

Department of Communication & Theatre

"I know the skills I learned from this major have EVERYTHING to do with how many job offers I received. No matter what the trade, every company needs someone with good communication skills."

Melissa Lazaro, Corporate Trainer & Consultant,
RSM McGladrey Co.

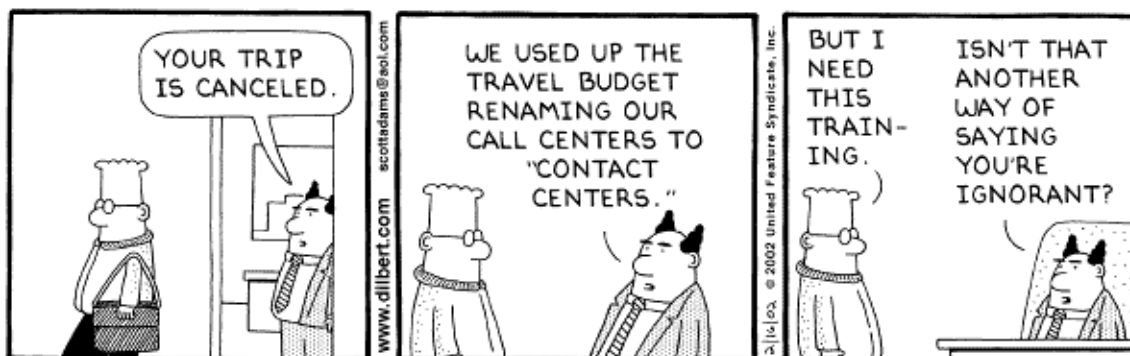
Communication 450 Communication Training & Development

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Required Texts/Materials:

Brooks-Harris, J.E. (1999). Workshops: Designing and facilitating experiential learning. Thousand Oaks, CA: Sage

****NOTE: I require you to purchase only one text for this class because there is significant additional expense for copying, printing, binding, and refreshments of approximately \$50. per person. Please plan accordingly!***



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On Reserve:

Scannell, E.E., & Newstrom, J.W. (1994). Even more games trainers play: Experiential learning exercises. New York: McGraw-Hill.

- I. **COURSE DESCRIPTION:** This course is designed to acquaint the prospective human resources professional, educational director, organizational trainer and/or consultant with significant issues pertaining to organizational training and development. Special focus will be given to the design, implementation, and assessment of instructional programs. Each student in this experiential class will develop a 2 ½ hour training program suitable for a portfolio and a professional audience and will present one module from this program to the class.

Specifically, students in this course will be given opportunities to work toward the following course learning outcomes:

- To develop a general understanding of adult learning principles and role of training in organization development.
- To develop an awareness of the knowledge, skills, and abilities essential for success in the training and consulting profession including: needs analysis, program planning/implementation, and evaluation of training.
- To develop the skills and knowledge required to create and present a training program on a specific topic to address employee and organizational needs.

II. **REMINDERS:**

- One of your responsibilities as a class member is to participate in the modules presented by fellow students. Students who are absent for more than 2 presentations will lose points from your end-of-semester total.
- Be prepared with papers and modules on the date assigned. Computers and printers are not always reliable or available at the last minute. Plan ahead. If an assignment is late in this class, your grade will be lowered 10% per day. Presentations must be made on the day assigned.
- Label any work that is not your own with a source citation. Plagiarism carries strict academic penalties.
- Plan on spending approximately \$50 during the semester for printing and presentation expenses. The presentation of your training module will entail expenses for such things as transparencies, flip charts, handouts, prizes, and snacks.

- Write assignments for this class in a business, rather than term-paper, style. Papers should be well organized and easy to read. Highlight main organizational sections and important points by using headings, subheadings, boldface type, larger type size, lists, etc. Check that the print is dark, the margins are ample, and that the paper is free of typographical, grammatical, and spelling errors. Put source citations or your own name on all handouts.

Choice of Training Topic

Your *first task is to choose a partner* and together *decide on a topic* for this class. You must clear this with me by the end of week two (2). Only two teams will be allowed to choose the same topic so have more than one idea in mind. The topic ideally will be one in which you have some expertise (course work, on-the-job experience, etc.), one that you are interested in, and one that is relevant for organizational audiences. In addition, the topic must relate directly to organizational communication. ***Every assignment in this class should relate to your chosen topic and be designed to contribute to your final training program.***

ASSIGNMENTS: In addition to a quiz on the assigned reading, your grade this semester will reflect the assignments introduced below.

(1). Needs Analysis/Training Proposal—Two Parts—50 Points Total

Part One. Needs Assessment (1 ½ - 2 pages plus questionnaire)

Choose a SPECIFIC (real or imaginary) organization and develop a needs assessment strategy utilizing a minimum of three data-gathering techniques. You must develop at least one questionnaire to measure the variables of interest (this is best when you modify an actual survey rather than attempt to create your own). Describe your methodology, summarize the results of your data collection, and attach copies of all questionnaires and interview forms used

For the purposes of this assignment, you will describe this needs analysis as if it has already been completed (e.g., 100 people filled out your survey so you can “show” the results). We will assume that the results of this diagnosis indicate that a training program on your topic is needed by your specified organization.

Part Two. Training Proposal – Executive Summary (1 page)

Describe your target audience (who will receive training) and your proposed training program. List the general goals and specific objectives of your training program (see the textbook for this discussion). Assume a moderate budget for needs analysis (e.g., all data collection methods cost money – be realistic).

(2). Group (Structured) Exercise—25 Points

You and your partner will design a structured exercise suitable to be used as a 15-to 20- minute training activity in class. This does not have to be an original exercise, although it may be if you choose. Do not use any “getting acquainted” activity but you may use an exercise from our supplemental text (no two groups may use the same exercise so “clear” your choice with me as soon as you decide what you want to do). Your group should practice the exercise and come prepared to present it to the class *as you would to any training group* on the assigned day. Bring the following materials for class members and the instructor:

- A. Summary (one page) containing: name of the activity; source; purpose; estimated time for completion; directions to be given to the participants; materials needed; an idea of the types of things to expect, i.e. “participants will ask you questions—you should be polite, but tell them that they already have all the information they need”; points to cover during debriefing (after the activity); and examples of ways in which the activity might be used (also variations if this is appropriate). Give the summary to me prior to the activity and to class members after the activity is over.
- B. Handouts to give to participants during the actual activity (if needed).

Tell me your idea for an exercise as soon as you have it in order to avoid duplication of activities. Remember, these exercises will be used in class.

(3). Case Study—50 Points

Write an abbreviated version (approximately 2-3 pages) of a case study, suitable to be used in a 25-28 minute group training exercise in this class. Include no more than four questions for discussion. On a separate sheet, list the general topic covered in the case (i.e. establishing credibility as a trainer, improving superior/subordinate communication), summarize the case in a paragraph, list and describe the key persons, describe the expected outcome of the discussion (including the range of responses one might expect on each of the discussion questions), and give an example of how you would use the case in a training exercise.

This should be original work and be written in a narrative (story) format. If you get an idea for a case from reading one from a published source, give credit to that source and say this case was “inspired by . . .” or “is a modification of . . .” Put this source citation at the bottom of the case study itself. Staple a copy of the source case to your assignment. If the work is entirely your own identify it as such.

Plan to involve the members of the class *IN MULTIPLE WAYS* using the case as a basis for interaction (i.e., more than just dividing into groups and sharing answers verbally, although you will likely do this as well).

Come prepared to present your case to the class on the day cases are due. Be sure and bring sufficient copies of the case for your classmates.

(4). Instructor’s Manual for Training Program—200 Points

Develop a 2 1/2-hour (see sample schedule in this syllabus) training program to meet the needs outlined in Assignment 1 (you should plan one or two breaks which would total about 3 hours from start to finish). Give the level of detail that would be necessary if you were to hand your completed project over to another trainer for execution of the training program.

Format for Two-and-a-half Hour Training Program

Title Page:	Name of the Training Program Trainee Group Developed by (your name and title) Department or Company Name Date
Introduction:	Summary of Needs Analysis (from assignment #1) Target Audience (brief description) Behavioral Objectives (number each one) Special Needs and/or Advance Trainee Preparation
Training Plan:	Course Outline for Participants including General Purpose, Overview, and Workshop Agenda (with time signatures). See the sample provided in class.
Logistics Checklist:	(Samples will be distributed in class)
Promotional Piece:	One-page announcement of training program to be distributed to registered participants <u>one week</u> prior to training. This piece serves as a reminder and alerts trainees of any ideas or materials they need to bring to the training session. This should be suitable for posting using large font, graphics, and bullet points (as opposed to a letter format).

Additional Format Directions for Instructor's Manual:

For each module on your program schedule, include specific detail (text) for facilitator commentary and describe the purpose and content of any lecture material included. Cite references. Clearly indicate the content of all flip charts, transparencies, and PowerPoint slides. Detail the points you expect to emerge from any small-group discussion and/or activity. Include time estimates for every component of your presentation. *See the example provided in class.*

After each lecture, segment title, or activity title, put in parentheses the number(s) of the objectives you are meeting with this segment of the training program. (These objectives are numbered in your Introduction section.) .

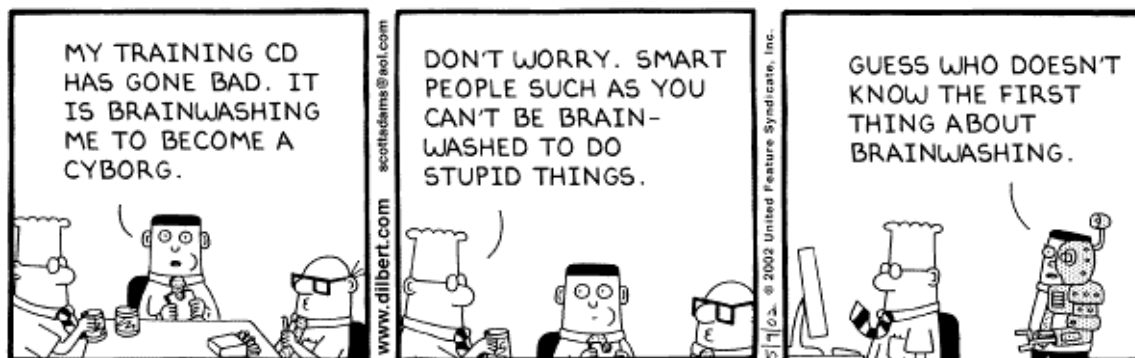
For each structured exercise, describe the activity and give rationale for this choice in the text. Include in the Appendix complete directions and handouts for each activity and case study (refer to materials prepared for Assignments 2 and 3). Say in the text, "see the Appendix for directions and handouts."

Be sure and include a Table of Contents for your Manual as well as a complete course outline of your topic, a transparency checklist, a flip chart checklist, and a paper copy of any PowerPoint segments.

References: Identify all resources used in the development of this program. Your list should indicate that you have adequately researched your topic. Cite sources completely.

Evaluative Materials:

Develop a feedback sheet to be filled out by participants at the end of the workshop. Questions on this sheet should focus on the degree to which participants felt that each course objective was fulfilled. Add other questions as appropriate. Put this feedback sheet in the Appendix.



(5). **Training Module and Participant’s Workbook—100 Points**

Select one module (a short lecture with interaction followed by an activity would be one choice) from your overall training program and present it to the class. The entire module should last 35-40 minutes. Module feedback follows and will last approximately 3-5 minutes. Practice and time your module several times. Expect to speak more quickly when you actually present than you do when you practice. Be prepared for all contingencies. What will you do if an activity you expected to last 10 minutes is over in 3?

You are expected to supply each member of the class with a participant’s workbook consisting of the following materials bound together:

1. Title page
2. Complete course outline, highlighting the module you are presenting
3. Note-taking sheet with headings of main points from your presentation
4. Background material (one page) related to the content of your module (not a summary of your presentation)
5. Suggested Readings list (annotated bibliography)—at least 5 choices from your references list with a one-line description following each selection

Also bring:

1. Any handouts relating to your presentation.
2. Feedback sheet (able to be completed in 3-5 minutes), including a 5 question quiz on material you present to the class to, be filled out by participants after your presentation. Questions should pertain only to the *module* that was presented.

A copy of your module presentation outline is due to me ***one week before your scheduled presentation***. Also due one week prior is a copy of your promotional piece (developed in Assignment 4) distributed to me and to each class member. On the day of your presentation, one copy of your entire Instructor’s Manual is due to me prior to your presentation.

Plan a backup activity for any structured exercise in your module presentation. You will not be allowed to use an exercise that another student has already used. Note: A trainer should always have an alternative activity in case the trainees are familiar with an exercise that was planned. You are not required to plan for alternative activities in your training program because of time limitations in this class, but contingency planning is an essential part of the development of a training program.

You will appear more credible and probably feel more confident if you dress in a professional manner. See *General Notes on Public Presentations* in this syllabus.

Give out and collect feedback sheets from participants after you have completed your module.

(6). Evaluation/Follow-up—25 Points Total

Complete a summary and analysis of participant feedback from the sheets collected in class (three pages including feedback sheet summary). Interpret these results. Write directly on a copy of your module feedback sheet the average score for each question and a summary of short-answer responses. Express your own feelings about your module presentation. If your own analysis differs from the feedback received from participants, discuss how the two differ and what factors might account for this. Specify what aspects of the presentation went well, and what you would do differently if you were to do the presentation over. Finally, describe what evaluative and follow-up activities you would schedule after the participants have returned to their jobs.

III. COURSE POLICIES & PROCEDURES:

A. Grade Distribution:

<u>Assignment</u>	<u>Points Possible</u>	<u>Your Score</u>
Needs Analysis / Proposal	50	_____
Structured Exercise	25	_____
Case Study	50	_____
Training Program	200	_____
Module Presentation	100	_____
Evaluation / Follow Up	25	_____
Quiz	50	_____
Excess Absences		(- _____)
In-class assignments not submitted Or failure to cooperate with others		(- _____)
TOTAL POSSIBLE	500 POINTS	_____

- B. Grading Policy: The grading scale indicated above represents a baseline for evaluation. Although grading criteria will never be more stringent than the percentages printed here, I may choose to adjust points upward if circumstances warrant.
- D. Grading Challenges: If you believe an error has been made in a written assignment or exam that adversely affects your grade, do not hesitate to bring it to the attention of the instructor. However, in an effort to avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error, and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious).

This must be done within 1 week of an assignment /exam being returned. These matters will be dealt with promptly and fairly. (If an error has been made which benefits you, please accept it as a “gift” which does not need to be reported).

- E. Academic Misconduct: Please be aware that I consider cheating/plagiarism of any kind to be a serious breach of academic and moral norms. I will (and have) reported students I believed to be guilty of cheating. Every effort will be made to protect the integrity of the academic enterprise. If you are unsure about what activities are acceptable or unacceptable, please consult with the instructor.

IV. GENERAL POLICIES:

- a) All assignments must be typed (double-spaced, 8 ½ X 11” paper, 225-250 words per page) unless otherwise instructed. Use the *APA Style Guide* for bibliographic citations. In addition, *assignments are due at the beginning of the class on the appropriate day*. Assignments turned in past due will be ***accepted but will be penalized for lateness*** (usually 10% per day).
- b) The university requires that attendance be taken in every class. If you miss the number of classes mandated by the university for de-enrollment, you may be dropped from the course at the instructor’s discretion. However, I have decided NOT to include attendance in the calculation of your grade otherwise- except on student presentation days. Any unexcused absence on a day when students are scheduled to present will result in a deduction of 15 points from your end-of- semester total. This means you must be engaged in course materials and activities when you choose to attend class. Of course it also means there will be no make- ups if you miss any in-class activities / quizzes /assignments that occur as a normal part of the class on a given day.

- c) **Technology in the classroom: The routine use of technology during class (including but not limited to laptops, cell phones, IM, etc.) is NO LONGER permitted in class. Research indicates that those who take notes on a laptop computer do more poorly on exams than those who hand-write their notes. In addition, despite assurances to the contrary, students continue to violate agreed upon uses of technology in the classroom. Individual exceptions may be possible after consultation with the instructor.**
- d) You must be present in class when you are scheduled to present in order to receive credit - no exceptions, so please do not ask (barring serious illness or tragedy.)
- e) **GROUP EXPERIENCE:** Almost everything done “in the real world” is done in a group context. The ability to manage group experience is one of the most often mentioned skills employers look for in a college educated person. This class is another opportunity for you to practice effective group management skills and techniques. *It is your responsibility to figure out who you can / should work with in a semester-long project like this and manage the relationships, tensions, demands and stress of a collaborative project.*
- f) Classroom Demeanor: Every effort should be made to arrive at class before the posted start time. Although a rare late arrival may be unavoidable, consistent lateness is at best an expression of immaturity and lack of self-discipline. Likewise, while I permit a relaxed classroom atmosphere, talking and joking loud enough to be heard by me is both discourteous and rude and will not be tolerated.

Grading Scale:

A (90-100%)	Exceptional Scholarship – initiative far exceeding requirements and expectations, outstanding achievement.
B (80-89.9%)	Superior Scholarship – some initiative, work completed in superior manner, timely, effective.
C (70-79.9%)	Good average scholarship – all work completed in satisfactory manner, consistent with requirements.
D (60-69.9%)	Passing grade but work does not meet all requirements in acceptable manner.
F (59.9% and below)	Not a passing grade, work seriously deficient, missing, plagiarized, etc.

Sample Schedule:

3 1/2 Hour Training Program **(with two 10 minute breaks)**

8:30	<i>Introduction, Agenda, Ice Breaker</i>
8:45	<i>Module 1: Lecture</i>
9:00	<i>Module 2: Assessment Instrument</i>
9:15	<i>Module 3: Structured Exercise</i>
9:30	<i>Module 4: Lecture</i>
9:40	<i>Break</i>
9:50	<i>Module 5: Case Study</i>
10:20	<i>Module 6: Lecture</i>
10:35	<i>Module 7: Assessment Instrument</i>
10:50	<i>Break</i>
11:00	<i>Module 8: Structured Exercise</i>
11:20	<i>Evaluation</i>
11:25	<i>Closing Comments, Distribute Certificates of Completion</i>
11:30	<i>Dismissal</i>

Communication 450

Training & Development

Assignment #1

Needs Assessment / Training Proposal

50 Points

NAME: _____ I.D.#: _____

NAME: _____ I.D.#: _____

Grading Scale:

1 =	Missing, not relevant to the assignment.
2 or 3 =	Improvement needed, not upper division-level work as presented.
4, 5, or 6 =	Good, average work, satisfies requirements of assignment and upper division-level expectations.
7 or 8 =	Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight.
9 =	Exceptional Scholarship in every regard, far exceeds expectations.

FORMAT MECHANICS:

Is this the first draft of the paper or has it been “polished” so that it is free from spelling, syntax, and grammatical errors. Have you followed all instructions in the syllabus or does the paper appear to be “thrown together at the last moment?” Are citations (if there are any) complete and in proper APA form?

1 2 3 4 5 6 7 8 9

STRATEGY & RATIONALE:

Have you established a context and described the organization sufficiently to logically proceed with this assignment? Is it clear why you are doing what you are doing and does one step logically follow the other?

1 2 3 4 5 6 7 8 9

ASSESSMENT INSTRUMENTS:

Does the survey instrument appear valid and reliable? Are issues (variables) carefully identified or is there an unrelated collection of questions? Are responses appropriately noted on the instrument?

1 2 3 4 5 6 7 8 9

PROPOSAL:

Is the target audience specifically identified and is it clear why these persons are being trained? Have you identified a general goal and specific, measurable objectives? Is the proposal format clean, clear, and in executive summary format?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is always a function of many aspects including clarity of thought, depth of analysis, cogency of information, vivid writing style, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

SCORE: _____

Communication 450

Structured Exercise (25 pts.)

Name: _____ I.D.#: _____

Name: _____ I.D.#: _____

- 1 = Missing, not relevant to the assignment.
 2 or 3 = Improvement needed, not upper division-level work as presented.
 4, 5, or 6 = Good, average work, satisfies requirements of assignment and upper division-level expectations.
 7 or 8 = Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight.
 9 = Exceptional Scholarship in every regard, far exceeds expectations.

INSTRUCTOR'S DIRECTIONS:

Does the handout and/or instructions follow the suggested format and provide cogent, detailed information that is easy to follow?

1 2 3 4 5 6 7 8 9

PRESENTATION & EXECUTION:

Did team members control the learning environment and direct activities or flounder through the exercise? Were all contingencies properly handled? Did trainers appear fluid, knowledgeable, and well rehearsed or unprepared?

1 2 3 4 5 6 7 8 9

DEBRIEF OF EXERCISE:

Did you get your participants involved and talking about the exercise? Was the debrief period comprehensive or rushed? Were debriefing points and discussion questions meaningful and was attention focused on important issues?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is always a function of many aspects including clarity of thought, dynamic presentation, choice of exercise, and attention to detail. Does the handout and exercise leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form, on-time, well thought out, and carefully presented?

1 2 3 4 5 6 7 8 9

Communication 450

CASE STUDY (50Pts.)

Name: _____ I.D.# _____

Name: _____ I.D.# _____

- 1 = Missing, not relevant to the assignment.
 2 or 3 = Improvement needed, not upper division-level work as presented.
 4, 5, or 6 = Good, average work, satisfies requirements of assignment and upper division-level expectations.
 7 or 8 = Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight.
 9 = Exceptional Scholarship in every regard, far exceeds expectations.

FORMAT MECHANICS:

Have you followed all instructions in the syllabus or does the paper appear to be “thrown together at the last moment?” Is the source (self or other) clearly identified? Is the case an appropriate length (4-5 pages)? Is it free from errors (spelling, syntax, and grammar)?

1 2 3 4 5 6 7 8 9

CASE STUDY ORGANIZATION:

Does the case follow an understandable structure including prologue and outcome or does it wander? Are the discussion questions cogent and relevant or do they seem “off the top of the head?” Is all the supplemental material neatly presented on a separate sheet(s)?

1 2 3 4 5 6 7 8 9

EXECUTION:

Did you engage your audience, manage the time available, generate energy and meaningful insights, and involve the learners in multiple ways?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is always a function of many aspects including clarity of thought and organization, depth of analysis and insight, cogency of information, vivid writing style, choice of topic, and attention to detail. Have done an excellent job of preparing and presenting the case?

1 2 3 4 5 6 7 8 9

Communication 450

Training & Development

Assignment #4

Complete Training Program (200 pts.)

Name: _____ I.D.#: _____

Grading Scale:

- 1 = Missing, not relevant to the assignment.
- 2 or 3 = Improvement needed, not upper division-level work as presented.
- 4, 5, or 6 = Good, average work, satisfies requirements of assignment and upper division-level expectations.
- 7 or 8 = Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight.
- 9 = Exceptional Scholarship in every regard, far exceeds expectations.

PROJECT MATERIAL:

Does the workshop notebook contain everything specified in the syllabus for the title page, introduction, logistics checklist, promotional piece, and training modules? Do the training modules identify learning objectives, purpose, content, references, and rationale? Does the appendix include directions and handouts for all activities as well as copies of PowerPoint slides, flipcharts, and/or transparencies?

1 2 3 4 5 6 7 8 9

FORMAT MECHANICS:

Is this a first draft or has it been “polished” so that it is free from spelling, syntax, and grammatical errors? Is it aesthetically pleasing and attractively bound? Have you followed the outline in the syllabus and/or handouts or does the notebook appear to be “thrown together at the last moment?” Is the length appropriate for a half-day workshop?

1 2 3 4 5 6 7 8 9

LECTURE CONTENT:

Did you tackle a challenging aspect of your topic or regurgitate what we already know? Are lectures well researched, cited, and integrated or just strung together? Does your development show insight and analysis or remain at a surface level?

1 2 3 4 5 6 7 8 9

ACTIVITIES:

Are your activities well-chosen and integrated or just tacked on? Are instructions, use, and rationale clear or vague? Do you include an appropriate variety of activities to appeal to all types of learners?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is always a function of many aspects including a clearly articulated purpose, variety and selection of activities, cogency of information, vivid writing style, and attention to detail in conception, design, and execution. Does the project leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

COMMENT:

SCORE: _____

GENERAL NOTES ON PUBLIC PRESENTATIONS

APPEARANCE: Your physical appearance ALWAYS counts. You should be clean, neatly groomed, and dressed in a way that suggests you expect to be taken seriously. At a minimum this means a plain shirt (white), tie, and dress slacks for men and dress, skirt, or dress slacks and blouse for women. Obviously, no hats, tennis shoes, shorts, gum chewing, etc.

DELIVERY: The key to good delivery is PRACTICE both for yourself personally and your partner(s) if you are presenting as a team. Try to be aware of any tendency toward nonfluencies (um, aha, like, you-know) that interrupt the flow of your speaking and draw attention (negative) to themselves and work hard to minimize them.

Practice an extemporaneous type of delivery and do not read to your audience.

You want an easy, efficient flow between you and your partners that can only be achieved by much practice.

VISUAL AIDS: Use them! Video/audio clips should be carefully cued so that there is a minimum of “dead space.” Also, set up (explain) why you are using the clip and/or what it will illustrate.

Familiarize yourself with all of the equipment that you will use including overhead projector, TV/VCR, laptop computer, Proxima projector, CD player and/or any other electronic equipment that may be a part of your presentation. Note: It is your responsibility to make sure that all necessary equipment has been reserved either by checking with the professor or directly contacting I.M.C.

Make sure that all projected images are CENTERED on the screen and that lighting and window shades are modulated to create the correct amount of ambient light in the room.

PowerPoint slides or overhead transparencies should contain as few words as possible to do the job (do not simply make transparencies of handouts, which contain too much prose). Key words or phrases are ideal for use on overheads. Remember the “6 X 6 Rule” – 6 words across and 6 lines down the page. Every overhead should have a title (minimum of 36 - 48 pt. font) and the remaining text should utilize 18 – 24 pt. font. Eliminate all extraneous material and use color, if appropriate, when copying something from a magazine or book for use on a transparency.

Training Notebook Checklist

**NOTE: This project is much easier if (a) you keep in mind what the final product is supposed to look like when you are done, and (b) you collect needed material throughout the semester. The following checklist is designed to help you accomplish that task.*

<i>Material Type</i>	<i>Topic & Source</i>
<i>Lecture (1):</i>	_____
<i>Lecture (2):</i>	_____
<i>Lecture(3):</i>	_____
<i>Group Exercise (1):</i>	_____
<i>Group Exercise (2):</i>	_____
<i>Self-Assessment (1):</i>	_____
<i>Self-Assessment (2):</i>	_____
<i>Case Study:</i>	_____
<i>Additional Notes:</i>	



ABOUT YOUR INSTRUCTOR

G. L. Forward, Ph.D. is Professor and former Chair of the Department of Communication & Theatre at Point Loma Nazarene University. He is a native of Boston, MA. (North Shore) and graduated from college magna cum laude in 1974. After graduation he worked as a college recruiter, managed a small retail store, and served as a pastor in the Church of the Nazarene. Since 1989, Forward has been a communication teacher, author, and consultant.

He has earned two master's degrees including a Master of Divinity from Nazarene Theological Seminary, Kansas City, MO. and a Master of Arts in Business & Organizational Communication from Emerson College, Boston, MA. He was awarded a Doctor of Philosophy (Ph.D.) degree in Small Group & Organizational Communication Theory in 1994 from The Ohio State University. He is a certified SYMLOG (Systematic Multiple Level Observation of Groups) consultant focusing on leadership development and group dynamics.

Dr. Forward's research interests focus on organizational assimilation, newcomer information-seeking, stress and social support, leadership, and organizational identity. He has authored and delivered a score of competitively selected conference papers and published several theoretical and research-based articles. Three recent articles in the *Journal of Communication & Religion* and *The New Jersey Journal of Communication* have allowed him to combine his dual interests in communication and clergy experiences in organizational life. In addition, Dr. Forward has done occasional corporate (*Arizona Republic* Newspapers, Hill Partner's Property Management, U.P.S., Nationwide Insurance, Ohio Hospital Insurance Corporation, R. P. Scherer Company) and non-profit training and consulting (churches, clergy, educational administrators) on topics relating to leadership and communication.

Dr. Forward's interests include old movies (almost anything with Humphrey Bogart), murder mysteries, and trips to the mountains (Big Bear, CA). Forward describes himself as a "hopeful cynic" and also suffers from chronic ECBD (East Coast Behavioral Disorder) for which there is no known cure. Friends say he is anal-retentive, task-oriented, and finds humor in (almost) everything! He also loves interaction with students, loves his job, and plans to stay at PLNU for a long time (unless they replay that old episode of *America's Most Wanted*).