2012

MGMT 301-05C Managerial Communication

George Gordon
gordong@xavier.edu

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Managerial Communication: Fall 2012
August 20 to October 12
MGMT 301—05C Accelerated 94695
Wednesday 6:00 PM
Class Room: G23 Smith Hall
Mgmt 301 is a 2-credit class

INSTRUCTOR: GEORGE F. GORDON    OFFICE: 244 Smith Hall
E-MAIL: gordong@xavier.edu                  TELEPHONE: 513.745.3984
OFFICE HOURS:
Tuesday 1:00-2:30
Wednesday 1:00 -2:30 / 4:00-5:00
Thursday 1:00-5:00
By Appointment

REQUIRED: TEXTS & MATERIALS
1. TEXTS
   CAREER STRATEGIES; Thomas D. Clark: Kendall Hunt Publishing: 2010
   POWER COMMUNICATION: Thomas D. Clark: Kendall Hunt Publishing: 2010
2. WEB CONNECTION IN CLASS
3. BLACKBOARD & EMAIL CLASS MATERIALS WEEKLY

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.

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: 1) developing communication strategies that are well adapted to the needs and expectations of audiences, especially job interviewers and networking contacts; 2) using electronic resources to facilitate the job search process; and 3) 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. Many Xavier alumni have indicated that Managerial Communication was the most valuable class in their business educations.

COURSE OUTLINE: Managerial Communications is organized around writing, speaking, Internet, and
interpersonal communication exercises. You will write electronic letters, resumes and reports; complete career analysis and writing exercises; record yourself giving and taking job interviews; and complete two 5-8 minute job interviews.

**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.

**ATTENDANCE:** is required at all classes. Contact me in advance if you must miss class, or speak with me when you return to class.

**CLASS ASSIGNMENTS:**
1. Accepted on the due date only, in class as hardcopy.
2. All assignments must have:
   - Your Name
   - Due Date of Assignment
   - Class Section (MGMT 301-05C 94695)
   - NO CREDIT GIVEN IN ID INFORMATION IS MISSING
3. No electronic copies accepted.
4. No late assignments accepted.

<table>
<thead>
<tr>
<th>Week Of</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>PC = Power Communications</td>
<td></td>
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<tr>
<td>CS = Career Strategies</td>
<td></td>
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| Aug. 20 | 1. Course introduction and overview  
2. Form teams: select name and exchange contact information  
3. MBTI  
4. Writing project  
5. In-class Assignment #1 |
| Sept. 3 | 1. History of Language  
2. Communication theories exercise by teams assigned and delivered  
3. Assign chapters by teams for chapter presentations from PC  
4. In-class Assignments #2 & 3 |
| Sept. 10 | 1. CS – read chapter 7 Resume  
2. In-class exercise - Interviews |
| Sept. 17 | 1. CS read chapter 6 Interviews  
2. In-class Exercises #4 & 5 |
| Oct. 1 | 1. CS – read chapter 4 Job Strategy  
2. In-class Exercise #6  
3. CS – read chapter 8 Interviewing  
4. In-class Exercises #7 & 8 |
ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS AVAILABLE</th>
<th>POINTS EARNED</th>
<th>DUE DATE</th>
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</thead>
<tbody>
<tr>
<td>1. In-class writing assignments</td>
<td>8 x 10 + 80</td>
<td>Various Dates</td>
<td></td>
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<tr>
<td>2. Letter of application</td>
<td>100</td>
<td>9/10</td>
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<tr>
<td>3. Two-page resume</td>
<td>200</td>
<td>9/10</td>
<td></td>
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<tr>
<td>4. Company analysis</td>
<td>50</td>
<td>9/03</td>
<td></td>
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<tr>
<td>5. Social media connection</td>
<td>50</td>
<td>9/10</td>
<td></td>
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<tr>
<td>6. Elevator pitch</td>
<td>50</td>
<td>9/10</td>
<td></td>
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<tr>
<td>7. Two in-class interviews</td>
<td>100 x 2 + 200</td>
<td>9/10 &amp; 17</td>
<td></td>
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<tr>
<td>8. Business card</td>
<td>50</td>
<td>10/01</td>
<td></td>
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<tr>
<td>9. Mentor connection</td>
<td>100</td>
<td>10/01</td>
<td></td>
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<tr>
<td>10. Final examination</td>
<td>120</td>
<td>10/08</td>
<td></td>
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<tr>
<td>TOTAL POINTS</td>
<td>1000</td>
<td>xxxxxxxx</td>
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GRADING SCALE

950-1000 = A  
930-949 = A-  
900-929 = B+  
875-899 = B  
850-874 = B-  
800-849 = C+

975-999 = C  
700-749 = C-  
650-699 = D+  
600-649 = D  
under 600 =

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; 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 Standard English 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.

GUIDELINES FOR EMAIL COMMUNICATION BETWEEN YOUR PROFESSOR AND PEERS

SUBJECT LINE AND GREETING
1. Include your name and the course number in the subject line, such as *A request from Jim Smith, Mgmt 300 Section 02.*
2. Choose an appropriate greeting—such as *Dr. Krishnan:* or *Professor Burkhart:*—unless your professor indicates he or she prefers a more informal greeting.

CONTENT
1. Compose email that fits neatly on one and no more than two screens. Limit paragraphs to five lines.
2. Write directly, indicating in the first paragraph why you are writing and what you want your reader to do in response. Indicate when you need a response while refraining from insisting on an immediate timeframe for a reply.
3. Avoid rote apologies for missing class.
4. Sign with your full name, course number, and meeting time.

STYLE
1. Use courteous language which suggests a calm and rational tone. **DO NOT USE ALL CAPITALS FOR ANY SENTENCES!**
2. Avoid abbreviations, slang expressions, and emoticons, such as the following: “*BTW, can U plz send info on nxt paper? Thx ☺*”.
3. Capitalize the first letter of a word beginning a sentence as well as the pronoun, *I*.
4. Insert a line of white space between paragraphs to facilitate easy reading.

BEFORE HITTING SEND
1. Edit for polite tone.
2. Proofread for grammar, punctuation and diction.

OTHER COURTESIES
1. Avoid sending very large attachments, which can burden email systems. Be sure all attached papers include your name as well as the course and section numbers.
2. When you get a reply to a non-routine request from a professor, such as one that indicates a letter of recommendation has been written and sent, say *thank you* in person or in a written response.