

**Special Topics in Communication:  
Communication Training and Development**  
CJT 780-001 Course Syllabus ~ Fall 2012

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Course Blackboard Website: <http://elearning.uky.edu>

*“Basic research is conducted to test, clarify, and refine theoretical issues, while applied research is conducted to examine and solve practical problems. Effective applied communication research contributes to communication theory, research, and practice.”* (Kreps, Frey, & O’Hair, 1991, p. 72).

*“Effective applied communication research, like all research, must pose relevant research questions, must be grounded firmly in relevant theory, and must control for major threats to internal and external validity. When these criteria are met, applied communication research becomes the “pride of the discipline”* (Kreps, Frey, & O’Hair, 1991, p. 85).

*“Applied research sets out to contribute to knowledge by answering a real, pragmatic, social problem. Applied communication research involves such a question or problem of human communication or examines human communication in order to provide an answer or solution to the question or problem. The intent or goal of the inquiry (as manifest in the research report itself) is the hallmark of applied communication research. Applied communication research involves the development of knowledge regarding a real human communication problem or question.”* (Cissna, 1982, Editor’s note).

*The key to effective consulting is translating rigorous scholarship into meaningful practice.*

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## GENERAL COURSE INFORMATION

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CJT 780-001                      Class meets:    3:30 p.m. - 6:00 p.m.                      Wednesday EGJ 223

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## INSTRUCTOR CONTACT INFORMATION

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**Derek R. Lane, Ph.D.**

**Email:** Derek.Lane@uky.edu

**Office Location:** 310H LCLI Little Library

**Office:** 859.257.9538

**Communication Department Office:** 859.257.3622

**Office Hours:** Monday and Wednesday 11:00 a.m. – 12:00 p.m. (And by appointment)

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## COURSE DESCRIPTION

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*It is estimated that U.S. organizations expend over \$200 billion annually on training and development--much of it targeted to the development of such communication skills as listening, public speaking, and interviewing.*

*This graduate course introduces students to the theoretical and practical issues involved in communication training and consulting. Following an introduction and overview of several theoretical models, students will become familiar with the pragmatic issues of communication training and consultation. Carrying out a consultation project (e.g., planning, execution, and evaluation) will sharpen both the theoretical and applied issues explored during the semester.*

*This graduate course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency. The course fulfills the certificate requirements for the Risk and Crisis Communication Certificate Program.*

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## GENERAL COURSE GOALS

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**Goal One:** *Students will acquire knowledge of training and development as part of the field of communication.*

**Goal Two:** *Students will understand the strategies for applying communication theory and research in order to solve applied organizational problems.*

*Goal Three: Students will apply course content and the needs-centered training model in the creation of original training materials.*

## **GENERAL LEARNING OBJECTIVES\***

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1. To understand training and development **as part of the field of communication.**
2. To understand **ways to use** training and development in organizations.
3. To understand how to complete a **needs assessment** within the organization.
4. To understand how to design and present **proposals for training and development.**
5. To understand which **formats** are most appropriate for specific training needs.
6. To understand how to relate training to job performance and organizational effectiveness (**ROI**).
7. To understand the importance and complexity of **evaluating training programs.**
8. To understand **communication training topics** for the future.
9. To understand the **steps for entry** into communication training and development.
10. To understand **ethics** in communication training and development.
11. To apply **entrepreneurial thinking** as an innovative consultant.

*\*Objectives will be assessed using several course deliverables including: 1) an executive summary of the non-profit company that will be the target of the training (5%), a needs assessment proposal (10%), a needs assessment results and training proposal (15%), an e-learning training program with evaluation (25%), a take-home exam (15%), and class participation (weekly discussion (20%) and an original experiential training activity (10%)).*

## **SPECIFIC COURSE OBJECTIVES**

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

- (1) Compare and contrast training with education, development, and consulting.
- (2) Identify at least five characteristics of adult learning.
- (3) Describe the steps involved in producing communication training programs.
- (4) Conduct a needs analysis.
- (5) Write clear learning objectives that meet the criteria for a well-worded objective.
- (6) Identify two advantages and two disadvantages of various training methods.
- (7) Use appropriate visual aids to enhance training.
- (8) Produce a trainer guide for two contact hours of communication training.
- (9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
- (10) Identify at least three advantages and disadvantages of various types of assessment instruments.
- (11) Model appropriate training techniques in a training presentation.

## **PERFORMANCE CRITERIA**

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To accomplish these objectives, students will:

1. Read and respond to required course readings
2. Participate in class discussions and engagement activities.
3. Prepare an original experiential training activity.
4. Complete a comprehensive take-home final examination.
5. Research, analyze, and synthesize results of a needs assessment (with training proposal recommendations).
6. Prepare an e-Learning Training Program with Evaluation based upon findings from the needs assessment.

## REQUIRED COURSE MATERIALS

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American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

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

Broad, M. L. (2005). *Beyond transfer of training: Engaging systems to improve performance*. San Francisco, CA: John Wiley & Sons, Inc.

Tobey, D. (2005). *Needs assessment basics*. New York: ASTD Press.

*Other required readings will be provided throughout the semester and will be available on the Blackboard course website: <http://elearning.uky.edu>.*

**All students are expected to have an active email account and to check email regularly.**

In addition to the required textbooks and the 6<sup>th</sup> Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the C & I Graduate Program and W.T. Young Library in order to secure the necessary references required for the course assignments.

## RECOMMENDED REFERENCE BOOKS

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Arnold, W.E., & McClure, L. (1995). *Communication training and development*. Long Grove, IL: Waveland.

Broad, M. L., & Newstrom, J. W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments*. Reading, MA: Addison-Wesley.

DeWine, S. (2001). *The consultant's craft: Improving organizational communication* (2<sup>nd</sup> ed.). Boston, MA: Bedford/St. Martin's.

Goldhaber, G. M. (1993). *Organizational communication* (6<sup>th</sup> ed.). Dubuque, IA: Brown & Benchmark.

Harrison, M. I. (2004). *Diagnosing organizations: Methods, models, and processes* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2004). *Communication research measures: A sourcebook*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rubin, R. B., Rubin, A. M., Graham, E.E., Perse, E.M., & Seibold, D.R. (2009). *Communication research measures II: A sourcebook*. New York: Routledge.

Rubin, R. B., Rubin, A. M., & Haridakis, P. (2010). *Communication research: Strategies and sources* (7<sup>th</sup> ed.). Boston, MA: Wadsworth.

## INSTRUCTIONAL STRATEGIES

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The class combines a variety of instructional models, including, but not limited to: discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for communication training and development.

The method of instruction to be employed is based on the following assumptions:

- The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid

and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

- The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Graduate students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as a graduate seminar.
- Experiencing success in this course should shape favorable attitudes toward communication training and consulting.

Consistent with this rationale, you will be given considerable freedom to select the non-profit company that will be the focus of the semester, what you will train, how you will train, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

## **COURSE REQUIREMENTS**

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### **EXECUTIVE SUMMARY AND NEEDS ASSESSMENT PROPOSAL (15%)**

### **NEEDS ASSESSMENT RESULTS AND TRAINING PROPOSAL (15%)**

### **E-LEARNING TRAINING PROGRAM WITH EVALUATION (25%)**

*Each student will design, write, produce, and present the results of a sophisticated applied research project that uses communication theory and research to improve organizational effectiveness—especially as it relates to specific communication skills.*

### **TAKE-HOME FINAL EXAM (15%)**

### **CLASS PARTICIPATION (30%)**

#### **WEEKLY DISCUSSIONS/PRESENTATIONS/QUIZZES (20%)**

#### **ORIGINAL EXPERIENTIAL TRAINING ACTIVITY (10%)**

*Each student will create/modify an experiential communication training activity and be prepared with a one page summary (enough copies for every student and the instructor) to be presented beginning the seventh week of the semester (Wednesday, October 3).*

The final training project/presentation will occur in phases throughout the semester:

- Executive Summary 09/19/12
- Needs Assessment Proposal 09/26/12
- Needs Assessment RESULTS 10/17/12
- e-Learning Training Module 12/05/12
- Oral Presentation 12/05/12
- Final Take-Home Examination 12/10/12

*I strongly encourage all of you to come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be expected to teach and/or facilitate a discussion about one weekly reading. The reason for asking you to assist with the instruction of the course is that the process will enhance your understanding of the course content.*

## COURSE EVALUATION

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I hope grades will not be emphasized in this course as the major reinforcement for which students are to strive. At the same time I realize that grades do hold contingencies for you and, therefore, I will make every effort to be as objective, impartial, and fair as possible. In keeping with this goal, I solicit your involvement and feedback. There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. Failure to complete all assignments will result in an E grade for the course.

**The following guidelines will be used to establish the final grade for the course.**

Your grade in this course is a function of the following:

		<b>Points</b>	<b>%</b>
<b>Knowledge Acquisition Assessments</b>			
• Comprehensive Take-Home Final Exam	150 points	350	35
• Weekly Discussions/Presentations/Quizzes	200 points		
<b>Original Experiential Training Activity</b>	100 points	100	10
<b>Communication Training and Development Project</b>			
• Executive Summary	50 points		
• Needs Assessment Proposal	100 points		
• Needs Assessment Results w/Training Proposal	150 points		
• e-Learning Training Program w/Evaluation	250 points	<u>550</u>	<u>55</u>
<b>TOTAL</b>		1000	100%

The University of Kentucky College of Communications and Information Studies faculty do not use the “plus/minus” system. Based on student input, the university uses less sensitive, but more traditional, “straight” letter grades. Final letter grades will be assigned based on the following point distribution:

<b>Grade</b>	<b>Point Range</b>	<b>Quality Points (GPA)</b>
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages**. I do not “round up.”

## COURSE ASSUMPTIONS

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**ATTENDANCE:** You cannot do well in this class if you do not attend regularly. It is assumed that you will attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than two classes, you will be encouraged to withdraw from the course.

**REASONABLE ACCOMMODATION POLICY:** Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**WRITING SKILLS:** It is assumed that you have already developed good writing skills. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized and coherent manner. In addition, you should use the APA (6<sup>th</sup> Edition) writing style using correct citation and notation.

**ORAL PRESENTATION SKILLS:** It is also assumed that you have already developed good oral presentation skills. You will be expected to make several brief presentations to your peers and to facilitate discussion of required course materials. You should be able to extemporaneously present your research findings in a clear and concise manner. Your objective will be to not only create understanding with your audience, but to also show the relevance of your applied research results.

**GREEN DOT:** Getting involved with the VIP Center is the best way possible to be a part of a massive social change effort to make our campus safer and reduce power-based personal violence. Violence against women at the University of Kentucky is not a huge, solid mass that can simply be removed with one swift action or policy. Rather, it is the accumulation of individual decisions, moments, values, and actions made by the students, staff, faculty and administration of our university. We have a culture that sustains a rate of 36.5% of women becoming victims of physical assault and/or sexual assault and/or stalking while they are students at UK. Violence is not limited to women, but impacts members of our community of both sexes and every race, background, sexual orientation, religious or political persuasion, socio-economic status and ability. This classroom will not tolerate any behavior that minimizes another person. If you have been a victim in or out of the classroom, please ask for help.

**“Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved.”**

[[http://www.uky.edu/StudentAffairs/VIPCenter/learn\\_greendot.php](http://www.uky.edu/StudentAffairs/VIPCenter/learn_greendot.php)]

**ANALYTICAL SKILLS:** It is assumed that you have some background in empirical research methods (quantitative and/or qualitative) that will allow you to analyze the results of your needs assessment (and the research literature you will be reading on a weekly basis. If your background remains minimal, please see me for suggested readings.

**COMPLETION OF ASSIGNMENTS:** It is assumed that you will submit assignments on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of an assignment grade. As a rule, late work will be reduced at least a letter grad. Excessively late work will not be accepted. Poor planning on your part does not constitute an emergency on my part OR a good reason for turning work in late. Also, please note that you are expected to complete reading assignments **before** due dates!

**ACADEMIC INTEGRITY:** Examination answers and written work for this course must be the original work of the student. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of “E” for the course. Such conduct may also constitute grounds for dismissal from the University.

**FAIRNESS POLICY:** The University of Kentucky is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. UK does not discriminate on the basis of race, color, national origin, age, sex, religion, or disability. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

## UNIVERSITY OF KENTUCKY POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## PERSONAL NOTE

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I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this seminar with an appreciation for and the competencies to conduct communication training. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

## SYLLABUS REFERENCES

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Cissna, K. N.(1982). Editor's note: What is applied communication research? *Journal of Applied Communication Research, 10*, (Editorial Statement).

Kreps, G. L., Frey, L. R., & O'Hair, D. (1991). Applied communication research: Scholarship that can make a difference. *Journal of Applied Communication Research, 19*, 71-87.

## TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/22/12	Course Orientation		Buy Textbooks
#2	8/29/12	Training & Related Functions; Needs-Centered Training Model	B1	
		Mastering How Adults Learn; Learning Styles	B2	
#3	9/05/12	Conducting a Needs Assessment and a Task Analysis	B3/T1   2	Tobey (pp. 1-26)
#4	9/12/12	Identifying Questions, Data Sources, & Collection Methods	T3   T4   T5	Tobey (pp. 27-96)
		Needs Assessment: Data Collection Implementation		
#5	9/19/12	Data Analysis Findings & Recommendations	T6   T7 D1   D2	<b>Executive Summary Due</b>
#6	9/26/12	Client Communication	T8	<b>Needs Assessment Proposal</b>
		The Ideal Organizational Scan   Final Note	T9   T10   D3	
#7	10/03/12	Developing Objectives and Designing a Curriculum	B4	<b>Original Experiential Activity</b>
			D4   D5   D6	
#8	10/10/12	Developing Training Content   Using Training Methods	B5   B6	
#9	10/17/12	Using Web Training for E-Learning (MIDTERM)	B7	<b>Needs Assessment Results w/</b>
			D7	<b>Proposal to Conduct Training</b>
#10	10/24/12	Using Presentation Aids in Training	B8	
			D8   D9	
#11	10/31/12	Developing and Preparing Training Plans	B9	
#13	11/07/12	Delivering the Training Session & Managing Conflict	B10	
#14	11/14/12	Assessing Learning Outcomes	B11	<b>Final Data Analysis due</b>
		Becoming a Training Professional	B12	
	11/21/12	THANKSGIVING – Academic Holiday (NO CLASS)		
#15	11/28/12	<b>Finalize e-Training Modules</b>		
#16	12/05/12	<b>Presentations</b>		<b>e-Training Modules Due</b>
	12/10/12	<b>Final Exam DUE on Monday at 3:30 p.m.</b>		<b>Final Exam Due</b>

**B=Beebe, Mottet, and Roach (2013)**

**D=Broad (2005)**

**T=Tobey (2005)**

## **ORIGINAL COMMUNICATION TRAINING PROJECT**

The major project in CJT-780 is to conduct an original communication training project. This project requires students to assume the role communication consultants and contact a local non-profit business experiencing an organizational communication problem (e.g., conflict, sexual harassment, listening, sales, appraisal interviewing, customer service skills, etc.) and who wants its employees to attend an online workshop that will improve their communication skills—the training program will be provided in e-Training Modules with specific evaluation components.

Each student will create a **consulting company** that will work with the non-profit business of their choice (approved by the professor). Each student is responsible for working through a needs-centered model that will culminate in the creation of an online communication workshop with evaluation.

The training project is broken into five parts:

### **PART 1: EXECUTIVE SUMMARY (50 POINTS)**

This part of the project will require you to research the non-profit company and submit an executive summary describing the non-profit company and their potential communication needs. **PLEASE DO NOT COLLECT DATA FOR THE NEEDS ASSESSMENT UNTIL I HAVE APPROVED YOUR PROPOSAL (PART 2).** You should conduct an initial consult **AFTER** the executive summary is written.

### **PART 2: NEEDS ASSESSMENT PROPOSAL (100 POINTS)**

The second part of the communication training project requires you to prepare a proposal to collect data that will assess specific communication needs of the non-profit company.

This will be a written proposal containing the following:

1. Describe the function, goals, employees, etc. of an organization. This organization may be an actual organization or one you create. (Approximately 2 pages condensed from the Part 1 Executive Summary)
2. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
3. Describe the protocol for collecting data (when, where, how)

### **PART 3: NEEDS ASSESSMENT RESULTS (100 POINTS)**

This part of the project will consist of an insightful discussion of the needs assessment results as well as implications for online training modules. You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. The needs assessment results will include an APA reference list as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the statistical/qualitative analysis from the results.

### **PART 4: TRAINING PROPOSAL (50 POINTS)**

Based upon the results of the communication needs assessment, you will select and describe a communication training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) that is appropriate for an online training program. The topic should permit a **focus on skills** rather than knowledge or information.

The Training Proposal should include the following:

1. Cover letter
2. e-Program title
3. e-Program description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives
6. Qualifications of Trainer/Designer (1-2 paragraphs)

## **PART 5: e-LEARNING TRAINING PROGRAM WITH EVALUATION (250 POINTS)**

For the e-Learning Training part of the project, you must create an original and professional online 2-hour training program. Contents of this training program can vary and much can be left to student design and creativity. However, there are several items that should be included, and these items include: an agenda of the training program, explanations of the training program activities, instructional materials (e.g., case studies, synopses of relevant articles, role play situations) and an annotated bibliography of related reference materials.

## References

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- Daly, J. A., & Vangelisti, A. L. (2003). Skillfully instructing learners: How communicators effectively convey messages. In J. O. Greene & B. R. Burleson (Eds.) *Handbook of communication and social interaction skills* (pp. 871-908). Mahwah, NJ: Lawrence Erlbaum Associates.
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- Faris, J. L. (2007). *Training and development for a forgotten population: Communicating a worldview of hope to women in jail*. Paper presented at the NCA 93<sup>rd</sup> Annual Convention, Chicago, IL.
- Goodall, H. L. (1989). On becoming an organization detective: The role of context sensitivity and intuitive logics in communication consulting. *The Southern Communication Journal, 55*, 42-54.
- Hammer, M. R., & Martin, J. N. (1992). The effects of cross-cultural training on American managers in a Japanese-American joint venture. *Journal of Applied Communication Research, 20*, 161-182.
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- Jarboe, S. (1992). The do it for the money (?): A response to G. M. Phillips. *Journal of Applied Communication Research, 20*, 225-233.
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