

**COMM 65891 / 75891: SEMINAR IN ORGANIZATIONAL COMMUNICATION:
Training and Development
M 7:00-9:30 P.M.
MSP Room D205
FALL 2001**

<i>Instructor:</i>	Dr. Nichole Egbert	<i>Office:</i>	D204A
<i>Section:</i>	19298	<i>Office Phone:</i>	(330) 672-3314
<i>Office hours:</i>	M 4-5 pm, T/TH 12:30-2:30 pm; and by appointment		
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Required Texts:

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

Readings – see online electronic reserves

Course Goals:

In completing this course, students will:

1. Demonstrate an understanding of the field of communication training and development.
2. Demonstrate an understanding of how to conduct a training needs assessment
3. Demonstrate the ability to apply communication theories and concepts in developing a communication training program.
4. Demonstrate the ability to conduct and evaluate a communication training program

**Students should learn and excel while having a good time.
Good humor is strongly encouraged.**

Web sites of interest:

www.groups.yahoo.com/group/trdev

www.odnetwork.net

www.astd.org

www.tcm.com/trdev/

Attendance: Because the majority of this class consists of in-class discussion and activities, students are expected to attend class regularly and promptly. Late arriving students disrupt classroom activity: excessive lateness will not be tolerated.

Academic Honesty: Your professor and Kent State University take any infractions of academic honesty very seriously. All work should be a reflection of one's own efforts. Infractions of academic honesty include, but are not limited to, cheating on exams, using unauthorized material on exams or assignments, and failure to provide sufficient citations in APA format when using another person's ideas, words, and work. University policy with regard to academic honesty is applicable and will be enforced in this course. Infractions of academic honesty will result in 1) Zero for that assignment 2) Lowering the final grade for the course 3) Failure in the course or 4) Dismissal from the university. To avoid infractions of academic honesty, protect yourself by using the proper citation rules of the APA style manual that is available from your professor and will be briefly outlined in class.

Please be advised that all KSU students and faculty must abide by university policies regarding classroom behavior in general. Consult the university policy section in the KSU directory for more information.

Disabilities: According to university policy, students having a documented disability and requiring accommodations to obtain equal access in this course need to contact me at the beginning of the semester, or before the assignment due dates for which an accommodation is required. Eligibility of students with disabilities must be verified through the office of Student Disability Services (SDS) in Michael Schwarz Center (672-2972).

Course Registration: It is the policy of KSU that students are not permitted to attend classes for which they are not officially enrolled. It is the student's responsibility to ensure proper enrollment in classes. Students should review their official class schedule during the first two weeks of the semester to ensure proper enrollment. Errors should be corrected by Friday of the second week of classes. If registration errors are not corrected, and students continue to attend and participate in classes for which they are not formally enrolled, they will not receive grades for those courses at the conclusion of the semester.

Grade Notification: Grades will not be posted at any point in the term or after the final exam, and cannot be distributed via telephone or e-mail.

Exam: There will be one take-home midterm distributed on 10/15 and due on 10/22. All students are expected to complete the exam individually.

BOTTOM LINE

Ass. #

1	Needs Assessment Report		450 – 500	A
	1 @ 100 points each	100	400 – 449	B
2	Training Module		350 – 399	C
	1 @ 200 points	200	300 – 349	D
3	Evaluation Report:		< 300	F
	1@ 200 points	100		
4	Midterm Exam:			
	1 @ 100 points	100		

TOTAL: 500

Seminar in Organizational Communication — COMM 65891, 75891
Tentative Course Schedule
Fall, 2001

<u>Week</u>		<u>Reading Due</u>	<u>Topics</u>	<u>Due</u>
1	8/27	DeWine, Ch.1	Syllabus, Orientation	
2	9/3	Labor Day – no class		
3	9/10	DeWine, Chs. 2-3 Arnold & McClure Buerkel-Rothfuss & Gray	Definitions and Processes of Training and Consulting	
4	9/17	DeWine, Ch. 4-5	Meet at MMC	
5	9/24	Lee, 1999 pp. 37-94 Greenbaum pp. 15-21 Papa & Graham, 1991	Methods in Needs Assessment	
6	10/1	De Wine, Ch. 6-7	Training Techniques Dr. Duncan visit @ 8:30	Ass.1 due 10/5
7	10/8	De Wine, Ch. 8-11	Meet at MMC	
8	10/15	De Wine Ch. 12-16	Class to Rec Center	
9	10/22		Class meeting, Midterm Exam	
10	10/29	Lewis & Seibold, 1996 Lewis 1997; Lewis, 1999	Organizational Change	
11	11/5	McGee & Cegala Parrott et al.; Humphris & Kaney Evans, Stanley & Burrows; Sharf, Wood & Flaherty	Training and Provider-Patient Communication	
12	11/12	Veterans Day – no class (groups may choose to meet on their own)		
13	11/19		Modules Piloted	Ass.2
14	11/26	De Wine, Ch. 17-18	Modules Piloted cont. Evaluation	Ass.2 Cont.
15	12/3	De Wine, Ch. 19-20 Torres, Preskill, & Piontek	Evaluation, Cont. Dr. Duncan - Professional Development	
16	12/10	Finals Week	Evaluation Reports Semester Wrap-Up	Ass.3

Assignment 1: NEEDS ASSESSMENT REPORT

This 100 point assignment will be completed individually. No page lengths are recommended, because it will depend on the methodology and needs of the organization. Be sure to keep things to the point, use tables of contents, tabs, summaries, etc., to make this an executive and user-friendly report. Write a cover letter to Dr. Marty that summarizes the report. In the body of the report, include the following information:

A. Introductory Statement

B. Background Information (what you knew going into the project)

C. Parameters of Needs Assessment

1. WHO was studied?
2. WHAT was studied?

D. Procedures

1. HOW did you do it?
2. Population of assessment
3. Sampling Plan
4. Methodology
5. Means of Analysis

E. Results - WHAT DID YOU FIND?

Assignment 2:

Assignment 2: TRAINING MODULE

This 200 point assignment will have both an instructor and peer evaluation component, and will be evaluated by the peer “learners” in the class as well. Details regarding this assignment will follow.

Assignment 3: EVALUATION REPORT

Similar to the Needs Assessment Report, this will be a professional document with necessary summaries and organizational aids. More information regarding the format and content of this report is forthcoming. It is a 100 point assignment to be completed individually.

Readings

Arnold, W.E., & McClure, L. (1989). Adult learning. In W.E. Arnold & L. McClure Communication training and development (pp. 33-42). Prospect Heights, IL: Waveland.

Buerkel-Rothfuss, N.L., & Gray, P.L. (1990). Graduate teaching assistant training in speech communication and noncommunication departments: A national survey. Communication Education, 39, 292-307.

Evans, B.J., Stnaley, R.O., & Burrows, G.D. (1992). Communication skills training and patients' satisfaction. Health Communication, 4, 155-170.

Greenbaum, T.L. (2000). Focus groups versus one-on-one (in-depth) interviews. In T.L. Greenbaum Moderating focus groups: A practical guide for group facilitation (pp. 15-20). Thousand Oaks, CA: Sage.

Humphris, G.M., & Kaney, S. (2001). Assessing the development of communication skills in undergraduate medical students. Medical Education, 25, 225-231.

Lee, T.W. (1999). When to use qualitative research and exemplary methods for generating and testing theory. In T.W. Lee Using qualitative methods in organizational research (37-65). Thousand Oaks, CA: Sage.

Lee, T.W. (1999). Specific techniques for focus groups, case study research, and conversational interviews. In T.W. Lee Using qualitative methods in organizational research (67-94). Thousand Oaks, CA: Sage.

Lewis, L.K. (1999). Disseminating information and soliciting input during planned organizational change: Implementers' targets, sources, and channels for communicating. Management Communication Quarterly, 13, 43-75.

Lewis, L.K. (1997). Users' individual communicative responses to intraorganizationally implemented innovations and other planned changes. Management Communication Quarterly, 10, 455-490.

Lewis, L.K., & Seibold, D.R. (1996). Communication during intraorganizational innovation adoption: Predicting users' behavioral coping responses to innovations in organizations. Communication Monographs, 63, 131-157.

McGee, D.S., & Cegala, D.J. (1998). Patient communication skills training for improved communication competence in the primary care medical consultation. Journal of Applied Communication Research, 26, 412-430.

Parrott, R., Huff, T., Kilgore, M., & Williams, M. (1997). Peer discussion on training physicians to be competent communicators: Support for a multiple discourse approach. Southern Medical Journal, 90, 709-719.

Papa, M.J., & Graham, E.E. (1991). The impact of diagnosing skill deficiencies and assessment-based communication training on managerial performance. Communication Education, 40, 368-384.

Sharf, B.F., Wood, B.S., & Flaherty, J.A. (1982). Two birds with one stone: Training communication specialists while teaching medical students. Communication Education, 31, 305-314.

Torres, R.T., Preskill, H.S., & Piontek, M.E. (1996). Communicating and reporting formats. In R.T. Torres, H.S. Preskill, & M.E. Piontek Evaluation strategies for communicating and reporting: Enhancing learning in organizations (pp. 129-231). Thousand Oaks, CA: Sage.