2012

MGMT 301-05C Managerial Communication

Steve Epplen  
eplens@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/management_syllabi_spring_2012

Recommended Citation  
https://www.exhibit.xavier.edu/management_syllabi_spring_2012/15

This Restricted-Access Syllabus is brought to you for free and open access by the Management Syllabi 2012 at Exhibit. It has been accepted for inclusion in Management Syllabi Spring 2012 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Managerial Communication: Spring 2012
January 9, 2012 to March 2, 2012
MGMT 301-05C

Monday: 6:00-9:00 PM
Class Room: 313 Alt Hall
Mgmt 301 is a 2-credit class

INSTRUCTOR: STEVE EPPLEN
E-MAIL: epplens@xavier.edu TELEPHONE: 513-375-0201 (Work Cell)
OFFICE HOURS: BY APPOINTMENT

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 evaluations,
hard copy resume, cover letter, in class presentations with a partner; complete networking
exercises.

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.

**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)
3. **No electronic copies accepted with exception of the e-mail evaluation.**
4. **No late assignments accepted.**

<table>
<thead>
<tr>
<th>Date</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 9</td>
<td>Course introduction and over view. Assign teams and Assignment.</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>No Class, Martin Luther King Day</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Read Chapters 1, 2 and 3 CS</td>
</tr>
<tr>
<td></td>
<td>Discuss Networking Assignment</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to discuss</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Deliver PC chapters 1-5</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to discuss</td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Deliver PC chapters 6-10</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to discuss</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Deliver PC chapters 11-15</td>
</tr>
<tr>
<td></td>
<td>Networking Assignment Due</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to discuss</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Read Chapters 4, 6 and 7 CS</td>
</tr>
<tr>
<td></td>
<td>E-mail Evaluations Due</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to discuss</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Read Chapter 8 CS</td>
</tr>
<tr>
<td></td>
<td>Resume and Cover Letter Due (Final)</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to discuss</td>
</tr>
</tbody>
</table>

**GRADING**

I. **Writing assignments**  **Points**

   - Network Exercise  150
   - Networking elevator pitch  50

II. **Presentation Assignment**
Evaluation of Team Member E-mail 50
Individual Evaluation by Team Member 50
Class Presentation Oral 200
In Class Presentation Slides/Visuals 200

III. Networking
    Participation/attendance 100
    Final exam
    Resume and Cover Letter 200 (100 each)
    1000

GRADING SCALE
950-1000 = A
930-949 = A-
900-929 = B+
875-899 = B
850-874 = B-
800-849 = C+
750-799 = C
700-749 = C-
650-699 = D+
600-649 = D
under 600 =

GRADING STANDARDS

Papers and Assignments 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 assignment is well organized and shows effective use of graphic design techniques. The assignment 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 assignment 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 assignment 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 assignment is plagiarized.

GUIDELINES FOR EMAIL COMMUNICATION BETWEEN YOUR PROFESSOR AND PEERS

SUBJECT LINE AND GREETING
Include your name and the course number in the subject line, such as *A request from Jim Smith, Mgmt 301-5C*.

- Choose an appropriate greeting—such as *Dr. Krishnan:* or *Professor Burkhart:*—unless your professor indicates he or she prefers a more informal greeting. For me, Steve is fine.

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.