Welcome to class where your effort can reward you with practical information, useful skills, and insight which you can use to distinguish yourself in your career as a manager who knows how to communicate well—a highly valued characteristic in the marketplace as you communicate effectively with team members, subordinates, supervisors, customers and the public.

Course Description
UNC Charlotte 2011-2012 Undergraduate Catalog

MGMT 3260. Managerial Communication. (3) Prerequisites: MGMT 3140 with a grade of C or above and COMM 3160. An examination of the roles of communication networks and strategies in managerial decision making. Emphasis on the role of the communication skills in managing change, organizational conflict, and corporate cultures. Cases will be used to analyze and address specific management problems. (Fall, Spring)

Required Text Books

| Textbook | Communicating for Managerial Effectiveness Edition: 4th Problems | Strategies | Solutions |
|----------|---------------------------------------------------------------|
| Author   | Phillip G. Clampitt                                          |
| ISBN     | 978-1-4129-7088-4                                            |
| Copyright| 2010                                                          |

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Successful Writing at Work Edition: 9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Philip C. Kolin</td>
</tr>
<tr>
<td>ISBN</td>
<td>978-0-547-14791-8</td>
</tr>
<tr>
<td>Copyright</td>
<td>2010</td>
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</tbody>
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May be found in electronic form: www.coursesmart.com

Not required only recommended

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Author</td>
<td>Mary Munter, David Paradi</td>
</tr>
</tbody>
</table>

Required Materials

- Dictionary, thesaurus, a grammar guide, and the Publication Manual of the American Psychological Association. All can be found electronically (the latter through Novell at the UNC Charlotte library).
- UNCC Email (be familiar with how to use it with attachments)
- Conservative business casual attire for class presentation
- A calendar you carry with you and bring to class (I will occasionally ask to see it to confirm assignments are on it—electronic is fine).
- A hard copy of this syllabus retrieved from the UNCC web site: http://www.belkcollege.uncc.edu/

RECOMMENDED MATERIALS

- One, 1.5” 3-ring binder
- Five (5), index pages for the above binder (Syllabus, Notes-current exam, Graded assignments, Team Projects, Notes-past exams)

Class and Instructor Location

<table>
<thead>
<tr>
<th>Class Section</th>
<th>Start time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>TR</td>
<td>12:30 pm sharp to 1:45 p.m. Friday, Rm. 116</td>
</tr>
</tbody>
</table>

Instructor: Cheryl L. Kane, M.B.A.
Telephone: 704-687-7656
Office: 250-D, Friday Building
Email: clkane@uncc.edu

To accommodate your schedule and to be respectful of your time and the expense of traveling to campus, I will return your voice mail and email messages during the semester within 24 hours, 7-days a week including weekends while the term is in session.

Please, call on me when you have questions or need assistance.
I am available to help you, please contact me.

Mrs. Kane’s Office Hours
TR 3:30 - 6:00 p.m.
and by appointment

Please call or email me when you need assistance.
COURSE OBJECTIVES

Managerial Communication (MGMT 3260) At the completion of this course you should be able to:

1. To increase your awareness of the importance and value of effective communication practices in organizations.
2. Write clearly, concisely, and convincingly.
3. Create impressive formal presentations that are delivered with confidence and poise.
4. Listen and give and receive feedback effectively.
5. Identify and adjust to the ethical aspects of corporate communications.
6. Understand and negotiate the differences in communication between you and people from other backgrounds.
7. Improve your understanding of the dynamics of group communication.
8. Explore the nature of conflict in organizations and identify strategies for managing it.

Be prepared to be able to demonstrate these in class, on teams and recall these in a quiz or on a test.

Management (MGMT)

The study of Management focuses on how individuals and groups function within organizations and how organizations interact with their environment. Managers plan, organize, lead, and control resources to achieve organizational objectives through people. Students learn the fundamental concepts of: teamwork, leadership, communication and ethics. Career opportunities include: Business Analyst, Consultant, Entrepreneur, Personnel Manager, Project Manager, Purchasing Agent, Recruiter, Restaurant/Hotel Manager, Sales Manager, and Securities Trader.
Your scores

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Your scores</th>
<th>At least</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (5 with 5 points each)</td>
<td></td>
<td>450</td>
<td>90%</td>
</tr>
<tr>
<td>Exam I</td>
<td></td>
<td>400</td>
<td>80%</td>
</tr>
<tr>
<td>Cases (individual work 3 @15 points each)</td>
<td></td>
<td>350</td>
<td>70%</td>
</tr>
<tr>
<td>Book Analysis (oral, written)</td>
<td></td>
<td>325</td>
<td>65%</td>
</tr>
<tr>
<td>Exam II</td>
<td></td>
<td>Below</td>
<td></td>
</tr>
<tr>
<td>Team Case Analysis &amp; Presentation *</td>
<td></td>
<td>65</td>
<td>F</td>
</tr>
<tr>
<td>Professional Image</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>500</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

* The evaluations from your team members regarding your efforts on the Team Project will play a part in this score, too, up to 50% of your grade. Social loafing will not be tolerated. Teams will be given the latitude to recommend reduction a team member’s grade for poor performance as defined by the team’s stated policy. Teams will also be able to recommend to the professor elimination of a team member from a team for poor performance-if this happens the professor intends to support the team decision.

Your Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

At least 450 90% A
At least 400 80% B
At least 350 70% C
At least 325 65% D
Below 65 F
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| January 10 | Who are we and why are we here? | Bring paper, pen/pencil, calendar, textbooks.  
**NOTE:** Bring a Name plate that can be seen by the instructor |
| January 12 | Understanding Communication | C: Ch 1 |
| January 17 | Understanding Communication  
Assign Case; topic _____________ | K: Ch 1, 2, 5, 6. |
| January 19 | Writing | Case 1 Due Topic: ____________ (15 points) |
| January 24 | Writing | K: Ch 9, pages 693-711  
**Quiz 1:** Writing (5 points) |
| January 26 | Examining Communication Approaches | C: Ch 2 |
| January 31 | Scrutinizing Ethical Issues | C: Ch 3  
K: Index: “ethics for workplace” - read all |
| February 2 | Imparting the Organizational Culture | C: Ch 4 |
| February 7 | Review for Exam | **Quiz 2:** C: Ch 2, 3, 4 (5 points) |
| February 9 | **Exam I** | **Exam I:** C: Ch 1, 2, 3, 4.  
K: Ch 1, 2, 5, 6 and readings |
| January 14 | Selecting and Using Communication Technologies  
Review Exam I | C: Ch 5  
L: Take thorough notes  
“telephone communication”, “teleconferencing”, “tone”,  
“white space”, “word choice”, “words”, “you attitude” |
| January 16 | Managing Data, Information, Knowledge & Action | C: Ch 6  
K: Ch 9, Ch 10 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Managing Data, Information, Knowledge &amp; Action</td>
<td>Quiz 3: C Ch 5, 6; K Ch 9, 10; lecture material since Exam I (5 points)</td>
</tr>
<tr>
<td>23</td>
<td>Providing Performance Feedback</td>
<td>C: Ch 7</td>
</tr>
<tr>
<td>28</td>
<td>Communicating across Organizational Boundaries</td>
<td>C: Ch 8 K: Ch 5 L: Take thorough notes</td>
</tr>
<tr>
<td>March</td>
<td>Introduce Team Assignment, select teams</td>
<td>In computer lab, timed Case 2: (15 points)</td>
</tr>
<tr>
<td>20</td>
<td><strong>Exam II</strong></td>
<td>Exam II</td>
</tr>
<tr>
<td>22</td>
<td>Meeting Management</td>
<td>K: Index: “meetings” L: Take thorough notes</td>
</tr>
<tr>
<td>27</td>
<td>Meeting Management</td>
<td>Return Exams</td>
</tr>
<tr>
<td>29</td>
<td>Inclusive Communication: Diversity and Gender</td>
<td>K: “stereotypical language”; pages: 8, 65-69, 87 (no. 7), 675, 175 (no. 5). L: Take thorough notes</td>
</tr>
<tr>
<td>April</td>
<td>Inclusive Communication: Diversity and Gender</td>
<td>Due: Case 3 (15 points)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Communicating about Change</td>
<td>C: Ch 9 C: Ch 10 <strong>Quiz 4:</strong> Meetings (5 points)</td>
</tr>
<tr>
<td>10</td>
<td>Cultivating the Innovative Spirit Persuasion, Conflict management, Team Building</td>
<td>C: Ch 10</td>
</tr>
<tr>
<td>17</td>
<td>To be announced</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td><strong>Team Presentations</strong> Team 1, 2, 3</td>
<td>Mandatory attendance.</td>
</tr>
<tr>
<td>24</td>
<td><strong>Team Presentations</strong> Team 4, 5, 6</td>
<td>Mandatory attendance</td>
</tr>
<tr>
<td>26</td>
<td><strong>Team Presentations</strong> Team 7, 8, 9</td>
<td>Mandatory attendance</td>
</tr>
<tr>
<td>May</td>
<td><strong>Team topic selections</strong> Teams 10, 11, 12</td>
<td>Mandatory attendance</td>
</tr>
<tr>
<td>2</td>
<td>Reading Day</td>
<td>Same room as class.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Thursday 11:00 -1:30 p.m. We follow University policy regarding Final Exams</td>
<td><em>All exams include material covered in class that may not be in the textbook during the subject class periods.</em></td>
</tr>
</tbody>
</table>
INSTRUCTOR PHILOSOPHY

My goal is to help you achieve life-long learning in this course. I am here to instruct and to be a resource to you. I will come to each session prepared to offer you relevant material that will help you to be a clear and effective problem solver. With your help and positive participation, we will create a professional learning environment in the classroom where everyone is respected and ideas lead to meaningful discussion that will offer you valuable insight and knowledge into the issues that face today’s managers.

DIVERSITY AND INCLUSION

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

In my class everyone is expected to, and will be held to, the University and College expectation of respect and dignity for all people, in all settings, regarding all issues. This is a learning environment in which differing opinions are often based on differing experiences, upbringing and beliefs. We can learn from each other as you prepare to be part of a global workforce; take advantage now in the classroom on in your campus experience to see all sides of an issue, meet all types of people, even if it means you must move out of your comfort zone to do so. Sometimes the best way to do this is to close your mouth, open your mind, listen, observe, and consider all that you can absorb.

Network with Your Peers

In this classroom will be people with amazing experiences in life, knowledge about countries and nations and topics you presently know nothing about, and skills and abilities you can learn from. And all of this is just sitting in a chair next to you; but you will never be able to access this added-value to your course topic if you don’t get to know your classmates. I will promote activities in class that will help ‘break the ice’ but it is really up to each of you to make the time in my class a fully enriching experience. Make each class day count: talk to your neighbor and move around the class during the semester. Introduce yourself to other students, get to know them, and let them get to know you. In the global workplace you will soon become a part of you will be glad you learned networking skills and the added understanding it offers you.

NOTE   This syllabus is a guide and is subject to change. Changes will be announced in class. Your attendance in class is expected. You are responsible for material covered in class (obtain information missed when you are absent from class from other students).

DISABILITY

If you have a disability that qualifies you for academic accommodations, please provide a letter of accommodation from the Office of Disability Services in the beginning of the semester. For more information regarding accommodations, please contact the Office of Disability Services at 704-687-4355 or stop by their office in 230 Fretwell.
WEATHER
Weather: POLICY STATEMENT #13: CAMPUS OPERATION IN ADVERSE WEATHER OR DURING OTHER UNUSUAL CONDITIONS: The University will operate on its normal schedules unless the Chancellor (or the Vice Chancellor delegate as described herein) publicly announces otherwise. Students, faculty members, and other employees will observe normal schedules unless the University is closed or classes are cancelled by such announcement. When no formal announcement has been made that the University will be closed or classes cancelled, but an individual student, faculty member, or other employee determines that observing the normal schedule would require hazardous travel, and acts on that determination, the following policies shall apply: a. Students may be allowed to make up the absences, at the discretion of the instructor;

The University Police and Public Safety will be notified to activate a recorded message for inquiries regarding the status of campus weather conditions. Telephone number 704/687-2877; local media sources for closing information is posted on the website cited earlier in this section. (The entire weather policy and related media sources for information is available at: http://www.legal.uncc.edu/policies/ps-13.html)

Resources Available to you, free of further cost (your tuition and fees already paid for these services-use them often!)

University Center for Academic Excellence: At, http://ucae.uncc.edu/ucae/ucae_aboutus.html, or the 3rd floor of the Fretwell building, you will find, “The UCAE consists of six units working in conjunction to attain a singular objective - to provide services, programs, materials, and academic support for students in order to satisfy, retain, and graduate them. Our units are: Tutorial Services, Supplemental Instruction, Building Educational Strengths & Talents (B.E.S.T.), Structured Study Groups, The Learning Lab, Students Obtaining Success (S.O.S.).”

UNC Charlotte Writing Resource Center: At, http://wrc.uncc.edu/, or at Fretwell 220 and Atkins Library 109 you will find, “Mission: Based on the view that knowledge is fundamentally social, the WRC fosters an environment of active, collaborative learning outside the classroom. The WRC provides one-to-one writing instruction to students, faculty, and staff from first-year to graduate in any discipline. Our goal is not to fix papers, but to develop better writers.”

Counseling Center at UNC Charlotte: At, http://www.counselingcenter.uncc.edu/, or at 158 Atkins Building, the Counseling Center, “supports the academic, personal, and interpersonal development of UNC Charlotte students by providing short-term individual and group counseling, psychological assessment, consultation for faculty, staff, parents, and students, and educational programs to the campus community.” And they “assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts and handle crisis situations. Typical concerns are depression, anxiety and stress, relationship issues, identity development, substance use problems, eating and body image issues.”

CLASS POLICIES

1. Read the syllabus before class, and before you leave each class in preparation for the next week; it will help you identify questions you may have that will assist you in understanding how to proceed.

2. Read assignments before class. If you do not understand concepts in the readings, please ask questions in class or contact the instructor.

3. Your positive participation in class is welcome, anticipated and expected. Attending class is expected, and completing the assignments can create a base of knowledge for you to draw from for years. A significant amount of learning will occur from class discussions and information disseminated in class. Missing class will mean you miss vital information. This is a course where you can build skills to help you to be successful in your college career and in your professional pursuits.
4. **Format your Email messages:** Help me understand the purpose of your communication and reply to you quickly; clear subject lines, proper grammar and punctuation in your messages will help me do this and best help you get the data you need. (Text messaging codes are not acceptable.)

   **Email Subject Line:** Course/section number, topic (Example: MGMT3260 Question on Hm2)

   **Formal Grammar:** Professional and formal grammar, spelling and punctuation is expected in all email messages to reflect the professionalism you will be expected to demonstrate in your career. Being courteous helps you be understood.

   **Signature Block:** Your email signature block should be helpful in my contacting you if I need more information including information such as: Name, Email Address, Phone number.

   **Attached Files:**

   **File name:** Electronic files must be named in the following format in order to receive credit:

   Assignment name YourLastname YourFirstname (or team members’ last names)

   *Example:* Case 1 Kane Cheryl

   Electronic Copy (ec) versions will only be accepted in Microsoft WORD®, Excel® or PowerPoint®.

   **NOTE:** If you fail to express yourself in too formal a way in email don’t be surprised to find I return your email requesting it to be properly presented before I will reply to your inquiry—good habits formed while at the Belk College of Business will help you distinguish yourself among your peers in the business world.

5. **Expect a reply from the instructor** within 24 hours to voice mails and emails. If you don't, it may mean it was not received or was accidently missed. Please, re-contact me and bring this to my attention.

6. **Late Work:** Assignments are due at the start of class. Late homework is not graded (exception: a documented excused absence). Late major assignments will be accepted with the following consequences: A deduction of 25% per day from the final grade (items turned in after the start of class on the due date is counted as late.

7. **There are no makeup exams** (unless you have a documented excused absence from the Dean of Students).

   Continued....
8. Academic Integrity

I will hold you to as high an academic standard as the University policies allow.

- Do not cheat in my class; the consequence/punishment will be severe.
- Do not allow others to cheat in my classes—they diminish the value of your degree. Report it.
- Do not use others’ material as your own; the punishment will be severe.
- Do not accept team members’ work if you do not believe it is their work; the punishment will be severe for the whole team.
- During an exam if you have a question, raise your hand for me to assist you. DO NOT DISCUSS ANYTHING WITH ANYONE EXCEPT ME DURING AN EXAM. IF YOU DO THE CONSEQUENCES WILL BE SEVERE.

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity.

This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students.

Academic evaluations in the course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty.

Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involved and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to F.

Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

9. Warning: Know what plagiarism is, and avoid it.

Each semester it seems students incur the penalty of an “F” on a major assignment grade and become subject to a grade of “F” in my courses as a result of simple sloppy and/or careless note taking and report writing. Slothfulness during research in absolutely no way resolves you from the factual outcome of plagiarism: submitting someone else’s work as your own. Insufficient citation, egregious paraphrasing, and cutting and pasting of electronic information cited but submitted without quotation marks all make you subject to severe penalties on both your work in my class and on your academic records. Don’t waste your time being sloppy, careless, or attempting to be clever in slacker-like paraphrasing; it will cost you too dearly in points, course grade, and your damaged reputation.

Anything you produce had better be your own material, or be properly cited. This includes anything you turn in: PowerPoint presentations, oral presentations, homework and written reports.

When conducting research for assignments use care to document your sources accurately. Particularly during electronic searches if you “cut and paste” information that later is turned in as your own work you have committed a violation of the UNCC Honor Code. Use care
and take steps to ensure that the work you turn in is your own, not that of others. Cite your sources using APA format. Violators will be charged according to the UNCC Honor Code.

Other sources for clarification and instruction:  
http://copyright.uncc.edu  
http://copyright.uncc.edu/students/copyright_or_plagiarism.php

10. Final grades will be posted on the UNC Charlotte web site (www.uncc.edu).

11. Cell Phones and Pager Alert:
Turn off and remove cell phones and pagers from view during class. Just as it is your responsibility to safely and legally park your automobile for safekeeping during the time you are in class, the same is expected of the care you extend toward your cell phones and pagers. If your cell phone or pager makes an audible noise during class it is considered by this instructor to be an avoidable, disrespectful disruption. NEVER answer your cell phone or pager in this class. If you feel extenuating circumstances create a special exception for you, see the instructor before class time. It is not expected exceptions will be made. Minimum punishment for ringing cell phones: Reduced professionalism grade.

12. Grading, scores, criteria: oral and written assignments, class participation and image
Always proofread and edit your assignments before turning them in. Prevent the unnecessary loss of points by reading your work aloud; it may help you catch errors which will save you valuable points. Your work will be graded on multiple criteria including but not limited to:

- correctly following instructions  
- content and completeness  
- organization (direct/indirect style)  
- grammar and spelling  
- format requirements  
- thoughtful, creative application of knowledge  
- subject/verb agreement, awkward phrases, dangling expressions, tone, punctuation, grammar, conciseness, clarity, sentence/paragraph length, coherence, word choice, active/passive voice, parallelism, transitions

13. Tape recording is not allowed in this class to respect the privacy of all in attendance.

14. Identification: Always carry your UNC Charlotte student ID with you. It may be required before you are allowed to take any exam.

15. Final Exam Schedule: UNC Charlotte’s Policy may be found at: http://www.registrar.uncc.edu/calendars/exam.htm. We follow it.

16. Mid Term Grades: The UNC Charlotte Provost requires faculty to post mid term grades that are unsatisfactory at the mid term point in the semester. Our Exam I will likely be the only score available at this date; if it is lower than a ‘C’ grade I will be required to post it, which will generate a letter to you regarding your grade. I will follow university policy regarding this issue.

17. Important dates this semester:
   January 19, 2012    Last day to add, drop with no grade at 11:59 p.m.
   January 23, 2012    Census Date
   February 13-March 2 noon    Unsatisfactory grades submitted…..March 7 Unsatisfactory grades emailed to students
   April 9, 2012    Last day to drop all courses with "W" grade, 11:50 p.m.
18. **Quizzes**: Quizzes will be given at the very start of class. These may or may not be announced in advance. The material covered in them will be the reading material assigned for the class period in which the quiz is given. The format of questions will include true/false, multiple choice and/or short answer. No make up quizzes will be given without an excused absence from the Dean of Students’ office.

19. **Homework Assignments**: The assignments to be handed in must be typed in order to receive credit and will be due at the beginning of the class period. There will be a few alternative assignments to homework announced in class; they will involve attending events on campus or in the community; these will not work for everyone, they are only an option that may or may not work for you.

20. **Laptops and Notebook computers**: No electrical cords may be placed in any walkway or walking path at any time in our classroom. To create a safe environment for everyone, laptop computers must be run on batteries or plugged directly into an outlet at the student’s immediate seat location. Plan to rely on a battery for your laptops.

21. **Flu**: Self reporting is being accommodated by the Dean of Students office. The Health Center has information for you: http://studenthealth.uncc.edu/. Locate and read this file from UNC Charlotte website: Students’ Academic Responsibilities during the H1N1 Influenza Epidemic; it has links to the information you will need to be aware of.

22. **UNC Charlotte’s Religious Accommodation Policy will be respected and adhered to**: “UNC Charlotte must authorize a minimum of two excused absences each academic year for religious observances required by the faith of a student. UNC Charlotte must provide students the opportunity to make up any tests or other work missed due to an excused absence for a religious observance. A “Request for Religious Observances” form that must be filled out by a requesting student and submitted to the instructor for approval prior to the census date for that semester. Please refer to: http://legal.uncc.edu/policies/ps-134.html.”

23. **Exam Rules (not all inclusive)**:
   a. If you have a question during the exam raise your hand and the instructor will come to you. DO NOT LEAVE YOUR DESK. If you leave your desk your exam is likely to be taken up and not returned to you for completion.
   b. You should plan NOT to have to leave to use the restroom.
   c. Hats must be removed accept for religious accommodation.
   d. No electronic devices are allowed during an exam: No wrist watches, cell phones, etc. are allowed during the exam; leave these in your personal belongings under the desk.
   e. If a calculator is needed during the exam it should be of the simplest kind: no/limited memory, NO internet capacity, and prior approval is needed by the professor 24 hours in advance of the exam. NO approvals will be granted less than 20 minutes before the exam.
### Professional Contributions and Image (behavior) Grade:

<table>
<thead>
<tr>
<th>CATEGORY/ Points:</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for Others</strong></td>
<td>All statements and/or responses were respectful and were in appropriate language. Professionalism at its best.</td>
<td>Statements and/or responses were respectful and used appropriate language, but professionalism could be polished.</td>
<td>Most statements and responses were respectful and in appropriate language, but professionalism needs some work.</td>
<td>Statements and/or responses displayed disrespect, sarcasm or belittled classmates and/or professor.</td>
</tr>
<tr>
<td>Ability to work well with others</td>
<td>Social skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Student demonstrated excellent attendance throughout the course. If an absence was necessary it was excused, and the student accepted responsibility to catch up with work.</td>
<td>Student had strong attendance, but not exemplary and/or did not take responsibility for material and work missed during his/her absence.</td>
<td>Student missed 1-2 sessions (unexcused), and/or repeatedly was tardy and/or departed early.</td>
<td>Student was sometimes missing in action with no communication with the professor.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>It was clearly evident to the professor that the student was prepared via assigned reading material, thoughtful discussion and/or level of questioning.</td>
<td>The professor suspects the student has prepared for class, though the student has not made it evident. The student can answer questions in depth and/or make reference to material read, if called on.</td>
<td>The student is often prepared, but not always.</td>
<td>The student is often unprepared.</td>
</tr>
<tr>
<td>Motivation, drive</td>
<td>Contribution beyond expected responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td>Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others</td>
<td>Student listens when others talk, both in groups and in class.</td>
<td>Student does not listen when others talk, both in groups and in class.</td>
<td>Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.</td>
</tr>
<tr>
<td><strong>Quality of Work</strong></td>
<td>Provides work of the highest quality that reflects this student's best effort; student takes pride in the outcome.</td>
<td>Provides high quality work that often reflects this student's best effort. Usually takes pride in the outcome.</td>
<td>Provides work that occasionally needs to be checked or redone. Work reflects some effort.</td>
<td>Provides work that usually needs to be checked or redone. Work reflects very little effort</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Initiative</td>
<td>Creativity</td>
<td>Ethical sensitivity</td>
<td></td>
</tr>
<tr>
<td><strong>Promptness</strong></td>
<td>Student is always prompt and/or regularly attends class.</td>
<td>Student is late to class once every two weeks and/or regularly attends class.</td>
<td>Student is late to class more than once every two weeks and/or regularly attends class</td>
<td>Student is late to class more than once a week and/or has poor attendance of class</td>
</tr>
<tr>
<td>Time management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** * The evaluations from your team members regarding your efforts on the Team Project will play your professional image score, too.
Cases

You are to prepare three written “cases” during the semester to demonstrate your writing skill level, your ability to construct a clear and effective message as a manager, and to practice constructing an important message under time constraints. The final product is generally about one page, or 600 words.

At the beginning of the class topics will be identified and selected/assigned. Further instructions will be given in class. Grading will be based on effective communication, accuracy, thoroughness and creativity; a scoring matrix will be handed out in class.

WARNING: There will be no limit for point deductions relating to grammar, spelling or punctuation or organizational formatting errors.

(While communication skills being taught in class are expected to be demonstrated in these assignments, grammar, spelling, punctuation and communication skills will also be graded with scrutiny. If you know your writing skills are weak plan to seek assistance at the Writing Resource Center on campus for help prior to submitting this assignment. Many students needlessly fail these assignments not because of poor understanding of managerial communication concepts but rather from errors in spelling, punctuation and grammar.)

Book Analysis

This assignment will be discussed in more detail in class. You will select a book from a list of approved options. After reading it you will:

1. Create a one-page memo to the instructor answering a set of assigned questions.
2. Deliver a 5-minute presentation to the class explaining how what you learned could be applied as a manager to effectively communicate with team members, subordinates, supervisors, customers and the public.

Team Project: How teams will be formed

Teams are to be selected of your own accord; I prefer not to select them for you but I will if you wish me to. The project topic will be selected from the topics below. Research using professional journals and current credible business literature will be required. The final product will include a high quality 4 page (content) page formal paper of very high quality and a 15-minute team presentation with a handout for the class. Further instructions will be given in class.

Continued....
Team Project: Objective: *Demonstrate the application of what you research and learn*

COURSE OBJECTIVES (from syllabus) that directly apply to this project:

1. To increase your awareness of the importance and value of effective communication practices in organizations.
2. Write clearly, concisely, and convincingly.
3. Create impressive formal presentations that are delivered with confidence and poise.
4. Listen and give and receive feedback effectively. *(from the team meetings and interactions)*
5. Not directly applicable.
6. Understand and negotiate the differences in communication between you and people from other backgrounds.
7. Improve your understanding of the dynamics of group communication.
8. Explore the nature of conflict in organizations and identify strategies for managing it. *(from the team meetings and interactions)*

Team Project: Topic Choices - I am open to other topics you suggest

**Effective Managerial Communication** processes *from a manager’s perspective* as it pertains to one of the following:

1. Listening effectively: The processes and results
2. Nonverbal communication use and observation
3. Conflict management: Prevention and management using effective communication processes
4. Meeting management (routine meetings, formal meetings)
5. The critical minutia in successful management communication: The sufficiency, accuracy, availability, and placement and spacing of information, word choices, and information in routine messages (aka: Listening from the recipients’ perspective)
6. Using technology successfully to hold meetings and make presentations
7. Best communication practices to build and manage successful teams
8. How to communicate in ways that promote diversity and inclusion
9. Routine messages using technology channels effectively: when, how to best use each
10. Creating successful, professional business presentations (informative and persuasive messages)
11. Crisis management: The plan, the people, and the processes

*Continued….*
Team Project: Initial Steps

To set up your team (~4 people each, preferably):

1. Formal minutes from each meeting are to be recorded to document and summarize each team meeting. This includes the first meeting where you exchange information and complete the worksheet for the team setup meeting (see separate checklist). I suggest you rotate who will take minutes, and agree in advance on the format to use for minutes. These will be submitted with your final report. (Chapter 13 in our textbook may be of help here, but other sources may have more useful formats for minutes, agendas and notes. Also, Roberts Rules of Order (in brief form) may be of assistance in creating a meeting culture where everyone has a voice and all opinions are accounted for.

   First meeting processes should include:
   a. The exchange of names (correct spelling)
   b. Contact data for each member
   c. Who will take minutes at each meeting? (I recommend rotating this job.)
   d. Determination of most appropriate communication channels for routine messages, and urgent messages, if they are different
   e. Best times of the day for members to meet and the cycle time (frequency) when all members agree to check the agreed upon communication channel for updates.
   f. Conversation of expectations of team members for each other on such things as:
      i. Personal communication style and preferences in team cultures (pet peeves, most preferred methods for communications, humor/lack of…and so on)
      ii. Importance of a grade or grade achievement on this project
      iii. Strengths and weaknesses of each team member, as identified by them, as they may relate to this project that other team members would benefit from knowing.
      iv. Expectations of individual members of other members during this process
      v. Simple but clear rules:
         • What will be done if someone is not meeting team expectations?
         • How will conflict be addressed, managed?
         • What process steps will be used to reduce a team member’s grade or even to ‘fire’ a team member for nonperformance? Steps must be specific, measurable, attainable, timely and fair and reasonable to all. You will want to be able to use these in the event poor performance by a member requires you to act using these rules.

2. Select a topic from the list below. Suggestion: Select a topic you think will add value to your future career path.

3. Create a purpose statement that will identify the scope and direction of your proposed project. (It may help you here if you think of it as instructing the class in the topic you choose.)

4. Submit the purpose statement and 3 proposed books to the instructor for approval; make sure all team names are listed. Send this via email, to the instructor, copy all team members; keep a copy for your records and the final report.

5. Create a project plan with estimated dates for each major step. (Does not have to be done in first meeting but should be completed by 2nd meeting’s end.) This project plan should be in a form that can be included in your final report documents.
Team Project:  Research Requirements

Locate a minimum of:

- **Three (3) books from a reliable source/author** on the topic members of the class would find helpful in the future.
- **Two (2) peer-reviewed articles** (from journals have editorial boards and peer evaluation processes—the UNC Charlotte librarians will show how to locate these if you ask)
- **One (1) current event article** from a current business situation that relates to your chosen topic from an academic or credible business source
  - Wall Street Journal
  - Fortune
  - Forbes

NOTE: Books must be pre-approved by instructor.

Team Project:  Production Output: Oral Presentation and Written Report

**Oral Presentation  50 points**

The oral presentation should be interesting to your audience using informational presentation guidelines (refer to your textbook). Relay the information to your class members in a way they can use the information in their future career. Approach the presentation by considering what *they* may find most interesting and applicable to their future role as a manager in a business organization.

**Handout**

You will need one handout for the class. Make it a useful resource to the recipient but **do not** infringe on copyright or integrity code issues. Be creative in how you apply what you have learned. Be clear. Make this handout a resource. The instructor must approve this handout **one week** before your presentation; allow sufficient time for questions and editorial suggestions she may make.

**Visual Aid -be creative**

You may use PowerPoint®, personal demonstrations, posters, or other helpful ways of demonstrating your points. The visual aids must be relevant, *supportive* in their function to the topic, and follow the guidelines for a professional quality presentation. It is suggested you plan to ask for the assistance of the instructor as you create your presentation at different points in your creation process if you would like guidance; expecting her to make credible and achievable suggestions to your presentation within a few days of your due date is unreasonable.

The presentation structure should have a clear opening, body and an effective conclusion. Every member of your team must speak and participate in the presentation. You are welcome to create a fun learning experience (but don’t get carried away and use humor to entertain vs. as a mechanism for credible learning). Further guidance for the timing of the presentation will be shared in class as the time approaches.

**WARNING:** Reading to this class will likely earn you zero points on this presentation.

If speaking in public is a particular fear of your or one of your team members, please seek out the instructor’s coaching availability early in this project; this should be done in a live conversation or face to face meeting, not email.
Paper Objectives 50 points Paper 50 points (Resource: Kolin, Chapter 15)

1. Use a formal business report format.
2. Use effective business report **writing techniques** (direct, concise, write in one voice)
3. Use **secondary** business research techniques.
4. Identify successful and unsuccessful processes for applying your subject communication techniques and policies in a business setting.
5. Become intimately familiar with a current communication issue in a specific business setting in the “real world” you will become a part of.
6. Learn to successfully communicate as a team to produce a product of superior quality in **one voice**.
7. Learn to use APA citation styles in a formal report.
8. Remember: There is no limit to the number of points lost due to editing, spelling, or grammar errors.

<table>
<thead>
<tr>
<th>Project Paper</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summary cover memo (formal)</td>
<td>2</td>
</tr>
<tr>
<td>Cover page (title, date only)</td>
<td>1</td>
</tr>
<tr>
<td>Title page (see K: page 376)</td>
<td>1</td>
</tr>
<tr>
<td>Table of Contents (K: page 654)</td>
<td>1</td>
</tr>
<tr>
<td>Page numbers</td>
<td>1</td>
</tr>
<tr>
<td>Margins</td>
<td>1</td>
</tr>
<tr>
<td>Reference page</td>
<td>2</td>
</tr>
<tr>
<td>Appendix section (minutes)</td>
<td>1</td>
</tr>
<tr>
<td>Covered purpose statement topic well (sufficient effort, quality, completeness)</td>
<td>15</td>
</tr>
<tr>
<td>Content appropriate level for course</td>
<td>10</td>
</tr>
<tr>
<td>Style, structure (flowed well, used direct style)</td>
<td>10</td>
</tr>
<tr>
<td>Attention to detail</td>
<td>10</td>
</tr>
<tr>
<td>Overall</td>
<td>5</td>
</tr>
<tr>
<td>Structure</td>
<td>50</td>
</tr>
</tbody>
</table>

Create a purpose statement that identified the scope and direction of the proposed project.

Relied on a minimum of:

- Three (3) books from a reliable source/author on the topic:

- Two (2) peer-reviewed articles (from journals with editorial boards):

- One (1) current event article (or articles) from a current business situation that relates to your chosen topic from an academic or credible business source

**NOTE:** Books must have been pre-approved by instructor.

Team: ___________________________ Score: __________
<table>
<thead>
<tr>
<th><strong>Team Project:</strong></th>
<th><strong>Presentation Grade:</strong> _____ /50</th>
</tr>
</thead>
</table>

| **TIME MANAGEMENT:** | Time limits met? Time = ___________ | -0 if less than 15 seconds over limit  
-5 if more than 30 seconds over  
-10 to -20 if instructor has to stop you | _____ |

| Appropriate for assignment, speaker, audience and occasion? | 2.5 |
| Attracted Receiver’s attention in opening sentence? | 2.5 |

| **AUDIENCE ANALYSIS:** | _____ /5 |

| Previewed main points up front? | 2.5 |
| Development: Effective internal summaries and transitions? | 2.5 |
| Conclusion: Major claims restated? Summary statement? Smooth ending? | 2.5 |

| **ORGANIZATION** | _____ /10 |

| Visuals in 24 hours in advance (-3 if not) |  |

| **CONTENT QUALITY/CHOICE OF TOPIC** | _____ /12.5 |

| Showed benefits to the receiver (you-view)? | 2.5 |
| Visual: Was helpful in supporting the stated message? | 2.5 |
| Was visual used well; could everyone see it clearly? Timing? | 2.5 |
| Topic covered at appropriate level for a university junior class | 2.5 |
| Information shared was enlightening/supported a learning environment? | 2.5 |

| **DELIVERY** | _____ /7.5 |

| Body language | Vocal tone, pace | Style |
| Eye contact | volume: too low/loud/easy to hear | conversational flow |
| gestures | variety: too monotone/interesting | personalized |
| look at audience, not screen/projector | rate: too fast/too slow | jargon |
| holding onto cards | grammar | slang |
| pacing movement | pronunciation | profanity (-10) |
| enthusiasm/energy | articulation | concise |
| posture-stand straight | vocal pauses | poise |
| facial expression: smile | choppy phrasing | confidence |
| use of lectern | verbal fillers: "ums ... abs .O.K.'s" |  |
| nervous habits | "you know's" |  |

| **OVERALL EFFECTIVENESS:** | _____15 |

| Professional appearance (business casual minimum)? | 5 |
| Speech content fulfilled the purpose statement? | 2.5 |
| sounded well rehearsed and knew material well-built credibility | 5 |
| Was positive and informative at an appropriate level for this audience? | 2.5 |
| Relied on notes too much (___% instead of 20%) | Read your presentation. -5 |