



Fall 2016

Meeting day: Tuesday	Instructor title and name: Dr. Jeff Birdsell
Meeting times: 3:00-4:45pm	Phone: 619-849-3370
Meeting location: Cabrillo 101	Office location and hours: Cabrillo 204 Monday/Wednesday 10:30-11:30, 1:30-2:30 Tuesday/Thursday 11-noon, 2-3:30 (other times available for appointments)
Final Exam: Thursday, December 15 4:30pm	E-mail: jebirdse@pointloma.edu Twitter: @ProfBirdsell

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course acquaints the prospective organizational trainer and/or consultant with the skills to design, implement, and assess communication instructional programs. Each participant in this experiential class develops a training program suitable for a professional audience.

COURSE LEARNING OUTCOMES

Successful completion of the course should enable you to:

- Differentiate between training and other types of organizational consulting.
- Articulate the value of training programs to meet organizational needs.
- Introduce communication skills to trainees consistent with their needs and learning preferences.
- Know the steps to develop successful training and consulting including: needs analysis, program planning/implementation, and evaluation of training.
- Create and present a training program on a specific topic to address employee and organizational needs.

PROGRAM LEARNING OUTCOMES

As a required course for a degree in Managerial and Organizational Communication, this course will contribute to the following PLOs

- Develop a sophisticated understanding of communication as the negotiation of meaning.
- Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
- Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.
- Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.
- Demonstrate an understanding and ability to work collaboratively in a group.
- Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
- Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
- Integrate a Christian perspective of values and ethics in their communication in interpersonal, small group organizational and intercultural contexts.
- Develop an awareness of multiple approaches to leadership and develop a personal leadership philosophy.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

ASSESSMENT AND GRADING

Assignment Distribution:		Grade Scale						
		Percentage			Points			
Needs Analysis	5% (25 pts)	A	93	-	100	465	-	500
Task Analysis Summary	5% (25 pts)	A-	90	-	92.9	450	-	465
Instructional Objectives	5% (25 pts)	B+	87	-	89.9	435	-	450
Set Induction & Closure Kit	5% (25 pts)	B	83	-	86.9	415	-	435
Content Summary	10% (50 pts)	B-	80	-	82.9	400	-	415
Content Activation Plan	20% (100 pts)	C+	77	-	79.9	385	-	400
Assessments	5% (25 pts)	C	73	-	76.9	365	-	385
Participant’s Guide, Handouts, & Presentation Aids	20% (100 pts)	C-	70	-	72.9	350	-	365
Experiential Activity/Group Discussion	10% (50 pts)	D+	67	-	69.9	335	-	350
Training Module Presentation	10% (50 pts)	D	63	-	66.9	315	-	335
Client Feedback	3% (15 pts)	D-	60	-	62.9	300	-	315
Who’s Next Proposal	2% (10 pts)	F	0	-	59.9	0	-	300

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

GRADING

Regardless of your prior experiences with grading, I am insistent that a “C” is considered “average” or acceptable work, grades of “B” and “A” are awarded for above average and exceptional work respectively. Normally, those students receiving A’s represent the top 10 - 25% of a class.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

CLASS ATTENDANCE AND PARTICIPATION

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you're available to send a message doesn't mean I'm available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

ASSIGNMENTS AND READINGS

All assignments must be typed (double-spaced, 8.5" x 11" paper, one-side, 225-250 wpp, 1" margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). Written assignments and readings are due at the beginning of class on the appropriate day. Quizzes and online discussions are due according to the times listed in Canvas and on the attached calendar. The most likely time for your computer/internet connection to crash or printer to die/run out of ink, is minutes before an assignment is due. Please plan ahead.

ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

Refer to the attached pages for assignment instructions, rubrics, and the course calendar. Any modifications to these expectations and dates will be announced in-class or via email and updated on Canvas.

Needs Analysis

This will be a written proposal to be completed after interacting with our clients/gatekeeper and research you've done independently containing the following:

1. Describe the function, goals, employees, etc. of the organization.
2. Using interview notes, consultation with a Subject Matter Expert (SME), and your own independent research, make the case for your training topic based on our client interaction
 - a. What did the client say was needed? Is there a difference between what s/he said and what you heard?
 - b. How does the need fit with the organizational/unit function, broader organizational goals, and industry concerns?
3. Identify a specific communication skill that would address the need. The client may indicate that her/his employees need to be better at "raising awareness" or "getting more people involved" but what skills from our discipline can be improved to address these needs? Incorporate at least two academic journal sources to show the link between communication theory and practical application.

Needs Analysis Evaluation Form

Grading Scale:

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

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete?

1 2 3 4 5 6 7 8 9

ANALYSIS:

Does the reader get an understanding of the organization? Is the target audience specifically identified and is it clear why these persons are being trained? Did you clearly identify your training topic? Have you used credible academic, personal, and primary data sources to support the argument in favor of your topic? Is it clear why training on this topic is needed? Have you linked the topic to existing communication skills/theory?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, 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

Task Analysis

Prepare a task analysis of the skill(s) you will be teaching. This will involve a step-by-step outline listing of the skills, knowledge and behaviors necessary to perform the skill in the order the skills will be taught.

1. Write about the attendees
 - a. Identify the job titles, description, and responsibilities of the individuals you will be training. Pay close attention to the action verbs that describe what attendees are expected to be able to *do*.
 - b. Synthesize research you've gathered from journal articles, research summaries, internet sources, SMEs, etc. to create a general profile about the attendees. What kinds of skills or abilities are they already likely to have? How is this specific group *like* other groups (and with what implications)? How is this specific group *unique* from other groups (and with what implications)?
2. List the sequence of major behaviors needed to perform a skill
 - a. Summarize the connection between the needs identified by the client ("Increase customer service scores", for example) and the specific communication skill you've identified in your Needs Analysis that is likely to do so (continuing the example, "Improve listening skills"). Cite credible sources to support this connection.
 - b. Outline the sequence (see page 73 of your textbook for an example)
3. Add detail to each of the major steps (see page 74 for an incredibly thorough example).

Task Analysis Evaluation

Grading Scale:

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- 2 or 3- Improvement needed, does not satisfy requirements as presented
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1 2 3 4 5 6 7 8 9

ANALYSIS:

Does the reader get an understanding of the responsibilities of the trainees? Did you clearly identify their responsibilities? Did you connect their responsibilities to your training topic? Have you used credible academic, personal, and primary data sources to better analyze your audience? Have you used credible academic, personal, and primary data sources to link the topic to existing communication skills/theory?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

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1 2 3 4 5 6 7 8 9

Instructional Objectives

Based on your needs assessment, develop 4 to 8 specific instruction objectives for your two-hour communication skills training session.

Objectives should

1. be **SMART: Specific, Measurable, Attainable, Recognizable, and Time-bound**
2. incorporate action verbs
3. be ordered using one of the organizational patterns found on page 89
4. have a clear link to trainee responsibilities and/or profile as identified in your Task Analysis

Instructional Objectives Evaluation

Grading Scale:

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1 2 3 4 5 6 7 8 9

OBJECTIVE QUALITY:

Does the objective include criteria that provides precise guideline for describing what the trainee should do? Could you collect data to document whether the skill has been performed? Could the trainees perform the skill, given appropriate practice and feedback? Could you actually see the trainee perform the skill? Is there a clear timeline for when the trainee should expect to have mastered the skill?

1 2 3 4 5 6 7 8 9

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1 2 3 4 5 6 7 8 9

Set Induction and Closure Kit

Develop set induction techniques for each of your objectives. You must include each of the devices on page 97 at least once, including multiple devices if you have fewer than 7 objectives. These additional devices may be used during your training session if you find yourself in need of “emergency” set induction.

Write closure statements for each of your objectives. These statements should consist of:

1. a summary of key points in the objective,
2. a “psychological conclusion” that identifies the value gained from what has been learned in the objective,
-and-
3. a transitional phrase that leads to the next objective.

Set Induction and Closure Kit Evaluation

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1 2 3 4 5 6 7 8 9

MATERIAL:

Is the material likely to engage your trainees? Are the set induction techniques appropriate for the audience and your objectives? How well have closure statements summarized content, identified value, and transitioned to the next objective?

1 2 3 4 5 6 7 8 9

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1 2 3 4 5 6 7 8 9

Content Summary

As you develop the content of your module, keep track of the sources of your information. Summarize your sources using the following guidelines.

APA Citation of source: See <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance and pages 107 to 113 for a list of potential sources for your research. A variety of sources should be used.

Annotation: Write a paragraph (4-6 sentences) that summarizes the content of the source (main ideas/concepts), along with an explanation of how you evaluated the information (refer to pages 113 and 114 for steps to use in evaluating material)

Example:

Trethewey, A. (1999). Disciplined bodies: Women's embodied identities at work. *Organization Studies*, 20(3), 423-450; doi: 10.1177/0170840699203003

Trethewey (1999) argues that in order for women to be "professional" they must suppress or control the potential for overflows of their bodies (ie tears, lactation, menstruation). The ability to discipline their own biology allows women at work to appear more masculine and, subsequently, more competent. The cost of this competency, however, is the role conflict that comes with being required to perform as a man in a woman's body. This material is incredibly relevant in a training module on "How to Dress to Impress at Work" and credible, coming from a peer-reviewed, academic journal. The academic language might not be as useful or understandable so some work will need to be done to make it ready-to-use.

Content Summary Evaluation

Grading Scale:

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1 2 3 4 5 6 7 8 9

SOURCES:

Are all sources credible? Is there a diverse range of sources? How relevant are the sources selected to your research question/hypothesis? Does the annotation appear to adequately summarize and evaluate the chosen article or is it merely a description of it?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

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1 2 3 4 5 6 7 8 9

Content Activation Plan

Using your Annotated Content Summary, identify training methods that will help you use the content to accomplish each of your instructional objectives. You must use at least two of the methods outlined in Chapter 6 (Lecture, Experiential Activities, or Group Discussion). You should address the following areas:

Identification: What is the “best” training method for this particular content/objective (see pages 141 and 142 for how to develop your answer)?

Activation: Describe in detail how you plan to use the particular method to convey your content. If you are proposing a lecture, for example, how will you create relevance, organize the content, be redundant, use immediacy behaviors, and engage trainees?

Training Plan

So far, you have developed the training content and methods. Now it is time to determine the timing of your module. Using a descriptive, outline, or multicolumn format (see pages 204-215), draft your training plan. Regardless of the format, the plan must (per page 204) include:

Objectives

Training Content

Time

Method

Materials

Content Activation and Training Plan Evaluation

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- 2 or 3- Improvement needed, does not satisfy requirements as presented
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- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

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1 2 3 4 5 6 7 8 9

ANALYSIS:

Have you connected your content to multiple activation methods? Do you make the case for why those methods are best/most appropriate? Is the argument grounded in credible sources? Have you described the method using the expectations from your text?

1 2 3 4 5 6 7 8 9

CONTENT:

Regardless of the methods you’ve chosen, is the content high quality? Did you tackle a challenging aspect of your topic or regurgitate what we already know? Are methods 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

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, 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

Assessments

Create documents to evaluate the following levels of assessment.

Reaction (to be completed by trainees)

Learning (to be completed by trainees)

Behavior (to be completed by the trainer towards the end of the training)

Results (to be completed by the client and returned to the instructor)

Chapter 11 gives further details on the types of questions and measurement tools you might use. It is difficult during asynchronous assessments for respondents to respond to questions/items that aren't asked. At the same time, respondents are unlikely to offer insightful responses to too many questions. Aim for balance in your assessment design.

Assessment Evaluation

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1 2 3 4 5 6 7 8 9

ASSESSMENT INSTRUMENTS:

Do the instruments appear valid and reliable? Are issues (variables) carefully identified or is there an unrelated collection of questions? Are responses appropriately noted on the instrument? Have you created an instrument that balances measurement with accessibility?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

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1 2 3 4 5 6 7 8 9

Participant's Guide, Handouts, and Presentation Aids

Using the guidelines beginning on page 217, prepare a participant's guide that organizes information in a way that lets you guide the focus and attention of your trainees. The guide should include:

A consistent look and feel throughout the guide (fonts, bullets/numbering, layout, page numbers, references, etc)

Instructions for all activities

Any materials (case studies, surveys, handouts, etc.) that you don't plan to distribute during the training

Include in an appendix all materials (case studies, surveys, handouts, etc.) that will be distributed during or after the training with indication of when it will be distributed. DO NOT submit printed Powerpoint slides space for notetaking in response to this challenge. These handouts will be considered sub-standard by both the person grading this submission and those participating in the training.

In a second appendix, submit a .pdf, .ppt, or .pptx file of your visual aids. If you plan to use a dry erase board, document camera, video, live internet links, or non-visual/multi-sensory aids, please indicate on your slides when those will be used. High quality visual aids are those that:

Serve a single purpose specifically related to a training objective

Illustrate the verbal information instead of replacing it

"Balanced" slides

Use key words or short phrases

Use consistent, appropriate fonts and colors

Use animations and sound effects sparingly

Pace the information appropriately to avoid overwhelming participants

Participant's Guide, Handouts, and Presentation Aids Evaluation

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
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- 7 or 8- Above average & superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been "polished" and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete?

1 2 3 4 5 6 7 8 9

GUIDE MATERIAL:

Does the guide contain everything specified in the instructions or are there gaps? Are all components appropriately labeled and explained when necessary? Does the content guide the reader to key information? Does the appendix include directions and handouts for all activities that you've chosen not to include in the guide as well as copies of all presentation aids? Are the presentation aids high quality?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, 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

Experiential Activity/Group Discussion

You 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. Use the relevant portions of Chapter 6 as guidelines for preparing a high quality submission. The experiential activity or group discussion must be related to the content of your training project. Do not use any “getting acquainted” activity/icebreaker. 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:

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.

Handouts to give to participants during the actual activity (if needed).

Experiential Activity/Group Discussion

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
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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 presenter(s) control the learning environment and direct activities or flounder through the exercise? Were all contingencies properly handled? Did presenter(s) 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

Presentation of Training Module

The following will be due on the day you present:

Trainer's Guide: Detailed lesson and training plan including objectives, methods, audio visual, content outline, etc.

Participant's Guide/Workbook

Assessment instruments (a copy for each class member to be distributed at the end of your session).

USB drive containing or link to the module as an online training (for modules completed in teams)

On your presentation day, you should be prepared to deliver your entire training session but I will select a 20 minutes "chunk" of content for you to perform. You will be responsible for setting up a time to deliver the entire training session to the client and the members of her/his organization before the end of the semester and feedback from the client and trainees will be incorporated into your final grade.

Presentation Evaluation

Grading Scale:

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- 2 or 3- Improvement needed, does not satisfy requirements as presented
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Introduction/Statement of Objectives	1	2	3	4	5	6	7	8	9
Originality/Creativity	1	2	3	4	5	6	7	8	9
Performance	1	2	3	4	5	6	7	8	9
Quality of Material Presented	1	2	3	4	5	6	7	8	9
Audio/Visual Aids/Power Point	1	2	3	4	5	6	7	8	9
Handouts/Supporting Materials	1	2	3	4	5	6	7	8	9
Class Involvement	1	2	3	4	5	6	7	8	9
Use of Time	1	2	3	4	5	6	7	8	9
Overall Evaluation/Usefulness	1	2	3	4	5	6	7	8	9

“Who’s Next” Training Proposal

Now that you’ve successfully developed a training module, identify a client/organization that may benefit from your expertise and write a cover letter previewing a training using the guidelines beginning on page 297. Submissions must include:

A brief introduction of you and your relevant qualifications (1-2 sentences)

The title and description of your training program (1-2 sentences)

The target audience for your training program (1 sentence)

Learning objectives (2-3 sentences)

A description of the length, methods, space, and equipment your training utilizes (4-5 sentences)

How you assess the learning of attendees (1 sentence)

A budget range for your services (1 sentence)

A return on investment statement providing numerical (stats) or narrative data (quotes) to convey the benefits of your training to the organization.

Your contact information

Who's Next? Training Proposal Evaluation

Grading Scale:

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

MECHANICS:

Is this the first draft of the letter or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, and attention to detail. Does the letter leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time? Is it likely to result in a response from the recipient?

1 2 3 4 5 6 7 8 9