



**SCHOOL OF BUSINESS & ECONOMICS**  
**BUS 328, TRAINING AND DEVELOPMENT—SPRING 2018**  
Section 1: Mondays and Wednesdays, 2:00 to 3:15 PM, CPS 210

**You are required to read, understand and apply the entire syllabus.**

## 1. CONTACT INFORMATION

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Office Hours  
Mondays, Wednesdays, 12:30 – 1:45 pm  
Other appointments available upon request

For most purposes, the best way to contact me between class sessions is to send me an e-mail message. When e-mailing me, always include an informative subject line and section number. I will check my e-mail messages every weekday. I am also available for questions immediately before or after class.

I do want to know how you are doing as the course progresses, especially if any problems come up. Communication takes effort from both parties! Don't let a small problem become a major crisis because you haven't talked to me.

## 2. COURSE OVERVIEW

**Materials:** This course requires that you read the textbook, participate in interactive polls/quizzes, and read articles, handouts, and various media.

- **Textbook.** There is one required textbook: Biech. *The Art and Science of Training*. ISBN: 978-1607280941.
- **Interactive Polls and Quizzes/Clicker.** This class uses "Turning Point Cloud" to do interactive polling and quizzing. You will need to purchase a Turning Technologies code from the bookstore to participate in the class.
  - Your Device. You will be able to use your own device (a laptop, tablet, or smartphone) to respond to polling.
  - UWSP Clicker. If you do not have a device, you may check out a clicker from the UWSP IT Service Desk in room 027 ALB, the basement of the UWSP Library free of charge. You will need your UWSP Student ID to get a clicker.
  - Returning Clickers. Clickers must be returned to IT Service Desk before the end of finals week. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.
  - UWSP Service Desk Hours. <http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>
  - Turning Point Account. You will need to create a Turning Technologies account to register your device for the class. Please use your UWSP email address to create an account here: <https://account.turningtechnologies.com/account/>
  - Turning Point Help. You can find help with Turning Point Cloud here: <https://www.turningtechnologies.com/support/turningpoint-cloud>
- **Weekly Articles, Handouts, and Media.** Copies of class readings, handouts and media will be accessible via D2L.
- **Weekly Flipboard Reading.** I have a Flipboard magazine established for our course that consolidates current news articles related to our study. Flipboard is a smartphone application and a great tool for reading business-related media.
  - Learn to Use Flipboard. Explore this site to learn about Flipboard: <https://flipboard.com/tutorials/>

- Subscribe to the Bus 328 Magazine. If you want to subscribe to our magazine on your smartphone or tablet, you can download the app “Flipboard” and then search for "Bus 328: Training and Development" or my name “Dr. Lyna Matesi” and then subscribe.
- View Bus 328 Magazine on your Computer. You can also read the magazine on a computer via this direct link: <http://flip.it/aq6qm>

**SBE Mission:** The UWSP School of Business and Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates’ level of preparation is evident in their ability to:

- Analyze and solve business and economics problems
- Understand the opportunities and consequences associated with globalization
- Appreciate the importance of behaving professionally and ethically
- Communicate effectively

**My Experience in the Field of Training and Development:** I have designed, developed and delivered training programs for thousands of professionals. For example at U.S. Cellular, I was responsible for building employee capability in the Western Region. My clients included the regional vice president, 14 directors, and 325 leaders from every functional area. In this position, I created and executed 75+ learning programs and interventions including new leadership academies, onboarding sessions, strategic planning events, team building programs, and over 25 week-long development workshops. Through the Center for Creative Leadership (CCL), I’ve trained hundreds of leaders from global Fortune 500 companies. Here is a video profile of the high impact [Leadership Development Program](https://www.youtube.com/watch?v=4Gd8x4MSN6A) that I am certified to teach for CCL: <https://www.youtube.com/watch?v=4Gd8x4MSN6A>.

**Course Description:** This course covers types and methods of training programs as related to all sizes of business and industry. Job design, task analysis, content, and delivery systems including computer-based programs are discussed along with evaluation and justification for training programs. The course focuses on developmental platforms designed to enhance employee knowledge and skills resulting in improved employee retention.

**Learning Outcomes:**

Knowledge You Will Gain	Skills You Will Develop
<b>Training and Development Principles.</b> You will learn the key principles that drive the training and development industry as well as the most effective approaches for increasing individual and organizational effectiveness through training and development.	<b>Verbal Communication.</b> You will improve your verbal skill so that you can present your ideas in a professional, coherent and persuasive manner.
<b>Training and Development Methods, Tools.</b> You will learn how to select and apply various training and development methods, design approaches and tools.	<b>Critical Thinking.</b> You will improve your reasoning and analytical skills so that you can make solid arguments that draw from data, best practices, and your experience.
	<b>Teaming.</b> You will improve your team-work skills and boost your effectiveness as you complete joint projects.

**3. RESPONSIBILITIES**

**This course requires that you: 1) Speak up frequently and consistently, 2) manage your time wisely, 3) work effectively on your own and with a group to meet deadlines and assignment expectations and 4) use your mind and voice to explore philosophies, best practices, case studies and research. The key to being successful in this class is speaking up, being on time and being willing to explore sometimes complementary and sometimes contradictory points of view.**

**Your Teaming:** Show up for your team. For various projects, you will be organized into study teams. You will rely on your team members for help with both required course work and as an informal support network. Some class time will be made available for group work, but it will need to be supplemented by additional work together as a group outside of class. **Be sure that at least one member of your team is your study buddy. If you miss a class—this person is your FIRST POINT OF CONTACT for keeping on schedule.**

**Your Academic Success:** Budget your time, invest in yourself. This is a junior level class, requiring that your writing skills be at the near professional level. Also, the class requires a substantial commitment of your time. If you are an average student aiming to earn an average grade in this class, you should budget an average of about six hours per week for this class, outside of class time. To do well in this class, you should be sure to allow enough time in your weekly schedule.

**You will be responsible for learning a substantial amount of the material on your own.** This is a seminar class. Over the semester will be exposed to complementary and competing concepts, models or situations and asked to articulate and justify your own philosophy, point of view and sense of action. There will be very few lectures—instead, we will have face to face and online discussions. You, your study buddy and your small group should consider working independently to:

- **Study** the week's readings before coming to class.
- **Work** with a study partner or group.
- **Review** your notes and the text after class.

**Your Attendance:** **Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session.** If you do miss a class, it will be your responsibility to get the notes and other information from another student. If a test, presentation or exam is scheduled for a day you are going to be absent, you must call or e-mail me in advance. **If you are ill, please do not come to class!**

**Your Presence:** Make our time together worthwhile. I expect everyone to act in a professional, courteous manner in the classroom and during your team interactions. We should feel that our classroom is a comfortable learning environment, free of unnecessary distractions. Please dress appropriately and turn cell phones to silent. Laptop computers that are used to support in-class activity are welcome. If you are not using your laptop to support an in-class activity, please do not open it in class.

**Your Assignments:** Be on time. Late assignments are only accepted up to 2 days past the assignment with a 15% penalty. Be sure to notify me by phone or email ahead of time if you need to miss class during a scheduled test, presentation or exam.

**Your Academic Honesty:** Do not cheat or cut academic corners. No plagiarism or other form of cheating or academic misconduct will be tolerated. Using work submitted for credit in another class, either individual or group work is not appropriate and is considered cheating. Any academic misconduct will result in a failing grade for the entire course.

Academic Misconduct: "Examples of academic misconduct include, but are not limited to: **cheating** on an examination; **collaborating** with others in work to be presented, contrary to the stated rules of the course; **submitting** a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; **submitting** a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; **stealing** examinations or course materials; **submitting**, if contrary to the rules of a course, work previously presented in another course; **tampering** with the laboratory experiment or computer program of another student; knowingly and intentionally **assisting** another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed."<sup>1</sup>

Plagiarism is the attempt to use another's language or major ideas as your own. It is copying another person's work, sometimes with minor changes. To avoid plagiarism, either paraphrase, assimilate, synthesize, or give credit to the source for major ideas, information, definitions, and quotes. Accuracy is essential. Enclose all quotes in quotation marks and copy word for word. This rule does not include general knowledge. For example, most of

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<sup>1</sup> UWSP University Handbook, pages 10-11. <http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>.  
**Matesi, Training and Development, Spring 2018, version 1, Syllabus and schedule are subject to change**

us have read that Einstein did poorly in school. This is general knowledge and does not have to be attributed to a specific source.

Paraphrasing is thoroughly rewriting a sentence or paragraph, not just changing a word or two. This requires changing sentence structure, words, and style to reflect your writing.<sup>2</sup>

D2L dropbox assignments will be processed using an originality tool. For further information on UWSP policy, please see Chapter 5, **Section 02**, Student Academic Disciplinary Procedures, in the online version of the University Handbook: <http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>.

**As a general rule, all assignments should represent your original thinking and writing, and any deviations from this must be properly cited.**

**Your Growth:** Be determined to improve. You will be providing and receiving a great deal of peer feedback. Your ability to openly and honestly deliver and receive feedback is essential to success in this class. If you embrace: a) listening to feedback, b) asking clarifying questions, and c) applying your colleague's suggestions you will experience substantial growth over the semester.

You will also be challenged to apply several high order learning tasks including applying, creating, evaluating and analyzing (see figure below). Learning at these levels is challenging, rewarding and most important of all, critical to your workplace success.

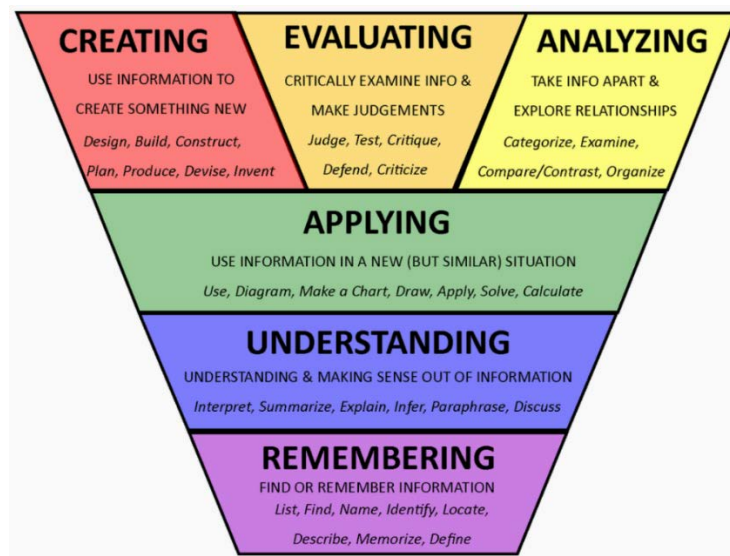


Figure 1: Bloom's Taxonomy of Learning Objectives

#### 4. ASSIGNMENTS & GRADING

*Keep a copy of all written work for your records.*

**Individual and Group Assignments:** Individual assignments make up almost 50% of your overall grade. Group assignments make up just over 50% of your overall grade.

<sup>2</sup> Sharon K. Ferrett, Connections: Study Skills for College and Career Success. (New York: Glencoe/McGraw Hill, 1997), 233.

**Earning Your Grade:** You can earn 1000 points.

<b>Assignments (Subject to Change)</b>	<b>Points</b>
Individual Assignments	200
In Class Turning Point Quizzes and Team Assignments	400
Midterm Exam/Case/Reflection (in class)	100
Final Team Project/Presentation	200
Cumulative Final Exam (submit during FE period)	100
<b>Total</b>	<b>1000</b>

**Midterm Exam.** You will complete the midterm exam in person on Monday, March 19<sup>th</sup> during class. You must attend class to complete the exam.

**Final Exam.** You will personally submit a printed copy of the final exam in person on Thursday, May 17<sup>th</sup> between 12:30 pm and 2:30 pm.

## **5. MISCELLANEOUS**

**ADA:** If you need accommodations or services to achieve course objectives, please see me and/or contact the Disability Services Office (346-3365) as soon as possible.

**Permissions:** I may wish to use a sample of your work or some of the feedback you share with me in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. Of course, if I used some of your work, I would conceal your identity. If you prefer not to have your work included in any future projects, please send me an e-mail indicating that you are opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work or feedback used for teaching or research purposes.