2017

MGMT 301-05 Managerial Communication

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Mission

Mission statement- “We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

Learning Goals – Williams College of Business: Undergraduate Program

- **Critical Thinking**
  
  *Learning Goal:* WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.

  *Corresponding Objectives:*
  
  1. WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.
  2. WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

- **Ethics and Social Responsibility**
  
  *Learning Goal:* WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.

  *Corresponding Objectives:*
  
  1. WCB students will recognize ethical issues and their implications on personal and business decisions.
  2. WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

- **Effective Written and Oral Communication**
  
  *Learning Goal:* WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.
**Corresponding Objectives:**

(1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
(2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

**Global Perspective and Cultural Diversity**

*Learning Goal:* WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.

**Corresponding Objectives:**

(1) WCB students will identify and contrast key attributes of countries’ business environments.
(2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
(3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

**Understanding and Application of Knowledge Across Business Disciplines**

*Learning Goal:* WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

**Corresponding Objectives:**

(1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
(2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)
(3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

**Personal and Professional Development**

*Learning Goal:* WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.
**Corresponding Objective:**

- WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

**ORAL COMMUNICATION FLAGGED COURSE**

Mgmt 301 is an Oral Communication Flagged (OCF) course, meeting the OCF university requirement. Oral communication is a substantial part of this course curriculum with the intent that upon completion of this course, you will have the oral communication skills and knowledge needed to be a successful communication professional.

**IMPORTANCE OF MANAGERIAL COMMUNICATION**

Effective oral and written communication skills are critical to success in almost all managerial positions. In fact, studies indicate executives spend from 75-90% of their time communicating. This fact helps explain why corporate employment interviewers report that the ability to communicate well is a key to winning a job interview.

It is so important to organizational success and so rare among job applicants, interviewers ranked it first in making hiring decisions above thirteen other criteria in seven of eight job categories and second in the remaining category. Likewise when business executives and managers were polled as to which courses most helped them attain their current positions, business communications (and introductory accounting) were ranked as the most important. In focus groups of WCB alumni, Managerial Communication ranked first (with Introductory Accounting) as the most valuable class taken in the business curriculum.

**Required Text:**

*CAREER STRATEGIES*; Thomas D. Clark: Kendall Hunt Publishing: 2010

*POWER COMMUNICATION*; Thomas D. Clark: Kendall Hunt Publishing: 2010

**PURPOSE OF THIS COURSE**

Managerial Communication is designed to help you communicate effectively in business settings, with a focus on employment communication. Students will be evaluated according to three criteria:

- developing persuasive and ethical communication strategies that are well adapted to the needs and expectations of audiences, especially job interviewers and networking contacts, with a focus on articulating both your career goals and the impact your actions have had on positive organizational outcomes.
- using electronic resources to facilitate the job search process, including the creation of a LinkedIn account that includes a written resume, a video resume, and a set of PowerPoint slides showing you at work, in service, and in learning environments.
- writing business documents that are inviting to read, easily understood, and logically argued.

It relates clearly to the WCB mission—*We educate students of business, enabling them to improve*
organizations and society, consistent with the Jesuit tradition—by helping you improve your ability to communicate in terms of the needs and criteria of others.

**COURSE OUTLINE:** Managerial Communications is organized around writing, speaking, Internet, and interpersonal communication exercises. You will write a cover letter, a resume, and an email; complete career analysis and writing exercises; record yourself giving and taking job interviews as well as creating a video resume; and completing two 5-8 minute job interviews.

**STUDENT LEARNING OBJECTIVES**

**Written Communication**
- Explain the importance of design elements in creating written messages, including headings, lists, indentation, bullet points, paragraph length, and color.
- Write well-designed and logically complete email messages.
- Explain the purpose of application letters as well as why they should be responsive to the criteria listed in the job description.
- Know how to create and (to explain the rationale for) one and two-page resumes.
- Anticipate, record, and edit answers to likely job interview questions.
- Create an effective brand definition through a combination of verbal and visual means, including a business card and PowerPoint deck that use graphics, photos, and text.

**Oral Communication**
- Explain how to prepare for, practice, and answer questions in screening and behavioral interviews.
- List questions that might appropriately be asked in a job or networking interview.
- Prepare a video resume that effectively highlights your career goals and accomplishments.

**Career Communication Principles**
- Use electronic resources to facilitate the job search process, including doing research on companies and professions.
- Describe a process for finding opportunities in current job market and create a LinkedIn account that promotes student career objectives.
- Describe the four principles critical to networking success.
- Practice good written, oral, and interpersonal business etiquette skills.

**MEANS BY WHICH THIS CLASS ADDRESSES THE STUDENT LEARNING OBJECTIVES**

- Adapt to the communication context
  - Prepare a script for, record, evaluate, and upload a video resume to your LinkedIn account.
  - Write letters of application and resumes and answer interview questions in ways that are responsive to the job criteria listed in an employment ad.
- Organize information effectively
  - Follow the CAR format in writing out and in answering behavior-based interview questions: Context, Action, Results.
  - Argue deductively in preparing answers to Screening interview questions, suggesting their education and work experience are relevant to the job in the opening sentence (rule of primacy), provide rationale and data in the body, and summarize key ideas in final sentence (rule of recency).
- Advocate a supported position
- Provide proof for each claim made in the job interviews, including statistics, examples, and testimony.

Course Policies

Remember, as a college student you are ultimately responsible for your educational advancement.

- **Attendance is required and your grade will be effected by your absence**
- **Show up on time and stay through the end of class.** When you arrive late or leave early, you’ll always interrupt the discussion. Let me know ahead of time if you know you’ll be delayed or if you must leave early. Again, this is a professional courtesy and doesn’t excuse your absence. **Leaving early is an unexcused absence.**
- Treat each other with the professionalism and respect required of us in our careers. Participants are encouraged to ASK questions, to CHALLENGE each other and the instructor, and to REFLECT upon the material presented. Practice common courtesy (e.g., turn off cell phones, avoid eating in class) and good listening skills at all times.
- **Student rights and responsibilities:** The maintenance of academic standards and integrity includes the obligation not to cheat or plagiarize. A student who uses a dishonest or deceitful means to obtain a grade is guilty of cheating; a student who submits another’s work as one’s own without adequate attribution is guilty of plagiarism. Identical work will earn a grade of zero.
- Any student proven to have done other than their own work will receive a **failing grade for the course** (not just for the assignment in question).
  - Your instructor will do all the grading of quizzes, exams, papers, and projects. Assessment and assignment of final grades are also the responsibility of the instructor. **No late assignments will be accepted without prior approval.**
  - **All assignments will be accepted on the due date only; in hard copy unless otherwise noted; with your name, class and section**
    - All work should be typed (using 12-pt font). Submit a hard copy on the due date.
    - All assignments must be completed with a passing grade to receive a passing grade in the course.
    - Dates and assignments documented in this syllabus are subject to change at the discretion of the instructor. Every effort will be made to provide any changes to the class in writing. Verbal notification at a class meeting, however, will constitute sufficient notice.
  - **Students with disabilities** who require accommodations (academic adjustments, auxiliary aids or services) for this course must inform the instructor as to their needs for this course.
  - You will be expected to attend two of the three sessions devoted to the each of the two interviews for grade, including the first session of each and the session in which your group does its interviews. You may use the other day for making up an absence, interview practice & taping, preparing journal assignments, and studying for the test.
  - You will receive a 100-point deduction (based on 1000) from your final grade for excessive absences or a 200-point deduction if it is discovered that you were signed in as present when you were absent from class.
GRADING:
Grades will be returned with the greatest possible speed, but they not be as quick as your prefer! *My evaluation expectations are high.* An “A” in the course reflects truly excellent and consistent performance.

<table>
<thead>
<tr>
<th>Points</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 % Exceptionally high achievement</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9% Very high achievement</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9% High achievement</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9% Very good achievement</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9% Good achievement</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9% Average achievement, the minimum expected of a college student</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9% Unsatisfactory, failure to complete work, excessive absences.</td>
</tr>
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</table>

### Points Activity – Writing Assignments

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity – Writing Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Script for Elevator speech</td>
</tr>
<tr>
<td>50</td>
<td>T Chart</td>
</tr>
<tr>
<td>100</td>
<td>Letter of application</td>
</tr>
<tr>
<td>100</td>
<td>Resume - 2page max</td>
</tr>
<tr>
<td>100</td>
<td>Business Card Design – Individual Submission</td>
</tr>
<tr>
<td>200</td>
<td>Reflection Papers for 6 films listed on “Class Tasks and responsibilities”</td>
</tr>
</tbody>
</table>

### Points Activity – Video & Interview Assignments

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity – Video &amp; Interview Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Team project – Create an Individual Video- ‘Elevator speech’</td>
</tr>
<tr>
<td>100</td>
<td>Create behavioral interview questions</td>
</tr>
</tbody>
</table>

### Points Activity – Homework & Exam

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity – Homework &amp; Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Team Chapter review (20% presentation; 80% paper)</td>
</tr>
<tr>
<td>100</td>
<td>Attendance &amp; Participation (50 points each- non-presentation participation)</td>
</tr>
</tbody>
</table>

| 1000 | TOTAL |

**Important:**

To get credit for the 2 job interviews, you must first complete a video—preferably on YouTube, CD, memory stick, or sent to me via email—of a practice interview.

Prepare a brief report, organized as a T-chart, in which you describe what you and your interview partners believed were your strengths and weaknesses, as well as your plan for addressing weaknesses prior to the in-class interview. You may refer to your script for the practice interview. You can find the T-chart form on Canvas.

Importantly, you are to communicate spontaneously, without a script, in the graded interview. The interviewer may use a script in the final interview and should maintain eye contact with the interviewee when the interviewee is answering questions.
EXAMS:
There are no timed exams, therefore, no make-up exams are given.

Canvas:
We will use Canvas this semester on a **limited basis**. The instructor should be able to contact you using the email you have in blackboard. Canvas will be used to post course information, class PowerPoint slides, announcements, and other information. Grades will not be posted in any other form, but my goal is to have you review your tests and papers as well. **Plan to check the Canvas course page at least once a week.**

The course schedule is as follows: (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1/12Th| Course introduction and review of Canvas
PC = Power Communication Book
CS = Career Strategies Book
Networking and Planning a Message strategy | This week:
Form teams |
| 1/16M | Xavier Closed                                                                    | MLK Jr. Holiday                 |
| 1/19Th| Outline your message and clarifying what you want in a future job                | This week:
Due- Presentation on Influence– PC - review Team 7
Video Resume Practice/ Letter of Application - this week
Team assignment activity - Video |
| 1/26Th| Outline your message and clarifying what you want in a future job                | This week:
Due- Presentation on Chapter 3 – PC - review Team 6
Discuss 2 page resume/critique video
Team meeting – Plan Elevator speech |
| 2/2Th | Plan the content of your message and taking stock of your skills and talents     | Discuss 2 page resume/critique video
Due- Presentation on Chapter 4 – PC - review Team 5
Team meeting – Plan Elevator speech |
| 2/9Th | Highlight your message and your job search strategy                              | This week – Network contacts CS – Chapters 4, 5, 6 / Practice Interview
//Business Card is Due
Due Presentation on Chapter 5 – PC = review – Team 4
Team assignment activity |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/16Th</td>
<td><strong>Team meeting</strong></td>
<td><strong>This week – Interview process for grade</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Team assignment activity</strong></td>
</tr>
<tr>
<td>2/23Th</td>
<td><strong>Writing your message and preparing for interviews</strong>&lt;br&gt;<strong>Using graphic aids and writing a resume</strong>&lt;br&gt;<strong>Editing and preparing for a job interview</strong></td>
<td><strong>This week – Interview process for grade – continued</strong>&lt;br&gt;<strong>Behavioral interview discussion</strong>&lt;br&gt;<strong>Due- Presentation on Chapter 6 – PC - review Team 3</strong>&lt;br&gt;<strong>Team assignment activity</strong></td>
</tr>
<tr>
<td>3/2Th</td>
<td><strong>Film Elevator Speech</strong></td>
<td><strong>This week – Film Elevator Speech</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due- Presentation on Chapter 7 – PC - review Team 2</strong>&lt;br&gt;<strong>Team assignment activity</strong></td>
</tr>
<tr>
<td>3/6-10</td>
<td><strong>Xavier closed</strong></td>
<td><strong>Spring Break Fall Holiday</strong></td>
</tr>
<tr>
<td>3/16Th</td>
<td><strong>Resources for Resumes &amp; job interviewing</strong>&lt;br&gt;<strong>Last class</strong></td>
<td><strong>This week – Behavioral Interview for grade</strong>&lt;br&gt;<strong>videos to be presented</strong>&lt;br&gt;<strong>Powerpoint slide show – concepts</strong>&lt;br&gt;<strong>Due- Presentation on Chapter 8 – PC - review Team 1</strong>&lt;br&gt;<strong>There is no final exam</strong></td>
</tr>
<tr>
<td>4/13-17</td>
<td><strong>Xavier closed</strong></td>
<td><strong>Easter Holiday</strong></td>
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</tbody>
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