

**Argosy University**

**COURSE SYLLABUS**

*B6120*

*Communications Strategies for Managers*

**Faculty Information:**

**Faculty Name: Barbara Cole, Ph.D.**

**Campus: San Francisco**

**Contact Information: 510-837-3760**

**Office Hours: M-Th**

**Short Faculty Bio: Dr. Cole has taught various management and marketing classes for a number of years. One of them is Presentation Skills which allows students an extensive opportunity to view themselves making various presentations and to receive detailed and specific feedback. As a member of Argosy/SF's Internal Communications committee, she is interested in a variety of ways to increase and improve communication within organizations.**

**Course description:** This course focuses on the development of effective communication strategies and their applications in various organizational contexts and with different stakeholder groups. Topics covered include defining the organizational communications culture and styles, audience assessment, overcoming communications barriers, communications etiquette, and ethical dimensions of communications. Techniques covered include preparation of memos and business reports, business correspondence using email and hard copy formats, preparing and delivering oral reports, and facilitating discussions.

**Course Pre-requisites:** None

**Required Textbook:**

James R. DiSanza and Nancy J. Legge. (2006). *Business and professional communication: Plans, processes, and performance*. 3<sup>rd</sup> ed. Allyn & Bacon / Pearson Publishing. ISBN: 0205453554

R. Craig Hogan. (2005). *Explicit business writing: Best practices for the twenty-first century*. The Business Writing Center. ISBN: 0977069206

**Technology:** Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office; Adobe Acrobat Reader (full version); Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08; Norton Antivirus.

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Program Outcomes:**

1. Communication
  1. Oral/Written – Present business information orally and in writing using appropriate technology that is concise, clear, organized, supported, and persuasive in a professional manner appropriate to the business context
2. Critical Thinking/Problem Solving
  1. Critical Thinking – Incorporate and synthesize information, theory, and practice in order to implement appropriate business actions
  2. Problem Solving/Decision Making – Given a business situation, diagnose the underlying causes of the situation, evaluate possible solutions, and determine and defend appropriate course of action
  3. Information Literacy – Access information from a variety of sources, evaluate the credibility of the sources, and apply that information to solve business problems
3. Team

1. Leadership – Describe the requirements of team members and leaders to work effectively and creatively in achieving team goals
2. Collaboration – Collect, categorize, and consider the views of all stakeholders
4. Ethics
  1. Ethics – Identify the ethical principles related to personal and corporate behavior in specific business situations and explains the potential consequences
5. Diversity
  1. Diversity – Identify the impact of both cultural and economic factors on the modern enterprise and explain the potential consequences
6. Analysis/Application
  1. Applied Technology – Select and defend business technology solutions to typical business problems
  2. Integration – Describe the interrelationship of the functional business areas of statistics, accounting, finance, marketing, operations, and strategy within the context of specific organizational goals

## **Concentration**

## **Management**

### **7. Organizational Constructs**

12.1 Given a specific business case or scenario, integrate managerial strategies with organizational objectives

## **Course Objectives:**

1. Given the mission statement of a corporation, describe the role of communications in achieving that mission. **Program Outcome: 1**
2. Describe the role that listening has in the communications process. **Program Outcome: 1**
3. Given an organizational structure, analyze the types of information needed by members at various levels within the organization. **Program Outcome: 3**

4. Given a variety of scenarios, identify and defend methods of achieving effective interpersonal relationships. **Program Outcome: 3**
5. Analyze the sources of conflict within typical organizational settings and describe ways in which conflict can be used to overcome communications barriers. **Program Outcome: 1**
6. Given a variety of scenarios, identify the potential for conflict due to differences in power levels of the individuals and provide suggestions for reducing conflict. **Program Outcome: 1**
7. Given samples of corporate communications, identify and rewrite those that might show bias or violate standards of ethics. **Program Outcome: 4**
8. Given samples of corporate communications, identify and rewrite those that could be characterized as forms of sexual harassment. **Program Outcome: 4**
9. Given a variety of corporate communications scenarios, identify the proper form of writing for each, taking into account the relationship between the writer and the reader. **Program Outcome: 1**
10. Given scenarios where communications are needed to convey bad news, describe methods for delivering that news in the least negative manner. **Program Outcome: 1**
11. Given the purpose of a presentation and the audience that will receive it, describe how to best organize and present it. **Program Outcome: 1**
12. Based on a variety of presentation purposes, analyze the need for and identify appropriate visual aids. **Program Outcome: 1**
13. Based on a given corporate situation, prepare an appropriate memo or letter. **Program Outcome: 1 & 12**
14. Given a description of the audience and data about a project, prepare a report that effectively communicates the project status. **Program Outcome: 1**
15. Acting in the role of facilitator, assist a group in reaching agreement on an action to take regarding a business decision. **Program Outcome: 1 & 12**
16. Given a business meeting scenario, describe the actions that the person in charge of the meeting would take to ensure that purpose of the meeting was achieved. **Program Outcome: 1 & 12**

## Assignment Table

Module	Module Topics	Readings	Assignments
1	The role of organizational communications	Specific reading assignments given in class	Write a two page paper summarizing your understanding of organizational communication issues. Be sure to use APA, 5 <sup>th</sup> edition, formatting, 12 point font for this and all material submitted. (10)
2	Understanding your audience		Observe no less than five audiences within the week. Determine the stakeholders within those meetings and the objectives for the stakeholders. Note any nuances, including cultural ones for each group. Present this information in a matrix format. (10)
3	Barriers to effective communications		Observe your interactions with others for one week. Distinguish between personal and professional ones. Reflect on your experience with each of them, then make a listing as to what supported or hindered your communication with the individual or group. Explain what you might have done (if anything) to improve or change the situation. (10)
4	Ethics in communications		Using various databases, choose a business case study which focuses on communications. Write a description of the ethical communications issues and how it should be managed. Assume you are a management consultant being called into give guidance to the company. (20)
5	Communications etiquette		Identify no less than three business communications settings. Write a brief scenario of the setting, including a description of the participants. Give a concise listing of communications etiquette about which the

			communication participants should be aware and specifics about the acceptable etiquette. (15)
6	Professional presentations		Prepare a PowerPoint presentation about a topic of your choosing. Write a one page summary explaining why you chose to include the topics. (10)
7	Memos, letters, and reports		Choose three case studies about an organization which interests you. For each study, write a memo, a letter or a two page report appropriate for an issue related to the case. Give the appropriate citation for the case at the end of the memo, letter or report. (15)
8	Facilitating discussions		Find a group for with whom you can facilitate a discussion. Develop your objectives for the session. If possible video tape the session for reflection and feedback; if you are unable to video tape the session, write a detailed scenario describing the participants, objectives, processes used and ultimate outcomes. (20)

### Grading Criteria

*Grading Scale*      *Grading requirements*

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83

<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 – 73
<b>C-</b>	72 – 70
<b>F</b>	79 and below

See points given for each assignment.

**Library:**

*All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and

practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

## **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the



accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

### **1<sup>st</sup> Face to Face Class Tentative Agenda\***

#### **Day 1**

9:00 a.m. Introductions, Agenda Review, Syllabus review

9:30 a.m. Lecture and discussion re: James R. DiSanza and Nancy J. Legge

10:00 a.m. In-class writing assignment (focus on organizational, not academic writing)

10:30 a.m. Break

10:45 a.m. To Power or Not: What is the Point? Discussion about uses and misuses of Power Point

11:10 a.m. In class oral presentation (focus on organizational, not academic presentation)

12:30 p.m. Lunch break

1:30 p.m. Organization communication Lecture and Discussion

2:30 p.m. Break

2:45 p.m. Communication Observation: Are you Really Communicating What You Want to Communicate?

3:15 p.m. Break

3:30 p.m. Organizational Communication Lecture/Discussion: How Much is Not Enough/Enough/Too Much?

5:30 p.m. Adjournment

## **Day 2**

9:00 a.m. Assignment Review and Response

9:15 a.m. Back to the Research: How is Communication Changing and How Do Managers Respond? (DiSanza, Nancy J. Legge)

10:15 Break

10:30 a.m. Developing a Long Term Organizational Communication System and Strategy

11:15 a.m. Relating Strategy to Other Managerial/Marketing Issues

Noon Lunch Break

1:00 p.m. Ethical Issues in Communication

2:30 p.m. Break

2:45 p.m. Developing a Plan to Help Others Communicate

3:30 p.m. Presentations

5:00 p.m. Wrapping Up: Reviewing Upcoming online readings, assignments, and dates due

5:30 p.m. Adjournment

\*The agenda may be changed based on instructor observation and learner needs.