Course Blackboard Website: **http://elearning.uky.edu**

"Basic research is conducted to test, clarify, and refine theoretical issues, while applied research is conducted to examine and solve practical problems. Effective applied communication research contributes to communication theory, research, and practice." (Kreps, Frey, & O'Hair, 1991, p. 72).

"Effective applied communication research, like all research, must pose relevant research questions, must be grounded firmly in relevant theory, and must control for major threats to internal and external validity. When these criteria are met, applied communication research becomes the "pride of the discipline" (Kreps, Frey, & O'Hair, 1991, p. 85).

"Applied research sets out to contribute to knowledge by answering a real, pragmatic, social problem. Applied communication research involves such a question or problem of human communication or examines human communication in order to provide an answer or solution to the question or problem. The intent or goal of the inquiry (as manifest in the research report itself) is the hallmark of applied communication research. Applied communication research involves the development of knowledge regarding a real human communication problem or question." (Cissna, 1982, Editor's note).

The key to effective consulting is translating rigorous scholarship into meaningful practice.

GENERAL COURSE INFORMATION

COM 591-002   Class meets: 1:00 p.m. - 2:15 p.m.   Monday and Wednesday   LCLI 303

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday 11:00 a.m. – 12:00 p.m.   (And by appointment)

COURSE DESCRIPTION

This course is designed for upper-level undergraduate students interested in learning more about communication training as a tool for human resource development (e.g., workplace learning and performance) in organizations. We begin with the initial client consult, move into needs assessment basics and continue through the evaluation phase of the process. The course helps students prepare and implement communication workshops, seminars, and training programs for professional development. In addition to instructional design, the course will focus on strategies for teaching communication skills to adult learners, provide instruction and practice in conducting experiential activities, and apply methods of assessing learning outcomes and evaluation of training programs.

REQUIRED COURSE MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Beebe, S.A., Mottet, T.P, & Roach, K.D. (2013). *Training and development: Communicating for success.* (2nd. ed.). Boston, MA: Pearson.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD Press.

All students are expected to have an active email account and to check email regularly.

In addition to the required textbooks and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the Blackboard course website (http://elearning.uky.edu/).

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

GENERAL LEARNING OBJECTIVES*

1. To understand training and development **as part of the field of communication**.
2. To understand **ways to use** training and development in organizations.
3. To understand how to complete a **needs assessment** within the organization.
4. To understand how to design and present **proposals for training and development**.
5. To understand which **formats** are most appropriate for specific training needs.
6. To understand how to relate training to job performance and organizational effectiveness **(ROI)**.
7. To understand the importance and complexity of **evaluating training programs**.
8. To understand **communication training topics** for the future.
9. To understand the **steps for entry** into communication training and development.
10. To understand **ethics** in communication training and development.
11. To apply **entrepreneurial thinking** as an innovative consultant.

Objectives will be assessed using several course deliverables including: 1) an executive summary of the non-profit company that will be the target of the training (5%), a needs assessment proposal (10%), a needs assessment results and training proposal (15%), an e-learning training program with evaluation (25%), a take-home exam (15%), and class participation (weekly discussion (20%) and an original experiential training activity (10%)).

SPECIFIC COURSE OBJECTIVES

At the end of this course, students should be able to:

(1) Compare and contrast training with education, development, and consulting.
(2) Identify at least five characteristics of adult learning.
(3) Describe the steps involved in producing communication training programs.
(4) Conduct a needs analysis.
(5) Write clear learning objectives that meet the criteria for a well-worded objective.
(6) Identify two advantages and two disadvantages of various training methods.
(7) Use appropriate visual aids to enhance training.
(8) Produce a trainer guide for two contact hours of communication training.
(9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
(10) Identify at least three advantages and disadvantages of various types of assessment instruments.
(11) Model appropriate training techniques in a training presentation.

PEFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Read and respond to required course readings
2. Participate in class discussions and innovative consulting company activities.
3. Prepare an original experiential training activity.
4. Complete a comprehensive take-home final examination.
5. Research, analyze, and synthesize results of a needs assessment (with training proposal recommendations).
6. Prepare an e-Learning Training Program with Evaluation based upon findings from the needs assessment.

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class combines a variety of instructional models, including, but not limited to: discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for communication training and development.

The method of instruction to be employed is based on the following assumptions:

The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward communication training and consulting.

Consistent with this rationale, you will be given considerable freedom to select the non-profit company that will be the focus of the semester, what you will train, how you will traing, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

POLICIES AND PROCEDURES

GENERAL CLASS REQUIREMENTS
Students are expected to:
1. Be on time for all class and company meetings.
2. Interact productively in class discussions and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully develop an e-Learning training program with evaluation.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom community.   This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.
In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ATTENDANCE POLICY: **Attendance is required**. Students are required to provide official written documentation for excused absences. Excuses for university-sponsored activities must be presented in advance of the absence and arrangements for work missed for such activities must be made prior to such absences. No excuses or documentation will be accepted more than two weeks after the absence. **Your final grade will be lowered 50 points (i.e., by 1/2 letter grade, or 5%) for each absence above two.** The University code for classroom behavior and academic misconduct will be enforced in this course.

- In order to receive credit for attendance you must attend for the ENTIRE class period. If you are going to miss a class for university reasons, it is your responsibility to speak with the professor PRIOR to the class session you will be missing.
- If you should have an unanticipated EMERGENCY and miss class, please contact your company members that day.
- Please arrive to class on time. Tardiness is unprofessional and is not fair to your instructor or to your classmates. If you are a tardy for class, it is YOUR responsibility to make sure the instructor has not marked you absent for that day.
- You will be allowed two unexcused absences during the semester. You cannot make up work missed for unexcused absences – you simply receive a zero. **For each subsequent unexcused absence over two, 50 points will be deducted from your final grade for each occurrence.** You are given these 'free' absences for special situations for which you have to miss class but would not otherwise receive an official excuse. Do not use these "freebies" for blowing off class and then come to the instructor later (after you have gone over the limit) when you have special circumstances and expect an excuse. The freebies allow for emergencies; please don't abuse this option.

The *Student Right and Responsibilities Handbook* defines an excused absence as the following: 1. Illness of the student or serious illness of a member of the student's immediate family. 2. The death of a member of the student's immediate family. 3. Trips for members of student organizations sponsored by academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. 4. Major Religious holidays.

If a student has excused absences in excess of one-fifth of the class contact hours, a student shall have the right to petition for a "W" and the faculty member may require the student to petition for a "W".

For any officially excused absence, you are responsible for presenting official written documentation for the absence. For university-sponsored absences, this notification is to be given to the instructor prior to the absence; for other excused absences, this documentation must be presented within one week of the absence. If you miss class, please see a classmate regarding class discussions and assignments. Students with excused absences shall submit missed work within one week of returning from the absence. See sections 5.2.4.1 and 5.2.4.2 of the *Students Rights and Responsibilities Handbook* for further clarification.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10 percent deducted from the score as a penalty for each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Wednesday, deductions will begin immediately following the conclusion of class. The only exception to this policy will be documented and university accepted excuses (see Students Rights and Responsibilities Code). No make up work is available for in-class exercises or exams unless prior arrangements are approved by the instructor.

FLU POLICY: The H1N1 virus may cause a serious flu epidemic this fall. The flu is characterized by a fever of above 100.4 degrees Fahrenheit and signs of respiratory illness (cough, sore throat and/or congestion). Public health officials suggest that more than 1/3 of the U.S. population will be exposed to the virus. Young adults living in a group setting, such as college dormitories, are particularly at risk. As a consequence of the public health advisories in effect for the H1N1 virus, I advise students to buy a thermometer early in the term so that they can distinguish between an everyday cold and the flu. If students feel sick (cough, sore throat, and congestion) and have a fever at or above 100.4 degrees Fahrenheit, they should not attend class! **If students email me by 10 am the morning of our class day, I will try to make arrangements to record the class they miss and make it available via video webcast.** Students should visit their health care professional and provide me with documentation to that effect when they are well. Students may email me any assignments that are due, and make up missed work—provided I was informed in advance.

The best way for students to guard against any flu virus is to wash their hands or use an alcohol-based sanitizer. If you are coughing or sneezing, please cover your mouth and nose with a tissue and throw it away immediately. If you do not have a tissue available, cough or sneeze into your sleeve at your elbow (not your hand!).

GREEN DOT: Getting involved with the VIP Center is the best way possible to be a part of a massive social change effort to make our campus safer and reduce power-based personal violence. Violence against women at the University of Kentucky is not a huge, solid mass that can simply be removed with one swift action or policy. Rather, it is the accumulation of individual decisions, moments, values, and actions made by the students, staff, faculty and administration of our university. We have a culture that sustains a rate of 36.5% of women becoming victims of physical assault and/or sexual assault and/or stalking while they are students at UK. Violence is not limited to women, but impacts members of our community of both sexes and every race, background, sexual orientation, religious or political persuasion, socio-economic status and ability. This classroom will not tolerate any behavior that minimizes another person. If you have been a victim in or out of the classroom, please ask for help.

"Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved."

[http://www.uky.edu/StudentAffairs/VIPCenter/learn_greendot.php]

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities to improve on the silence.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by at least 10 percent.

EMAIL & COMPUTER WORK: All assignments *must* be submitted in paper form. However, we may use electronic mail for on-line discussions and class updates. Please read your email regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier (http://www.uky.edu/Libraries/page.php?lweb_id=21&ltab_id=1040).
POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

COURSE REQUIREMENTS

SOCIAL SCIENCE RESEARCH SKILL & WRITTEN WORK
Since this is an advanced "500-level" course and carries graduate credit, students must demonstrate sophistication in their understanding of applied communication theory and research by completing a major, communication training project on some aspect of a specific communication skill, based on a sophisticated needs assessment

Students are expected to use current APA 6th edition style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. All of your work MUST BE TYPED (using no more than 12 point type with margins not exceeding 1 inch on the top, left, right and bottom) and double-spaced--unless otherwise indicated by the instructor.

READING
Your reading assignments are included in the daily syllabus. In addition to the textbooks, students will, from time to time, be required to read other material that will be assigned by the instructor.

GRADED ASSIGNMENTS (1000 Points for the Semester)

EXAMS (35%): Weekly participation (discussion/quizzes/presentations) (20%) and a comprehensive take-home final examination (15%) will be given.

ORIGINAL EXPERIENTIAL TRAINING ACTIVITY WITH ONE PAGE SUMMARY (10%): Each student will create/modify an experiential communication training activity and be prepared with a one page summary (enough copies for every student and the instructor) to be presented beginning the seventh week of the semester (Monday, October 1).

FINAL APPLIED COMMUNICATION TRAINING PROJECT & PRESENTATION (55%)
Each student will design, write and present the results of a sophistical research project that uses applied communication theory, research, and conceptual areas to improve organizational effectiveness—especially as it relates to specific communication skills.

The final company training project/presentation will occur in phases throughout the semester:

- Executive Summary   09/17/12
- Needs Assessment Proposal   09/24/12
- Needs Assessment RESULTS   10/15/12
- e-Learning Training Module   12/03/12
- Oral Presentation   12/03/12
- Final Take-Home Examination   12/10/12

ADDITIONAL RECOMMENDED READINGS

Arnold, W.E., & McClure, L. (1995). *Communication training and development*. Long Grove, IL: Waveland.

Broad, M. L., & Newstrom, J. W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments*. Reading, MA: Addison-Wesley.

DeWine, S. (2001). *The consultant's craft: Improving organizational communication (2nd. ed.)*. Boston, MA: Bedford/St. Martin's.

Goldhaber, G. M. (1993). *Organizational communication* (6th ed.). Dubuque, IA: Brown & Benchmark.

Harrison, M. I. (2004). *Diagnosing organizations: Methods, models, and processes* (3rd ed.). Thousand Oaks, CA: Sage.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2004). *Communication research measures: A sourcebook.* Mahwah, NJ: Lawrence Erlbaum Associates.

Rubin, R. B., Rubin, A. M., Graham, E.E., Perse, E.M., & Seibold, D.R. (2009). *Communication research measures II: A sourcebook.* New York: Routledge.

Rubin, R. B., Rubin, A. M., & Haridakis, P. (2010). *Communication research: Strategies and sources* (7th ed.). Boston, MA: Wadsworth.

GRADING CRITERIA

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. Failure to complete all assignments will result in an E grade for the course.

Your grade in this course is a function of the following:

		Points	%
Knowledge Acquisition Assessments		350	35
• Comprehensive Take-Home Final Exam	150 points		
• Weekly Discussions/Presentations/Quizzes	200 points		
Original Experiential Training Activity	100 points	100	10
Communication Training and Development Project			
• Executive Summary	50 points		
• Needs Assessment Proposal	100 points		
• Needs Assessment Results w/Training Proposal	150 points		
• e-Learning Training Program w/Evaluation	250 points	550	55
TOTAL		1000	100%

The University of Kentucky College of Communications and Information Studies faculty do not use the "plus/minus" system. Based on student input, the university uses less sensitive, but more traditional, "straight" letter grades. Final letter grades will be assigned based on the following point distribution:

Grade	Point Range	Quality Points (GPA)
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages**. I do not "round up."

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with an appreciation for and the competencies to conduct communication training. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

HOW TO STUDY AND EARN AN "A" IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course and earn an "A:"

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises.
- Participate in-class and make use of web resources: http://elearning.uky.edu/
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - it *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

Cissna, K. N.(1982). Editor's note: What is applied communication research? *Journal of Applied Communication Research, 10, (*Editorial Statement).

Kreps, G. L., Frey, L. R., & O'Hair, D. (1991). Applied communication research: Scholarship that can make a difference. *Journal of Applied Communication Research, 19,* 71-87.

TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/22/12	Course Orientation		Buy Textbooks
#2	8/27/12	Training & Related Functions; Needs-Centered Training Model	B1	Consulting Teams Formed
	8/29/12	Mastering How Adults Learn; Learning Styles	B2	
#3	9/03/12	LABOR DAY – Academic Holiday (NO CLASS)		
	9/05/12	Conducting a Needs Assessment and a Task Analysis	B3/T1|2	Tobey (pp. 1-26)
#4	9/10/12	Identifying Questions, Data Sources, & Collection Methods	T3|4	Tobey (pp. 27-74)
	9/12/12	Needs Assessment: Data Collection Implementation	T5	Tobey (pp. 75-96)
#5	9/17/12	Data Analysis Findings	T6	**Executive Summary Due**
	9/19/12	Data Analysis Recommendations	T7	
#6	9/24/12	Client Communication	T8	**Needs Assessment Proposal**
	9/26/12	The Ideal Organizational Scan	Final Note	T9 |10	
#7	10/01/12	**Original Experiential Training Activities Session #1**		
	10/03/12	Developing Objectives and Designing a Curriculum	B4	
#8	10/08/12	Developing Training Content	B5	
	10/10/12	Using Training Methods	B6	
#9	10/15/12	Using Web Training for E-Learning (MIDTERM)	B7	**Needs Assessment Results w/**
	10/17/12	**Original Experiential Training Activities Session #2**		**Proposal to Conduct Training**
#10	10/22/12	Using Presentation Aids in Training	B8	
	10/24/12	**Original Experiential Training Activities Session #3**		
#11	10/29/12	Developing Training Plans	B9	
	10/31/12	Preparing Training Plans		
#13	11/05/12	Delivering the Training Session	B10	
	11/07/12	Managing Conflict		
#14	11/12/12	Assessing Learning Outcomes	B11	**Final Data Analysis due**
	11/14/12	**Original Experiential Training Activities Session #4**		
	11/19/12	Becoming a Training Professional	B12	
	11/21/12	THANKSGIVING – Academic Holiday (NO CLASS)		
#15	11/26/12	**Practicum**		
	11/28/12	**Practicum**		
#16	12/03/12	**Presentations**		**e-Training Modules Due**
	12/05/12	**Presentations**		
	12/10/12	**Presentations if necessary on** Monday, 1:00 p.m. – 3:00 p.m.		**Final Exam Due**

ORIGINAL COMMUNICATION TRAINING PROJECT

The major project in COM 591-002 is to conduct an original communication training project. This project requires students to assume the roles of members of communication consulting firms that will contact a local non-profit business experiencing an organizational communication problem (e.g., conflict, sexual harassment, listening, sales, appraisal interviewing, customer service skills, etc.) and who wants its employees to attend an online workshop that will improve their communication skills—the training program will be provided in e-Training Modules with specific evaluation components.

Students will be randomly placed in groups of 3-5 members during the second week of the semester. Each group will act as a **consulting firm** that will work with the non-profit business of their choice (approved by the professor). Each "consulting firm" is responsible for working through a needs-centered model that will culminate in the creation of an online communication workshop with evaluation.

The training project is broken into five parts:

PART 1: EXECUTIVE SUMMARY (50 POINTS)

This part of the project will require the consulting firm to research the non-profit company and submit an executive summary describing the non-profit company and their potential communication needs. PLEASE DO NOT COLLECT DATA FOR THE NEEDS ASSESSMENT UNTIL I HAVE APPROVED YOUR PROPOSAL (PART 2). ONE executive summary to describe the company will be submitted by each consulting firm (not by individual students). Students should conduct an initial consult AFTER the executive summary is written.

PART 2: NEEDS ASSESSMENT PROPOSAL (100 POINTS)

The second part of the communication training project requires consulting firms to prepare a proposal to collect data that will assess communication needs of the non-profit company.

This will be a written proposal containing the following:
1. Describe the function, goals, employees, etc. of an organization. This organization may be an actual organization or one you create. (Approximately 2 pages condensed from the Part 1 Executive Summary)
2. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
3. Describe the protocol for collecting data (when, where, how)

PART 3: NEEDS ASSESSMENT RESULTS (100 POINTS)

This part of the project will consist of an insightful discussion of the needs assessment results as well as implications for online training modules. You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. The needs assessment results will include an APA reference list as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the SPSS analysis from the results.

PART 4: TRAINING PROPOSAL (50 POINTS)

Based upon the results of the communication needs assessment, the consulting firm will select and describe a communication training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) appropriate for an online training. The topic should permit a **focus on skills** rather than knowledge or information.

The Training Proposal should include the following:
1. Cover letter
2. Workshop title
3. Workshop description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives
6. Qualifications of Trainers (1-2 paragraphs for each team member)

PART 5: e-LEARNING TRAINING PROGRAM WITH EVALUATION (250 POINTS)

For the e-Learning Training part of the project, groups must create an original and professional online 2-hour training program. Contents of this training program can vary and much can be left to student design and creativity. However, there are several items that should be included, and these items include: an agenda of the workshop, explanations of the workshop activities, instructional materials (e.g., case studies, synopses of relevant articles, role play situations) and an annotated bibliography of related reference materials.