BusAd 5100 Managerial Communication
September 2016—November 2016

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BUS AD 5100 Managerial Communication: 3 semester hours

“An analysis of business writing and speaking, and the communication conventions common in organizations. Emphasis is placed on developing skills critical to career advancement and necessary for effective organizational functioning. A second goal is to prepare students for assignments in other business courses. This course must be taken within the first 12 credit hours of study, preferably in the student’s first semester.”

Accreditation

The College of Business Administration at UMSL, in which the PMBA program is housed, is accredited by AACSB-International, The Association to Advance Collegiate Schools of Business. AACSB Accreditation is the hallmark of excellence in business education, and has been earned by less than five percent of the world's business programs.

Course Objectives, Goals and Learning Outcomes:

This course is designed to help graduate students master their managerial communication skills that apply to the needs of today’s business professionals in a communication-based economy. This course is designed to help students improve their virtual management skills, coaching, presentation, speaking, listening, motivational, negotiation, interview, and writing skills that effective businesspersons use in various business contexts. More specifically, graduate students will:

• Appreciate the need and importance of good managerial communication strategy and skills that enhance business success.
• Understand and effectively participate in the communication process on four levels: interpersonal, group, organizational and intercultural.
• Sharpen the oral and written communication skills that are most useful in the UM-St. Louis Graduate Business Program (PMBA) and workplace.
• Learn strategies to communicate effectively with coworkers, supervisors, subordinates, customers, and other stakeholders.
• Develop interpersonal communication strategies to resolve conflict, negotiate and conduct interviews.
• Understand how to partner and maximize the output generated by group dynamics.

Required Books are provided by the UMSL PMBA program:

The Speed of Trust, The One Thing That Changes Everything, Covey, Stephen

Communicate to Influence, How to Inspire Your Audience to Action, Decker & Decker, 2015, McGraw Hill Education.

Speak Up, Show Up and Stand Out, Malandro, 2015, McGraw Hill Education.

Fearless Performance Reviews, Coaching Conversations that Turn Every Employee into a Star Player, Russell, 2014, McGraw Hill Education.


Important Dates for the Semester

Class One: Saturday, September 17, 2016
• Introductions
• Class Management Plan
• Discuss Managerial Communications and Speed of Trust
• Team Organizational Meetings to write charters and make assignments

Online Discussion Groups

Professor Ganahl
September 19, Monday: The Speed of Trust, The One Thing That Changes Everything, Covey, Stephen

Team Lychee
September 26, Monday: Communicate to Influence, How to Inspire Your Audience to Action, Decker & Decker, 2015, McGraw Hill Education.
Team Rambutan  
**October 3, Monday:** Speak Up, Show Up and Stand Out, Malandro, 2015, McGraw Hill Education.

Team Carambola  

**Class Two: Friday, October 14, 2016  
In-class Learning Activities**

Team Carambola  
Fearless Performance Reviews, Coaching Conversations that Turn Every Employee into a Star Player, Russell, 2014, McGraw Hill Education.

Team Rambutan  
Communicate to Influence, How to Inspire Your Audience to Action, Decker & Decker, 2015, McGraw Hill Education.

Team Lychee  
Speak Up, Show Up and Stand Out, Malandro, 2015, McGraw Hill Education.

**Class Three: October 15, 2016  
In-class Learning Activities**

Team Rambutan  

Team Lychee  

Team Carambola  

**Online Discussion Groups**

Team Carambola  
**October 17, Monday:** Fearless Negotiating, Donaldson, 2007, McGraw Hill.

Team Rambutan  
**October 24, Monday:** Fearless Performance Reviews, Coaching Conversations that Turn Every Employee into a Star Player, Russell, 2014, McGraw Hill Education.

Team Lychee  
**October 31, Monday:** What to Say When Things Get Tough, Greenberger, 2013, McGraw Hill Education.
Professor Ganahl  

Class Four: Friday, November 11, 2016
You’re promoted! Individual presentations. Each person must be prepared to answer at least one question from a class member.

This Course’s Instructional Strategies

This course’s curriculum has been flipped from the customary lecture approach to reflect current working environments. We use a virtual team design. Students are responsible for reading and understanding the material before the appropriate online discussion or class. Then, student teams will creatively design and develop online class discussions and classroom activities to enhance the other students’ comprehension of the materials. This class relies on interaction among the students to enhance everyone’s managerial skills. The ultimate goal for every student is to get promoted after his or her final presentation. The final promotion decision is based on each student’s presentation about his or her acquired communication management skills and knowledge.

The PMBA 5100 curriculum gives graduate students direct input and control into how the course material is taught and how the students demonstrate competence and mastery of the subject matter. In this way, students, as stakeholders, have buy-in to the process and end product. It is the intent of the professor to demonstrate and teach the necessary methods of communication management through the curriculum design and the course’s instructional strategy.

If a team is having difficulty getting organized or members are not being cooperative and collaborative, a member of the team should contact Dr. Ganahl immediately for an intervention. All sources will be kept confidential.

Online Discussion Groups

The goal of online discussions is to isolate one to three key points discussed in the book and then develop an intellectual and creative approach to make sure everyone understands those key points and why they are so important to learn. All discussion topics and questions must be original. They cannot replicate discussion questions or exercises in the books.

Every student must participate in every online discussion, and multiple contributions are helpful and supported. Contributors should also add collateral materials to the discussion along with their comments. Students shouldn’t just parrot other’s comments. All of the online discussion threads must be active by Monday 8:00 a.m.
CDT through the following Friday at 6:00 p.m. CDT, except on weeks where we have class on Friday. During those weeks, Online Group Discussions will end on Thursday at 6:00 p.m. The Host Team for the discussion is responsible for having pertinent collateral articles, websites, and support materials uploaded and available to the other students on Monday at 8:00 a.m. The host team can begin uploading material on the preceding Saturday at 5 p.m. Please don't overload class colleagues with unnecessary materials. Use only materials that are preparatory or contributory to the discussion thread that your team is introducing.

Each team must email a draft of its **Strategy Brief** document for the online discussion to Dr. Ganahl three days prior to the online discussion. The Brief must be well written and include:

- Title
- Background of the subject material
- Learning goals for the students with the online discussion
- Rationale for exercise
- Detailed description of how the discussion will be executed
- Measures for success, list of criteria and expected outcomes that will be used to evaluate the online discussion’s anticipated success

A final draft of the **Post-mortem Analysis** of the online discussion must be submitted following the team’s discussion thread. The deadline for the post-mortem is 3 days after the discussion ends. The post-mortem must be well written and include:

- Title
- Background for the discussion
- Evaluation of discussion based on the measures of success detailed in the Strategy Brief, which must include a statistical or qualitative analysis and summary of observations
- Recommendations for improving the discussion
- Conclusion

Hosting an online Class Discussion is a team project. Each team member will receive the same grade for the Class Discussion assignment. Each team member, as an individual must write at least one Strategy Brief and one Post-mortem Analysis for either a Class Discussion or a Learning Activity as an individually graded assignment. The rest of the reports may be submitted and written by the group. When an individual writes a Strategy Brief or a Post-mortem Analysis, the individual will receive a grade for the written report. The team will not have received a grade for the individual's written reports.

*In-class Learning Activities*
Each team has been assigned specific books to be presented with an In-class Learning Activity. Managing a learning activity is a team project. On the assigned date, each team is responsible for delivering an interesting and coherent learning activity that presents key material in an interesting and novel way. Teams must prepare all necessary collateral materials for the learning activity. Each activity should last approximately 50 minutes. All team members must participate and present during the learning activity.

Prior to the activity, each team must email a draft of the Strategy Brief (at least 3 days in advance) to Dr. Ganahl. The draft must provide details about specific learning goals, rationale, expectations and procedures that will be executed. Following each activity, each team will submit a final draft of the Post-mortem Analysis that evaluates its own learning activity within 3 days.

The Strategy Brief for the In-class Learning Activity must include:
• Title and Chapter
• List of participants
• Learning goals for the students with the in-class learning activity
• Detailed description of how the learning activity will be executed and the team’s expectations or the learning activity
• Measures for success, list of criteria that will be used to evaluate the learning activity’s anticipated success
• It is recommended that each person video record their portion of the presentation.

A Post-mortem Analysis of the learning activity must be submitted following the team’s learning activity. The deadline for the post mortem is 3 days after the learning activity ends. The post-mortem must include:
• Title
• Background for the learning activity
• Evaluation of learning activity based on the measures of success detailed in the Strategy Brief. The evaluation must include a summary of observations and findings.
• Recommendations for improvement of the Learning Activity
• Conclusion

Dr. Ganahl and a representative from each of the other teams will evaluate every learning activity and its presenters’ individual presentation skills. The activity will be evaluated according to the grading matrix that is provided on the My Gateway course web site. All team members will receive the same grade for the Learning Activity.

Evaluation of the learning activity for all group members will include:
• Appropriateness, understanding and quality of overall presentation and learning activity
• Creative application of the book’s material
• Involvement and inclusion of all group members
• Writing style and grammar for all materials

“You’re Promoted!” Presentation
Each student will make a 10-15 minute presentation that presents and showcases the managerial communication skills and knowledge that he or she has acquired and their contributions to the semester’s work. The goal is to make a presentation that will get you promoted in your company to the job you want. Dr. Ganahl will evaluate each student’s presentation, including skills and collateral materials individually. Students will also participate in the evaluations, which will be based on the grading matrix provided.

Students are required to provide printed and digital collateral materials, such as a power point deck, that bolster their presentation.

Evaluation Criteria and Grading:

Evaluation of team members for Online Discussion Groups and In-class Learning Activities will be done on a four-point scale include:
• Topic chosen for discussion or presentation, its ability to generate interest
• Appropriateness of collateral material
• Grasp of subject matter from the books
• Creativity of approach
• Quality of overall discussion and presentation
• Group leadership of the discussion
• Writing style and grammar

Students will receive a cumulative grade for their online contributions during the semester. Criteria for evaluating class members’ online discussion contributions will be done on a four-point scale include:
• Participation—sufficiency and consistency in number and quality of contributions
• Relevance—address the topic(s) under discussion
• Knowledge—illustrate a command of the course materials
• Depth—demonstrate reflective and analytical processing
• Collegiality—show a mutual respect for one and other’s opinions

Evaluation for students’ presentation will include:
• Appropriateness, understanding and quality of overall presentation and learning activity
• Creative application to the chapter’s subject material
• Involvement and inclusion of all group members
• Writing style and grammar for all materials

**Strategy Brief and Post-Mortem Analysis**
These written assignments will be graded for writing style, grammar, graphic layout, quality of information, and the completeness of the report.

**Team members’ evaluations**
By the last day of class, each student must email a detailed evaluation for each member of their team. This grade will be based on the attitude, work ethic and contributions made by each member during the semester. Part of the evaluation must include an assigned letter grade according to the grading matrix described above (A+ - F).

**“You’re promoted!” Presentation**
Each student will make a 10-15 minute presentation that presents and showcases the skills, knowledge and affective behavior that they have acquired during the semester. The goal is to make a presentation that features your managerial communication skill set and relate it to your dream job. Dr. Ganahl will evaluate each student’s presentation, including skills and collateral materials individually. A student will also participate in the evaluation, which will be based on the grading rubric provided.

Students are required to provide printed and digital collateral materials, such as a power point deck, that bolster their presentation and bid for their dream position. It is highly recommended that each student have someone videograph their presentation with their own iPad.

**Grading Scale**
Students will receive letter grades on each assignment to denote their academic performance. These grades will be made up of two parts: structure and execution. Structure relates to the learning objectives already defined and execution relates to the writing, style and grammar.

**A+ (4.0)** is excellent graduate work in all respects with nothing found lacking, meets deadlines.
**A (3.75)** is excellent graduate work with solid structure and a minor execution flaw, meets deadlines.
**A- (3.5)** is excellent graduate work with solid structure, but too many minor execution flaws, meets deadlines.
**B+ (3.25)** is above average graduate work with a minor structural flaw and minor execution flaw, meets deadlines.
**B (3.0)** is average graduate work with a minor structural flaw and minor execution flaws, meets deadlines.
B- (2.75) is not quite average graduate work with a minor structural flaw and too many execution flaws, meets deadlines.
C (2.0) is not graduate level student work or thought, but there has been effort and work put forth, meets deadlines.
D (1.0) is minimal college level work and thought; work has serious structural issues and too many execution flaws.
F (0.0) is below college level work and thought; it has major structural issues and major execution flaws, did not meet deadlines.

- All students are expected to complete all assignments on deadline. Work not submitted by the due date and time will be recorded as an F unless appropriate documentation (such as medical or other professional) is submitted to the professor in a timely manner.

Faculty Expectations and Policies

Professor’s Expectations

- PMBA graduate students are expected to perform at the level of excellence and never less than superior.
- PMBA students should be goal oriented, motivated, enthusiastic, and engaged.
- PMBA students need to be cooperative, collaborative and accountable for their class responsibilities.
- PMBA students should be self-directed and able to meet deadlines against all odds and disastrous conditions. Even tornadoes!
- PMBA students must be consistent in their performance through regular participation and active involvement in class discussions and activities, including group meetings, online and in classroom settings.
- PMBA students need to be able to write well and use appropriate English grammar at all times. It is not the responsibility of the professor or this course to teach grammar, spelling, punctuation, mechanics, or word usage. Remedial English and English as a Second Language (ESL) courses are offered through UMSL’s Modern Foreign Languages Department and the Center for Academic Development.
- PMBA students are expected to be ethical in their treatment of other students and fair in their assessments of themselves and their peers.
- Attendance in classes and group meetings is expected and mandatory. If a challenge is identified, the student has the responsibility to make all effected parties aware prior to the absence or as soon as possible.

Class policies and expectations

- Your success in this course is important to me. When I believe that the programs offered at the Center for Student Success (CSS) will help you
academically, I will send a referral via the campus Academic Alert System. The CSS offers assistance tailored to specific instructional needs. Learn about the Academic Alert system in the online Student Planner, http://www.umsl.edu/studentlife/dsa/student_planner/stuservices/css.html

- Class attendance and participation is essential for success. You must notify the professor the first week of class if you are scheduled to be out of town for your employer. Personal excuses, except for health reasons, are not acceptable.
- If you expect to miss class due to a religious observance, the first week of the semester submit a Request for Accommodations for Religious Observance so that we can discuss your responsibilities and plan so that you meet course obligations and requirements.
- Please make an appointment to discuss any requests for exceptions to these policies.
- File name format: (Team name)_(_Last name if necessary)_LAorOD(First word of Book title)_F15PMBA

Expectations for submitting required work:

- Submitted work must be typed, and submitted electronically, in a professional format.
- Written work must adhere to proper grammatical style and look professional.
- Written work will be evaluated for composition and grammar. Be sure to edit your with spellcheck and grammar tools. Revise them when necessary, before submitting.

Academic Honesty:

- Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. View this campus policy here: http://www.umsl.edu/services/academic/assets/PDFs/Dishonesty-Rev-9-08.pdf
- Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code: http://www.umsl.edu/~webdev/bulletin/student-conduct.html

Civility:

- Turn off beepers and cell phones during class. Adherence to the Student Conduct Code is expected.
- My commitment is to create a climate for learning characterized by intellectual diversity and a respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.
• I am committed to insuring a positive learning environment by respecting that University policy:
  http://www.umsl.edu/~studentplanner/policies/positive.html
• It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during class discussions. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.

Title IX Policies: In adherence to the policies of Title IX and to promote a safe and secure educational environment, it is strongly recommended statements similar to those below be added to your course syllabus:

• Mandatory Reporting: Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

• Trigger Warnings: (If your course contains material that may be psychologically disturbing, emotionally distressing, or graphic in nature) This course involves topics and/or media that may be emotionally disturbing, graphic, or otherwise sensitive in nature including [list topics]. I will try to provide specific warnings before each instance. I believe these topics (or materials) are important to the course [add pedagogical reasoning]. If you believe this may be a barrier to your learning environment, please contact me to discuss possible assignment or course alternatives.

Access, Disability, Communication:
• Students requiring special accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with someone in Disability Access Services (MSC 144).

Campus Safety
• All members of the UMSL community are encouraged to register their home, cell, and office phone numbers to receive notification of any
pending danger on campus. Find instructions here: http://safety.umsl.edu/police/notification/index.html

- In the event of an emergency on campus, call Campus Police at 314.516.5155. A call to 911 on a cell phone only, will go to the St. Louis County Police. The St. Louis County Police will notify UMSL Police, but this may cause a delay in response. Campus Police know the best way to escort emergency vehicles to locations on campus.

- If you do not feel comfortable walking to a parking lot, MetroLink stop, or anywhere else on campus, contact the Campus Police for an escort: 314.516.5155.

- The University of Missouri – St. Louis is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with campus emergency procedures by reviewing the UMSL Police Department web pages at: http://safety.umsl.edu/police/emergency/index.html. These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. It is important to review this information and be prepared to take action in the event of an emergency. If a person’s safety is ever at risk, call the Campus Police at 314-516-5155 immediately.