2017

MGMT 301-01 Managerial Communication

Thomas Clark
clarkt@xavier.edu

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MANAGERIAL COMMUNICATION
FALL 2017 Mgmt. 301-01
Office Hours: MW 9:00-9:45; 1:15-2:45
Mgmt 301 is a 2-credit class
Online

INSTRUCTOR: DR. THOMAS CLARK OFFICE: 312 Smith Hall
E-MAIL: clarkt@xavier.edu TELEPHONE: 745-2025
FAX: 745-3692, ML 1215

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 communicate effectively in career related situations.

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.

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 an 8-question job interview. This class meets over an 8-week period, with the final assignments due in the 9th week.

**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 your 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 (or STAR) 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.

TEACHING PHILOSOPHY: Good teachers are committed to being enthusiastic about their subject and about student learning. My plan is to encourage and inspire you about business communication and to invite you to ask questions both inside and outside of class. In-class assignments and homework are designed to improve your opportunity-finding and problem-solving abilities. As the goal of Managerial Communication is for each of you to improve your business communication abilities, I encourage you to participate in class actively.

PERSONAL MANAGEMENT: A key quality employers look for in prospective employees--personal management--is also measured and rewarded in this class.

CLASS ASSIGNMENTS You should know when all assignments are due and be responsible for handing them in on time. By the end of the first week of class, you are encouraged to record the due dates for all assignments on a calendar.

CLASS CALENDAR: See start of each Module for assignments, discussions, and due dates.

GRADING

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<thead>
<tr>
<th>Writing assignments</th>
<th>Points</th>
<th>Due Date</th>
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<td>Co analysis report</td>
<td>25</td>
<td>9/10</td>
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<tr>
<td>Email</td>
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<tr>
<td>Letter of application</td>
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<td>9/24</td>
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<tr>
<td>Resume 2 page</td>
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<td>10/8</td>
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</tbody>
</table>
II. Interview assignments
Video resume 150 9/4
8-question interview 400 10/22 (practices, 10/8; 10/15)

III. Homework & final exam
Homework in Career Strat 50 as assigned
Discussion contributions 100 as assigned

1000

WRITING AND PRESENTATION ASSIGNMENTS

Video resume prework

Understanding yourself; answer these questions

1. What is your work history (See chapter 2 in Career Strategies)

   What strengths have others recognized in you in work, school, and service?
   What proof can you provide?

   Testimony: oral or written

   Example: provide an example/story that shows why you were praised?
   Did you succeed in a challenging situation? Come up with an innovative solution?
   Help another or a team succeed through empathy or interpersonal skills?

   Statistics: under what circumstances did you receive a raise, bonus, promotion, recognition—or other quantifiable outcomes?

2. What are the 1-2 most successful goals you have achieved as an individual?

   What evidence do you have to prove it was a success?
Draw a flow chart to show what you did that led to this success: Planning? Metrics/Success Standards? Special effort? Advice from others?

3. **What was the most successful project you tackled as a member of a team?**

   What was the role that you played?

   What impact did you make?

   What evidence do you have to prove that impact?

4. **What career do you see yourself pursuing?**

   What key values motivate your career goals? (See end of chapter 1 in Career Strategies)

5. **Why did you choose your Major? Minor?**

6. **What are your favorite recreational activities?**

7. **What volunteer activities do you find compelling? Why?**

**Assignments**

1. **Email:** Compose an email which has an introduction, one or more body paragraphs, and a closing. It should also include some headings and, as appropriate, other elements of visual design.
2. **Key Learnings Company Analysis:**

   **Company knowledge:** When you interview, an organization expects you to have done research about it. So find out about a company or organization that values your major’s function. Be sure to identify a corporate vision or mission statement as well as other information. This might include the company’s history, its leadership, its products and services, its financial status, including sales, where its customers are, its M&A activity, number of employees, and its plans for the future.

   You can find this information by putting the name of the organization into a search engine and reading what the organization says about itself and what others say about it. A librarian can show you how to quickly find information on proprietary sites for which the library has paid a fee. Using these proprietary resources may be the fastest way to obtain this information.

   Prepare a 1-2 page report using an appropriate orienting introduction and a series of headings identifying the topics discussed in that section. Use bullets when appropriate if you are including lists.

   You do not need to include any original writing in this paper other than the introductory paragraph. I will be grading it primarily on visual attractiveness, so be sure you use the same font and font size throughout, bold face all headings, and provide a line of white space between all paragraphs.

   Review chapter 4 in Power Communication for ideas on the value of visual design in making a positive first impression on readers. Also see the Model Co Analysis documents on the class website and in Ch 14 of Power Communication.

2. **Video resume:** Consider these ideas for your video resume, in addition to the information you generated in your prework assignment: excitement about starting your career; technical excellence in your field; leadership with proven impact; excellent public speaking, listening, written, and/or interpersonal skills; passion for success in everything you do. These are typically 45-90 seconds. Yours may be as long as 2 minutes.

3. **Letter of application for an internship or a job that requires a college degree.** Attach to your paper a copy of an actual employment ad with three job criteria highlighted. Be sure your letter addresses each of the criteria, with headings identifying each.

4. **Resume:** Compose a two-page resume (no 1 ½ page resumes!). Look into finding an attractive template for the resume, so it wins “the first moment of truth” for first impression. (You should have both a 1-page and a 2-page resume for use in job applications). Consider including an inspirational quotation on it, as well as interests, such as sailing, singing, backgammon, auto mechanics, or woodworking.
5. **Business Card and PowerPoint Deck**

- Design a business card that represents you well in design and content. (See Vistaprint.com for templates you might select. You can take a screen shot of a card you design on this site if you choose not to purchase them).
- Create PowerPoints showing you at work, at school, in athletics, music, theatre, or other activities, and in a service project.

*Plagiarism*, such as submitting another’s student’s work and representing it as your own, will result in an F for the class.

**JOURNAL (CAREER STRATEGIES) AND OTHER HOMEWORK EXERCISES**

**Journal assignments in Career Strategies** Please complete the journal assignments below.

- **Chapter One**: Do the 3 things exercise, proof you have already done networking
- **Chapter Two**: Fill in pps. 15-16. Include all work, whether paid or unpaid, including babysitting, dog walking, and lawn care. Seniors should complete all exercises in this chapter. Highlight compliments from customers, bosses, co-workers as well as raises and promotions. Highlight key improvements you made to organizational performance. You will be using this information in developing answers to your Chapter 3 assignment, as well as in resumes, letters of application, and job interviews.
- **Chapter Three**: Describe at least six accomplishments, six personal qualities, and three skills, pps. 28-40. Compose answers as well developed as the examples in CS, using a Claim, Rationale, Data, and Significance format. You will use this information in preparing for job interviews.
- **Chapter Seven**: Use the material in this chapter to help you write resumes and letters of application. See also materials in Power Communication, Ch 14.
- **Chapter Four**: List a total of at least 20 networking contacts in the space provided on pps. 47-52. Include references’ title, workplace, and either telephone or email address. Consider sending your video resume and a link to your LinkedIn page to these individuals. Send an email to at least one of your contacts asking for a recommendation you can post on your LinkedIn account.
- **Chapter Six**: Use the information in this and other CS chapters to develop a video resume, a 60-90 second biography focusing on your unique selling points. Pay careful attention on how to do telephone and face-to-face networking interviews in this chapter. Also, review the third and fourth installments of networking videos on Canvas.
- **Chapter Five**: Develop a job search business card (see p. 66 in CS). You may complete the one in CS (do both sides), or design and print your own. For example, you can send $9.95 to vistaprint.com for custom printed cards you design from on-line templates. (Use a newly created mail address as vistaprint sells addresses. I do not recommend the more expensive, generic Xavier University cards). If you do not want to purchase the cards, you can send me a screen shot of the card you design via email.
- **Chapter Eight**: Answer all the questions in writing that you will be answering in the screening and behavioral interviews. Include at least 3 behavior-based questions, one of
which implies a negative. Make sure each question addresses a key quality needed in the job for which you are applying. Each script is due two days before you tape the practice and final interviews, as is a copy of your taped practice interview and a T-chart of your analysis of the strengths and weaknesses of your practice interviews.

**DUE DATES FOR INTERVIEW MATERIALS**

**Due day of interview:** Write out answers to all questions you will be asked two days before you submit your practice and final video interviews—to be submitted on the day you record the interview for grade, along with your filmed practice interviews & a T-chart with strengths and weaknesses identified.

**VIDEO RESUME AND INTERVIEW GUIDELINES**

- You will complete a 60-120 second video resume that you will film in formal dress. You may use a teleprompter for this exercise.
- You will complete one 8-question interview. In the screening part of the interview you will answer a question about the company to which you applying, what you understand about the requirements and success criteria for the job, a question about the relevance of your education and another relating your work experience to the specific job for which you are applying. In the second half of the interview, you will answer three behavior-based questions as well as the question, “Why should I hire you?” You must ask a question at the end of the interview. This interview too typically takes 5-8 minutes and is to be completed without notes.

**READING**

*CAREER STRATEGIES* (CS required) Be careful of buying this book as a used copy as some have found pages torn out and previously submitted as homework.  
Other materials as assigned on the Canvas site.

**ASSIGNMENT GUIDELINES**

Papers are graded on a variety of criteria, including appearance, organization, completeness, logic, evidence, grammar, spelling, and punctuation. Papers must be submitted when due to receive full credit. *Pro-rated on a 100 point scale, papers will receive a 10 point grade deduction for each week they are handed in late up to 20 points off. Papers handed in after the last class will receive a 30-point deduction.* My preference is to receive the papers on or before the due date.

To get credit for the job interview, you must first complete a video—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.

**GRADING SCALE**

The average grade for this class is B+, considered a high average within the Williams College of Business. Keep in mind that the median grade on the test is a B. You can track your class progress using Canvas’ Gradebook function.

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<tr>
<th>Grade Range</th>
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<tbody>
<tr>
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<td>930-949</td>
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**PAPER GRADING STANDARDS**

Papers will be graded according to the following four criteria (in order of importance): quality of organization and the originality and development of ideas; appearance, including the effective use of graphic design techniques; sentence maturity, style and diction; and spelling, usage, mechanics, and punctuation.

**A** **DEMONSTRATES UNUSUAL COMPETENCE:** The purpose is clear; ideas are original, substantively developed, and supported with details and illustrations. The paper is well organized and shows effective use of graphic design techniques. The paper displays careful use of language: complete, clear and engaging sentences as well as correct and distinctive diction. There are few errors in usage, punctuation, and spelling.

**B** **DEMONSTRATES COMPETENCE:** The purpose is clear and ideas are adequately developed and supported with details and illustrations. The paper is organized and attractive to look at. The sentences are clear and complete. The diction is correct and appropriate. There are few errors in Standard English usage, punctuation, and spelling.

**C** **SUGGESTS COMPETENCE:** There is a sense of organization. The central idea is apparent if not always clear; the ideas need more development, along with more details and illustrations for support. While the sentences are complete and clear, their structure or rhythm may seem repetitious. The diction is appropriate though limited. There may be recurring errors of usage, punctuation, and spelling.

**D-F** **FAILS TO MEET CRITERIA FOR ASSIGNMENT:** The paper lacks an apparent central idea, and ideas that are present need more development and support. It is unattractive to look at and poorly organized. There are incomplete sentences. The diction is inexact. There are many recurring errors of usage, punctuation, and spelling. Often is sloppy, skimpy, and disorganized. All or part of the paper is plagiarized.

**PREREQUISITE:** Freshman English
XAVIER UNIVERSITY MISSION STATEMENT

Xavier’s mission is to educate. Our essential activity is the interaction of students and faculty in an educational experience characterized by critical thinking and articulate expression with specific attention given to ethical issues and values. Xavier is a Catholic institution in the Jesuit tradition, an urban university firmly rooted in the principles and conviction of the Judeo-Christian tradition and in the best ideals of American heritage.

Xavier is an educational community dedicated to the pursuit of knowledge, to the orderly discussion of issues confronting society; and, as would befit an American institution grounded in the humanities and sciences, Xavier is committed unreservedly to open and free inquiry.

Xavier, while primarily an undergraduate institution emphasizing the liberal arts, is also committed to providing graduate and professional education in areas of its demonstrated competence and where it meets a particular need of society, especially of Xavier’s regional constituency. Faculty members, moreover, are strongly encouraged to engage in research outside the classroom in order to maintain the professional standing of the institution.

With attention to the student as an individual, Jesuit education seeks to develop: 1. Intellectual skills for both a full life in the human community and service in the Kingdom of God; 2. Critical attention to the underlying philosophical and theological implications of the issues; 3. A worldview that is oriented to responsible action and recognizes the intrinsic value of the natural and human values; 4. An understanding and communication of the moral and religious values through personal concern and lived witness, as well as by precept of instruction; and 5. A sense of the whole person—body, mind, and spirit.

In keeping with the Jesuit tradition, Xavier believes that religious insights are complementary to the intellectual life, and that a continuing synthesis of the Christian perspective with all other forms of human knowledge is conductive to wisdom and understanding. Xavier shares in worldwide Jesuit commitment to a creative and intelligent engagement with questions of peace and justice.

This syllabus is tentative and will be altered to accommodate contingencies.