2012

BUAD 501 Leadership and Communication

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Greetings from Xavier University!

The MBA program is offering BUAD 501 in response to student requests that more hands on, real world soft skills be offered in the program. This class focuses on the practice of visible leadership and communication--face-to-face meetings, email, memos, PowerPoint slides, speeches--the widely observed messages that often are crucial to an employee’s image of leadership within an organization.

As recent research on learning proves that students retain 80% of what they practice versus 5% of what they hear in lecture, class sessions will involve significant participation and the performance of specific interpersonal, written, and oral communication skills.

Our class meets seven times, so completing prework and between sessions work is important to getting the most from this class.

The following materials are included

1. Class syllabus (pps. 2-5)
2. Pre-, between, and after class assignments (pps. 6-7)
3. Letter of application assignment description (pps. 8-11)

I look forward to teaching this class and to learning from your experience and insight.

With warm regards,

Tom Clark, PhD
Professor, Department of Management and Entrepreneurship
BUAD 501: West Chester
LEADERSHIP AND COMMUNICATION
(2 credits)
INSTRUCTOR: DR. THOMAS CLARK
OFFICE: 312 Smith Hall
TELEPHONE: 745-2025 (with voice mail) FAX: 745-3692
E-MAIL: clarkt@xavier.edu
TIME/DATES: 5:30-9:05 1/5; 1/12; 1/19; 1/26; 2/2; 2/9; 2/16

IMPORTANCE OF LEADERSHIP AND COMMUNICATION SKILLS
Effective interpersonal, oral and written communication skills are critical to success in managerial positions. In fact, studies indicate executives spend from 75-90% of their time communicating and that communication ability is a critical factor in predicting promotions in an organization.

PURPOSE OF THIS COURSE
The goal of Leadership and Communication is to help you communicate effectively. In-class assignments and homework are designed to improve your leadership and communication abilities in a safe setting. Specifically, it is designed so you will be able to

- **Sell yourself** by developing written, oral, nonverbal, and interpersonal communication strategies that are well adapted to the needs and expectations of managers, co-workers, customers, suppliers, job interviewers, and other stakeholders
- **Write business documents** that are inviting to read, easily understood, logically argued, free of errors, and effectively related to reader needs
- **Improve your ability to manage crucial conversations**
- **Use PowerPoint** and other electronic communication media effectively

By focusing on your ability to communicate in terms of the needs and criteria of others, Leadership and Communication supports the WCB mission—*We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.*

TEACHING PHILOSOPHY: Good teachers are committed to being enthusiastic about their subject and about student learning. My goal is to inspire you about leadership and communication. I encourage you to participate in class actively, and I invite you to ask questions both inside and outside of class.

PERSONAL MANAGEMENT: A key quality employers look for in prospective employees--personal management--is an important quality also measured and rewarded in this class. Be sure to come to class on time, having done all assigned reading and being prepared to apply what you have learned to in-class assignments.

ATTENDANCE: You are expected to attend all classes as a good deal of practical work and exercises will be conducted in class. Thirty points will be deducted from the total points assigned for a second and for each subsequent absence.
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>In-class activities</th>
<th>Writing Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 5</td>
<td>Course objectives</td>
<td>Workbook exercises</td>
<td></td>
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<tr>
<td></td>
<td>Prework analysis</td>
<td></td>
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<td></td>
<td>Effective writing</td>
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<td></td>
<td>Persuasion skills</td>
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<tr>
<td>Jan 12</td>
<td>Crucial conversations</td>
<td>Workbook exercises</td>
<td>Letter of application</td>
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<tr>
<td></td>
<td>Job interviewing</td>
<td>PowerPoint makeovers</td>
<td>Email assignment</td>
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<tr>
<td>Jan 19</td>
<td>Crucial conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 26</td>
<td>Crucial conversations</td>
<td>Teams analyze crucial conversations</td>
<td></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Public Speaking</td>
<td>Teams recreate crucial conversations</td>
<td>Individual reports on role plays</td>
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<tr>
<td>Feb 9</td>
<td></td>
<td>Public Speeches</td>
<td>Recommendation memo,</td>
</tr>
<tr>
<td>Feb 16</td>
<td></td>
<td>Public speeches</td>
<td>Interview script; Videotape practice of speech</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Last day to submit recommendation memo</td>
<td>No class</td>
<td>Recommendation memo due</td>
</tr>
</tbody>
</table>

### ASSIGNMENT DESCRIPTIONS

#### Original or makeover email (10 points)

- Write an original email, minimum 2 screens, which uses the organizational and visual design techniques advocated in this class, or
- Identify a long email that you have written or read. Print it and submit an improved version of it, one which “wins the first moment of truth” through effective content and visual design.

#### PowerPoint Makeover (10 pts)

**As a team,**

- Prepare two before and after PowerPoint “makeovers,” at least one of which includes a table or chart
- Prepare two original slides, one of which includes a table or chart.

#### Career communication (30 points)

- Prepare a letter of application for a job posting, either internal to the organization for which you now work or for one advertised externally. (10 pts)
  - Print job posting and highlight three or more criteria you meet.
  - Write a 1-2 page letter that explicitly addresses these criteria. See pps. 10-11 of this
• **Complete a mock interview without notes with a partner for this job, answering four questions:** Tell me about your education; Tell me about your work experience; and two behavior-based questions of your choice, one of which implies a negative. (20 pts)

**Crucial conversations (20 pts)**

Each student will be a member of a 5-6 person team that makes 2 group class presentations. Each team will analyze an assigned video of a crucial conversation. Over a 2-week period, the group is to

• show the video to the class, analyze the situation, evaluate the communication efforts of each participant, and solicit reactions from the rest of the class (1st week)
• use role-playing to recreate the communication encounter with specific improvements in the behaviors of the supervisor and of the other participants (2nd week). One team member is to serve as the commentator while the others play characters with improved communication skills. Each character is to indicate how and why he or she changed his or her approach to the situation, including completing a report describing the communication plan.

**Persuasive communication (30 pts)**

1. **Select a topic that you can use to practice written and oral persuasion skills.** You will compose your persuasive communication both in memo format and as a public speech, during which you deliver the introduction, prove one benefit, answer a question, and deliver the conclusion—in that order—all with PowerPoint and without notes.

**You may pick one of the following options:**

• **Sell an idea for improving the operation** of an organization for which you work or to which you belong.
• **Make a company recruiting pitch** to MBAs or specific undergraduate majors or undergraduate liberal arts majors, or a recommendation to change the recruiting speech based on research of what students’ actual job criteria are.
• **Sell the idea to your supervisors of using electronic media resources more effectively,** (e.g., sharing research reports on a wiki to encourage knowledge sharing and collaboration; using social networking technologies to advance a marketing objective)

**Prepare a speech and the following assignments related to your topic (20 points)**

• **Prepare a brief report** (1 page, 5 copies) in which you indicate who your listeners will be and the persuasive strategy you plan to pursue. On the same page, make an outline of the speech in a T-chart that on the right hand side indicates what you plan to say and on the left hand side indicates what visual aids the audience will be seeing. To be shared with your team one week prior to your presentation.
• Prepare a script for the speech
  o Write out an introduction (see pps. 205-207 in PC) and one body point
    (see pps. 71-84 in PC) for the speech you are preparing
  o Write out a question that an audience member would ask and an answer to
    that question (see pps. 215-224 in PC) as well as a conclusion (see pps.
    208-209 in PC) to your speech. Due day of speech.

• Prepare 4-8 slides to support the speech, consistent with the principles in the SOS book. Due day of speech

• Create a video of a rehearsal of the speech Due prior to speech

Write a recommendation memo, (10 points) summarizing your argument in 1-2 pages.
  • See pps. 277-285 in Power Communication for 3 examples of model documents.
  • Include at least 1 table or chart. (due one week after you complete your speech).

READING (read all of all 4 resources)
  CRUCIAL CONVERSATIONS (CC, MCGRAW HILL)
  POWER COMMUNICATION, (PC, KENDALL HUNT)
  SAVE OUR SLIDES, (SOS, KENDALL HUNT)
  COMMUNICATION SKILLS WORKBOOK (CSW)

ASSIGNMENT GUIDELINES: Papers are graded on a variety of criteria, including visual design, organization, logic, evidence, completeness, grammar, diction, spelling, and punctuation. Oral presentations are evaluated in terms quality of analysis, visuals, and presentation skills.

GRADING (BASED ON A TOTAL POSSIBLE 1000 POINTS)

Team:
  Crucial conversations: oral analysis & role-play; reports 20%
  PowerPoint project (2 makeovers; 2 originals) 10%

Individual:
  Original or Makeover Email 10%
  Letter of Application 10%
  Answers to 4 job interview questions 20%
  Public Speech 20%
  Recommendation memo 10%

GRADING SCALE The average grade for this class is B+. You can track your class progress using Blackboard’s grade book function.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>950+</td>
</tr>
<tr>
<td>A-</td>
<td>900-949</td>
</tr>
<tr>
<td>B+</td>
<td>880-899</td>
</tr>
<tr>
<td>B</td>
<td>830-879</td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
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<tr>
<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt;600</td>
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</tbody>
</table>
**PRECLASS ASSIGNMENTS:**

1. **Read the following**
   - *in Power Communication:* Chapters 1, 2, 4, 6, 9, and 12.
   - *In Crucial Conversations:* Chapters 1-4
   - *In Save our Slides:* Chapters 1-3

2. **Go to the Inbox of your email account and print a copy of the directory page(s) which lists each e-mail you received for a single, typical day, counting the total number you sent. Then go to Sent Mail and print a copy of the directory page(s), which lists each e-mail you sent on the same day, counting the total number you received. Share the total of the two figures with fellow participants during class.**

3. **In two columns, list on the left hand side 3 characteristics of an effective leader, and on the right hand side the verbal and nonverbal behaviors the speakers use to convey those qualities.**

4. **In two columns, list on the left hand side 3 characteristics of an effective public speaker, an on the right hand side the verbal and nonverbal behaviors the speakers use to convey those qualities.**

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**Due January 12**

**Reading**
- Remaining chapters in *Power Communication, Crucial Conversations, and Save Our Slides*

**Due January 19**

**Team Presentations**
- Each team is to present a before and after of two PPT slides it has “made over,” based on the principles of the *SOS* book, including one that features a table or other graphic, as well as two original slides, one of which features a table or other graphic.
Week prior to speech delivery

Individual Speech Analysis Each student is to submit a report of no more than one page with speech goals and persuasive strategy at the top and subsequently a T-chart which on the left shows speech organization by content and on the right what visuals the audience will be seeing.

1. **Speech goal/audience**: to persuade [this particular audience] that.

2. **Strategy**: I plan to use the following benefit appeals. which will be persuasive to this audience because …

3. **What I will be saying**

<table>
<thead>
<tr>
<th>What listeners will be seeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title slide</td>
</tr>
<tr>
<td>Agenda slide</td>
</tr>
<tr>
<td>Product/Service: e.g., visual</td>
</tr>
<tr>
<td>Benefit: e.g., table</td>
</tr>
<tr>
<td>Closing slide</td>
</tr>
</tbody>
</table>

Individual persuasive presentations

1. **Before class: Video**: Submit a video of your introduction, Q&A, and conclusion to the anytime prior to class. Include the following analysis of your video

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas needing improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td></td>
</tr>
</tbody>
</table>

Content

Audience

Adaptation

2. **At end of class**: Submit a script for your introduction, Q&A, and conclusion and a copy of your PPTs
LETTER OF APPLICATION HOMEWORK ASSIGNMENT

Write a letter of application in response to a real job posting either online or in print.

Print the job posting and highlight at least three criteria that you meet. Then use specific proof to show that you meet each of the criteria. Be sure to use headings or other highlighting techniques to emphasize each of the three criteria.

Use the example below as a guide to addressing each criterion. You will see the letter closely conforms to the advertised criteria.

Note: You may apply for a position internal to your company or one that is advertised on a job site. Submit both the job posting and the letter.

JOB DESCRIPTION
COORDINATOR, XAVIER ENTREPRENEURSHIP CENTER

Cooperative, mature professional who works well alone and with teams to help plan and execute strategic plans of the Xavier Entrepreneurial and Ethics Center Directors.

COORDINATOR DUTIES

External Relations
- Represent XEC at meetings with key stakeholders including venture capital and chamber groups, nonprofits and for profit leaders, university faculty and center directors, and other stakeholders. Visit Entrepreneurship Centers to benchmark XU program versus other four local programs.
- Communicate with small business writers in Enquirer, Cincinnati Business Courier, CityBeat, and Cincinnati Magazine. Help write and promote articles for these publications.
- Communicate with radio and TV producers to gain positive attention for XEC and student businesses.
- Advertise, promote, and evaluate candidates for Entrepreneur-in-Residence position, one that will parallel Executives-in-Residence Program.
- Meet with alumni entrepreneurs to secure their interest in Xavier’s Entrepreneurial programs.
- Coordinate activities of board membership including student business advisory boards, fund raising, and community involvement.

Marketing Duties
- Assist in making XEC and Ethics Center web sites the gold standard for the region. Evaluate websites of leading Entrepreneurship and Ethics Centers. Create web content and design that is best in class in Midwest.
- Work with University Relations in creating world-class print marketing materials for XEC programs and for use in public relations and student recruitment efforts.
- Provide media for XEC publications: brochure with XEC member photos, monthly web entry highlighting one member; bulletin board in Hailstones with XEC photos, awards; bulletin board in Schott featuring news articles on XEC and student entrepreneurs.

Budget responsibilities
- Coordinate XEC profit making activities, such as on-campus entrepreneurship workshops and faculty small business consulting/coaching engagements.
- Work out contribution analysis to XSA for student run businesses.
- Manage expenditure accounts (External, Grant & XU accounts)
• Manage revenue accounts from workshops/faculty consulting

Compiling Alumni Database:
• Use data mining to identify XU alumni entrepreneurs and catalog this information in a database. Coordinate with Development and University Relations and share findings with them.

Management and Supervision
• Oversee work study student, Williams Scholar and McGowan Fellow. Manage weekly student worker status meetings.
• Coordinate paperwork for student employees
• Administer tuition remission for McGowan and payroll for work study student
• Responsible for billing & accounting after special events

Coordinating XEC and Ethics Center Special Events, including
• A variety of Ethics Center programs
• Elevator Pitch and Business Plan Competition
• SCORE workshop
• Entrepreneurship award ceremonies and Entrepreneurship Luncheon series

Coordinating Meetings and other Activities for XEC
• Schedule and manage Ethics Center and XEC Advisory Board, XSA, and Castellini Distinguished Teacher meetings
• Help develop presentations, letters and reports for the director and board members
• Plan and coordinate meetings and programs involving the XEC and Ethics Center director, board, faculty, and regional business community meetings
Dear Ms. X:

I am writing in response to your recent job posting for Coordinator of the Williams College of Business Centers. I am confident that my work experience and passion for entrepreneurship make me an ideal candidate for this position, meeting all the listed criteria, as I demonstrate below.

EXTERNAL RELATIONS

- **Yale Café:** In my experience at Yale Café, I have had many opportunities to work with local media outlets to promote upcoming events for one of Cincinnati’s oldest establishments. Recently, I gained full-page articles in *The Enquirer*, *CinWeekly* and *Citybeat* in connection with a three-day charity music festival. The articles both helped promote the event and ensure its success and also helped further my working relationships with members of the Cincinnati media.

- **Marsha’s Irish Pub.** At Marsha’s Irish Pub, I twice worked with the WXIX’s TV morning show to promote our annual St. Patrick’s day event by hosting tours of the bar and restaurant and explaining on-camera different areas of the event.

- **Harvard Grill.** Outside of using my mass communications degree to work with local mass media outlets, I also used my external relations skills at The Harvard Tavern & Grill to manage the 12 month construction and business start-up project. I led daily and weekly meetings with all vendors and contractors to successfully manage priorities and work towards the conceptual vision of the business start-up plan.

MARKETING DUTIES To successfully manage the start-up businesses, I have placed significant focus on the marketing of the business.

- **FrontPage:** For a new restaurant, such as The Harvard Tavern & Grill, I used FrontPage to create and maintain a website that marketed all of the restaurants ongoing and upcoming promotions as well as being a central information source for menus, hours, directions and other frequently asked questions.

- **Adobe Illustrator:** I also used Adobe Illustrator to design promotional flyers used in promotion with upcoming events and were distributed to media outlets.

- **Word:** With the XYZ Group, I have designed marketing and promotional packets using Word for a semi-annual three day music festival used to attract national and regional touring acts to Cincinnati’s oldest live music venue. The packet was mailed to dozens of booking agents representing hundreds of potential festival guests; it featured previous festival success details and press clippings while focusing on the promotional and financial benefits available to bands who appeared at the festival.

COMPILING A DATABASE

- **Customer Data:** In connection with promotions held at Yale Café, I used prize incentives, raffles and other methods to encourage customers to provide contact and demographic information.

- **External Data:** Also, I used external sources, such as the Greater Cincinnati Chamber of Commerce, to gather information on potential customer groups like alumni groups and young professional organizations. I compiled these contacts into Outlook and used weekly emails to highlight future and ongoing promotions in connection with the business.

BUDGET RESPONSIBILITIES
• **Excel**: As head of the team responsible for the success of Yale Café, I used Excel to report and analyze the monthly budget. I compiled and analyzed the data, identifying profit opportunities and made recommendations to the ownership team to maximize profits.

• **QuickBooks**: I used the reports to forecast sales numbers for the upcoming months and determine budgets for various accounts and worked daily with QuickBooks to ensure that the monthly budget was adhered to, making changes and adapting as needed.

**RECRUITMENT, MANAGEMENT AND SUPERVISION**

• **Hiring and Supervision**: As a manager at Marsha’s, I was responsible for the supervision of all employees. I recruited, hired and trained staff members ensuring that they consistently delivered on the expectations set for them. I met on an ongoing basis with members of management to hear their feedback on specific individuals and also handled all disciplinary actions. This required me to use Excel and Word to manage and file all paperwork connected with the staff.

• **Scheduling and Motivating**: Also, as a manager at Paramount’s Kings Island’s “Fearfest,” I successfully scheduled, maintained and developed a staff of 30 actors, mostly in the 18 – 25 age range. On a nightly basis I led staff meetings to highlight success stories from the previous night and gain perspective from the staff on ways to make them more successful.

**SPECIAL EVENTS**

• **External Relations**: As general manager at Harvard Tavern, I coordinated all arrangements for large groups and private parties. I was able to work with group leaders to arrange the details of class reunions, charity functions, rehearsal dinners and other events.

• **Outstanding execution**: I then worked with my management staff to communicate the details and make arrangements for a successful event. I relied on my resourcefulness to design centerpieces, arrange floral deliveries and room decorations on limited budgets and also working with the chef to design a menu that specifically met the budget and event guidelines. The success of these events often required me to work extended weekend and evening hours.

**COORDINATE MEETINGS AND OTHER ACTIVITIES**

• **Business Development**: In the start up process of the Yale Café, it was my responsibility to coordinate, schedule and lead all meetings related to business development. I assembled information packets, presentations and other materials necessary to have a successful meeting. I used OneNote to record the details of the meeting and salient conversation topics.

• **Networking**: At The Harvard Tavern, I regularly met with community groups and business leaders to maintain a professional presence. This was necessary because it increased the probability that when they had events or promotions, they would rely on our existing professional relationship to bring their business to us and negotiate a successful outcome.

Again, after reading your job description I am confident you will find me an ideal candidate based on my combination of professional experience and education. As requested, I have included my resume and the names and phone numbers of three professional references.

I am impressed with the mission and accomplishment of the XEC and am excited about the opportunity to help the Center meet its communication goals. I look forward to hearing from you and identifying next steps.

Thank you,
This syllabus is tentative and may be changed before or during the class