POINT 19 ⌂ 02 LOMA
NAZARENE UNIVERSITY

Department of Communication Studies

**COM 3080: Improving Organizations: Consulting,
Training, and Change**
3 Units --- Fall 2024
**Meeting days/times: Tuesday and Thursday,
1:30-2:45 Meeting location: Cabrillo 101**

Final Exam: Thursday, 12/19/2024, 1:30-4pm

Instructor title and name: Dr. Jeff Birdsell
Phone: 619-849-3370
E-mail: jebirdse@pointloma.edu
Office location and hours: Cabrillo 204 Mondays   8:30 AM   9:45 AM   1:30 PM   3:00 PM Tuesdays   12:30 PM   1:30 PM Thursdays 12:30 PM   1:30 PM Fridays   8:30 AM   9:45 AM Additional Wednesday and Friday times available by appt

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

An introduction to the theory and practice of improving organizations. This includes assessing the way organizations are created, sustained, and modified through communication and identifying potential improvements in organizational structures or member practices. Each student in this class will develop an organizational intervention (i.e., training program, product/artifact design, structural modification) as part of a service learning project.

PROGRAM AND COURSE LEARNING OUTCOMES

Successful completion of the course should enable you to:

- Differentiate between training and other types of organizational consulting.
- Articulate the complex relationships between organizational structures, practices, and communication.
- Outline the conditions that increase the likelihood of an effective organizational change.

- Apply relevant methodologies and theories to design, implement, and evaluate interventions consistent with organizational member needs and preferences.

PROGRAM LEARNING OUTCOMES

As a required course for a degree in 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.

For students taking this course to fulfill other degree programs, please visit the curriculum maps at http://assessment.pointloma.edu/academic-assessment/department-of-communication-theatre/curriculum-maps/ to identify which PLOs this class addresses for your course of study.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Brown, T. (2019). *Change by Design*. Harper Collins.

IDEO (Firm). (2015). *The field guide to human-centered design : design kit* (1st edition). IDEO. (available as a .pdf at https://www.ideo.com/journal/design-kit-the-human-centered-design-toolkit)

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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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.

Feedback on assignments will be provided using the "Annotated Comments" feature in Canvas. Please follow the instructions at https://tinyurl.com/BirdsellGrades to access them.

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.)

Assignments And Readings

All written assignments must be typed (double-spaced, 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). The most likely time for your computer/internet connection to crash is minutes before an assignment is due. Please plan ahead.

Grades will be based on the following:

Assignment Distribution:		Grade Scale						
			Percentage			Points		
Individual: Annotations	25	A	93	-	100	930	-	1000
Group: Needs Analysis	75	A-	90	-	92.9	900	-	929
Individual: Data Collection Method	25	B+	87	-	89.9	870	-	899
Individual: Project Reflection 1	50	B	83	-	86.9	830	-	869
Group: Method Summary	75	B-	80	-	82.9	800	-	829
Group: Findings Summary	75	C+	77	-	79.9	770	-	799
Individual: Project Reflection 2	50	C	73	-	76.9	730	-	769
Individual: Prototype Presentation (in class)	25	C-	70	-	72.9	700	-	729
Individual: Book Review Presentation (in class)	100	D+	67	-	69.9	670	-	699
Individual: Your Solution Paper	100	D	63	-	66.9	630	-	669
Individual: Project Reflection 3	50	D-	60	-	62.9	600	-	629
Group: Final Project Binder	200	F	0	-	59.9	0	-	599
Group: Presentation to Client	100							
Individual: "Who's Next?" Cover Letter	50							

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In COM 3080, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In COM 3080, we will cover a variety of topics, some of which you may find triggering. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

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.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. https://chat.openai.com/"

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Instructor Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. There are no excused absences except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities.

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.

Use of 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.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments.

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.

Annotations

Perform secondary research (see IDEO, 2015) by gathering 5 sources that you think will benefit your team based on what you know about the design challenge so far. Summarize them by writing a paragraph (4-6 sentences) that summarizes the content of the source (main ideas/concepts), along with an assessment of what you think this source has to offer for your design challenge. Begin each entry with an APA Citation of the source.

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.

Annotation 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

SOURCES:

Are all sources credible? Is there a diverse range of sources? How relevant are the sources selected to your design challenge? 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:

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

Needs Analysis

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

1. Describe the organization. This may include
   a. Function
   b. Mission
   c. Strategy
   d. Goals
   e. structure (including employees, facilities, and events)
   f. skills
   g. style
2. Using interview notes, consultation with a Subject Matter Expert (SME), and your own independent research, make the case for your intervention goal/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 experience or 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 introduced to address these needs? Incorporate at least 4 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? Are the users/ target audience members specifically identified and is it clear why these persons are the ones who should experience this? Did you clearly identity your intervention goal/training topic? Have you used credible academic, personal, and primary data sources to support the argument in favor of your goal/topic? Is it clear why this intervention 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

Project Reflections

Personal reflections are designed to facilitate analysis of your own experiences on teams and the teamwork on your project team with our course readings and activities. Personal reflections should be 1-2 single-spaced pages in length. They will be graded on the depth of your reflection and analysis in the context of your experiences and through **reference to at least 2 chapters of the readings** assigned thus far in the course.

See due dates on syllabus:
      Reflection 1: First Steps
      Reflection 2: Collecting and Interpreting Data
      Reflection 3: Generating Ideas and Making Decisions

Grading will be guided by the depth and thoroughness with which you address the following criteria (adapted from Kolb's Model of Experiential Learning, 1984), as well as professionalism of your writing (conciseness and clarity, grammar, sentence/paragraph structure):

What?   Describe the facts.   - What has your team been doing?   - What have you been doing?   - What were the results of your work?   - What did you observe around you?
So What?   Analyze your experience in light of team member dynamics, our Service-Learning Client, and your own perspectives.   - How did this experience meet or not meet your expectations?   - What surprised you?   - What did the experiences with your team and the client teach you about yourself?   - What did you like/dislike about the experience?
Now What?   Analyze what might be the impact of the activity and relate this back to course content.   - How did this experience relate to course readings/curriculum?   - Where have you/do you expect to encounter similar experiences in your life?   - What could you teach others about responding to these experiences?   - How have you been affected personally by this experience?

Reflection 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 and 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 and in APA form? (http://owl.english.purdue.edu/owl/resource/560/01/)

1   2   3   4   5   6   7   8   9

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used sources to ground your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

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

Data Collection Method

In this assignment, you will describe and justify the data collection method used in your research project. This white paper will demonstrate your understanding of the research design and methodology based on your course readings.

Instructions:

1. Introduction (approx. 100 words)

    a. Briefly introduce the design challenge and its objectives.

2. Data Collection Method (approx. 500 words)

    a. Describe the data collection method you are most interested in using from the IDEO (2015) readings.

        i. Describe your level of comfort performing this method.

        ii. How comfortable would you be executing it today? Why?

        iii. What would it take to get you more confident in using these methods? -OR- what could you share with someone to help them become more comfortable with the methods?

    b. If it were up to you, what would be the ideal way to collect data for this project?

        i. Explain the rationale behind choosing this method.

        ii. Discuss the advantages and limitations of this method.

            1. Is this method feasible with current resources?
            2. What concessions are worth making?
            3. What should not be modified/compromised?

3. Data Collection Tools (approx. 100 words)

    a. Describe the tools to be used for data collection (e.g., questionnaire, interview protocol, observation checklist, etc.).

    b. Explain how these tools were developed and validated.

4. Data Collection Procedure (approx. 200 words)

    a. Outline the step-by-step procedure for collecting data.

    b. Discuss the sampling strategy to be used (if applicable).

5. Conclusion (approx. 50 words)

    a. Summarize the key points of your data collection method.

        b. Reiterate the importance of this method in achieving your research objectives.

Data Collection Method 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 and 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 and in APA form? (http://owl.english.purdue.edu/owl/resource/560/01/)

1   2   3   4   5   6   7   8   9

METHOD/LIMITATIONS:

Did you provide credible justification for your methodological decisions? Did you describe the proposed method in enough detail that someone else could gather the data? Are the sample and sampling strategy appropriate and complete? Is the method aligned with human-centered principles? Have you reflected on your own abilities in considering this method? Have limitations been identified?

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

Group: Findings White Paper

In this assignment, you will summarize the key findings of your data collection, highlighting the main results and providing a clear objective your intervention/training aims to accomplish.

Instructions:

1. Executive Summary (approx. 150 words)

    a. Provide a concise overview of the design challenge, including information about the client, methodology, and key findings.

2. Methodology (approx. 100 words)

    a. Briefly introduce the way you collected data.

3. Key Findings (approx. 400 words)

    a. Summarize the main results of your research, using clear and concise language.

    b. Use visual aids (e.g., tables, figures, charts) to make findings clear to the reader.

    c. Highlight most important insights.

4. Implications and Recommendations (approx. 300 words)

    a. Provide the "so what" to your reader. How does the data you collected help you develop a better solution for the client?

    b. Identify 2 or 3 specific objectives for your intervention/training that

        i. are **SMART: S**pecific, **M**easurable, **A**ttainable, **R**ecognizable, and **T**ime-bound
        ii. incorporate action verbs

5. Conclusion (approx. 50 words)

    a. Summarize the key takeaways from your research.

    b. Reiterate the significance of your findings and your initial thoughts on how they will be incorporated into your training/intervention.

Findings 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 and 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 and in APA form? (http://owl.english.purdue.edu/owl/resource/560/01/)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

METHOD/LIMITATIONS:

Was the data analysis method appropriate for the type of data collected? Were the results interpreted correctly and in context? Are the findings clearly and concisely presented? Are the results supported by the data and analysis? Are the visualizations (e.g., charts, graphs) effective in communicating the results? Are the results summarized in a way that is easy to understand? Are the implications of the findings clearly stated? Are the recommendations based on the findings and analysis?

| 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 |

Individual: Prototype Presentation (in class)

The goal of a prototype is to "give form to an idea to learn about its strengths and weaknesses to identify new directions' (Brown, 2019, p. 97). You will build a prototype in class to prepare for this presentation. It should be limited in scope to understand the functional value a particular component of your solution. In this 3-5 minute presentation, you will share your prototype your classmates along with what you've learned that will help your design team make progress on its solution.

In your presentation:

1. Purpose and Functionality (1-2 minutes)

    a. Explain why you built your prototype.

        i. Identify the specific component/dimension/element of your solution you were trying to gain insights into
        ii. Describe what you learned from your design team's method and ideation process that sparked your interest in this component/dimension/element

2. Reflection and Lessons Learned (2-3 minutes)

    a. Discuss what you were hoping to learn from the prototype?

    b. Reflect on the successes and failures of your prototype

    c. Identify areas for future improvement.

    d. Summarize with something you learned

        i. About the objective of your design challenge

        ii. About your design process

        iii. About yourself

(adapted from NCA Competent Speaker Speech Evaluation)

Prototype Presentation Evaluation Form

Communicates the thesis/specific purpose in a manner appropriate for the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses an organizational pattern appropriate to the topic, audience, occasion, & purpose	Needs Improvement	Attempted	Proficient	Mastery
Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses language appropriate to the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses vocal variety in rate, pitch, & intensity (volume) to heighten & maintain interest appropriate to the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses pronunciation, grammar, & articulation appropriate to the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses physical behaviors that support the verbal message	Needs Improvement	Attempted	Proficient	Mastery

Book Review Presentation

For this assignment you will present a 4-6 minute review of a "popular press" book about organizational change. Specifically, you will provide a synopsis of the book, make connections between the book and other articles/books you've read about organizational communication, and offer a critique (is it good? why? what could make it better?). Books must be approved by the date indicated on the course calendar.

The presentation should include:

> (a) An *overview* of the contents of the book including the central goal/thesis of the book, author's credibility/background, and the data gathered to support the author's claims

> (b) Whether there is a *communicative focus* and what that focus is (or how you could derive a communicative focus)

> (c) What you believe is the *contribution* of this book

> (d) What you perceive to be the *limitations* of this book, and

> (e) Your *personal response* to the material.

Depending on time, you may be expected to answer questions from your classmates and the instructor about your book.

(adapted from NCA Competent Speaker Speech Evaluation)

Book Review Presentation Evaluation Form

Communicates the thesis/specific purpose in a manner appropriate for the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses an organizational pattern appropriate to the topic, audience, occasion, & purpose	Needs Improvement	Attempted	Proficient	Mastery
Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses language appropriate to the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses vocal variety in rate, pitch, & intensity (volume) to heighten & maintain interest appropriate to the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses pronunciation, grammar, & articulation appropriate to the audience & occasion	Needs Improvement	Attempted	Proficient	Mastery
Uses physical behaviors that support the verbal message	Needs Improvement	Attempted	Proficient	Mastery

Your Solution Paper

In this 4-6 page assignment, you will write a persuasive argument that advocates for a particular solution to your design challenge, drawing on the knowledge and insights gained from your research, data collection, and prototyping efforts.

1. Introduction (approx. 100 words)

    a. Introduce the problem and its significance

    b. Provide an overview of your research, data collection, and prototyping efforts

    c. Thesis statement: Clearly state the solution you are advocating for and its benefits

2. Problem Analysis (approx. 200 words)

    a. Describe the problem in detail, using data and research to support your analysis

    b. Discuss the key issues, challenges, and stakeholder concerns

3. Solution Overview (approx. 200 words)

    a. Present your proposed solution, highlighting its key features and benefits

    b. Explain how your solution addresses the problem and its various aspects

4. Data-Driven Insights (approx. 200 words)

    a. Present key findings from your data collection efforts

    b. Explain how these findings inform and support your solution

5. Theoretical Foundations (approx. 200 words)

    a. Discuss the theoretical frameworks and concepts that support your solution

    b. Explain how your solution aligns with or challenges existing theories and research

6. Prototyping and Testing (approx. 200 words)

    a. Describe your prototyping efforts and the lessons learned

    b. Discuss how your prototype testing results support or refine your solution

7. Implementation and Impact (approx. 200 words)

    a. Outline a plan for implementing your solution

    b. Discuss the potential impact and benefits of your solution

Your Solution Paper 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 and 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 and in APA form?
(http://owl.english.purdue.edu/owl/resource/560/01/)

        1   2   3   4   5   6   7   8   9

SOLUTION

Is the problem clearly defined and understood? Are the key issues and constraints identified? Is the solution easy to follow and understand? Is the analysis thorough and well-reasoned? Does the solution address the root cause of the problem? Is the solution supported by relevant data, research, sources, or expert opinions? Is the evidence effectively used to justify the solution? Is the solution feasible to implement? Are the resources and constraints considered? Does the solution offer a unique or innovative approach?

        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

Final Project Binder and Presentation

Depending on your intervention, you will submit either a Final Report for the Client or a Trainer's and Participant's Guide. Detailed instructions and the evaluation form will be provided on Canvas as your intervention takes shape through preceding assignments/class meetings.

"Who's Next" Cover Letter

Now that you've successfully developed an intervention to improve an organization, identify a client/organization that may benefit from your expertise and write a cover letter introducing yourself and previewing your skills for that organization as if you were inviting them to hire you

Submissions must include:

Paragraph 1: Introduction

A brief introduction of you and your relevant qualifications (1 sentence)

A summary of your recent intervention, including the goal, client/need, process and solution (2-3 sentences)

Paragraph 2: Intervention Details

The target users of your intervention (1 sentence)

The objectives of your intervention (2-3 sentences)

How you assess the impact of the intervention(1 sentence)

Paragraph 3: Details about you

Brag about the specific contributions you made to the project and highlight your strengths

Include highlights of your experiences during the methods, ideation, and implementation stages of your current project

Paragraph 4: Cost/Resources/Contact

A budget range for your services (1 sentence)

A description of the length, methods, space, and equipment required to do similar work with a new client (4-5 sentences)

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

Your contact information

Who's Next? Cover Letter 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

CONTENT:

Did the letter grab the reader's attention and make them want to read more? Were the writer's relevant skills and experiences clearly highlighted? Did they provide specific examples and achievements to demonstrate their expertise? Was the tone professional, yet engaging and persuasive? Did the writer use metrics to demonstrate their achievements?

        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

Week	Dates	Topic	Readings (*recommended in italics*)	Graded Work Due
1	9/3	Course Introduction		
	9/5	Intro to Consulting		
2	9/10	Structuration Theory	Change by Design Ch 1	
	9/12	Change by Training	TOOLKIT "Mindsets and Methods" (pages 17-36)	
3	9/17	Change by Design (possible client visit)	Change by Design Ch 2	
	9/19	Teamwork for Success (possible client visit)	TOOLKIT: Methods (pages 37-48)	
4	9/24	Style and Substance	Change by Design Ch 3	Individual: Annotations
	9/26	Form teams: Needs Assessment Work Day	TOOLKIT: Methods (pages 49-59)	
5	10/1	Human Centered Design	Change by Design Ch 4	Group: Needs Analysis
	10/3	Learning and Learners	TOOLKIT: Methods (pages 60-70)	
6	10/8	The Design Process	Change by Design Ch 5	Individual: Data Collection Method
	10/10	Developing Objectives and Designing Curriculum	TOOLKIT: Case Study "Vroom" pages 71-74	Individual: Project Reflection 1
7	10/15	Designing Experiences	Change by Design Ch 6	Group: Method Summary
	10/17	Training Content: Development and Delivery	TOOLKIT: Ideation (pages 75-93)	
8	10/22	Narrative Consulting		*Book Review Text Selected*
	10/24	NO CLASS: FALL BREAK		
9	10/29	Developing Training Plans	TOOLKIT: Ideation (pages 94-111)	
	10/31	Assessing Outcomes	*Book Review Text*	Group: Findings Summary
10	11/5	Brainstorm Hosting	TOOLKIT: Ideation (111-132)	Individual: Project Reflection 2
	11/7	Brainstorm Hosting	*Book Review Text*	
11	11/12	Prototype Building	*Book Review Text*	
	11/14	Prototype Presentations	*Book Review Text*	Individual: Prototype Presentation (in class)
12	11/19	Organizational Theories	*Book Review Text*	
	11/21	Book Review Presentations		Individual: Book Review Presentation (in class)
13	11/26	More Organizational Theories		Individual: Your Solution Paper
	11/28	NO CLASS: THANKSGIVING		
14	12/3	Where are we now?		
	12/5	What do we need to do?	TOOLKIT: Implementation (pages 133-149)	Individual: Project Reflection 3
15	12/10	Another Prototype		
	12/12	Prototype "Crit"	TOOLKIT: Implementation (pages 149-162)	
Finals Week	12/19 1:30-4	Final Presentation to client and guests		Group: Final Project Due on Canvas Group: Presentation In Class Indivudal: "Who's Next?" Cover Letter (due on Canvas at 11:59 pm)