

MNGT 442.001 Syllabus – Training and Development Spring 2021

Instructor Information

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Office Hours: Virtual

Course Information

Credits: 3

Meeting Times: T/Th 3:00PM-4:15PM

Location: BEC 3028

Prerequisites: MNGT 201 or MNGT 305

My Course Description

This class is a semester-long workshop on developing people. Training and Development is not a science – it's closer to an art or a “practice.” The bulk of this class consists of hands-on opportunities for students to develop their own teaching and presentation styles.

My vision for all of my classes is that students will leave thinking that my class was the most valuable one that they took in college. I aim for every student who takes this class to be better prepared than other students to face life after graduation.

Course Learning Outcomes

Students in MNGT 442 will:

- Conduct three learning experiences and report back to the class.
- Develop a greater sense of their teaching style.
- Have a good time!

Textbook and/or Course Materials

Required Materials:

- **Two DISC (Essentials) Assessment Codes:** <https://www.indabaglobal.com/usi-order-page/>
- **The Motive: Why So Many Leaders Abdicate Their Most Important Responsibilities, Patrick Lencioni, ISBN: 978-1119600459**

Grading

Because the course focuses on my constant coaching and feedback, and on the responsibility of students to put forth high-quality deliverables, In my mind, each student starts the class with an A that is “theirs to lose.”

Trust me that I have your best interests in mind here. In beginning with the end in mind, I envision everyone meeting my expectations.

I do base the grades out of 100 points to give some form of objective basis to course grades.

Three Quizzes	10 points each
Three Projects	20 points each
Ten Blog Posts	1 point each

Class Structure:

I want you to view the class as a “workshop.” Do not expect this course to be a chalk-and-talk, sage-on-the-stage, cram-for-the-exam class. Most class days will be as active as possible given the circumstances.

Assignments and Exam Policies

Three Blackboard Quizzes

Quiz 1: “What this class could be (but thankfully is not)”

Material: T&D Certification Manual chapter posted on Blackboard

Due: 2/1 at Midnight

Quiz 2: DISC Profile

Material: Your DISC Profile and my accompanying lessons

Due: 2/21 at Midnight

*I cannot give credit for this quiz if you don’t take the DISC profile by the DISC due date

Quiz 3: *The Motive* book

Material: *The Motive* by Patrick Lencioni

Due: 4/4 at Midnight

Three Teaching Projects

Students will perform three teaching projects (potentially with a partner based on class enrollment) on an “assigned” topic. Because you all bring different skills and abilities to the table, there is a wide range of acceptable outcomes, but the overall goal is “effectiveness.”

I will detail more specific points about these projects throughout class. The basic outline of these three projects are as follows:

Project 1: Teach the DISC profile

Objective: I set the topic and objectives so you can focus on teaching. You will walk someone through similar learning on DISC as we had in class.

Project 2: Teach Lesson based on *The Motive*.

Objective: I give you the topic, you set the objectives. You will teach a lesson to somebody based on Lencioni’s book.

Project 3: “Your Choice” Lesson

Objective: You pick the topic and the objectives. You will teach your own lesson to someone.

*You can use the same or different people for these lessons

More Details on Projects:

For each project, you will learn content (if part of that project), conduct the teaching part offsite, write an executive summary, record a video, and answer questions based on your experiences.

For the first two projects, the 20 points are distributed as follows:

- Meeting with me before your class discussion (5 points)
- Your 1-2 page Executive Summary (5 points)
- Your video and class discussion (5 points)
- Meeting with me after your discussion (5 points)

For the third project, the 20 points are distributed as follows:

- Your 1-2 page Executive Summary (5 points)
- Your video (15 points)

*You will submit your video directly to me. If you would like me to share your video with the class, please let me know (but that is not required).

What's an "Executive Summary"? Answer: a 1-2 page document that answers these prompts:

1. What did you plan to do?
2. What did you do?
3. How did it go?

As part of these projects, for the first two, you will meet with me outside of class meetings:

- before the class discussion for a one-on-one debrief
- after the class discussion for some closing thoughts

Ten Blog Posts:

One weekly blog post will be due on or before (Sunday) midnight for the following days: 2/21, 2/28, 3/7, 3/14, 3/21, 3/28, 4/4, 4/11, 4/18, 4/25.

I'll give you instructions for these in class. I think you'll have fun with this.

Attendance:

During normal times, to meet my learning objectives, I mandate attendance. Given the circumstances for this semester, I'm simply asking you to attend class as much as possible because doing so supports the students who will run the class discussions that day.

Make-Up Policy

I don't aim to give make-ups. I expect students to be adults by making every effort to respect the set dates for their teaching demonstrations.

With that said I understand that emergencies can happen. I will not list emergencies here; I know that students know what real emergencies are. For instance, a bad hair day does not qualify as an emergency. If anyone ever has a true emergency there are two steps to take:

1. Notify me of your situation by no later than one hour after that particular class period ends. I am always willing to help, but I cannot do anything if I am not notified of the situation.
2. Obtain written documentation as it pertains to the situation.

Once students follow these steps, I will discuss a course of action with you.

Food for Thought

Remember to have fun. Much of this syllabus is designed to set policy for class; however, the most important policy to me is one that is hardest to convey – take the material seriously. My goal is to promote a

positive learning environment. I do not want to be a policeman. Class is much more fun when everyone is motivated.

Schedule of Topics (subject to revision)

*Because I am instructed to limit the number of students present in each class period, I have to divide this class into two learning groups.

Class Meeting Schedule:

Alpha Team	Bravo Team	Topic
1/19	1/21	Class Intro
1/26	1/28	Your First Lesson
2/2	2/4	Take DISC Profile this week
2/9	2/11	DISC Learning
2/16	2/18	DISC Learning
2/23	2/25	Student-run DISC Discussions
3/2	3/4	Student-run DISC Discussions
3/9	3/11	In-Class Activity
3/16	3/18	Student-run DISC Discussions
3/23	3/25	<i>The Motive</i> Learning
3/30	4/1	<i>The Motive</i> Learning
4/6	4/8	Student-run Discussions on <i>The Motive</i>
4/13	4/15	Student-run Discussions on <i>The Motive</i>
4/20	4/22	Student-run Discussions on <i>The Motive</i>
4/27	4/29	Final Project Preparation

***I will not record these class sessions, but I will provide recordings if needed.

***Project 3 (Final) Video and Executive Summary due by Midnight on 5/4.**

University Statements:

¹If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in DR, Science Center Rm. 2206, 812-464-1961, <http://www.usi.edu/disabilities>. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

²USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center. Find more information about sexual violence, including campus and community resources at www.usi.edu/stopsexualassault.

³Stuff that I hope will never Arise: Any student involved in academic dishonesty or who disrespects the professor or fellow students will receive a failing grade in the course. USI policies and regulations governing the conduct of students and the procedures for handling violations of these policies and regulations apply to all students. More detailed information about these policies can be found in the Student Rights and Responsibilities section of the USI Bulletin and they are on file in the Dean's Office.

⁴USIAcademic Integrity Policies: www.usi.edu/deanofstudents/academic-integrity

⁵This syllabus is a guide to the course may be subject to change with reasonable advanced notice.

⁶COVID-19 Safety The University of Southern Indiana is committed to providing a safe, on-campus learning environment for students and employees. It is the responsibility of each person at USI to reduce the risk for COVID-19 transmission and contribute to the overall safety of the campus community.

As a student and a member of the USI community, you are required to:

1. Self-monitor for COVID-19 symptoms and report to a medical professional if you experience a fever of 100 °F or higher, a dry cough, difficulty breathing, chills, fatigue, muscle pain, headache, sore throat, nausea or vomiting, diarrhea, or loss of taste or smell;
2. Use hand sanitizer when entering and leaving the classroom;
3. Clean your classroom desk area before and after class and clean any materials and equipment you used as directed by your instructor;
4. Wear a face covering in the classroom and in university buildings. Please work with the Disability Resources office if an accommodation is needed regarding the wearing of face coverings;
5. Maintain physical distancing of 6 feet or more whenever possible. This includes sitting in the spaces marked in the classroom. You should not loiter in the hallways outside of classrooms between classes;
6. Eating and drinking in the classroom will not be permitted.
7. Stay home if you feel ill or if you have been exposed to someone who is ill or has tested positive for COVID-19. Please email your instructor to make arrangements to complete missed class work in these situations.
8. Inform the university through the self-reporting form if you test positive or are presumed positive for COVID-19. You will be contacted by a trained university employee regarding your next steps.

If a student or instructor tests positive for COVID-19, the university safety committee will work with the college dean, Dean of Students and/or Human Resources, and the Provost Office to determine the next steps for classroom instruction and other safety measures.

Students and employees who repeatedly disregard these safety guidelines are subject to disciplinary action and will be reported to the Dean of Students Office (students) or to an employee's supervisor