

University of Wisconsin – Stevens Point  
Division of Communication

# Communication 342/542: Training and Development

Section 1: Monday/Wednesday 9:30AM – 10:45AM CAC 237

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## Course Introduction and Description:

Training is part of 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*. (2<sup>nd</sup> ed.) Boston: Pearson.
- 3x5 Cards (1 packet)
- Miscellaneous materials for assigned training sessions
- Professional Attire (For Final Training Workshop)

## Comm 342 Course Assignments and Grading

Graded Work	% Final Grade
<b>Activities</b>	<b>70%</b>
Mini Workshops	20% (pass/fail)
Final Training Project	50% (10% Research Paper, 40% Workshop)
<b>Exams</b>	<b>30%</b>
Exam 1	5%
Exam 2	10%
Exam 3	15%

\* 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  
**A-** = 90 – 94.9%  
**B+** = 88% - 89.9%  
**B** = 85%-87.9%  
**B-** = 80% - 84.9%

**C+** = 78% - 79.9%  
**C** = 75% - 77.9%  
**C-** = 70% - 74.9%  
**D** = 60 - 69.9%  
**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
  - ✓ 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 roll 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 4<sup>th</sup> 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](mailto: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

### 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.

#### 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)

## 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.

# COMM 342/542 Course Calendar

(Subject to change by notification from the instructor)

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

Wk	Date	Topic	Task/Assignment Due/Reading
1		No Class	
		Welcome & Course Overview	
2		<b>Mini Workshop #1: Open Topic</b> <b>Time: 10 min</b> (Individually)	<b>Task:</b> Show me what you can do.
		Communication Training <i>What is Training and Development?</i>  Laws of Learning and Andragogy	Read: Chapter 1 pp. 1-15 (Beebe, et. al.) & Chapter 2 pp. 27-38 (Beebe, et. al.)
3		<b>Mini Workshop #2: Laws of Learning &amp; Andragogy</b> <b>Time: 10 min</b> (Individually)	<b>Task:</b> Apply Laws of Learning & Andragogy Training Techniques
		Learning Styles	Read: Chapter 2 pp. 38 – 51 (Beebe, et. al.)
4		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.)
		Catch up Day	TBA, <b>Final Training Project Topic Due via D2L Discussion Forum Post</b>
5		Assessing Individuals Doing a Task Analysis	Read: Chapter 3 pp. 62 - 77 (Beebe, et. al.)
		<b>Mini Workshop #3: Purposeful Games</b> <b>Time: 15 min</b> (partners)	<b>Task:</b> Each team creates a fun game to review concepts we've covered in class.
6		Developing Training Outcomes	Read: Chapter 4 (Beebe, et. al.)
		Developing Training Content	Read: Chapter 5 (Beene, et.al.)

7	10/17	Lab Workshop: Developing Content Outlines	Meet at NFAC Room 215 – PC & Mac Computer Lab <b>Task:</b> Develop Final Training Content Outlines
	10/19	Training Methods: Lectures & Using Presentation Aids	Read: Chapter 6 (Lecture portion), Chapter 8 (Beebe, et. al.)
8	10/24	Training Methods: Facilitating Group Discussion	Read: Chapter 6
	10/26	<b>Mini Workshop #4: Lecture &amp; Facilitating Group Discussion</b> <b>Time: 10 min</b> (Individually)	<b>Task:</b> Use research topic as subject matter
9	10/31	<b>Mini Workshop #4: Lecture &amp; Facilitating Group Discussion, Continued</b> <b>Time: 10 min</b> (Individually)	<b>Task:</b> Use research topic as subject matter
	11/02	Training Methods: Experiential Activities	Read: Chapter 6

10	11/07	<b>Mini Workshop #5: Experiential Activities</b> <b>Time – 10 minutes</b> (Individually)	<b>Task:</b> Use research topic as subject matter
	11/09	<b>Open Work Day</b>	Research Papers Due by 5pm, Friday 11/10 in D2L Dropbox
11	11/14	<b>In Class Workshop:</b> “Developing Your Training Plan for the Final Training Project”	Read: Chapter 9  <b>Task:</b> Bring Rough Draft of Your Final Training Project Training Plan to Class
	11/16	Managing conflict and dealing with difficult people	Read: Chapter 10
12	11/21	Assessing Learning Outcomes	Read: Chapter 11  <b>Task:</b> Develop Assessment tools for Final Training Workshop
	11/23	No Class – Work on Final Training Workshop	
13	11/28	Final Training Workshops	
	11/30	Final Training Workshops	
14	12/5	Final Training Workshops	
	12/7	Final Training Workshops	
15	12/12	Final Training Workshops	
	12/14	Final Training Workshops	