes Using Power Point, Flip Charts, and Handouts** (Teams of 4)	**Task**: Use research topics as subject matter using all presentation aids.
10	11/03	**In Class Workshop:** "Developing Your Training Plan for the Final Training Project"	Read: Chapter 9 **Task**: Bring Rough Draft of Your Final Training Project Training Plan to Class
	11/05	Managing Conflict in a Workshop	Read: Chapter 10

11	11/10	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A: (CAC 204) B: (CAC 204) C:	
	11/12	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A: (CAC 204) B: (CAC 204) C:	
12	11/17	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A: (CAC 204) B: (CAC 204) C:	
	11/19	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A:	

		(CAC 204) B: (CAC 204) C:	
13	11/24	Assessing Learning Outcomes	Read: Chapter 11 **Task**: Assess Training Workshop **Concept Quiz 3 Opens in D2L @ 11:30pm (wk1 – wk13 material) 90% or higher = pass**
	11/26	**No Class – Thanksgiving Holiday**	
14	Monday 11/30 **Concept Quiz 3 Closes in D2L @ 11:30pm (wk1 – wk13 material) 90% or higher = pass**		
	12/01	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A: (CAC 204) B: (CAC 204) C:	
	12/03	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A: (CAC 204) B: (CAC 204) C:	
15	12/08	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C:	

		(CAC 204) A: (CAC 204) B: (CAC 204) C:
	12/10	Final Training Project Workshops (Video Recorded @ 20 minutes) (CAC 236) A: (CAC 236) B: (CAC 236) C: (CAC 204) A: (CAC 204) B: (CAC 204) C:
16	12/15	Overflow Training Sessions In-Class Awards Ceremony
17	12/18	Friday, 2:45 – 4:45 Open Office Hours in CAC 235 No Attendance Taken

Writing Research Papers and Literature Reviews

A superior research paper will contain the following organizational and stylistic components:

A. Introduction.

B. Statement of purpose or thesis.

C. Preview of the sections of the essay or how the argument is organized within the essay.

D. In literature review papers, a presentation of the themes distilled from the literature rather than a source-by-source summary of what was read. Do not over rely on any one source for the majority of information in your paper. An excellent paper is a distillation of concepts you draw from many sources.

E. Summary statement that concludes the paper.

F. Do not over rely on any one source for the majority of information in your paper. An excellent research paper is a distillation of concepts you draw from many sources.

G. Definition and documentation of all key terms to professional sources (not general-purpose dictionaries). Define key terms at first usage rather than in a "glossary" section.

H. Proper documentation of information. It is the student's responsibility to understand the rules of documentation for both quotation and summarized materials.

I. Only cite sources you have personally read and had the original source in your hands. Indirect sources should be cited using the "cited in" convention discussed in the MLA or APA style manuals.