

Canvas LMS: <https://uk.instructure.com/>

“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

CI 723-001 Class meets: 2:00 p.m. - 4:45 p.m. Monday **Fully Online – Synchronous**
Zoom* Meeting ID: [830 9052 4388](https://uk.zoom.us/j/83090524388) Passcode: [7232021](https://uk.zoom.us/j/83090524388)

Zoom Camera Requirement: Please **be certain your technology works** and that you can **leave your camera on during every class**. It is difficult to teach (and learn) from a screen full of empty boxes in Zoom. Seeing you allows me to know whether you are understanding the material. Just as important, when your camera is on it shows all of us that you are paying attention and engaged in the class and with each other.

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.

Email: Derek.Lane@uky.edu

Office Location: 235 Blazer Dining 343 S. Martin Luther King Blvd.

Office: 859.218.0468

Communication Department Office: 859.257.3622

Office Hours: Monday and Wednesday 11:00 a.m. – 12:00 noon (And by appointment)

<https://uky.zoom.us/my/drlane>

Preferred Method of Communication: email (please use Derek.Lane@uky.edu)

Maximum Timeframe for Responding to Student Communications:

I will make every effort to respond to email messages **within 24 hours during the week** and **within 48 hours during the weekend**.

COURSE DESCRIPTION

This graduate course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency.

The course fulfills the certificate requirements for the Risk and Crisis Communication Certificate Program as well as the Graduate Certificate in Instructional Communication.

It is estimated that U.S. organizations expend over \$200 billion annually on training and development--much of it targeted to the development of such communication skills as listening, public speaking, and interviewing.

This graduate course introduces students to the theoretical and practical issues involved in communication training and consulting. Following an introduction and overview of several theoretical models, students will become familiar with the pragmatic issues of communication training and consultation. Carrying out a consultation project (e.g., planning, execution, and evaluation) will sharpen both the theoretical and applied issues explored during the semester.

GENERAL COURSE GOALS

Goal One: *Students will acquire knowledge of training and development as part of the field of communication.*

Goal Two: *Students will understand the strategies for applying communication theory and research in order to solve applied organizational problems.*

Goal Three: *Students will apply course content and the needs-centered training model in the creation of original training materials.*

GENERAL LEARNING OBJECTIVES*

1. To understand training and consulting **as part of the field of communication**.
2. To understand **ways to use** training and consulting 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 consulting.
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 engagement 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.

REQUIRED COURSE MATERIALS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

McGoldrick, B. & Tobey, D. (2016). *Needs assessment basics* (2nd Ed.). Alexandria, VA: ATD Press. ISBN: 978-1-56286-774-4

Waldeck, J. H., & Seibold, D. R. (2016). *Consulting that matters: A handbook for scholars and practitioners*. New York: Peter Lang.

Wallace, J.D., & Becker, D. (2019). *The handbook of communication training: A best practices framework for assessing and developing competence*. New York: Routledge.

Other required readings will be provided throughout the semester and will be available on the Canvas course website: <https://uk.instructure.com>.

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

In addition to the required textbooks and the 7th Edition of the Publication Manual of the APA you will need to become familiar with the necessary communication resources to complete course assignments.

RECOMMENDED REFERENCE BOOKS

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

Beebe, S.A., Mottet, T.P., & Roach, K.D. (2021). *Training and development: Enhancing talent for the 21st century*. (3rd ed.). Dubuque, IA: Kendall Hunt.

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

Broad, M. L. (2005). *Beyond transfer of training: Engaging systems to improve performance*. San Francisco, CA: John Wiley & Sons, Inc.

Camara, S. K., Orbe, M. P., Makai, K. S., Gilinets, L. (2018). *Communication training and development: Exploring the cutting edge* (2nd ed.). Dubuque, IA: Kendall Hunt 978-1524953478

Carliner, S. (2015). *Training design basics* (2nd Ed.). Alexandria, VA: ATD Press.

- DeWine, S. (2001). *The consultant's craft: Improving organizational communication (2nd. ed.)*. Boston, MA: Bedford/St. Martin's.
- Graham, E.E., & Mazer, J.P. (2020). *Communication research measures III: A sourcebook*. New York: Routledge.
- 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.
- Kirkpatrick, J.D. (2016). *Kirkpatrick's four levels of training evaluation*. Alexandria, VA: ATD Press.
- Mottet, T.P, Beebe, S., & Roach, K.D. (2021). *Training and development: Enhancing talent for the 21st Century*. Dubuque, IA: Kendall Hunt.
- 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.
- Stolovitch, H.D., & Keeps, E. J. (2011). *Telling ain't training: Updated, Expanded, Enhanced (2nd Ed.)*. ASTD Press
- Tobey, D. (2005). *Needs assessment basics*. New York: ASTD Press.
- Wrench, J.S., Johnson, D., & Citera, M. (2015). *Training and development: The intersection of communication and talent development in the modern workplace*. Dubuque, IA: Kendall Hunt.

INSTRUCTIONAL STRATEGIES

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 consulting.

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. Graduate 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 a graduate 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 train, 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.

COURSE REQUIREMENTS

EXECUTIVE SUMMARY AND NEEDS ASSESSMENT PROPOSAL (15%)

NEEDS ASSESSMENT RESULTS AND TRAINING PROPOSAL (15%)

E-LEARNING TRAINING PROGRAM WITH EVALUATION (25%)

Each student will design, write, produce, and present the results of a sophisticated applied research project that uses communication theory and research to improve organizational effectiveness—especially as it relates to specific communication skills.

TAKE-HOME FINAL EXAM (15%)

CLASS PARTICIPATION (30%)

WEEKLY DISCUSSIONS/PRESENTATIONS/QUIZZES (20%)

ORIGINAL EXPERIENTIAL TRAINING ACTIVITY (10%)

Each student will create/modify an experiential communication training activity and be prepared with a one-page summary (shared through google docs or canvas) to be presented beginning the seventh week of the semester (Monday, March 08, 2021).

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

- Executive Summary 02/22/21
- Needs Assessment Proposal 03/01/21
- Needs Assessment RESULTS 03/22/21
- e-Learning Training Module 05/03/21
- Oral Presentation 05/03/21
- Final Take-Home Examination 05/10/21

I strongly encourage all of you to come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be expected to teach and/or facilitate a discussion about one weekly reading. The reason for asking you to assist with the instruction of the course is that the process will enhance your understanding of the course content and provide opportunities for me to give you feedback on your presentation skills.

COURSE EVALUATION

I hope grades will not be emphasized in this course as the major reinforcement for which students are to strive. At the same time, I realize that grades do hold contingencies for you and, therefore, I will make every effort to be as objective, impartial, and fair as possible. In keeping with this goal, I solicit your involvement and feedback. 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.

I fully expect that we will all remain flexible as we work together to make Spring 2021 a successful academic term!

The following guidelines will be used to establish the final grade for the course.

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

		Points	%
Knowledge Acquisition Assessments			
• Comprehensive Take-Home Final Exam	150 points	350	35
• 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	<u>550</u>	<u>55</u>
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.”

COURSE ASSUMPTIONS

ATTENDANCE: You cannot do well in this class if you do not attend regularly. It is assumed that you will attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than two classes, you will be encouraged to withdraw from the course.

For Spring 2021, the Department of Communication will distinguish between excused and unexcused absences (or in some courses where traditional in-person attendance is not taken, excused and unexcused reasons for missing work). [S.R. 5.2.4.2](#) defines the following as acceptable reasons for excused absences: (a) serious illness (medical documentation may be required, see below), (b) illness or death of family member (documentation may be required), (c) University-related trips (see below), (d) major religious holidays (see below), (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the Instructor.

In order for an absence or missed work to be excused, students should contact their instructor **no later than a week following their return to classes**. In some cases, students may have official documentation to verify their

excused absence/missed work (e.g., verification of a doctor visit, note from University Health Service, letter of accommodation from Disability Resource Center). However, students who are self-isolating or who choose not to attend class for precautionary reasons may NOT have official documentation. If no official documentation is available, instructors may accept emails from students as documentation for an excused absence or request another reasonable form of documentation. **Students MUST contact their instructor to be excused from class or missed work.**

EXCUSED ABSENCES: Academic policies regarding excused absences can be found in the Senate Rules under "Excused Absences." The Senate Council has interpreted excused absences for the Spring 2021 semester to include an excuse from **required in-person interactions if the student has been directed to self-quarantine by the University** (including its app), **a medical professional, public health professional, or government official.**

RESPONSIBILITY FOR MISSED INFORMATION, WORK AND/OR EXAMS: 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.

If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). **This is not the Instructor's responsibility.** For excused absences the Instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred [US:11/10/85 and RC: 11/20/87]. **The Instructor is under no obligation to provide the student an opportunity to make up the work and/or exams for unexcused absences.**

WITHDRAWALS AND INCOMPLETES: For Spring 2021, we would like to be flexible in the number of excused absences allowed for each student. **Although university policy states that students are strongly encouraged to withdraw (take a "W") from the class when a student's total EXCUSED absences exceed 1/5, or 20%, of the class periods scheduled for the semester,** each instructor may work with a student with more than 20% excused absences to make up work if feasible. However, if the instructor determines that a student cannot feasibly make up work after missing more than 20% of class/assignments, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.' [US: 2/9/87; RC: 11/20/87].

ONLINE CIVILITY AND DIGITAL CITIZENSHIP: I want to build an online 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 (this means keeping your camera on during the class); (3) avoid unnecessary disruptions during class time (e.g., reading email, engaging in social media interactions (e.g., TikTok, Instagram, Twitter, Facebook, etc.), 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. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the online classroom a productive place for all concerned.

REASONABLE ACCOMMODATION POLICY: If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC).** The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>. 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 (**but no later than the end of the second class period**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

ORAL PRESENTATION SKILLS: It is also assumed that you have already developed good oral presentation skills. You will be expected to make several brief presentations to your peers and to facilitate discussion of required course materials. You should be able to extemporaneously present your research findings in a clear and concise manner. Your objective will be to not only create understanding with your audience, but to also show the relevance of your applied research results.

ANALYTICAL SKILLS: It is assumed that you have some background in empirical research methods (quantitative and/or qualitative) that will allow you to analyze the results of your needs assessment (and the research literature you will be reading on a weekly basis. If your background remains minimal, please see me for suggested readings.

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 **Seventh 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 up to 10 percent. Please note that any assignment you turn in may be submitted to Turnitin (www.turnitin.com) for plagiarism comparison.

POLICY ON INTELLECTUAL DISHONESTY: Intellectual dishonesty is a fancy term for cheating. Unless otherwise explicitly stated by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. This also includes submitting papers you have written for other classes to fulfill the requirements of this course. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will receive an automatic "E" (failure) in the entire course. There will be no exceptions. Additional penalties may involve suspension, dismissal, or expulsion from the University. As you can see, these are extreme measures for academic offenses that we believe are serious. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at www.uky.edu/StudentAffairs/Code/part2.html.

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. See additional information for specific procedures for addressing academic offenses.

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.

PLAGIARISM: Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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. Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

CHEATING: Senate Rule 6.3.2: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

The Department of Communication also considers **presenting false documentation of an excused absence** (e.g., a falsified note from a doctor) **as cheating.**

PROCEDURES FOR ADDRESSING ACADEMIC OFFENSES

The Department of Communication will follow the procedures outlined by Senate Rules 6.3.0 and 6.4.0 to address academic offenses, summarized by the Ombud at http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

First, the instructor and student should set up a meeting so both parties may explain and discuss concerns of cheating/plagiarism.

Second, after the meeting, if the instructor deems that NO academic offense has occurred, no further action will be taken. However, if, after the meeting, the instructor deems an academic offense HAS occurred, the instructor (with the help of the Director of Undergraduate Studies in COM) will inquire about a student's prior record of academic offenses from the Registrar's Office.

Third, depending on the student's prior record, the instructor (with the help of the Director of Undergraduate Studies) will determine the penalty. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense relates to a student's attendance (e.g., in the case of falsified documentation of an excused absence), the minimum penalty is an unexcused absence and a zero on any missed assignments made up using the falsified excused absence. The student may also be reported for a violation of the Student Code of Conduct through the Office of Student Conduct. If the offense is considered severe or the student has other academic offenses on record, more serious penalties may be imposed, starting with an E in the course and ranging up to suspension/expulsion.

Fourth, EVERY academic offense resulting in some penalty will be reported to the Ombud to be kept on the student's record with the Registrar's Office. The offense will be reported via a letter from the Director of Undergraduate Studies sent to the student's university email account (cc: instructor and Academic Ombud). The student has the right to appeal the department's determination by contacting the Academic Ombud within ten days. More information about this appeals process can be found at http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

If the department determines a student has committed an academic offense (and that offense is upheld by the university in the case of an appeal), **the student may NOT withdraw from the course.** If the student does withdraw, **the Registrar will reinstate the student.**

GRIEVANCE PROCEDURE

If you have tried to resolve an issue with your instructor and are not satisfied, you should contact Dr. Kevin Real, Chair of the Department of Communication, at kevin.real@uky.edu for an appointment.

COMPLETION OF ASSIGNMENTS: It is assumed that you will submit assignments on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of an assignment grade. As a rule, late work will be reduced at least a letter grade. Excessively late work will not be accepted. Poor planning on your part does not constitute an emergency on my part OR a good reason for turning work in late. Also, please note that you are expected to complete reading assignments **before** due dates!

FEDERAL REGULATION REGARDING DISBURSEMENT OF FEDERAL FINANCIAL AID FUNDS (TITLE IV) POLICY FOR CONFIRMING STUDENT ENROLLMENT AND ENGAGEMENT IN COURSES

Federal regulation mandates that federal financial aid funds (Title IV) may only be disbursed to students who are **actually enrolled and engaged in coursework**. This regulation mandates that **institutions provide evidence of engagement early in each semester**. Failure to provide evidence includes sizeable fees and fines.

To comply with this mandate, all instructors of undergraduate and graduate courses (including lab sections, online courses, internships, independent studies, and research credits) in the College of Communication and Information will be **required to confirm student attendance or engagement in classes during the two-week period following the last day to add a class**.

CLASS RECORDING NOTIFICATION: The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for **educational use by students in this class only**. They are available only through the Canvas shell for this course and **are not to be copied, shared, or redistributed**.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. **Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments**.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is **prohibited**. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

DIVERSITY AND INCLUSION

The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. **We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success**. We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time **condemning all forms of hatred and oppression**.

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 seminar 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 zoom office hours and email. I have a virtual open door policy and I'm willing to help whenever and wherever needed.

SYLLABUS REFERENCES

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TENTATIVE DAILY SCHEDULE – TBD After Graduate Student Needs Assessment

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the number of students enrolled and the actual 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	1/25/21	Course Orientation, Definitions, Training Foundations 1	WS Intro	Kreps, Frey, O’Hair (1991)
#2	2/01/21	Training and Consulting Foundations 2 Training & Related Functions; Needs-Centered Training Model Best Practices, Consulting, Communication Skills, What Trainers Do, The Initial Consultation and Trusting Your Gut	WB 1, 17 WS 1, 2, 8	Beebe (2007) pp. 249-254 Goodall (1989) pp. 42-54
#3	2/08/21	Training and Consulting Foundations 3 Adult Learners, Andragogy, Pedagogy Effective vs. Ineffective Trainers Estimating Training and Consulting Fees	WB 2,3,15,23 WS 3, 4	Faylor (2008) pp. 149-160 Plax (2006) pp. 242-246
#4	2/15/21	Needs Assessment 1 Conducting a Needs Assessment – Diagnosis, Alignment Qualitative Observation, Interviews, Focus Groups Identifying Questions, Data Sources, & Collection Methods	WB 4,5,6 WS 5,6	MT (2016) 1-10 Goldhaber (1993) pp. 348-389
#5	2/22/21	Needs Assessments 2 The Training Request, Identifying Questions and Data Sources, Evaluating Potential Data Collection Methods, Data Collection Implementation, Data Analysis, Recommendations, Communicating with Client, Ideal Organizational Scan, Common Errors	MT 2-10	Executive Summary Due
#6	3/01/21	Training 1 - Preparation (Training Objectives & Instructional Design; Training Content) Planning and Proposing Consulting Work, Collaborative Approach to Examining Challenges, Instructional Design as Instruction, Growth Mindsets, Kolb, Monroe, Social and Cultural Diversity (Experiential Activity Discussed)	WS 7, 9 WB 19, 20, 22, 24, 28	
#7	3/08/21	Training 2 – Training with Technology How and Why Technology Matters; Online Training Tools, Mobile Devices in Training, Best Practices in Slide Design, Webinar Training, Interactivity in Web Conference Training,	WS 13 WB 7, 8, 9, 10	Needs Assessment Proposal Due Stephens & Mottet (2008) Gattoni & Tenzek (2010)
#8	3/15/21	Training 3 – Experiential Activities [Midterm (no exam)] Developing Training Content Using Training Methods		Original Experiential Activity
#9	3/22/21	Training and Consulting Contexts 1	WS 10, 11, 12, 14; WB 16, 21, 26	
#10	3/29/21	Training and Consulting Contexts 2 Data Analysis Findings & Recommendations	WS 15, 18, 17, 19, 20, 21; WB 27	Needs Assessment Results
#11	4/05/21	Developing and Preparing Training Plans		Proposal to Conduct Training
#13	4/12/21	Delivering the Training Session & Managing Conflict		
#14	4/19/21	Assessing Learning Outcomes Becoming a Training Professional		Final Data Analysis due
#15	4/26/21	Finalize e-Training Modules		

#16 5/03/21 **Presentations**

e-Training Modules Due

5/12/21 **Final Exam DUE** on Wednesday at 5:30 p.m.

Final Exam Due

WB=Wallace and Becker (2019)
WS=Waldeck and Seibold (2016)
MT=McGoldrick and Tobey (2016)

ORIGINAL COMMUNICATION TRAINING PROJECT

The major project in CI 723 is to conduct an original communication training project. This project requires students to assume the role communication consultants and 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.

Each student will create a **consulting company** that will work with the non-profit business of their choice (approved by the professor). Each student 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 you 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).** You 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 you to prepare a proposal to collect data that will assess specific 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 statistical/qualitative analysis from the results.

PART 4: TRAINING PROPOSAL (50 POINTS)

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

The Training Proposal should include the following:

1. Cover letter
2. e-Program title
3. e-Program description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives
6. Qualifications of Trainer/Designer (1-2 paragraphs)

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

For the e-Learning Training part of the project, you must create an original and professional online 1-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 training program, explanations of the training program activities, instructional materials (e.g., case studies, synopses of relevant articles, role play situations) and an annotated bibliography of related reference materials.

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