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BMGT 444.01: Management Communications

Fengru Li

University of Montana - Missoula, fengru.li@umontana.edu

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Revised (Sept.2nd) BMGT 444 Management Communications (UG Seminar)
Fall 2015– University of Montana – School of Business Administration
Dr. Fengru Li

Section 1 and 2 combined MW 12:40– 2:00pm L09

Office Hours MW 9:30am-11:00am GBB 304 (or by appointment or walk-in)

E-Mail: Fengru.li@business.umt.edu

<http://www.business.umt.edu/FacultyStaff/FengruLi.aspx>

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UM School of Business Administration

Vision: Learn, Apply, Thrive - Prepare for Life.

Mission: Enhances lives and benefits society by providing world-class business education in a supportive, collegial environment.

Shared Core Values: *Create Significant Experiences; Build Relationships; Be Relevant; Act Ethically and With Integrity; Inspire Individuals to Thrive*

Required textbooks:

1. Cialdini, Robert B. (2009) [*Influence: Science and Practice*](#), 5th Ed. New York: Harper Collins College Publishers
2. Curtis R. Carlson; William W. Wilmot (2006) *Innovation : The Five Disciplines for Creating What Customers Want*
3. W. Timothy Coombs (2015) *Ongoing Crisis Communication: Planning, Managing, and Responding*. 4th Ed. Sage Publication. (one copy on 1-hour Library Reserve, in-house)
4. Fisher, Roger; Ury William, & Patton Bruce (2nd or 3rd edition) *Getting to Yes: Negotiating Agreement Without Giving In*, NY: Penguin Books.

Course Assignments and Evaluation: total 100 points

A	96 and above	B +	87 to 89	C +	77 to 79
A –	90 to 95	B	83 to 86	C	73 to 76
		B –	80 to 82	C –	70 to 72

Grades: 100 points total

Class Participation 18 points

Randomly checked during the semester and tardiness (over 5 minutes) or early departure (over 5 minutes) will be deducted by 0.5 point for the day.

The Power of Persuasion Training Project 14 points

(see project description and grading below)

Crisis Plan and Crisis Communication Project 18 points
Business Negotiations: 20 points
 (Three rounds of negotiations (5, 8, 7,) 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, T/F questions, all materials) **30 points plus a bonus**

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) Crisis Communication and Crisis Management; 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. Crisis Communication and Crisis Management prepares students for pre-crisis planning, in-crisis management and post-crisis evaluation. The objectives of each of the four components are detailed in the project handouts.

Tentative Schedule (Instructor reserves the right to adjust scheduling based on course progress)
Readings and cases must be done before class.

WK 1 Course Orientation, Assign 4-member teams for “Influence” training project

8/31 Course Orientation;

9/2 Introducing training project “Influence”; Forming 4-member groups; Assign chapter discussion questions for 9/9.

WK 2 Training Project “Influence” Timeline

9/7 **Labor Day. No class.**

9/9 Discussion of all chapters’ questions by groups.

WK 3 Discussion; Training Project “Influence”

- 9/14 Lecture: Summary of research findings on “Influence” Finalizing training presentation schedule.
9/16 In class preparation by teams on training. All Teams’ Training packages due 9/21 in class

WK 4 Training Presentations & Peer Evaluation; All Teams Upload PPT by 11:00AM and hard copy Training package due 9/21 right before class

- 9/21 In class training presentations (Teams 1,2,3,4) ;
9/23 In class training presentations (Teams 5,6,7,8)

WK 5 Training presentation continued; Introducing “Innovation” Ch.1,2 & pp.1-5

- 9/28 Training presentation (Teams 9,10,11); Debriefing.
9/30 **“Innovation”. Each person brings to class two questions in writing, one from each chapter, to lead a group discussion and turn in.** Open-ended questions only. Be prepared to answer them yourself.

WK 6 “Innovation” Ch.3,4,5; Practice NABC; Homework due on Elevator Pitch in Ch.8

- 10/5 **Each person brings to class three questions in writing, one from each chapter, to lead a group discussion and turn in.** Practice NABC in groups.
10/7 In class work on Elevator Pitch in Ch.8; Turn in a completed homework on p.137.

WK 7 “Innovation” ch 9,10, 12,13; Introducing Crisis Comm. Ch.4

- 10/12 List one most relevant skills or concepts presented in each ch. 9,10,12,13.
10/14 Crisis Comm. Ch. 4 “Crisis Prevention” Discuss questions on P.65; Form “Crisis Management” teams; Review Crisis Mgmt Project.

WK 8 “Crisis Comm & Management” Continued, Ch. 5, 8.

- 10/19 Ch.5 Crisis Preparation
10/21 Ch. 8 Crisis Communication. Assign tasks to teams for research & presentations.

WK 9 “Crisis Comm & Management” continued

- 10/26 “Crisis Comm.” **Team Research Day; No classroom meeting.** Li at conference in WA.
10/28 In class preparation of portfolio presentation

WK 10 Crisis Management Portfolio Presentation

- 11/2 Teams 1,2,3, on “Crisis Prevention” Portfolio
11/4 Teams 4,5,6 on “Crisis Preparation” Portfolio

WK 11 Crisis Management Portfolio Presentation Continued

- 11/9 Teams 7,8,9 on “Crisis Communication” Portfolio. (Final portfolio due 11/30)
11/11 **V. Holiday. No School**

WK 12 Business Negotiation (Getting to Yes book);

- 11/16 Discussion of book questions.
11/18 Lecture and Practice; Assign Case#1 (must be in class to collect your role, \$3.5 case fee due)

WK 13 Business Negotiation

11/23 In class negotiation, Case #1; Debriefing. Assign Case #2 role (must be in class to collect your role, \$3.5 case fee due)

11/25 **Student Travel Day No class**

WK 14 Negotiations, Handouts; Final “Crisis Management” Portfolio due

11/30 Lecture; (Submit final “Crisis Management” portfolio in class.)

12/2 In class negotiation , Case #2; Debriefing; Assign Case #3 role, \$3.5 case fee due;
Distribute Study Guide

WK15 Negotiations

12/7 Lecture, Course Evaluation, Study Session.

12/9 In class negotiation, Case #3; Debriefing, Course summery

WK 16 FINALS WEEK – Exam:

12/14 Mon. 1:10-3:00pm in class Exam

Important due dates:

9/21 In class, all teams’ PPT to be uploaded to class computer by 11:00am; and teams’ Training package due right before class regardless of your scheduled days.

9/30 Two questions in writing due in class

10/5 Three questions in writing due in class

10/7 Homework, Elevator Pitch in Ch.8; p.137, due in class.

11/30 Submit final “Crisis Management” Portfolio in class.

11/23 In class negotiation, Round 1 (Case #1)

12/2 In class negotiation , Round 2 (Case #2)

12/9 In class negotiation, Round 3 (Case #3)

12/14 Mon. 1:10-3:00pm Final Exam

“Influence” Training Project (Training sessions) Total 14 points

Task, Requirement, & Evaluation:

Task:

Every management professional should be prepared to conduct some training for the work place and such acquired skill is highly appreciated by industries in general. Form a 4-member team to produce a 15-minute training session on the theme of “The Power of Persuasion” or “The Science of Influence” for the subject assigned to your team. 2-minute Q&A follows your training.

Requirement:

Hard copy training materials: On 9/21 In class, all teams’ PPT to be uploaded to class computer by 11:00am; and teams’ Training package due right before class regardless of your scheduled days. Training materials should include: (1) cover page with training theme, names of the trainers, course title, and scheduled training date (2) training materials of your PPT contents and other info.

Evaluation:

Your team is expected to accomplish the following during your 15-minute training session:

1. Include 3-4 most important theories or concepts relevant to your target trainee audience. Please define your target trainees to begin with. For example, they are sales staff, or fund raisers, and etc.
2. Use illustrative examples to articulate each of the theories to be presented.
3. Your team’s active engagement of your trainee throughout is apparent.
4. Become experts on the subject! No reading from note cards or presentation slides.
5. Divide the work load equally. Team members receive individual grade with reference to peer evaluation score (unless peer evaluation indicates the same grade for all)
6. Have an emergency plan in case a member is absent for presentation or there is a power outage.

Training

1. **PowerPoint IS required and be uploaded to classroom computer by 11:00am, Sept.21.**
2. Your training has contents and substance relevant to trainees with clearly stated goals.
3. Three to four key concepts of your choice from the assigned chapter to be introduced followed by examples, and supporting research or evidence from the book.
4. Smooth transitions among trainers are mandatory. The team must have a mechanism to prevent a damage or for damage control, such as when a member runs over time or forget his line. As a trainer team, you should have a back-up plan for crisis management, such as: 1) technology failure; 2) absence of a team member; 3) poor time management; or other emergencies. Regardless what happens, the training has to go on as scheduled.
5. Training session should include a clear, creative introduction, clear-cut theme statement, well-organized contents, and a creative conclusion (not repeating what has been covered).
6. Retain trainees’ attention.

Sample Transitions: Below are my examples, but be original!

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.”

1. Transitions among team members: Give your audience a good reason why we need to switch our attention from one person 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 include the following:

A rhetorical question that does not require audience to answer.

For example, if presenter A covered the power of liking, presenter B may say, “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.

For example, when it is your turn after Kyle, the tall and blond, you say, “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.”

**Confidential Peer Evaluation Form is provided on training days.
Exceptional trainings will receive up to 2 points bonus.**