



CM 451 & 551

MW 4:20 - 5:40 PM

Wilson Hall 159

ORGANIZATIONAL TRAINING & DEVELOPMENT

Fall 2019

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CM 451 & 551 FALL 2019

Organizational Training & Development

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COURSE OVERVIEW

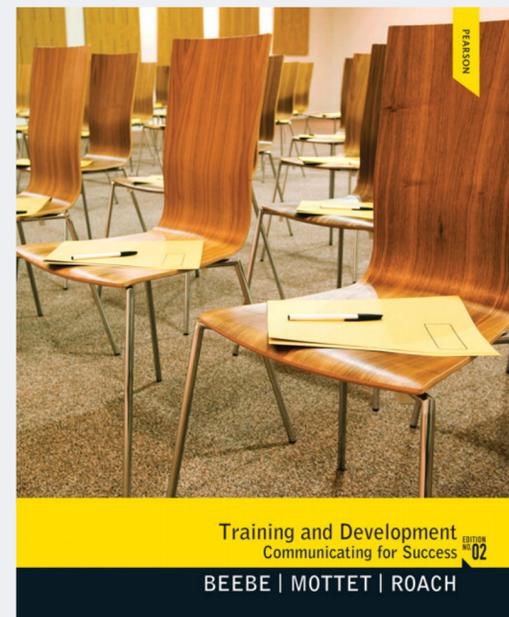
This course aims to teach students how to develop communication training programs to enhance communication skills in organizations. Students will learn the theoretical and practical issues involved in communication training and development. The course will focus on best practices for teaching communication skills to adult learners. Through course projects and experiential learning activities, students will learn how to conduct needs assessments, write training proposals, develop training content, use presentation aids, deliver a training session, and evaluate training.

COURSE OBJECTIVES

1. To develop an understanding of the differences and similarities that exist between training, education, development, motivation, and consulting.
2. To identify at least three characteristics of adults learners.
3. To learn how to develop and conduct organizational needs assessments.
4. To develop the ability to analyze and synthesize information gathered from needs assessments.
5. To recognize, design, and use different training and develop techniques, activities, and instruments.
6. To develop the ability to evaluate training and development programs.

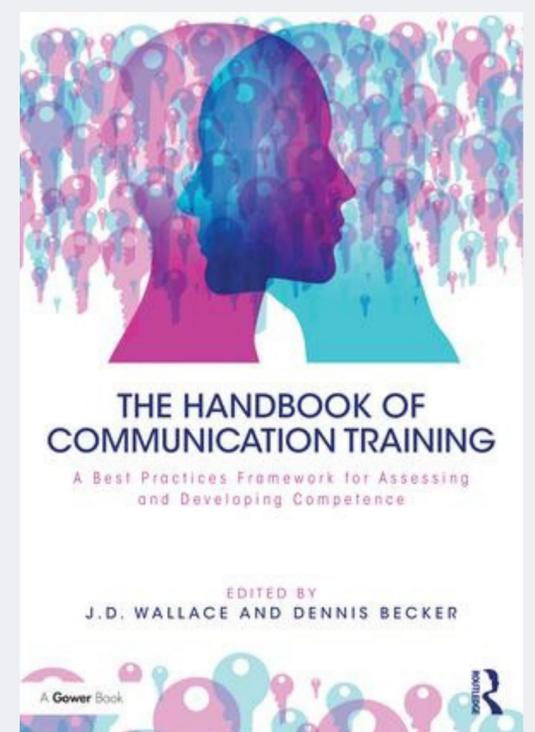
REQUIRED TEXT

Beebe, S.A., Mottet, T.P., & Roach, K.D. (2013). *Training and development: Communicating for success*. (2nd. ed.). Boston, MA: Pearson. ISBN-13: 9780205006120



RECOMMENDED TEXT

Wallace, J.D., & Becker, D. (2018). *The handbook of communication training*. Taylor & Francis. ISBN: 9781138736528



ASSIGNMENTS

INDIVIDUAL PRESENTATIONS | 20%

To help sharpen your presentation skills and increase your confidence as a future trainer, all students will be delivering a 10-minute ice breaker to your classmates. Graduate students will also facilitate a class discussion.

ICEBREAKER | 20% (UNDERGRAD)/ 10% (GRAD)

Icebreakers are an essential part of every training opportunity. Trainers must first be able to “loosen up” the class while setting the tone for your training seminar. You will prepare and lead an icebreaker that teaches your classmates about a communication concept. You must be able to give your instructions for the activity, let your classmates complete it, and provide a debrief (i.e., explain the takeaways) within ten minutes. Icebreakers cannot be duplicated. If someone chooses what you were going to do then you need to choose another one. You will be choosing your icebreaker day on the first day of the semester.

DISCUSSION LEAD | 10% (GRADUATE STUDENTS ONLY)

You will select one of five assigned readings that you would like to facilitate your classmates on. You must provide your classmates with a one-page summary of key concepts and prepare two discussion questions. Your presentation should not exceed 15 minutes. You can use slides as a visual aid but are not required to do so. You will be choosing your facilitation day on the first day of the semester.

EXAMS | 25%

You will be taking two exams to help you recognize course concepts and relate them to real-world organizational training and development.

LITERATURE REVIEW (GRADUATE STUDENTS ONLY)

Graduate students will write an additional research paper on a current trend in Training and Development. You may use your experience with your group training project to narrow down your topic and must use journal articles and other credible sources to support your ideas. This paper will be averaged with your exams to make up your 25% of the class. Paper should be 6-8 double-spaced pages in length and correctly following APA style. Your goal is to write a high-quality paper that you can expand into a submission for the 2020 National Communication Association Conference or for a journal publication. I will guide you through that process!

GROUP TRAINING PROGRAM | 55%

In a group of 3-4, you will find a client (i.e., an office on the UAH campus) potentially experiencing an organizational communication problem (e.g., conflict management, team building, listening, public speaking, interviewing, customer service skills, etc.) and conduct a one-hour training program for them based on their needs. Your client should be willing to have their employees attend your research-based training presentation scheduled in our classroom at the end of the semester. Each group should include a mix of undergraduate and graduate students so you can benefit from a diverse set of perspectives and expertise. The presentation portion of the project will be graded individually. All other portions will be graded based on the group performance. The project is broken down as follows:

NEEDS ASSESSMENT | 10%

You will conduct an initial interview with your client (your contact person) to have a basic understanding about his or her organization and communication situation. You will then conduct research and design an instrument (5%) to assess the training needs of your client employees. You may use focus group interviews, observations, or online surveys, etc. that fit best with your client situation. You must get an approval from me for your instrument before you conduct your needs assessment. You will also summarize your results into a 1-2-page infographic (5%).

TRAINING PROPOSAL | 10%

Based on the results of your needs assessment, you will select and propose a communication training topic that is appropriate for your client. Your training proposal should include the **workshop title, description, content outline, learning objectives, and short bios of the trainers**. You should be able to fit all of this information into a 1-page flyer. This training proposal will accompany your needs assessment infographic report to your client and me.

TRAINING MANUAL | 10%

You will design a professional training manual for your clients to be used as part of your training presentation. Include a **training agenda, a printed copy of your slides, a list of references, and any exercises or handouts**. Have a copy for me and enough copies for your clients on the presentation day.

TRAINING PRESENTATION | 20%

Deliver your one-hour training program on one of the designated dates that works for you and your client. All presentations will happen in our classroom and all students must attend all other team presentations. Your support for each other is greatly valued and you can learn a lot from one another. You need to have a commitment from your client early on to send 5-10 employees to your training. We may adjust the training date, time, and location if needed. You will need to use a visual aid for your presentation.

TRAINING EVALUATION | 5%

Your client (main contact person) will evaluate your training process from beginning to end. They will be assessing your professionalism and the value added by your training program to the organization (2.5%). Also, you will design and have an online training evaluation form ready for your trainees to complete immediately after your training. Your participants' evaluation of your training is worth another 2.5% of this grade.

EVALUATION & GRADING

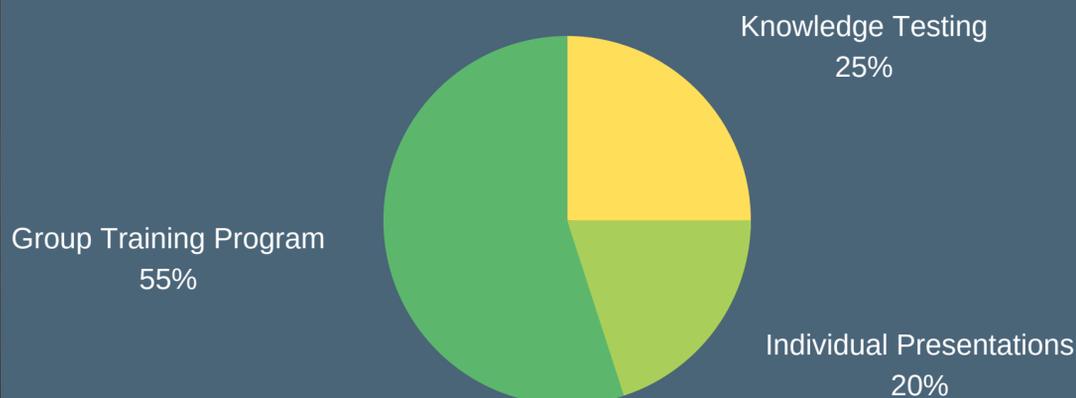


	POINTS		
	UNDERGRAD	GRAD	YOUR POINTS
Knowledge Testing 25%			
• Exam 1	125	75	_____
• Exam 2	125	75	_____
• Literature Review	-	100	_____
Individual Presentations 20%			
• Icebreaker	200	100	_____
• Discussion Lead	-	100	_____
Group Training Program 55%			
• Needs assessment	100	100	_____
• Training proposal	100	100	_____
• Training manual	100	100	_____
• Training presentation	200	200	_____
• Training evaluation	50	50	_____
TOTAL	1,000	1,000	_____



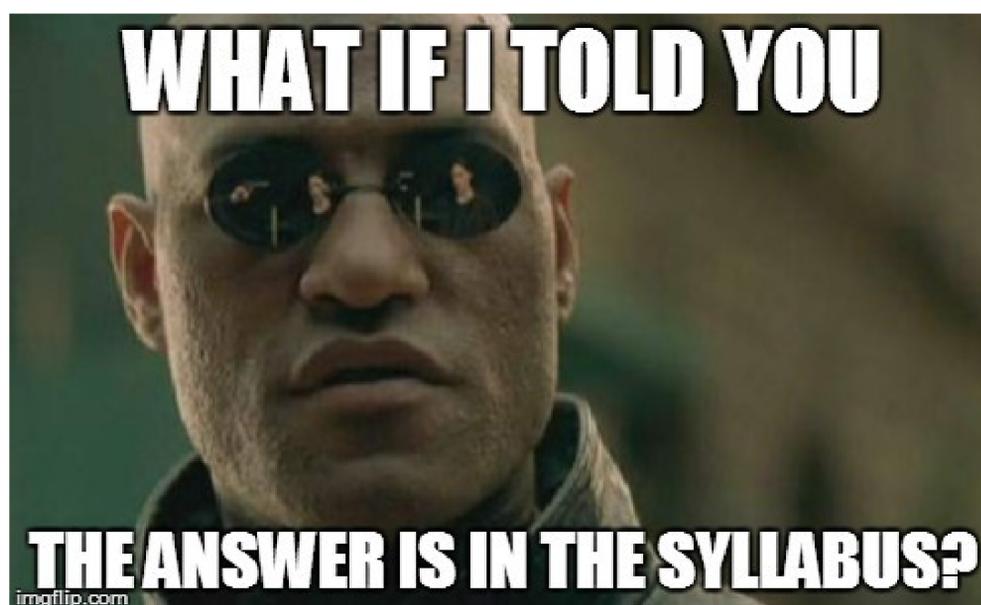
GRADING SCALE

98% – 100%	A+
93% – 97%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
63% – 66%	D
60% – 62%	D-
59% and below	F



COURSE POLICIES

- **ATTENDANCE:** Because this class seeks to improve practical communication skills, regular attendance and active participation are crucial. You will have missed a class if you are not there for the entire class period. Staying for only half of the class, coming in five minutes before the end of class, or consistently coming in 5-10 minutes late does not mean that you attended that class session. You have three absences as “vacation days” after which your grade will be reduced. Absences beyond this amount will need to be accompanied by appropriate documentation (e.g., medical certificate or letter from an authority). An email with no accompanying written document doesn’t count as a valid excuse. See more information about the attendance policy under the “Departmental Policies” section.
- **LATE WORK:** If you do not submit an assignment or are not present when scheduled to give your presentations without a legitimate reason, you will receive a zero for that assignment/presentation. All arrangements for late work must be made at least two days prior to the time the assignment is due. If such arrangements are not made, then you may not be allowed to make up the speech and you will receive a zero for that presentation. All medical excuses or extreme emergencies must be accompanied by appropriate documentation. There are no make-up speeches for unprepared speakers. Even if you make arrangements, your grade on a late assignment may be reduced by at least two letter grades.
- **ATTIRE:** Public speeches are given in appropriate attire. Students are required to dress professionally for their presentations.
- **ELECTRONIC DEVICES:** Cell phones, tablets, and any other electronic devices are to be turned off or silenced in class. This is particularly true while students are giving speeches and during exams. Failure to do so may result in a reduction of your grade.
- **CLASSROOM ETIQUETTE:** As college students I expect you to be respectful of each other, yourselves, and me. This includes, but is not limited to: silencing your phones/computers, arriving on time, listening to others, being professional, expecting to stay the full class period, etc.
- **NETIQUETTE:** Be polite and respectful in your postings. Negative, hurtful comments will not be tolerated. You can disagree civilly, give your reasoning, and offer constructive feedback. Use good grammar, correct spelling, and full sentences. Do not write in all caps (it is interpreted as shouting). In short, present your best Internet self.
- **PRESENTATION ETIQUETTE:** If you show up after a presentation has already started, wait until the presentation is over before entering the classroom so that you do not disrupt their presentation. During presentations, listen to the speaker. Do not text, do other work, have side discussions, or do anything that would be disruptive to the speaker. You would like the audience to be attentive and listen during your presentation, so you should be attentive and listen during theirs.
- **EMAIL ETIQUETTE:** When emailing your client and me, use a specific subject including your class number. Include a formal greeting (e.g., “Dear Dr. Kelly”) and a salutation (e.g., “Sincerely”) followed by your full name. Write a clear and concise message using correct grammar and spelling. Do not simply send an attachment with no text. Tell me what your attachment is for. I answer emails within 24 hours during regular work hours (i.e., Mon-Fri 8-5 pm). Ask me early if you want a timely answer.



DEPARTMENTAL POLICIES

- **ATTENDANCE POLICY:**
 - After three unexcused absences or days of partial attendance, your course grade will be reduced one letter grade for each class you miss or partially attend up to 3 letter grades.
 - If you have an A in the course and have six unexcused absences, your final grade would be a D based on this policy.
 - Partial attendance constitutes those days that students may have been in class for a portion of the course, but were not present when the instructor took roll.
 - You are allowed three unexcused absences on the assumption that occasionally problems getting to class may occur that otherwise are not excused; so you should not skip class lightly in the event that you accidentally sleep late or have an unexcused personal conflict later in the term.
 - In order to have your absence considered excused, you must bring legitimate documentation to me upon your return to the class and e-mail me confirming your absence and excuse.
 - Athletes must present a letter from their coaches to be excused on game days. However, coaches are expected to adapt practice schedules to student schedules to the extent possible (and student schedules are adapted to practice schedules where possible).
- **COURSE EVALUATION:** If the entire class completes the online teacher evaluations, every student will receive two (2) percentage points added to the final speech grade (persuasive presentation). At the end of the semester, you can complete the teacher evaluation on Canvas by going to the SIE tab.

UNIVERSITY POLICIES

- **ACADEMIC HONESTY:** Academic misconduct of any form will not be tolerated in this class. Your written assignments, speeches, and examinations must be your own work. Using the ideas of another person – whether the author of a book or a friend – without giving proper credit for every specific use of that source (i.e., plagiarism) constitutes academic dishonesty and is strictly forbidden. Themes and papers the student has prepared for other courses should not be used to fulfill the requirements for this course. Unless otherwise specified by the instructor, please include supporting sources and cite them appropriately in your speeches. Engaging in any academic misconduct or supporting others who do so will result in academic penalties and/or other sanctions. To ensure that you are aware of what is considered academic misconduct, review carefully the definition and other examples provided in Chapter 7, Code of Student Conduct, Student Handbook (<https://www.uah.edu/dos/student-conduct/handbook>). If you have any questions in this regard, please contact me without delay.
- **CONSENT TO USE TURNITIN.COM:** UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook. The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents.
- **DISABILITIES:** The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to Disability Support Services (128 Wilson Hall, 256.824.1997) and their instructor as soon as possible to coordinate accommodations.
- **UALERT:** UAH has implemented the UAlert emergency notification system. UAlert allows you to receive time-sensitive emergency messages in the form of e-mail, voice mail, and text messages. Everyone who has a UAH e-mail address will receive emergency alerts to their campus e-mail address. In order to also receive text and voice message alerts, you are asked to provide up-to-date phone contact information. Participation in UAlert text and voice messaging is optional, but enrollment is strongly encouraged. You can't be reached through UAlert unless you participate. The information you supply is considered confidential and will not be shared or used for purposes other than emergency notification. To review your UAlert account, add or update phone and alternate e-mail addresses, and set the priority for your contact methods, please visit the UAlert web site: <http://ualert.uah.edu>.
- **STUDENT SUCCESS CENTER:** UAH has an excellent Student Success Center (located in Salmon Library) that can provide additional assistance with outline creation, speech practicing, or just a quiet place to study. For more information about the Student Success Center visit <http://www.uah.edu/ssc>.

TENTATIVE COURSE SCHEDULE

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Important Notes: Please keep in mind that this schedule is subject to change. Any changes made by the instructor take precedence over this schedule. It is your responsibility to keep abreast of all changes and to come to class prepared. Supplemental reading materials will be provided throughout the semester.

Week	Dates	Topics	Assignments
1	21-Aug	Course Overview/ Identifying Training Opportunities	Select icebreaker and facilitation days in class.
2	26-Aug	Ch 1. Introducing Communication Training	Select team members & clients in class on Aug 28.
	28-Aug	Icebreaker #1 & Work Day [Last Day to Add/Drop]	
3	2-Sep	Labor Day Holiday	
	4-Sep	Ch 2. Mastering How Adults Learn & Icebreaker #2	
4	9-Sep	Ch 3. Conducting a Needs Assessment & a Task Analysis	
	11-Sep	Icebreaker #3 & Work Day (*Bring draft initial survey plan to class.)	Meet your clients by Sep 15
5	16-Sep	Ch 4. Developing Objectives and Designing a Curriculum	Facilitation #1 (Grad) Sep 16
	18-Sep	Icebreaker #4 & Work Day (*Bring potential topics and sources to class)	
6	23-Sep	Ch 5. Developing Training Content	Facilitation #2 (Grad) Sep 23
	25-Sep	Icebreaker #5 & Work Day (*Bring draft questionnaire to class)	Needs Assessment Instrument Due Sep 29
7	30-Sep	Ch 6. Using Training Methods	Facilitation #3 (Grad) Sep 30
	2-Oct	Icebreaker #6 & 7 & Work Day	Exam 1: Ch 1-6 Due Oct 6
8	7-Oct	Ch. 7 Using Web Training for E-Learning	Facilitation #4 (Grad) Oct 7
	9-Oct	Icebreaker #8 & 9 & Work Day	
9	14-Oct	Ch 8. Using Presentation Aids in Training	Needs Assessment Findings (Infographic) and Training Proposal Due Oct 16
	15-Oct	Icebreaker #10 & Work Day	
10	21-Oct	Ch 9. Developing Training Plans	Facilitation #5 (Grad) Oct 21
	23-Oct	Icebreaker #11 & Work Day	
11	28-Oct	Ch 10. Delivering the Training Sessions	Facilitation #6 (Grad) Oct 28
	30-Oct	Icebreaker #12 & Work Day	
	1-Nov	Last day to Withdraw	
12	4-Nov	Ch 11. Assessing Learning Outcomes	Facilitation #7 (Grad) Nov 4
	6-Nov	Icebreaker #13 & Work Day (*Bring draft evaluation survey to class.)	
13	11-Nov	Ch 12. Becoming a Training Professional	Online Training Evaluation Survey & Exam 2: Ch 7-12 Due Nov 17
	13-Nov	Team Work Day (No Classes)	
14	18-Nov	Training Presentation – Training Manual Due	
	20-Nov	Training Presentation – Training Manual Due	
15	25-Nov	Training Presentation – Training Manual Due	
	27-Nov	No Classes	
16	2-Dec	Training Presentation – Training Manual Due (Last Day of Class)	Client Evaluation (ALL) & Final Paper (Grad) Due Dec 4

I have read the syllabus for CM 451/551 and understand its contents:

Signature & Print Last Name

Date