The Cameron School of Business at University of St. Thomas  
MGMT 3320 Section B \ Business Communication \ Spring 2018  
M-W 1:40-2:55 PM  Room  207 Strake  3 credit hours

Dr. M.A. Simms  212 Welder Hall  simmsm@stthom.edu  
Phone: 713.942.5918  Emergency: 713.525.2100

Office Hours: Monday 11:30-1:30 PM; Wednesday Noon-1:30PM & 4:30-5:30 PM; and by appointment on Tuesdays/Thursdays

Course Description
This class is an introduction to business and professional communication skills. As an experience-based class, it integrates oral presentations and team projects to ethics, diversity and leadership. The focus is on developing a working knowledge of theory and principles for interpersonal, group, and oral presentation communication skills.


Program Learning Goals
Students will be:
1. Able to communicate effectively.
   - Objective 1: Graduates will deliver a compelling oral presentation.
   - Objective 2: Graduates will demonstrate mastery of communication technology.
   - Objective 3: Graduates will write professional quality documents.
2. Adept at critical thinking.
   - Objective 1: Graduates will analyze problems in-depth.
   - Objective 2: Graduates will evaluate data thoroughly.
   - Objective 3: Graduates present feasible solutions.
3. Able to work effectively in teams.
   - Objective 1: Graduates will work collectively towards team objectives.
   - Objective 2: Graduates will demonstrate professional interpersonal relations with other team members.
4. Ethical decision makers.
   - Objective 1: Graduates will identify the ethical issues implicit in a business situation.
   - Objective 2: Graduates will describe and use ethical frameworks applicable to business situations.
5. Knowledgeable about fundamental business issues and processes.
**Course Learning Objectives:** Students will:

- Work effectively in teams by working toward team objectives that student groups will establish as part of their end-of-semester group project (Goal 3, Objective 1)

- Demonstrate professional interpersonal communication skills with team members (Goal 3, Objective 2)

- Communicate and present compelling oral presentations in a number of venues using communication technology (Goal 1, Objectives 1&2)

- Identify ethical issues to a contemporary business management issue using an ethical framework (Goal 4, Objectives 1&2)

The overall goal of the course is for the student to understand the full context of business communication, which includes self-awareness. Therefore, course focus is to help students define and explain basic communication terms and principles that comprise competent business and professional communication in interpersonal, small group and organizational contexts.

**Instructional Methods:** This class utilizes lecture, group discussion, case methods, and videos to maximize and create a learning environment. Students will self-select a group for a final semester team project that integrates the course concepts.

**Course Requirements**

**Participation:** This class is interactive and utilizes an experiential model of learning. Therefore, it is critical to your individual success and to the success of the class experience as a whole that each of you comes to class prepared to participate in class activities, reads assigned chapters before class and demonstrates courtesy and respect for others. Respect includes leaving cell phones off and no iPods. Laptop use is only necessary for the final projects.

**Major Assignments:** You will be asked to complete the following:

- Present an Elevator Speech
- Conduct a career research interview and completed report
- Prepare and deliver a group presentation with Q&A
- Complete a Career Portfolio with Personal Performance Appraisals
- Take three exams

**Attendance/Class Policy:** There is an attendance policy. Ten points are deducted (one letter grade) after three (3) absences. Frequent tardiness is factored as a missed class. Late assignments are not accepted and oral presentations dates and exams cannot be made up. Extenuating circumstances will be determined between the student and professor but approved late papers, assignments, etc. will still affect student grade.
Please get a buddy-system. If you miss class it is your responsibility to retrieve handouts, materials and notes from this person.

- Class Participation: Participation is required. Failure to participate in class discussions will result in a 5 point deduction from the final grade.
- Make-up Exams: No make-up exams will be offered.
- Missed Assignments: Missed assignments are considered late and will receive no credit.
- Extra Credit: No extra credit is offered in this course.
- Mobile Devices: Cell phones and electronic media are not permitted in class or during exams. During exams cell phones will be turned off and may not be accessed.

Grading Procedures: Grades are based on the following percentages:

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation / Elevator Speech</td>
<td>10</td>
</tr>
<tr>
<td>Career Research Project</td>
<td>20</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>15</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Exams (10 points per exam)</td>
<td>30</td>
</tr>
<tr>
<td>Student Performance Appraisal</td>
<td>10 (5/5)</td>
</tr>
</tbody>
</table>

- Group projects require collaborative learning and work effort. You will be evaluating each of your group members individually and your group grade will be determined, in part, by your peer evaluations. In other words, not everyone in the group will necessarily receive the same grade.
- Scale: 95-100 = A 90-94 = A- 87-89 = B+ 84-86 = B 80-83 = B-
  79-77 = C+ 74-76 = C 70-73 = C- 67-69 = D+ 64-66 = D 60-63 = D-

Technology
It is imperative you check Blackboard regularly for announcements, changes in class schedule, cancelled classes, etc. Blackboard is used throughout the semester to communicate with students. All assignments are posted on Blackboard. Student presentations may include PowerPoint, podcast and internet connections.

Weekly Schedule
With the exception of the first class, please complete the readings before you come to class. You are responsible for keeping yourself apprised of any changes in dates and assignments as announced in class and posted on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Jan 22 | Introduction to course, classmates & communication
<p>| | “What is your Emotional Intelligence IQ?”           |          |
| Jan 24 | Groups begin performance appraisal                  | Chapter1 |
| | Communication concepts defined                      |          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 29</td>
<td>Communication, Culture and Work</td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Individual Performance Appraisal</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Laying the groundwork for effective teams &amp; interpersonal relations</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Individual Oral Presentations: Elevator Speech</td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Elevator Speech Presentation</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Career Services: <em>Myers-Briggs Personality Assessment</em> Conflict Management Style Inventory</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Interpersonal Communication / Listening</td>
</tr>
<tr>
<td></td>
<td>Verbal and nonverbal communication</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td></td>
<td>Dr. Cuddy ‘TEDTalks’ on communication</td>
</tr>
<tr>
<td>Feb 19</td>
<td><strong>Exam 1</strong> Chapters 1, 2, 3, 4</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Effective Team Communication</td>
</tr>
<tr>
<td></td>
<td>“Invasion of Privacy”: Conflict &amp; Negotiation</td>
</tr>
<tr>
<td>Feb 26</td>
<td>“Abilene” video and conflict management</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Finalize In-Class Groups &amp; Ground-rules</td>
</tr>
<tr>
<td>March 5</td>
<td>Career / Job Interview Presentation</td>
</tr>
<tr>
<td></td>
<td>Ms. Lindsey Jackson and Ms. Jenna Powell/ Career Services</td>
</tr>
<tr>
<td>March 7</td>
<td>Interviewing Skills / Focus on Career Project</td>
</tr>
<tr>
<td>March 12-16</td>
<td>Spring Break / No Classes</td>
</tr>
<tr>
<td>March 19</td>
<td>Interviewing continued</td>
</tr>
<tr>
<td>March 21</td>
<td>Organizational Change and Transition</td>
</tr>
<tr>
<td>March 26</td>
<td>“The Case of Bob Lee” and/or “Resume Falsification” Business Ethics Rubric</td>
</tr>
<tr>
<td>March 28</td>
<td><strong>Exam 2</strong> Chapters 5, 6, 7, 8</td>
</tr>
<tr>
<td>April 2&amp;4</td>
<td>Video: Twelve Angry Men <del>or</del> The White Mile Movie with debrief in class on business communication principles</td>
</tr>
<tr>
<td>April 9</td>
<td>Career Interview Project Dialogue</td>
</tr>
<tr>
<td></td>
<td><strong>Due:</strong> Career Project</td>
</tr>
<tr>
<td>April 11</td>
<td>Group Presentation Skills</td>
</tr>
<tr>
<td>April 16</td>
<td>Impromptu Oral Presentations</td>
</tr>
<tr>
<td>April 18</td>
<td>Groups/Teams: Present on project status</td>
</tr>
<tr>
<td>April 23 &amp; 25</td>
<td>Group Work: Consultation with professor</td>
</tr>
</tbody>
</table>
Ap 30 / May 2  Group Oral Presentations using Communication Technology

**Due May 2:** Career Portfolio, which includes First and Final Performance Appraisal

May 14  **Exam 3** Chapters 9-11 / 3-5:30 p.m.

**Due:** Final Project & Peer Evaluations from each group

The schedule and procedures in this course may be subject to change in the event of circumstances beyond the instructor’s control. Students will be advised of the changes in a timely fashion. In addition, students may complete learning logs, short assignments, quizzes, and role-plays on the basis of student involvement and interest as decided by professor discretion.
The Cameron School of Business at University of St. Thomas

MISSION STATEMENT

The Cameron School of Business will serve students of diverse backgrounds, providing them the necessary professional skills for a changing global economy, and instilling in them a deep appreciation for ethical behavior as the hallmark of a successful and fulfilling business career. The Cameron School will provide its students a timely and comprehensive business curriculum, with opportunities for specialized study in major business fields. The faculty will provide quality teaching, as this is the core of our mission. As an extension of our teaching mission, the faculty will engage in scholarly activity and service to the University, the profession, and the community.

Academic Honesty Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

Accommodations The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

- Please speak with me as early as possible regarding any accommodations needed; all discussions will remain confidential.

Available Support Services: Additional support may be found at the following: Library resources, learning center, computer center, and the on-campus tutoring services.
Student Performance Appraisal

Writing a performance appraisal of your own class work, conduct and contribution helps prepare you for the type of assignment often asked by an employer.

Today, in small groups, your task is to:
   1. Brainstorm a list of characteristics of an ideal professional (or member of this class).
   2. From your list, identify by consensus the top 3 characteristics.

Debrief in entire class.

In small groups, your task is to:

   3. Brainstorm what you need to get from this class so that it will be a success.
   4. From your list, identify by consensus the top 3 items.

Take-home assignment: Write your own performance appraisal guideline. It should only be one page.

The first paragraph (1/2 page): identify the characteristics you want to emulate and project as a professional member of this class. These will become your standards. (For example, be on time, come prepared, etc.)

The second paragraph (1/2 page): identify what it is you need to get from this class so it is a success. (For example, feeling comfortable in giving a solo presentation; understanding small group dynamics better; having a better idea of what I want to do with my life/career, etc.)

Key:
- Be specific
- There are no right or wrong answers to developing a self-performance appraisal
- The appraisal is intended to guide your self-learning and progress throughout the semester
- As part of Exam 3, you will write a second appraisal that assesses whether or not you achieved your goal(s)

Turn in the one-page appraisal January 29. I will read them and give them back to you. At the end-of-semester, you will reference this first appraisal as you complete a second Performance Appraisal to assess whether you met your stated goals. Both assessments are to be included in your Career Portfolio assignment.
Elevator Speech

“How, not want you want to, you are always presenting yourself.”
(Adler, Elmhorst, Lucas, p. 21)

As stated in the text, “Often the chance to present yourself and your ideas lasts less than a minute.” A well-crafted, thought-out elevator speech gives you the opportunity to make a good first impression. This important type of communication derives its name because it should be brief enough to deliver in the length it takes to ride in an elevator…yet impactful enough to be remembered.

An elevator speech meets several goals in-and-outside of class: introducing yourself to your classmates/peers; for your Career Interview project; interviewing as part of your job search; and at job fairs. In addition to serving as introductions, a well-crafted elevator speech serves as a tool when seeking help/information, establishing a relationship, gaining personal visibility while marketing yourself, receiving feedback and by expanding your personal and professional network.

For this assignment, you will deliver an elevator speech to your classmates. Your speech has four parts:

1. Name and current job title or position
2. A personal strength and/or distinguishing information about yourself
3. A statement on what you can do for others or statement asking for help
4. Contact information and/or how you will contact the person
5.

** Consult pages 21 and 148 for tips on writing your elevator speech

Length: One minute. A clock-watch will stop at 60 seconds whether you are through or not

Outline: Turn in your elevator speech, typed, at the close of class

Due: February 5
Career Search Interview Assignment

This assignment is for you to identify, contact and interview one person who can best help you in your career advancement by doing one or more of the following:

1. Teach you more about the career or field you are interested in, especially about communication skills needed in that career.
2. Offer advice about how to succeed in that field (i.e., courses to take, activities to be involved in).
3. Open doors for future employment, (although this interview is not an employment interview), by remembering you or giving you referrals to others in the field.

The career research interview has two purposes:

1. To develop your skills of informational interviewing, an important business tool.
2. To help you make personal contacts with people who can help you advance toward your career goals.

Career Research Interview Checklist

Before making contact with the prospective interviewee, follow these guidelines as a checklist to insure success. **You do not need to turn this in.**

1. Consult Chapter 6 and apply any notes and exercises completed in class that will help you develop your questions.
2. Keep a log of all activities connected with this assignment, and all correspondence, phone calls, personal contacts, etc. for future reference.
3. Describe how you found out about your interviewee and how you gathered information about this person before making contact.
4. Make a preliminary plan for the interview by describing your general and specific purposes.
5. Plan how to contact the person to request an interview. Identify the channel you plan to use (phone correspondence, email, etc.) and draft a copy of the intended written correspondence if you need to contact this person by writing before the interview itself.
6. Develop your list of questions. See pages 146 and 165.
Career Search Interview: Format Guidelines

Follow this format to write-up your Interview. When turning in your assignment, attach this checklist to the back. Your document should include:

Cover Page

In the final document you turn in, include as a cover page: (1) the name, title, position, and organization of your interviewee and (2) a paragraph/statement describing your career goals and how they led you to choosing this interviewee.

Contact and Planning

_____ Describe in a paragraph or so your initial contact with your interviewee. Describe successes, and/or problems you encountered in seeking and arranging an interview. Include cancellations, change of plans, etc.

_____ Describe in paragraphs, except where is says “lists”, your preparation. Include:

_____ Any changes in the general or specific purposes

_____ Topics to be covered

_____ Plans for opening (three steps)

_____ Body: tell what interview sequence you planned and why

_____ List questions with types (consult text)

_____ Tell why you used the questions you did

Interview

_____ Describe when and where the interview took place, what you did to nonverbally appropriate (i.e., dress, accessories, grooming). Tell why you did what you did and the impact it had.

_____ Discuss the process and results. What went well? What worked? What flopped? Is it likely you will have future contact with the interviewee? What did you learn about yourself? Your level of comfort and/or apprehension? Your interview style? Your interviewing skills? About the process of interviewing?

_____ Next time: If you could do it over, would you do differently, if anything, for this interview? Why? What have you learned that you can apply to future interviewing?

_____ A copy of a thank you letter to the interviewee. This will be the last page of your log.
The Career Portfolio

Throughout the semester you will be completing several assignments that once compiled, produce a Career Portfolio intended to bolster your performance in courses in the business school and better prepare you for your professions and careers after school. Assignments/assessments include: Two Student Performance Appraisals (one in January, the second in May), Elevator Speech, Career Interview Project and a section that includes the completion of 5 Self-Assessments (from the textbook) and 2-3 Lynda.com courses.*

What: You will turn in on the last day of class (May 2) your Portfolio, which will include:

1. Student Performance Appraisals (Include your January appraisal as returned by Professor and your end-of-semester/May appraisal)
2. Elevator Speech (A clean, corrected copy)
3. Career Search Interview Project
4. A list of the 5 assessments from the textbook and 2-3 Lynda.com courses you completed. Include one sentence for each assessment and Lynda.com course completed that explains why your choices of assignment; include the Certificates of Completion from the Lynda.com courses
5. Summary Statement: In one page, state what you have learned about yourself in completing the Portfolio and how you will use the Portfolio as part of your academic life and job search

Why: My hope as your professor is that you find the Portfolio helpful not only in content and what you learn about yourself but also in process: you will be adjusting your elevator speech many times throughout your career, your Career Search Interview may be just one of several you will do through the course of your professional life, the performance appraisals teach you how to develop your own parameters as to how you define success. As Peter Drucker states, your future is all about managing yourself first.

Due: May 2
Final Project

Throughout the course of the semester we’ve engaged in many activities and covered many topics related to business communication. These include: small group dynamics/teams; conflict management and style; personality style (MBTI); negotiation; verbal and nonverbal communication; intercultural dynamics; performance appraisal; interviewing; change and transition; “Abilene”; leadership; and career search. You have honed your skills in group and individual oral presentations. We have covered both content/information but also process dynamics—how and why you do what you do. Finally, in the process, you have become more self-aware of who you are and accordingly more confident through self-assessments. Your task as a group for your final project is to reflect as a team on the work you have done this semester and assimilate your findings. How? And what exactly am I looking for?

Task: In your groups, you will need to discuss and agree on what one content or process activity that we have engaged in this semester that you believe, and therefore would recommend to a client and/or your classmates, as something to go back and spend more time on. Examples: “we would recommend that all employees complete organizational assessments” (or) watch “The Abilene Paradox” etc…. “Develop a Career Portfolio”. You may want to engage us in an exercise: give us a mini-case study to analyze and discuss. These are simply examples.

What: Once your group identifies the topic:
1. The content of the presentation will include:
   (a) Name of the activity (this includes the concept and any related theory)
   (b) Summary: as to the goal of the activity
   (c) Selection: why you selected this activity
   (d) Recommendations: to address 2 points: why it’s important to business and to rate its effectiveness and value

*** a,b,c,d above will comprise what you turn in as a paper at the close of your presentation

2. Attachments: include any attachments, handouts, etc. that you believe are appropriate and enhance our understanding of your recommendation

Presentation:

I leave that up to you. You can present your topic as though we, the class, are your client. You can simply present, by way of a dialogue session, you can act as ‘teacher/trainer’, you can do a professional presentation or you can engage us in some form of the activity (i.e., a mini-case).

You need to use communication technology: power point, visuals, video/youtube clips.
All members of the group need to be involved in the presentation

Time: Each group will have 15 minutes to present with 5 minutes for Q&A to equal 20 minutes total.
Learning Objectives for you:

1. assimilating what you have accomplished in this class rather than doing a conventional research project
2. applying your experience
3. getting to consensus in your group as to which activity in the class you deem most beneficial to take forward into the business world

Project Paper / Completed assignment:

- Cover Page: includes your group’s name and your individual names; class name and date
- Pages 2-3 will cover the “What” section as outlined above
- Attachments: any additional materials you would want to include plus any ppt that you may have provided to the class

Grading:

Groups will be graded on organization; content; interest level; work load; and coordination. Be certain to complete the Group Work/ Peer Evaluation

Group Work / Peer Evaluations

Please answer the following questions for each group member as relates to your work on the group project. Utilize the following scale:
1= Never   2=Occasionally   3=Often   4=Frequently   5=Always

Member’s Name: ___________________________

This group member…

____  Attended to group goal

____  Contributed ideas to the project

____  Completed assignment with high quality

____  Came prepared to work on the project

____  Facilitated the group process to success

____  Was a social loafer

____  Put more effort into the project than you did

____  Would work with this member again

Grade you would assign this member:  _____

Grade you would assign to yourself:  _____

Additional comments regarding this student’s participation and contribution: