Managerial Communication (CIS 605)
Fall, 2004

Instructor   Gary H. Jones   Office: Forsyth 230
                       Phone & Voicemail, 828.227.3615   E-Mail: gjones@email.wcu.edu

                       Hours:
                             Monday   1:00 – 5:00
                             Tuesday   1:00-2:00; 3:15-4:00
                             Wednesday   Asheville class
                             Thursday   3:00 – 6:00
                             Friday   By Appointment

Required Text   Clampitt, P. G. (2004). Communicating for Managerial Effectiveness,
                       (3rd ed.). Thousand Oaks, CA: Sage.

Supplemental Texts   Non-testable, but listed for your perusal on the **CIS 605 PAWS Website**

Websites   PAWS: http://paws.wcu.edu/gjones/

                       WebCT: http://online2.wcu.edu:8900/

                       Additional: http://paws.wcu.edu/gjones/cis605.html

Course Description

This course is designed to develop the application of written, oral and interpersonal communication theory in the business management environment. Based on an overview of relevant theory, students refine their skills as business communicators through assigned projects and exercises as well as in-class presentations, critiques and discussion. A high level of competency in spoken and written English is assumed, as is a substantial degree of computer literacy. Areas of emphasis include the role of communication in contemporary organizations, considerations of message production and reception, internal vs. external audiences, communicating change, intercultural communication, and ethics. As a good portion of this course relies on informed class discussion, weekly student preparation is essential.

Course Objectives

   At the conclusion of this course students will be able to:

   Demonstrate knowledge of communication theory, particularly as it relates to the understanding of managerial communication processes and challenges in the workplace

   Critically analyze the effectiveness of communication in selected organizations, including their own place of employment

   Demonstrate awareness of ethical issues in contemporary business communication

   Identify the impact of diversity and culture in business communication and suggest strategies for multicultural understanding

   Conceptualize the importance of communication to leadership development

   Demonstrate familiarity with selected current issues in their chosen field, particularly as they relate to managerial communication in an organization

Course Policies

Attendance, Tardiness, Dates & Deadlines

Professional behavior and attitude are the standard. Students are expected to attend class and be on time. Assignments are due at the beginning of the class period. As this is a graduate class substantially dependent upon student presentation and informed class discussion for success, a high level of student preparation is expected. Because the success of this course is dependent upon student preparation and discussion, missing more than three classes will result in academic penalty beyond the 30 points indicated in the Grading section below.

Back it up: As we all know, our friend technology can occasionally turn on us. *To avoid disasters, save your work files to computer early and often, save frequent backup files, and save them to more than one disk or drive*. Always keep copies of your work. In the professional world, technology-blaming excuses are no more acceptable than any other kind of excuse for failure.

E-Mail

Successful e-mail communication is essential to this course. As we only meet once a week, monitoring your class-related e-mail is especially important. I will communicate with you via your WebCT account. You may safely presume that I will be checking WebCT for any mail from you *several times a week—as well as over the weekend whenever possible. For purposes of effective course communication, I also ask, and will presume, the same of students.* So, **check your WebCT email at least twice a week**. Ideally, because communication with the larger organization (WCU) is also important, all students should ensure that their VAX and university email accounts are also functional—but only WebCT e-mail communication is a course requirement.

Academic Integrity

Plagiarism, taking unethical shortcuts, and other forms of cheating are not tolerated and will result in a failing grade for that assignment, test or (possibly) the course. Do not recycle other people's work. Provide appropriate citations (in APA style) when you use the words or ideas of another. Strive to abide by both the letter and spirit of University policy. Please refer to the Academic Honesty Policy in the *WCU Undergraduate Catalog,* my Website, and relevant sections in the *Student Handbook*. If you have any questions, talk to me.

Student/Teacher Procedural Expectations and Responsibilities / Course Grading Standards

As provided on a separate handout and posted on the **CIS 304 PAWS Website**.

Evaluation

Examinations

The final exam is scheduled for the last day of class and is worth about one-fifth of your grade in this course. It will consist of several critical essay exercises covering the text, outside readings, and class discussions.

Assignments

Reading assignments are as noted on the schedule below. The secondary resources referenced are optional and listed for your convenience (formal citations on Website). *Please note that additional required outside readings will be assigned throughout the semester*.

Writing assignments are due at the beginning of class. Formatting should be professional, content pertinent, organization clear. Writing assignments are described in this syllabus and on the CIS605 Web page; they will also be discussed in class. Writing assignments 1 and 2 are described in the schedule below.

Writing assignments 3 & 4 are as follows: Two "thought-piece" essays, due at beginning of class on your choice of any two of the following dates (**excluding** the one of your discussion leadership): 9/22, 9/29, 10/6, 10/20, 11/3, 11/10. Incorporate at least two outside references into your essay—at least one of which must be an academic reference (preferably a current journal article). This thought-piece may or may not point to some incident in the news or in your place of employment, but it must be related to the topic under discussion on that date; 1000-1200 words (15 pts). Please bring two copies to class.

Discussion leadership: Each student will be assigned one evening to lead a discussion of the topic at hand for 20-25 minutes. This assignment is described on the course Website and will be further discussed in class. *KNOW your outside readings at least a full week ahead of time.*

(All other assignments, as listed in the Course Schedule and the Assignment Weights below, will be explained in more detail in class and/or are described on the **CIS 304 PAWS Website.** Note particularly the research paper description. Assignments not turned in at the beginning of class on the due date may be submitted as an e-mail attachment up to 24 hours late with a 50% penalty)

Evaluation Criteria and Final Grade Determination

Discussed in class. See also the relevant information posted on the PAWS Website.

Course Resources

A wide variety of additional resources is published on the **CIS 304 PAWS Website**. See particularly: http://paws.wcu.edu/gjones/links_writing.html

Grading

Assignment Weights (Further explanation in class and on Website)

Exercise	Points
Writing assignment 1	10
Writing assignment 2	15
Writing assignments 3 & 4 (2 X 15 pts)	30
Presentations/discussion leadership	25
Research Project:	
Proposal (w/ outline & bibliography)	25
Project presentations	25
Final Paper	60
Final exam	50
Attendance, participation, and effort	30
TOTAL	270

Final Course Grade

Your course grade will be determined by the total number of points you have accumulated by the end of the semester, as follows (if you proficiency out of the final exam, the denominator in your point-percentage calculation will of course be adjusted accordingly) :

90	100.0%	A
80	89.5%	B
70	79.5%	C

Schedule

Note: The Clampitt readings are required; other material is listed as suggestions. We will cover some, but certainly not all, of the suggested readings (please see course Website for citations). Also: (a) there will be additional required readings (usually available online) assigned throughout the course, and (b) you will be responsible for reading additional outside references as assigned by discussion leaders, as well as for your discussion-leadership days and your final paper.

SEPT 1

The Role of Communication in Contemporary Organizations

CHAPTER 1: HOW MANAGERS COMMUNICATE (CLAMPITT)

Secondary Material: The role of communication in contemporary organizations; managerial communication process (Smeltzer); management communication in transition (O'Rourke); the communication process (Sorenson); identity, image, reputation (cases; Argenti)

Writing Assignment 1: Analyze a particular message transmission attempt in your workplace where you believe that managers took a linear view of organizational communication (choose a reasonably substantial message). First, describe why you feel that the perspective of management was linear? Second, describe how the communication attempt could have been improved if management had shown evidence of more sensitivity to either the 'Circuit' or 'Dance' model of communication (choose one; 1200-1500 words). Reference the text as appropriate.

SEPT 8 (Assignment 1 due, beginning of class)

Assign student discussion leaders; demonstrate Hunter Library online access

Overview of Managerial Communication

CHAPTER 2: WHAT IS COMMUNICATION?

Secondary Material: Communicating strategically; overview of the corporate communication function (Argenti); managerial communication (Timm); foundations (Hattersley); designing communication strategies (pp. 13-20; Sorenson); communication and strategy (O'Rourke)

Writing Assignment 2: For this assignment, choose not a single instance of organizational communication, but rather a sustained communication effort (an internal or external communication campaign or persistent theme). Briefly, what communication perspective do you feel management has/had during this campaign, and why (Ch. 1)? How could this communication effort be (or have been) made more successful if management had been more sensitive to *context?* Don't try and incorporate all the points in Chapter 2; pick a few of the points in this chapter most relevant to your contextual analysis (Ch. 2; 1200-1500 words). Reference the text as appropriate. An outside reference or two is welcome but not required.

SEPT 15 (Assignment 2 due)

Research
Secondary material: Business and managerial communication research; communication audit (Timm)
Content analysis
Report Writing
Secondary material: Effective business reports (Timm); writing; writing process; contemporary managerial writing style; routine documents; reports and proposals (Smeltzer)
Discussion leaders for 9/22 assign outside readings
Assignment for next week: Bring printed copy of organizational mission statement.
Brief look ahead: Corporate Culture

SEPT 22 *

> **Organizational Communication: Message Production/Content**
>
> **CHAPTER 3: COMMUNICATION IN CORPORATE CULTURE**
>
> *** Student-led discussion #1 (3 students, ~ 20 minutes each)**
> **Bring tonight: Printed copy of organizational mission statement**
> Secondary Material: Organizing and developing a message (Sorenson); message: content and argument / structure; style and tone; point of view; setting goals (Hattersley)
>
> **Discussion leaders for 9/29 assign outside readings**
> **Assignment for next week: Bring printed copy of organization chart.**

SEPT 29 *

> **Organizational Communication: Channels**
>
> **CHAPTER 5: SELECTING AND USING COMMUNICATION TECHNOLOGIES**
>
> *** Student-led discussion #2 (3 students, ~ 20 minutes each)**
> **Bring tonight: Printed copy of organization chart**
> Secondary Material: Organizational effects on communication; ongoing communication: process and flow; Organizational communication climate (Timm); technologically mediated communication (Smeltzer); designing communication strategies (channels, pp. 21-27, Sorenson); media use (Timm); choosing media (Hattersley); dealing with the news media (O'Rourke)
>
> **Discussion leaders for 10/6 assign outside readings**
>
> *Communication audits*

OCT 6 *

> **Organizational Communication: Message Reception**
>
> **CHAPTER 7: PROVIDING PERFORMANCE FEEDBACK (DISCUSSION)**
>
> Secondary Material: Listening; hidden messages managers send (Harvard); Listening and feedback (O'Rourke); Listening (Timm); Giving and receiving feedback; listening (Hattersley); Strategies for receiving and interpreting messages; listening (Smeltzer)
>
> *** Student-led discussion #3 (3 students, ~ 20 minutes each)**
>
> **Interpersonal Communication**
>
> Managing conflict (O'Rourke); interpersonal communication (Smeltzer)

OCT 13

> **PROPOSAL DUE (With Tentative Outline and Bibliography)**
>
> **CHAPTER 6: MANAGING DATA, INFORMATION, KNOWLEDGE, AND ACTION**
>
> **CHAPTER 10: CULTIVATING THE INNOVATIVE SPIRIT**
> **Discussion leaders for 10/20 assign outside readings**

OCT 20 *

> **Communicating with External and Internal Audiences**
>
> **CHAPTER 8: COMMUNICATING ACROSS ORGANIZATIONAL BOUNDARIES**
>
> *** Student-led discussion #4 (3 students, ~ 20 minutes each)**
> Secondary Material: Communicating with external audiences; audience analysis (Hattersley); internal communication (Argenti)

OCT 27

CONFERENCE
Online class session; readings to be assigned
Discussion leaders for 11/3 assign outside readings by WebCT email

NOV 3 *

Intercultural Communication & Communication Styles
* Student-led discussion #5 (2 students, ~ 20 minutes each)
Secondary Material: Diversity; nonverbal (Harvard); communicating nonverbally (O'Rourke); personal language use and communication styles; intrapersonal communication (Timm); nonverbal communication (Smeltzer); diversity and intercultural communication (Hattersley); communicating in intercultural and international contexts (O'Rourke)
Discussion leaders for 11/10 assign outside readings

NOV 10 *

Communicating Change
CHAPTER 9: COMMUNICATING ABOUT CHANGE
Secondary Material: Changing environment (Argenti); reaching and changing frontline employees; communicating change (Hattersley)
* Student-led discussion #6 (3 students, ~ 20 minutes each)

NOV 17

CHAPTER 11: WHAT IS COMMUNICATION EFFECTIVENESS?
Fine tuning the final report
COURSE EVALUATION

NOV 24

Thanksgiving Holiday

DEC 1

Project Presentations (8-10 minutes each)

DEC 8

Final Paper due, 6:00 p.m. (with large stamped envelope if you would like it returned)
In-class final exam

Have a great Christmas break