



Comm 45865: Organizational Communication Training & Development

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Course Description

This service-learning course focuses on communication training and development in organizations. It is a required course in the organizational communication concentration and is designed as an applied communication experience. You will gain hands-on experience in assessing communication processes within organizations and in the design, delivery, and evaluation of training. Our community partner this year is **STARK COUNTY JOB AND FAMILY SERVICES**. More details about your involvement will be introduced in class.

What is Service-Learning & Experiential Learning?

Service-learning is: a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer, S.; Jacoby, B.).

Service-learning is a form of **experiential education** that:

- is developed, implemented, and evaluated in collaboration with the community;
- responds to community-identified concerns;
- attempts to balance the service that is provided and the learning that takes place;
- enhances the curriculum by extending learning beyond the classroom and allowing
- students to apply what they've learned to real-world situations; and
- provides opportunities for critical reflection.

Jacoby, B. and Associates. (1996). Service-Learning in Higher Education: Concepts and Practices. San Francisco, CA: Jossey-Bass.

Definitions of Key Terms (from Sarena D Seifer and Kara Connors, *Community-Campus Partnerships for Health and for Learn and Serve America's National Service-Learning Clearinghouse*)

These definitions help clarify how this course uses several specific terms:

Service-Learning - Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Community – People and organizations coming together either through a common bond or stake in a given interest or set of interests. The term community can be self-defined or can be geographic. The term community also connotes a climate to be created.

Partnership – A close mutual cooperation between parties having shared interests, responsibilities, privileges, and power. (stakeholders / clients)

Course Objectives

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

- (1) Compare and contrast training with education, development, and consulting.
- (2) Learn to explore organizational needs of the United Way and its clients and make training recommendations.
- (3) Gain experience in identifying organizational stakeholders and adapting to multiple perspectives.
- (4) Explore the principles of adult learning.
- (5) Gain experience in delivering reports & proposals.
- (6) Experiment with instructional design principles while creating and delivering training materials.
- (7) Identify at least five characteristics of adult learning.
- (8) Describe the steps involved in producing communication-training programs.
- (9) Conduct a needs analysis. Write clear learning objectives that are measurable and observable and meet the criteria for a well-worded objective. Identify two advantages and two disadvantages of various training methods.
- (10) Use appropriate visual aids to enhance training.
- (11) Produce a trainer guide for one hour of communication training.
- (12) Understand and utilize three methods for managing or reducing conflict in the training classroom.
- (13) Identify at least three advantages and disadvantages of various types of assessment instruments. Model appropriate training techniques in a training presentation.
- (14) Learn about evaluation practices in organizations and gain experience in evaluating others.

Service Objectives:

- (1) To demonstrate reciprocity with community partnerships.
- (2) To develop a sense of prolonged civic responsibility through course principles which encourage sustained interest in serving citizens in need.
- (3) To facilitate racial and cultural understanding.
- (4) To impact outcomes such as problem solving, critical thinking and cognitive development.
- (5) To utilize feedback from community partners in solidifying a mutually beneficial outcome through student reflection.
- (6) To describe 3 models of community development
- (7) To list or name 5 approaches to collaborative problem-solving
- (8) To apply and present 2 different community organizing strategies
- (9) To write educational materials for individuals with limited literacy
- (10) To identify the unique challenges facing the field of communication.

Text:

Beebe, S. Mottet, T. & Roach, K. (2013). *Training and development: Enhancing communication and leadership skills*. New York: Allyn & Bacon.

Team Philosophy

NOTE: SEVERAL GRADES ARE GROUP GRADES. POOR PERFORMANCE OR LATE WORK WILL AFFECT THE ENTIRE CLASS GRADE.

This course is as much about the team process as it is about individual learning. You will work collaboratively. You are expected to attend every class. The nature of an absence results in interrupted and diminished work for you and your partner. Be prepared to work the moment you arrive. The efficient use of class time will reduce the number of occasions that partners must meet outside of class. Early in the semester, you will have the opportunity to select a partner and learn more about this person's work ethic via a series of activities to prepare you for effective partnerships. Choose a partner carefully. One crucial question is, "How much time are you willing to devote each week to the work in this class?" Partners' answers should be closely aligned. Ultimately, partners will be joined to form full training teams.

Course Expectations

1) Leadership and Attendance

- a. **Attend every session.** This is a capstone experience for the organizational communication concentration. Illness and individual circumstances may dictate you miss a class. If this occurs it is advised you contact your teammates so they can alert each other and me. You are responsible for everything that happens in class whether or not you attend. Attendance will be considered when assigning final course grades.
- b. **Arrive on time.** I take at the beginning of class and do not make changes for late arrivals.
- c. **Be prepared.**
 - Complete assigned readings prior to class and be prepared to apply what you've read.
 - Complete all work on time and to specification. Prepare professional looking documents. Spelling, grammar, and writing style are as important as content.

Evaluated Activities

- 1) **Organizational needs assessment:**
 - You and your teammates will conduct a performance needs assessment for a local organization.
 - Each team member will spend approximately 2 hours collecting information in the organization. You need to be efficient and effective in your use of time. Plan to gain the information you need. Your time “in the field” should be spent observing organizational member interactions, conducting interviews with managers/employees and/or administering a survey to gain additional information.
 - Log your hours and be expected to account for your contributions to the needs assessment report.
 - a. The assessment should focus on communication processes. You’ll need to draw from your experiences in organizational communication to identify those processes and assess them within the organization.
 - b. A written **team report** of the assessment process includes your findings and your recommendations for organizational action. A specific proposal for the recommended training should be included. Recommended length 10-12 pages plus references, title, and table of content. ***This report will be turned in as a graded draft and again as a final report.***
- 2) **Training presentations:** Teams will develop and deliver the training program proposed in the needs assessment report. Training should be scheduled at a time mutually convenient to partners, the organization/ volunteers, and the professor.
- 3) Plan to integrate a **warm-up activity**, information sharing, an experiential activity and some kind of a take-away for participants. Also incorporate a means to assess learner outcomes and gain their feedback on the training. The training presentation should be 60 minutes in length.
- 4) **Self Review:** You will have an opportunity to heavily reflect on the learning experience, the service component, and the general course process. Details forthcoming.

Failure to meet course expectations outlined in this syllabus will negatively affect your grade. You must work actively on team assignments to pass this course. I reserve the right to lower your course grade if you miss more than two classes. Missing more than 3 classes will result in a failing grade for the course. Should you suffer a severe accident or illness, I will work with you and other university personnel as indicated to determine the appropriate course of action. If you miss a class, consult with your team members. You may also see me during office hours. I reserve "email" help for those who attend class.

Accessibility Statement

In accordance with university policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the disability coordinator on campus in Student Accessibility Services, located in the Student Success Center, lower level of the Campus Center, phone (330) 244-5047 or visit <http://stark.kent.edu/student/resources/accessibility.cfm> for more information on registration procedures). After your eligibility for accommodations is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you. **Contact Professor Waite within the first week of classes** to make arrangements for necessary classroom adjustments. **If you take exams in the test center, it is your responsibility to notify me ONE WEEK in advance, so I can file the appropriate accommodation with them for you.**

Academic Honesty

The University Digest of Rules and Regulations defines "cheat" as "intentionally misrepresenting the source, nature, or other conditions of academic work." A student who cheats or plagiarizes will receive a zero for that assignment and/or a failing grade for the course. Probation, suspension and/or dismissal from the university are also possible. Plagiarism, the unacknowledged use of another's words or ideas, violates academic honesty. Not only is plagiarism illegal, but it is unethical, immoral, and a downright naughty thing to do! When reviewing the Student Code of Conduct, please pay particular attention to policy number 3342-3-01.8 regarding cheating and plagiarism. You will find the policy outlined at: <http://www.kent.edu/policyreg/chap3/3-01-8.cfm>

Miscellaneous:

You may wish to add the Stark security number in your cell phone: that number is 330-705-0430. When on campus, you can use the 53123 campus extension number or, of course, 911.

If you need help logging into FlashLine, please contact the Kent helpdesk 672-help or helpdesk@kent.edu.

If you have difficulties logging into the Stark Campus network, contact helpdesk-stark@kent.edu or 244-3490.

If you are considering withdrawing from this course, please consult with a staff member in the Student Services Office, 134 Main Hall. Withdrawal from a course can affect financial aid, student status, or progress within your major. For withdrawal deadlines, please refer to http://www.registrars.kent.edu/home/TermUpdate/sche_adj.htm.

Assignment Summary:

1. Training Topic and Annotated Bibliography 10 pts *Individual Grade*

Due Date: _____

APA form. In a 3-page paper, select and describe a communication-training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) appropriate for organizational training. The topic should permit a focus on **skills** rather than knowledge or information.

Begin with an argument (in page 1) stating why this topic is appropriate for training consideration (Think about how you would try to sell this to someone interested in hiring you). Considering your research, (page 2) describe five general benefits to this training along with (page 3) poor performance or results that could continue or occur in an organization without it.

Annotated bibliography of at least 3 sources related to your training topic.

2. Needs Assessment & Task Analysis 150 points *Group Grade*

Due Date: _____

This is a written proposal containing the following:

- A. Describe the organization to include the function, goals, employees, etc. (Approximately 2 pages)
- B. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
- C. Summarize the 'results' in a **table**.
- D. Summarize the 'results' in **dialog form** identifying the implication of the 'results' for training.

Task Analysis

According to lecture and text guidelines (be especially attentive to pps. 61-66), prepare a task analysis of the skill(s) you will be teaching. This outlines in some detail, the steps or sequence of events needed to perform a task. 1). Brainstorm a list of the knowledge and behaviors necessary to perform the skill. 2). Then place skills in chronological order and add details as needed (see p. 62) This will help shape your objectives ("At the end of this training, participants should be able to XXXXX") which are observable, attainable, measurable and specific. It also helps to shape the learning module that each of you creates for your portion of the training.

NOTE: The learning modules will take shape closer to rehearsal. One team will be responsible for combining all sections of the task analysis and learning modules into one document.

3. Learning Objectives (homework) 10 pts. *Individual Grade*

Due Date: _____

According to lecture and text guidelines, and based on your needs assessment, develop 8 to 10 specific instructional objectives for your one-hour communication workshop.

4. Draft of Learning Module *Individual Grade* 10 pts. Due Date:

This is a preliminary plan for one module (or part of a module) for your final presentation. (see top of page 76).

5. Training Prospectus 25 pts. Group Grade Due Date:

This should include the following:

- A. Cover letter / Letter of welcome
- B. Workshop title
- C. Workshop description for promotional purposes (1-2 paragraphs)
**depends on partnership
- D. Table of contents
- E. Learning objectives (revised from learning module above)
- F. Trainer biographies (1 paragraph)

6. Presentation of Training 175 points Group Grade Due

Date: _____

The following will be due on the day you present;

- A) Trainer's Guide: Detailed training plans including objectives, methods, audio visual, content outline, handouts, etc.
- B) Participant's Workbook: Contents of prospectus, plus any compendiums, supplemental materials, activities, trainer biographies, etc.
- C) Assessment instrument (Copy for each attendee to be distributed at the end of the training session.)
- D). Bibliography of all materials related to your training topic.

7. Final Copy of Participant's Guide 200 Points Group Grade

Due Date: _____

The proposal for your one-hour training workshop should include the following:

- A. Training prospectus
- B. Description of organization, needs assessment instrument, and "results"
- C. Task analysis
- D. Trainer's Guide: Detailed training plans including objectives, methods, audio visual, content outline, handouts, research bibliography, etc.
- E. Assessment instrument
- D) Participant's Workbook: Contents of prospectus, plus any compendiums, supplemental materials, activities, trainer biographies, etc.
- F. Bibliography of all materials related to your training topic.

8. Self Review Materials 35 points Individual Grade**Due:** Final Exam week

There is no provision for extra credit in this course. Grading will be through an accumulation of points. Grades may be calculated at any time by adding up the total number of points that you have earned, dividing by the total number of points available, and dividing by 100. This will yield your percentage. (Example 625 pts. / 680 / 100 = 91%. or A-) Grades will be assigned using the following scale.

Summary of Assignments

Training Topic / Annotated Bibliography	10 points
Needs Assessment and Task Analysis	150 points
Learning Objectives	10 points
Draft of one hour Learning Module	10 points
Training Prospectus	25 points
Presentation of Training	175 points
Final Copy of Training Proposal	200 points
Self Review Activities	35 points
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	615 points TOTAL

Grade Scale

A (93%)	571 - 615
A- (90%)	553 - 570
B+ (88%)	541 - 552
B (83%)	510 - 540
B- (80%)	492 - 509
C+ (78%)	479 - 491
C (73%)	448 - 478
C- (70%)	430 - 447
D+ (68%)	418 - 429
D (60%)	369 - 417
F	0 - 368

Communication Studies Writing Policy

Because APA is the standard writing manual in communication professions and scholarship, please adhere to 6th edition APA style in your written assignments. Consider purchasing a copy of the APA manual or using a reputable source, such as <https://owl.english.purdue.edu/owl/resource/560/01/> to format your papers. You can also seek free assistance from the Writing Center, located on the second floor of Main Hall.

All written assignments must be typed and double-spaced, using 12-point Times New Roman font and 1" margins on all sides. Staple all printed papers in the upper left corner. Include a title page, running head, and full reference page. See <https://owl.english.purdue.edu/owl/resource/560/01/> for details on formatting your paper to APA standards. Evaluation of your work includes content and form; therefore, always proofread for style, grammar, punctuation, spelling, and format.

Kent State University at Stark Service-Learning Partnership Agreement**NAME OF COMMUNITY PARTNER:**

NAME OF SCHOOL:

Kent State University at Stark

PURPOSE:

Students enrolled in Organizational Training and Development at Kent State University at Stark plan to provide service-learning experiences for _____ that will fulfill learning objectives and provide service that meets a true community need. The Community Partner, _____, has a facility and willingness to provide experience for students. Both KSU and United Way believe that the experience for students can be mutually beneficial to the agency, the school, and the students.

The School (KSU) Shall:

1. Allow Professor Lisa Waite to be responsible for facilitating and evaluating the educational experience. The faculty member will also serve as the primary communication link between organizational partner and KSU.
2. Have written objectives and guidelines for the experience desired.
3. Instruct the student in understanding his/her role in this experience, as follows:
 - a. Be supervised by the appropriate personnel, as designated by the agency and mutually agreed by KSU.
 - b. Engage in _____ hours of service activities that will have direct contact with the clients of organizational partner. These activities are for the purpose of learning about the assets and challenges of this population.
 - c. Participate in identifying approximately clients of organizational partner who are in need of training and development services and have no other access to such services.
 - d. Provide the needed training and development session.
 - e. Uphold organizational's rules and regulations.
 - f. Maintain confidentiality of information.
 - g. Expect no remuneration for his/her educational experiences.
 - h. Obtain written permission from organizational partner before publishing any material related to the student experience at the agency.

Organizational Partner Shall:

1. Provide orientation to the KSU students that will include information about:
 - A. History, structure, mission, funding of the agency and the policy or political process that supports its existence.
 - B. Characteristics of the clients who are served by the agency, including assets and challenges related to their social, physical, and financial existence, as well as other information deemed to be pertinent to the students' understanding of the clients.
2. Provide a resource person (mentor) who will assist Professor Waite in guiding the students' learning experience and will participate in evaluating students' involvement.
3. Make service roles available to the students who will have direct contact with the clients of the organizational partner.
4. Have the right to terminate any student who is not participating satisfactorily or safely in this placement.
5. Provide written notice to Professor Waite and KSU at least 90 days prior to the termination of this agreement.

Guidelines and Limitations for Students in Training & Development S-L

Adapted in part from <http://www.csulb.edu/centers/cslc/forms/>.

As you begin your university service-learning placement work, please remember that you will be a representative of Kent State University at Stark in the community. As such we ask you to carefully read and abide by the following guidelines created to assist you in having the most productive community service-learning experience possible.

1. **Ask for help when in doubt.** Your site supervisor understands the issues at your site and you are encouraged to approach her/him with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also consult Professor Waite.

2. **Be punctual and responsible.** Remember, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.

3. **Call if you anticipate lateness or absence.** Call Professor Waite or your site supervisor if you are unable to attend or if you anticipate being late. The site depends on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of your commitment; people are counting on you.

4. **Respect the privacy of all clients.** If you are privy to confidential information with regard to persons with whom you are working, i.e. organizational files, diagnostics, personal stories, etc., it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments.

5. **Show respect for the agencies for which you work.** Placement within community programs is an educational opportunity and a privilege. Remember, not only are you serving the community, but also the community is serving you by investing valuable resources in your learning.

6. **Be appropriate in attitude, manners, and appearance.** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly, comfortably, and appropriately (check your site for its conduct and dress codes). Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of Kent State University's ongoing service-learning programs.

7. **Be flexible.** The level or intensity at the service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.

In addition to the above expectations, as a participant in your community service-learning experience, you are also responsible for the following limitations.

NEVER...

- report to the service site under the influence of drugs or alcohol.
- give or loan money or other personal belongings to a client.
- make promises or commitments to a client that neither you nor the organization can keep.
- give a client or organizational representative a ride in a personal vehicle unless the person is authorized for transport. DO NOT transport anyone by yourself.
- tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or agency representative.
- tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity.

Other Safety Issues:

- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival.
- If you take the bus, be sure to know the route and the bus fare.
- In case of a breakdown or transportation problem, carry enough money to get home.
- Get to know your supervisor at the agency. Ask her/him questions about the area and get suggestions on what you should do if you find yourself in trouble.
- Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. the location of phones, 24-hour stores, police station, etc.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.

I have reviewed these guidelines:

Print name: _____

Signature: _____ Date: _____

Running head: KENT STATE AT STARK SAMPLE TITLE PAGE

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Kent State at Stark Sample Title Page

Following the American Psychological Association's Guidelines

Sam Stark

Kent State University at Stark