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BMGT 444.01: Management Communications

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BMGT 444 Management Communications (UG Seminar)
Fall 2014 – University of Montana – School of Business Administration
Dr. Fengru Li

Section 1 CRN71941 MW11:10-12:30 GBB 201

Office Hours: Friday 2:00-5:00 GBB 304 (also by appointment or walk-in)

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School of Business Administration Mission

The University of Montana’s School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

Required Readings and textbooks:

1. WSJ – can be purchased from UM Bookstore for \$1/week
2. Scott, Susan. (2004). *Fierce Conversations*. Berkley Books, NY.
3. Cialdini, Robert B. (2009) [*Influence: Science and Practice*](#), 5th Ed. New York: Harper Collins College Publishers
4. Fisher, Roger; Ury William, & Patton Bruce (1992). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Ed. NY: Penguin Books.
5. Other required supplemental readings will be on Moodle or distributed in class

Course Assignments and Evaluation: total 100 points

A	95 and above	B +	87 to 89	C +	77 to 79
A –	90 to 93	B	83 to 86	C	73 to 76
		B –	80 to 82	C –	70 to 72

Grades: 100 points total

WSJ Reading Assignment3 bonus/extra credit points

Class Participation, WSJ Discussion23 points (1pt/day)

Any tardiness (over 5 minutes) or early departure leads to 0.5 point deduction for that day.

The Power of Persuasion Training Project10 points

(see project description and grading below)

Fierce Conversation Project25 points

(see project description and grading below)

Business Negotiations: 25 points

(Three rounds of negotiations (5, 10, 10) will be conducted in class. Instructions will be distributed with each case. Each case is \$3.50 payable to Kellogg Management School.)

Final Exam (short essay questions from books)17 points
(In class exam on 8 short-essay questions from all course materials except WSJ will be included)

Course Description

This course is a senior-level seminar focusing on both theories and hands-on experience. Four aspects of workplace communications will be dealt with through understanding of theoretical frameworks, research findings and hands-on projects. These aspects include: 1) The sciences of social influence that are grounded in social psychology; 2) The interpersonal communications grounded in sociolinguistics; 3) The mind and heart of business negotiations which capitalizes on knowledge of compliance gaining and coalition building; and 4) The Communication about Innovation which focuses on value-added sales pitch. Each project is fully described in individual assignments.

Course Objectives

Through four team projects, students master communication skills. Specifically, The Sciences of Influences Project teaches students to conduct training workshops. The Fierce Conversation Project allows students to conduct both literature research and field research with industry leaders with a sole focus on face-to-face communication and team presentations. The Business Negotiation Project prepares students to utilize knowledge from the previous two themes - Influence and Persuasion; and Inquiry - to conduct three rounds of business negotiations. These negotiations range from win-lose negotiation to collaborative negotiation to multi-party coalition building. The Communication of Innovation project trains students to be a champion at the work place by marketing new ideas and innovation. The objectives of each of the four components are detailed in the project handouts.

BMGT444 Team Training Requirements and Grading Criteria (10pts)

Book:

Influence Science and Practice 5th Ed. Each team takes on one chapter (except chapter 3, which is divided by two teams).

WK 1 Course Orientation.

8/25 Course Orientation;

8/27 Video “Power of Influence” ; Form 4-member groups for “Influence” project
Assigning Training Subjects to groups

WK 2 Training Project “Influence” Timeline

9/1 Labor Day. No class. UM Office is closed.

9/3 Discussion of “Influence” book chapters’ questions (All); Drawing on training presentation day

WK 3 Training Project “Influence

9/8 In class training presentations (Teams 1,2,3,4)

9/10 In class training presentations (Teams 5,6,7,8)

WK 4 Debriefing “Influence” Training Results; Introducing Fierce Conversation Project

9/15 In class training presentations (Teams 8,9,10,11)

9/17 Debriefing “Influence” training; Introducing findings from past FC projects

WK 5 Fierce Conversation Book/Project

9/22 Lecture; Assign Fierce Conversation group chapter for 9/24 discussion

9/24 Group discussion on assigned FC chapters

WK 6 Fierce Conversation Book/Project; Introducing Business Negotiation

9/29 Groups on FC Project questions;

10/1 Introducing Business Negotiation; Assign chapters questions

WK 7 Business Negotiation Project; “Getting to Yes” book; Handouts;

10/6 Discussion of assigned questions

10/8 Training; Distribute case#1

WK 8 Negotiation #1

10/13 Case #1 negotiation

10/15 Debriefing case #1; Lecture, Assign case #2

WK 9 FC Field Research day; Case#2 Negotiation

10/20 Fierce Conversation Field Research Day; No classroom meeting.

10/22 Case #2 Negotiation

WK 10 FC Project Presentations

10/27 FC Presentations; Teams 1,2,3

10/29 FC Presentations: Teams 4,5,6

WK 11 FC Project Presentations

11/3 FC Presentations: Teams 7,8,9,10

11/5 Debrief FC Presentations; Assign Negotiation Case#3

WK 12 Negotiation Case#3

11/10 Negotiation of Case#3;

11/12 Lecture, training; Assign WSJ research task on P.R. in crisis

WK 13 P.R. in Crisis Communication (WSJ articles)

11/17 Lecture; discussion of WSJ research

11/19 Lecture; Discussion of hand-out materials and Moodle articles

WK 14

11/24 Working session for FC final report, reflective essay and transcript (due 11/25 by midnight)

11/26 Student Travel Day – No Classes

WK15

12/1 Study Session for final exam

12/3 Summery lecture, course wrap-up

WK 16 FINALS WEEK – Final Exam

12/12 Fri. 8:00am-10:00am in class (Unless class votes for an optional time)

“Influence” Training Project (Training sessions) Total 10% of course grade

Description of Task:

Form a 4-member team (3-member team for Section 2) to produce a **15 minute training** session on the Science of Influence based on each team's assigned chapter. Each team has 15 minutes to present, followed by 1 minute Q&A from class or Dr. Li. Your team is expected to accomplish the following during your training session:

1. Include 2-3 the most important theories in the chapter assigned to you.
2. PPT is required
3. Use illustrative examples for each of the theories.
4. It is required to engage trainees throughout the training
5. Become experts on the subject! No reading from note cards or slides.
6. Equal division of work load among group members. Team members receive the same grade (unless peer evaluations raise concerns).
7. Have an emergency plan in case a member is absent and there is a power outage.

Training Style/Format (4 points)

1. The quality and substance reflected in your hard copy of the PPT.
2. Team members should have smooth transitions and cover each other. If one member is going over time or forgetting his or her line, the team should have a mechanism for recovery. As a team, you should have a back-up plan in case 1) technology fails to work; or 2) certain member fails to show up. Regardless what happens, the training has to go on as scheduled.
3. Training session should include a clear, creative introduction, well-organized contents, and a creative conclusion (not repeating what has been covered). **PowerPoint IS required.**
4. Teams should engage their audience mentally and sustain their interest.
5. Upload your training PPT to the classroom desktop before class starts (no time for loading when class starts due to back-to-back teams)

Contents and Substance Covered in Training (6 points)

1. Your objectives/goals of the training are clearly stated in the beginning.
2. Your training has included 2-3 key theories from the chapter. Each theory should be presented in a clear and concise theme statement. These should be followed by examples, including supporting research and evidence from the book. **Below are my examples, but be original because I love to see your creative work!**
Example: Do not say: Next, Erica is presenting on “Whirring.”
Example: Say a complete sentence such as, “One way to understand the power of consistency is to investigate on the reasons behind our negative attitude toward inconsistency. Erica will explain.”
3. Transitions among team members: Give your audience a good reason why we need to switch our attention from one trainer to the next, or from subject A to subject B. If the last person did not provide a transition, the following person should provide a “cover up” by creating a transition. **Be a creative team!** Ideas for transitions could include:

A rhetorical question that does not require audience to answer.

For example, if trainer A covered the power of liking, trainer B may proceed with, “Knowing how much people like compliments, why do we often hear criticism from our parents, bosses, customers and etc.”

Using the previous subject as either a cause, or as a reason, or as a solution, or as a problem statement to introduce your subject.

When it is your turn after Kyle, the tall and blond, you might inject a humor, “Kyle may have led you to believe that most women are wired to like tall guys. I am going to present ample evidence that shorter men like me have the charm and charisma that tall and bright women cannot resist.”

4. Training should include a creative and unforgettable conclusion!

Training Project “Influence” Timeline:

8/27_ Introduction of “Influence” ; form training teams;

9/3 Discussion of “Influence” book chapters’ questions (All); Drawing on training presentation day

9/8 All 11 teams PPT to be uploaded to classroom computer by 11:00am; Hard copy of PPT to Dr. Li. By 11:10am. No late turn-in is accepted for the sake of fairness to all teams.

9/8 In class training presentations (Teams 1,2,3,4)

9/10 In class training presentations (Teams 5,6,7,8)

9/15 In class training presentations (Teams 8,9,10,11)

Team Members:

Fierce Conversation Project (Book: Fierce Conversation)

Project Descriptions:

“Fierce Conversation” Team Field Research & Findings Presentation (25% of course grade)

1. This team project is to seek answers to this inquiry: Given the trends of this industry, what mindset and skill-set do the industry leaders expect young business professionals to possess, how and why?
2. The learning goals of this team project are:
 - i) to research on the trends of the industries of your choice before field trips to collect firsthand information on the task.
 - ii) to apply the thinking, questioning and listening skills from “Fierce Conversation” to two real “fierce conversations” with two different industry leaders of your choice;
 - iii) to acquire an appreciation of designing and conducting in-depth, authentic, formal, and engaging conversations with local, national, or international industry leaders who are active company CEO, president, vice president, CFO, or COO; and to learn from the experience of these industry leaders what they want from you based on the trends and development of the industry.
 - iv) to orally present research findings in a succinct manner followed by a written Executive Report and transcript of the field conversations.
3. Your team will conduct TWO separate fierce conversations with leaders from two different industries. Each conversation should be no less than 60 minutes. Self-employed individuals, supervisors, floor managers, and employees are NOT suitable for this project, partially because industry trends should be a component of conversation, and partly because a broader vision from industry leaders should benefit you. This is NOT an interview process, but an authentic conversation. In the author’s words:
“We effect changes by engaging in robust conversations with ourselves, our colleagues, our customers, our family, and the world...Your ability to effect change will increase as you become more responsive to your world and to the individuals who are central to your happiness and success.”

Although the book requires a conversation topic to be determined by the business client, I ask you to skillfully and strategically orient the industry executives to engage in your task. It is imperative that you strictly follow all the advice/tips given by Susan Scott in her user’s guide when initiating business contacts. Use the principles from the book as a guideline in your conversations.

Grading:

Oral Presentation of Research Findings

1. Each team is required to conduct a FULL 15-minute formal oral presentation on findings. Teams are encouraged to invite business leaders to attend your presentation. Going under or over 15 minutes will be penalized.
2. Dr. Li will ask questions after your presentation and you should be prepared to defend your positions.
3. PPT is required and should be uploaded to computer a day before presentation, as team presentation will be random. Every team should be prepared to be called upon to present .
4. No note cards are permitted.

Written Executive Report and Transcript

Team's report and transcript are due in word document via Moodle by November 25, midnight. Moodle closes at midnight sharp. Late submissions will be submitted to fengu.li@business.umt.edu and the applicable penalty is one letter grade each day. Your documents include:

1. Cover page with class section, names of team members, dates the two conversations occurred, CEOs' names, companies' names, and the companies' email for contact.
2. A reflective essay, commenting on the findings – 1 page, single-spaced, and 11 font.
3. Formal business writing is mandatory, free of mistakes.
4. All questions (including follow-up questions) you have asked and pre-prepared will be completely transcribed and included.
5. Selective transcriptions of important aspects from our conversations should be transcribed and presented in the sequence under the questions occurred. 75-85% of the conversation contents need to be transcribed in order for readers to assess the quality and values of the conversations.

Project Timeline

- 9/24 Group discussion on assigned FC chapters
- 9/29 Groups on FC Project questions;
- 10/20 Fierce Conversation Field Research Day; No classroom meeting.
- 10/27 By 11:00am, ALL 10 teams upload PPT to classroom computer and a hard copy to Dr. Li
- 10/27 FC Research Findings Presentations; Teams 1,2,3
- 10/29 FC Research Findings Presentations: Teams 4,5,6
- 11/3 FC Presentations: Teams 7,8,9,10
- 11/24 Working session for FC final report, reflective essay and transcript
- 11/25 Complete project materials due electronically to Moodle by midnight. (a letter grade penalty each day after the due day)

UM policies regarding attendance/absences and Email correspondence:

Class Attendance/Absence Policy

Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course on the internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.

UM Email Policy

As of 1 July 2007, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, to receive a response, students must use their GrizMail accounts (netid@grizmail.umt.edu or fname.lname@umontana.edu). Email from non-UM accounts may be flagged as spam and deleted without further response. Due to security issues, confidential information (including grades and course performance) will not be discussed via email.

Academic integrity and honesty are hallmarks of the accounting profession. It is your duty to abide by the University's academic policies, and it is the instructor's duty to enforce those policies. Cheating of any sort will not be tolerated. Cheating, failure to follow instructions, and/or failure to follow course policies may result in a reduced grade or a failing grade at the instructor's option. The following message about academic integrity comes from the Provost's office: "*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.*"

UM Disability Policy

"The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lomasson 154 <http://www.umt.edu/disability>." I will work with you and DSS to provide an appropriate accommodation.

Grievance Policy

Although conflicts between students and professors are rare, they do occasionally occur. Please be aware that the standard operating procedure for dealing with such conflicts within the School of Business Administration is as follows:

1. Try to resolve the conflict with the instructor.
2. If you feel that the conflict cannot be resolved between yourself and the instructor, contact the department head.
3. If, after speaking with the department head and the instructor, you still feel that the conflict has not been resolved, contact the dean of the School of Business Administration.

Incomplete policy

University policies regarding incompletes will be followed. In particular, the policy on incompletes is as follows:

The incomplete is not an option to be exercised at the discretion of students. In all cases it is given at the discretion of the instructor within the following guidelines . . . A mark of incomplete may be assigned students when:

1. *They have been in attendance and doing passing work up to three weeks before the end of the semester, and*
2. *For reasons beyond their control and which are acceptable to the instructor, they have been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.*

Major Field Test

All business majors must take and pass the Major Field Test (a national test of business knowledge) before graduating. Material from this course will be included on that exam.

School of Business Administration Mission Statement and Assurance of Learning

The University of Montana's School of Business Administration is a collegial learning community dedicated to the teaching, exploration, and application of the knowledge and skills necessary to succeed in a competitive marketplace.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals and objectives for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Objectives:

- Students will demonstrate fundamental business knowledge on a nationally normed test or a locally prepared test.
- Students will demonstrate fundamental business knowledge of business concepts while working in an internship.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Objectives:

- In a business plan and/or business simulation game, students will integrate concepts from several of the functional areas of business.

Learning Goal 3: SoBA graduates will be effective communicators.

Objectives:

- Students will demonstrate the ability to write effectively.
- Students will deliver professional quality oral presentations.
- Students will demonstrate writing skills in internships.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Objectives:

- Students will use appropriate tools to identify the root cause of a business problem.
- Students will use brainstorming tools to identify relevant alternatives for solving a business problem.
- Students will effectively analyze alternatives using quantitative tools.
- Students will effectively analyze alternatives using qualitative tools.
- Students will use appropriate tools to select a solution from competing alternatives.
- Students will identify metrics that will indicate the success or failure of the implemented solution.
- Students will demonstrate problem solving skills in internships.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Objectives:

- Students will demonstrate moral reasoning on a nationally normed test.

- In a case, students will recognize potential ethical dilemmas in a business situation.
- In a case, students will identify the consequences of different ethical perspectives when applied to an ethical dilemma in a business situation.
- Students will recognize potential ethical dilemmas in internship situations.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Objectives:

- Students will understand the role of technology in creating business innovations and in obtaining competitive advantage.
- Students will make appropriate use of spreadsheets (formulas, tables, and graphs).
- Students will effectively use spreadsheets and other technology in an internship situation.
- Students will design and construct a web page.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Objectives:

- Students will understand how globalization impacts U.S. economic conditions and workforce dynamics (e.g., employment opportunities, etc.)
- Students will understand how different operating and cultural conditions affect the general conduct of business in different areas of the world.
- Students will demonstrate global business knowledge on a nationally normed test.