

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

1-2015

BMGT 444.01: Management Communications

Michele D. Mulligan-Rutherford

University of Montana - Missoula, michele.rutherford@mso.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Mulligan-Rutherford, Michele D., "BMGT 444.01: Management Communications" (2015). *Syllabi*. 2592.
<https://scholarworks.umt.edu/syllabi/2592>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.



BMGT 444 Management Communications (UG Seminar) Spring 2015
University of Montana – School of Business Administration

Faculty Instructor:

- Michele Mulligan-Rutherford, M.A., PGdip.
- Email: Michele.Mulligan@mso.umt.edu
- Office Hours: MW 2:00 – 4:00pm and by appointment.
- Office Location: GBB 348, Tel: 243-5137

Course Information:

- Section 1 (CRN 31893)
- Number of credits: 3 credits = 3-credit hours per week
- Grading mode (almost all SoBA courses are ONLY offered for a traditional letter grade)
- Pre-requisite(s) - junior standing in Business; BMGT 340

Seminar Days and Times:

- Tuesday and Thursday 11:10 – 12:30
- GBB L11
- Final exam: Thursday, May 14, 8:00-10:00am

Required Books and Materials:

- Cialdini, Robert B. (2009) *Influence: Science and Practice*, 5th Ed. New York: Harper Collins College Publishers.
- Fisher, Roger; Ury, William, & Patton, Bruce (1992). *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd Ed. NY: Penguin Books.
- Scott, Susan. (2004). *Fierce Conversations*. Berkley Books, NY.
- Other required supplemental readings will be available on Moodle or distributed in class.

School of Business Administration Mission:

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

Course Description:

This course is a senior-level seminar focusing on both theories and experiential learning. Five aspects of workplace communications will be addressed through understanding theoretical frameworks, research findings and hands-on team projects; these features 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 that capitalize on knowledge of compliance gaining and coalition building;
4. The actions and responses in a public relations communication crisis; and
5. The communication regarding innovation, which focuses on value-added sales pitch.

Course-specific Learning objectives/outcomes, and how they are achieved through class activities:

Upon completing this course, a student will be able to develop and master five communication strategies in professional business management situations, such as:

1. Conduct training workshops through the Sciences of Influences project;
2. Utilize knowledge from two themes - Influence and Persuasion in the Business Negotiation project to inquire three rounds of business negotiations; these negotiations will range from 'win-lose' negotiation to collaborative negotiation, as well as multi-party coalition building.
3. Conduct both a literature review and field research with industry leaders in a Fierce Conversations project with the sole focus on face-to-face communications and team presentations. The learning goals of this team project are:
 - a) To research on the trends of the industries of choice before filed trips to collect firsthand information on the task.
 - b) To apply the thinking, questioning and listening skills from "Fierce Conversation" to two real 'fierce conversations' with two different industry leaders of choice;
 - c) 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
 - d) To learn from the experience of these industry leaders what they want from you based on the trends and development of the industry.
 - e) To orally present research findings in a succinct manner followed by a written executive report and transcript of the field conversations.
4. Train students to be a champion at the work place by marketing new ideas and innovations through the Communication of Innovation project.
5. Identify and learn appropriate pro-active skills to respond to a public relations communication crisis.

Grading and Assessment: Students' mastery of the course material is assessed through homework, project participation, and a final exam. This course must be taken for a letter grade.

Total 100 points:	A	94 – 100	B+	87 – 89	C+	77 – 79
	A-	90 – 93	B	83 – 86	C	73 – 76
			B-	80 – 82	C-	70 – 72

Assessment Percentages Weight:

- | | |
|--|-------------|
| | 100% |
| • Class Participation and Homework | 20 % |
| (Class attendance will be credited toward the participation grade percentage for this course) | |
| • Power of Influence – The persuasion training team project | 10 % |
| • Business Negotiations – three (3) rounds of negotiations | 20 % |
| • Fierce Conversation Project | 20 % |
| • Communication of Innovation and P.R. Crisis Communication | 10 % |
| • Final Exam | 20 % |
| (In-class comprehensive written exam based on short-essay questions from the course materials) | |

Major Field Test: As a graduation requirement, all business majors must take and pass the Major Field Test, a national test of business knowledge before graduating; it is a standardized test administered by ETS.

Course Assistance: Success in this course requires keeping up with the material and actually understanding it as it is covered. For this reason, completing homework, readings and assignments in preparation for every class period *is required*. Falling behind or lacking an understanding of topics will become increasingly problematic as the course progresses, as material builds on prior concepts as we move along. Students are strongly encouraged to attend office hours for course assistance, guidance and advice for success.

UM Policies

- **Attendance/Absence Policy:**

Students who know they will be absent should contact the instructor in advance via email, please.

- **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 allow 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.
- **Drops and Incomplete Grades** – This course follows published UM policies on drop dates and incomplete grades. These are excerpted below.
 - **Drop dates** – Dates and policies per the UM catalog:
 - February 13th – last day to drop course in CyberBear with no approvals required
 - April 6th – last day to drop course with instructor and advisor signatures
 - April 7 – May 8th – drops are not allowed unless there are very explicit circumstances such as family emergency, accident/illness, or other severe circumstances *beyond the student's control* that are fully documented and acceptable to the instructor and Dean. Low grades or their consequences are not acceptable reasons for a petition approval.
 - **Incompletes** – Policy per the UM catalog: “Incomplete grades are not an option to be exercised at the discretion of a student. 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) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*”

- **Email Policy:**

As of July 1, 2007, a to University policy states that faculty may only communicate with students regarding academic issues via official UM student email accounts.

- Students must use their UM accounts.
- Email from non-UM accounts will be flagged as spam and deleted without further response.
- All email communications should be professional in tone and content.
- A professional email includes a proper salutation, grammar, spelling, punctuation, capitalization, and signature.
- To avoid violating the Family Educational Rights and Privacy Act, confidential information including grades and course performance will not be discussed via phone or email.

- **Academic Integrity and Misconduct Statement:**

All students need to be familiar with the Student Conduct Code; it is the student's responsibility to be familiar the Student Conduct Code, and it is the instructor's duty to enforce those policies. Cheating of any sort will not be tolerated; therefore cheating, failure to follow instructions, and/or failure to abide by course policies may result in a reduced grade or a failing grade at the instructor's discretion. The following message regarding academic integrity is from the Office of the Provost:

- 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.
- The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.”
- Section V.A. is available at: http://www.umt.edu/vpsa/policies/student_conduct.php).

- **Code of Professional Conduct - School of Business Administration (SoBA)**

<http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct; therefore academic misconduct will be penalized to the fullest extent.

Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is available at the SoBA Professional Code of Conduct: <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx> If a student is unsure if working with another student is permissible, then contact the instructor beforehand.

- **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>." Please meet with your instructor who will work with you and DSS to provide an appropriate accommodation. For more information, visit the website for the office of [Disability Services for Students](http://www.umt.edu/dss/) (found online at <http://www.umt.edu/dss/>).

- **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; this step usually resolves the issue.
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.

Behavior Expectations

Professionalism: Students are preparing to become business professionals, and professional behavior is expected at all times. Students are expected to abide by the [SoBA Code of Professional Conduct](#) (see above).

Treat class sessions like business meetings. Failure to adhere to these expectations may result in being asked to leave the classroom. In addition, students are expected to:

- Remain in the class for the duration of class time (no in and out or leaving early);
- Bring all materials needed for class, including the textbooks, notebooks, and homework;
- Refrain from using any technology, including cell phones;
- Be an active listener – not talking while others, including the instructor, are talking.

Exam Conduct and Policy:

Students must be present in class during main assessments, presentations, during the final exam, and on their regularly scheduled class days unless they have an excused absence. Exam make-up is possible under these Excused absences ONLY include:

- (1) University-approved absences,
- (2) documented health emergencies,
- (3) civil service such as military duty and jury duty, and
- (4) other emergencies deemed appropriate by the instructor.

In all cases, the instructor must be notified prior to the exam unless the emergency makes such notification infeasible. **During the final exam, you may not leave the room for any reason; consequently by doing so will result in the conclusion of that student's exam.**

Mid-Term Exams - There is no midterm exam for this course.

Comprehensive Final Exam: A common departmental comprehensive final exam will be administered. **IMPORTANT!** Please note the final exam day/time for this course: **Thursday, May 14th at 8:00-10:00am**

Homework and Late Assignment Policy:

- Students will complete homework prior to most class periods using the Moodle assignment system. The system will not accept assignments after the exact due date/time, so please do not put off submitting your work. Technical difficulties are the student's responsibility, unless the homework system is down for some reason.
- Late assignments will receive a 10% grade reduction for each 12-hour late period from due date/time.
- All grades are updated in Moodle on a periodic basis.
- Extra credit is not available.
- Final course grades are non-negotiable.

Participation: Students are expected to attend all seminar classes and attendance will be logged during each class. Class attendance will be credited toward the participation grade percentage for this course.

School of Business Administration Mission Statements and Assurance of Learning

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment. We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive. As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals 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:

- Students will integrate concepts from several of the functional areas of business in a business plan and/or business simulation game.

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 business problems
- 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 completing 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.
- Students will recognize potential ethical dilemmas in a business situation in a case study.
- Students will identify the consequences of different ethical perspectives when applied to an ethical dilemma in a business situation in a case study.
- 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. economics 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.

BMGT 444 – MANAGEMENT COMMUNICATIONS

BMGT 444 - Management Communications (3 cr.)
 Spring 2015
 Sec 01: TR 11:10-12:30, GBB L11



Michele Mulligan-Rutherford, M.Ed, PGdip.
 GBB 348-3, 243-5137
michele.mulligan@umontana.edu

Office Hours:
 MW 2:00-4:00p
 And by appointment

Catalog Description

Credits: 3. Level: Undergraduate, Graduate. Offered autumn and spring. Prereq., junior standing in Business; BMGT 340. This course focuses on four modules managing external and internal communications: Communication of Innovations; Communications with Company Leadership; PR Crisis Communications; and Business Negotiations. Course projects include team research, team oral presentations, individual written executive reports, case studies and analysis, and competitive negotiations.

Tentative Course Schedule - Spring 2015 – changes may be announced in class

Week/Day	Date	Class Activity	Read Before Class/Assignments	Due Date
Thursday	January 15	Syllabus posted on Moodle	Review course syllabus online	
Week 1 Tuesday	January 27	Course Induction	Purchase textbooks; available in the UC Bookstore or online	Start of class Welcome!
Thursday	January 29	Video "Power of Influence"; Ch. 1: Weapons of Influence	Assign groups for team project Read: Ch. 1, Pages 1 - 16	
Week 2 Tuesday	February 3	Discussion of <i>Influence</i> book chapters	In-class assignment: project prep Read assigned chapter per team	Due on Moodle Feb. 4 th at 11:59p
Thursday	February 5	Discussion of <i>Influence</i> cont' In-class training for presentations	Team preparation for presentations	
Week 3 Tuesday	February 10	In-class Presentations <i>Influence</i>	Odd numbered teams: Presentations	ALL teams upload PPT presentations
Thursday	February 12	In-class Presentations <i>Influence</i>	Even numbered teams: Presentations	
Week 4 Tuesday	February 17	In-class Presentations <i>Influence</i>	Alt. numbered teams: Presentations	
Thursday	February 19	Debrief: "Influence" Introduce FC project:	Read FC: Ch. 1-3, submit HW online	Due on Moodle Feb. 22 nd at 11:59p
Week 5 Tuesday	February 24	Lecture: Introduction to <i>Fierce Conversations</i>	Read: Assigned group chapters for discussion/group activity	
Thursday	February 26	Group Discussion on assigned FC chapters	Submit assigned HW activity	Due on Moodle Mar. 1 st at 11:59p
Week 6 Tuesday	March 3	<i>Fierce Conversations</i> Project	<i>Fierce Conversations</i> Project Read chapter units: pgs.	

Week/Day	Date	Class Activity	Read Before Class/Assignments	Due Date
Thursday	March 5	Introduce: Business Negotiations	Assign chapter questions <i>Getting to Yes</i> : Ch. 1, pgs. 1-15	Due on Moodle Mar. 8 th at 11:59p
Week 7 Tuesday	March 10	Business Negotiations Project Discussion of assigned questions	<i>Getting to Yes</i> : Handouts Read Ch. 2, pgs. 17-82	
Thursday	March 12	Lecture and training sessions	Distribute Negotiation Case Study #1 Read Ch. 3, pgs.97-131	Due on Moodle Mar. 15 th at 11:59p
Week 8 Tuesday	March 17	Negotiation Case #1	Team Negotiations	
Thursday	March 19	Debrief Case #1 Negotiation Lecture	Assign Negotiation Case Study #2	Due on Moodle Mar. 22 nd at 11:59p
Week 9 Tuesday	March 24	<i>Fierce Conversations</i> Field Research Day	Team assignments	
Thursday	March 26	Negotiation Case #2	Team Negotiations	Upload PPT to Moodle by 11:59p
Week 10	March 30 – 3 April	- Spring Break -	- Spring Break -	
Week 11 Tuesday	April 7	FC Presentations	Audience Participation Feedback	ALL team PPT must be uploaded on PC
Thursday	April 9	FC Presentations	Audience Participation Feedback	
Week 12 Tuesday	April 14	FC Presentations	Audience Participation Feedback	
Thursday	April 16	Debrief FC Presentations	Assign Negotiation Case Study #3	Upload PPT to Moodle by 11:59p
Week 13 Tuesday	April 21	Negotiation of Case Study #3	Team Negotiations	
Thursday	April 23	Lecture and training: <i>Communication of Innovations</i>	Assignment given in class	Due on Moodle April 23 rd at 11:59p
Week 14 Tuesday	April 28	Lecture and training: P.R. Crisis Communications	Assignment in the Wall Street Journal on P.R. in crisis	
Thursday	April 30	Lecture and Discussion of Wall Street Journal / Crisis Comm.	Handout materials and Moodle articles assignment	Due on Moodle May 3 rd at 11:59p
Week 15 Tuesday	May 5	Team working session for FC Final Report:	Reflective Essay and Transcripts Completion	
Thursday	May 7	Study Session for Final Exam Summary Lecture	Course Wrap-Up & Course Evaluations	
Week 16 Thursday	May 14	- Finals Week -	Final Exam Thursday, May 14 th 8:00-10:00am	

Project #1**Dr. Li's "Influence" Training Project (Training sessions)**

Weight: 10% of comprehensive course grade

Description of Task:

Teams of 3 or 4 will produce a 15-minute training session on the Science of Influence based on each team's assignment chapter. Each team will have 15 (timed) minutes to present, followed by 2-3 minute Q & A from the class audience and the course instructor. Your team is expected to accomplish the following during your training session:

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

Training Style and Format:

1. The quality and substance reflected in your hard copy of the PowerPoint display.
2. Team members should have smooth transitions and cover each other. If one member is going overtime or forgetting his or her line, the team should have a mechanism for recovery.
3. 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.
4. Training session should include a clear, creative introduction, well-organized contents, and a creative conclusion (not repeating what has been covered).
5. PowerPoint is required (PPT).
6. Teams should engage their audience mentally and sustain their interest.
7. Upload your training PPT to the classroom desktop before class starts (no time for loading when class starts due to back-to-back teams).
8. **Each team must upload their PowerPoint to the classroom computer by 11:00am, and a hard copy of PPT to the course instructor. No late submissions will be accepted for the sake of fairness to all teams.**

Contents and Substance Covered in Training:

1. Team objectives/goals of the training are clearly stated in the beginning.
2. Team training includes 2-3 key theories from the chapter. Each theory should be presented in a clear and concise thesis statement. These should be followed by examples, including supportive research and evidence from the textbook. Below is an example, but please be original because it's important to have your own team's creativity and voice represented.

Poor Example: Do not say, "Next, Erica is presenting on 'Mobility'."

Good Example: Say a complete sentence such as, "One way to understand the power of consistency is to investigate 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; therefore 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!

4. Training should include a creative and unforgettable conclusion!

Project #3**Fierce Conversation Project**

Weight: 20% of comprehensive course grade

Project Description:

- A. 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?*

The learning goals of this team project are:

- To research on the trends of the industries of your choice before field trips to collect firsthand information on the task.
- To apply the critical thinking, which comes from questions and active listening skills supported in the *Fierce Conversations* book to two real 'fierce conversations' with two different industry leaders of your choice.
- 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; and to learn from their experience of these industry leaders what they want from you based on the trends and development of the industry.
- To orally present research findings in a succinct manner followed by a written executive report and transcript of the field conversations.

- B. 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, Scott (2004: 128):

“ 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.”

- C. 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 your team strictly follows 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:A. Oral Presentation of Research Findings

1. Each team is required to conduct a TIMED 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 10% for every minute.
2. A question and answer (Q & A) session will follow your presentation; therefore be prepared to defend your positions by responding to your audience and the course instructor's questions.
3. PPT is required and should be uploaded to the classroom computer before 11:00am, start of class as team presentation will be random. Please be prepared to present when called upon.
4. Note cards are not permitted.

B. Written Executive Report and Transcript:

Team's report and transcript are due in a word document via Moodle by ____ *date* _____, midnight. Moodle closes sharply at midnight. Late submissions will be submitted to your course instructor: Michele.mulligan@mso.umt.edu, and the applicable penalty of 10% per 12-hours tardy will apply.

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 details.
2. A reflective essay, which should include comments, analyzing, evaluating, and then a formal presentation in writing of your findings. In addition, a clear and concise thesis statement is expected in the introduction.
3. The conventions will be a 2-pages, double-spaced, Times New Roman or Arial, and 11-font size; this will be approximately 600 – 700 words, respectively.
4. Formal business writing is mandatory, free of errors; therefore make sure team members help edit.
5. Please include all questions, including follow-up questions that your team has asked in the 'fierce conversation' and pre-prepared will be completely transcribed and included in the final submission.
6. Selective transcriptions of important aspects from the Q&A conversations from the audience should be transcribed and presented in the sequence under the questions occurred; therefore please be advised that 75-85% of the conversation content needs to be transcribed in order to assess the quality and values of the conversations.

Project Timeline:

Dates	Group discussion on assigned FC chapters
TBA	Groups on FC Project questions
	Fierce Conversation Field Research Day - No classroom meeting.
	By 11:00am, <u>ALL</u> teams must upload PPT to classroom computer and deliver a hard copy to the course instructor.
	FC Research presentations
	FC Research presentations
	FC Research presentations
	Working session for FC Final Report – the reflective essay and transcripts
	Complete project materials, which are due electronically to Moodle by midnight (a penalty of 10% per 12-hour tardy after the due date).