2012

MGMT 301-07B Managerial Communication

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IMPORTANCE OF MANAGERIAL COMMUNICATION:

Effective oral and written communication skills are critical to success in almost all managerial positions. 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 the key to winning a job interview. It is so important to organizational success and yet 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, tied with introductory accounting, was ranked as the most important.

PURPOSE OF THIS COURSE:

Managerial Communication is designed to help students 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) writing business documents that are inviting to read, grammatically correct, easily understood, and logically argued; and 3) doing research through the use of interviews as well as library and Internet resources.

PREREQUISITES: Sophomore status; EN 101.

COURSE OUTLINE: Managerial Communication is organized around four topics; 1) self assessment; 2) understanding how to find and prepare for job opportunities; 3) writing effective business correspondence, and 4) getting ready for job interviews. You will write a letter of application, a two-page resume, and a company analysis; keep a journal in the Career Strategies workbook; videotape and assess yourself giving and taking job interviews; and complete a 7-question mini-job interview.

READING:

- Clark, CAREER STRATEGIES (CS), (required)
- Clark, POWER COMMUNICATION, (PC) (required)
- Other materials as passed out in class and assigned on the Blackboard site
GRADING: The average grade in this class historically has been a B+. Exceptional performance in both oral and written aspects of the class is required for an A.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>I. Writing Assignments</td>
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<tr>
<td>Letter of Application</td>
<td>100</td>
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<tr>
<td>2-page Resume</td>
<td>100</td>
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<td>Company Analysis Fact Sheet</td>
<td>100</td>
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<td>II. In-class Job Interview</td>
<td>400</td>
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<td>III. Homework</td>
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<tr>
<td>Career Strategies Journal Exercises</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
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Papers are graded on a variety of criteria, including appearance, organization, completeness, logic, evidence, grammar, spelling, and punctuation. Papers must be handed in when due to receive full credit. Papers will receive a 10 point deduction for each week they are handed in late. The maximum grade deduction for a late paper will be 20 points.

ATTENDANCE

You are expected to attend all classes.

As this is a once a week class, you may miss one class without penalty. If you are a varsity athlete, you will be expected to attend all classes other than those when you are traveling with the team. You may be expected to attend a relevant outside event if your absences exceed one.

Students will exchange information with at least 2 other students on the first day of class. If a student is absent, he/she may contact the other students to find out about the day’s activities. Furthermore, these students are a great resource when there are questions about assignments or the course in general.

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>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>950-1000</td>
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<tr>
<td>A-</td>
<td>930-949</td>
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<tr>
<td>B+</td>
<td>900-929</td>
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<tr>
<td>B</td>
<td>875-899</td>
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<tr>
<td>C+</td>
<td>800-849</td>
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<tr>
<td>C</td>
<td>750-799</td>
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<tr>
<td>C-</td>
<td>700-749</td>
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<tr>
<td>D+</td>
<td>650-699</td>
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<tr>
<td>D</td>
<td>600-649</td>
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<td>F</td>
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**CLASS CALENDAR:** Mgmt 301 is a 2-credit class

<table>
<thead>
<tr>
<th>WEEK</th>
<th>IN-CLASS</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture/Discussion</td>
<td>Read Fwd and Chapters 1, 2, 3, and 7 in <em>Career Strategies</em> and Chapter 2 in <em>Power Communication</em>. Review Chapter 14 <em>Career Strategies, Model Documents</em></td>
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<tr>
<td>March 4</td>
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<tr>
<td>Week 2</td>
<td>Lecture/Discussion</td>
<td>Read Chapter 4 and 7 in <em>Career Strategies</em> and Chapters 4 and 6 in <em>Power Communication</em></td>
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<tr>
<td>March 10</td>
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<td><strong>Letter of application Due</strong></td>
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<td><strong>Journals Due:</strong></td>
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<td>Chapter One: Do the 3 Things exercises pps 10-11</td>
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<td>Chapter Two: *Fill in pps. 15-16. Due date: 1/23</td>
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<tr>
<td>Week 3</td>
<td>Lecture/Discussion</td>
<td>Read Chapters 5, 6, and 8 in <em>Career Strategies</em> and Chapters 8-9 in <em>Power Communication</em></td>
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<td>March 17</td>
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<td><strong>2-page Resume Due</strong></td>
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<tr>
<td>Week 4</td>
<td>In class elevator</td>
<td><strong>Company Analysis Fact Sheet Due</strong></td>
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<td>March 24</td>
<td>pitches</td>
<td><strong>Journals Due: Chapter Three:</strong> <em>List six accomplishments, six personal qualities, and three skills, pps. 28-40. Compose answers as well developed as the examples in CS, using Claim, Rationale, Data, and Significance format. Include independent evidence, such as the testimony of others, bonuses, pay raises, increased responsibilities, and promotions to document your claims.</em>*</td>
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<td>Chapter Four: List 20 networking contacts in the space provided on pps. 44-52.</td>
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<td>Chapter Five: <em>Develop a job search business card (see p. 66 in CS) You may complete the one in CS, or design and print your own from Microsoft Works or similar publishing software.</em>*</td>
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<td>Week 5</td>
<td>Practice Interviews</td>
<td>Write answers to screening questions in class</td>
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<td>March 31</td>
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<td>In Class Practice Interviews</td>
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<td>Video tape interviews with partners following in class practice and feedback from class</td>
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<td>Week 6</td>
<td>Interviews for grade</td>
<td><strong>T-chart and video due</strong></td>
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<td>April 14</td>
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<td><strong>Journal Due:</strong></td>
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<td>Chapter Eight and Interview Script due: Answer all the questions in writing that you will be answering in the in-class screening (questions will come from chapter 8) and behavioral interviews. Include at least 3 behavior based questions, one of which implies a negative. Indicate why each question addresses a key quality needed in the job for which you are applying. See External Links and Electronic Reserves, password 301, for more information on behavioral interviewing. Each script is due on the day you conduct the interview.</td>
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<tr>
<td>Week 7</td>
<td>Final Exam</td>
<td><strong>20 contacts and business card due</strong></td>
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<td>April 21</td>
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WRITING ASSIGNMENTS

Letter of application for an internship or a job requiring a college degree Find a job to apply for and write a letter of application based on class discussion and course readings on Letters of Application. Attach to your paper a copy of the ad with each job criterion highlighted. Be sure your letter specifically addresses three of the most important criteria. Model your letter closely on the one on Blackboard that we discuss in class.

Resume Compose a two-page resume (no 1 page resumes!) following the model resumes from class. 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, or woodworking.

Company analysis fact sheet Compose a key learnings fact sheet describing the company for which you plan to work. Answer the questions listed in the middle of p. 77(CS) about the organization. I suggest putting the name of the organization into a search engine and read what the organization says about itself and what others say about it. Use the following headings: corporate vision or mission statement; recent company’s history; products and services; leadership; financials; plans for the future.

Papers are graded on a variety of criteria, including appearance, organization, completeness, logic, evidence, grammar, spelling, and punctuation. Papers must be handed in 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 in class on or before the due date. E-mail papers only with prior permission.

INTERVIEW GUIDELINES
You will complete a two part interview in class—a screening interview and a behavioral interview. In the screening half you will answer a question about the company to which you applying, a question about the relevance of your education and another relating your work experience to the specific job for which you are applying. You will also answer the question: “Tell me about an extra curricular activity” OR “Tell me about a weakness.”

In the behavioral interview, you will answer three behavior-based questions as well as the question, “Why should I hire you?” or alternatively, “Describe your greatest strength.” You must ask a question at the end of the interview. It too typically takes 5-8 minutes.

To get credit for the job interview, you must first complete a video of a practice interview. Prepare a T-chart that describes what you and your interview partners believe are your interview’s strengths and weaknesses, as well as your plans for improvement. You may use the script in the practice interview, but must speak spontaneously without notes in the graded interview. The interviewer may use the script for both interviews.
**JOURNAL AND OTHER HOMEWORK EXERCISES**

**Journal assignments in Career Strategies** Please complete each of the journal assignments below. All journals will be collected at the end of the quarter.

**Chapter One:** Do the Three Things exercises pps 10-11. Due date: 3/16

**Chapter Two:** *Fill in pps. 15-16. Due date: 3/16

**Chapter Seven:** Use the material in this chapter to help you write a letter of application and a two page resume. See also the Model Documents in *Power Communication*. Due date: 3/16 and 3/23

**Chapter Three:** *List 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. Include independent evidence, such as the testimony of others, bonuses, pay raises, increased responsibilities, and promotions to help document your claims. This is a graded assignment. Due date: 3/23

**Chapter Four:** *List 20 networking contacts in the space provided on pps. 66. Due date: 3/30

**Chapter Five:** *Develop a job search business card. You may complete the one in CS, or design and print your own from Microsoft Works or similar publishing software (see, for example, avery.com, which allows you to print on both sides of the card), or send $9.95 to vistaprint.com for custom printed cards you design from on-line templates. Due date: 4/6

**Chapter Eight:** Answer all the questions in writing that you will be answering in the in-class screening and behavioral interviews. Include at least 3 behavior based questions, one of which implies a negative. Indicate why each question addresses a key quality needed in the job for which you are applying. See *External Links* and *Electronic Reserves, password 301*, for more information on behavioral interviewing. Each script is due on the day you conduct the interview.

**FINAL EXAM**

The final exam will cover knowledge I believe you should take away from this class. I will place reasonably heavy weight to material not otherwise tested in class, such as information covered on PowerPoint slides and in initial chapters of *Career Strategies* and *Power Communication*. The exam will include multiple choice, true-false, and short essay questions. If you miss the test, it is your responsibility to contact me to make it up.
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 world view 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.