

Argosy University

COURSE SYLLABUS

B6120

Communication Strategies for Managers

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course focuses on the development of effective communication strategies and their applications in various organizational contexts and with different stakeholder groups. Topics covered include defining the organizational communications culture and styles, audience assessment, overcoming communications barriers, communications etiquette, communicating during internal and external crises, and ethical dimensions of communications. Techniques include oral and written memos and reports, meeting management, and the appropriate use of email, company intranets, wikis, and other social media tools to communicate with employees.

Course Pre-requisites: None

Required Readings:

IMPORTANT: You are not required to purchase the textbook for this course. Your textbook will be available to you as an electronic book with your fully online or blended course on the eCollege platform.

Barrett,D.(2009). *Leadership communication (3 ed.)*. McGraw-Hill.

Weekly Readings:

Argenti, P. (2002, December). Crisis Communication: Lessons from 9/11. *Harvard Business Review*, 80(12), 103-119. **Available from Business Source Elite**

Brooks, M. (1998, August). HR Intranets: An ROI strategy. *HR Focus*, 75(8), 13. **Available from Proquest**

<http://proquest.umi.com/pqdweb?did=33012046&Fmt=3&clientId=82498&RQT=309&VName=PQD>

Effective Organizational Communication: A Competitive Advantage. (2008, December). *HR Magazine*. **Available from Business Source Elite**

Garvin, D., & Roberto, M. (2005, February). Change Through Persuasion. *Harvard Business Review*, 83(2), 104-112. **Available from Business Source Elite**

Robbins, S. (2009, February). Seven Communication Mistakes Managers Make. *Harvard Management Update*, 14(2), 3-4. **Available from Business Source Elite**

Taylor, S. (2006, June). Communicating across Cultures. *Manager: British Journal of Administrative Management*. **Available from Business Source Elite**

Westcott, R. (2007). Re-examining the Traditional Communication Model. *Journal for Quality & Participation*, 30(2), 22. **Available from Business Source Elite**

Recommended Web Resource:

CIVICUS Internal Communication Toolkit

<http://www.civicus.org/new/media/CIVICUSInternalCommunicationToolkit.pdf>

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Evaluate practices from any HR sub-discipline, including staffing, compensation and benefits, employee relations, training, and employee and organizational development, in terms of human and financial impact on the organization or work group and in consideration of local, national, or global environments.
2. Apply ethical principles, generally accepted business practices, and best-practice tools in making decisions about HR policies, practices, or initiatives.
3. Provide accurate advice and counsel to appropriate stakeholders regarding basic employment law and apply this understanding to internal HR policy in specific situations, consulting appropriate experts when necessary.
4. Implement and revise as necessary compensation, benefits, and reward programs that meet the strategies and constraints of the work environment.
5. Design and execute employee communication plans toward expressed business or organizational goals and in response to external crises impacting the organization and its employees.
6. Evaluate the skills and capabilities of individuals relative to specific organizational settings and counsel stakeholders where organizational systems and processes are inconsistent with competencies of the existing workforce.
7. Analyze a talent management or succession planning system for likely effectiveness in a given organizational system.
8. Demonstrate the value-added contribution of HR organizations and projects to decision makers outside of the HR field.

Course Objectives:

1. Propose appropriate communication mediums, structures and formats to (a) present non-controversial but important information to a group of employees, (b) announce substantial changes in the way the organization will operate parts of its business plan, and (c) exchange confidential information with appropriate employees.
2. Develop a communications plan designed to reach and inform all employees in the event of a natural disaster, health scare, safety or security hazard, or other crisis.
3. Apply various techniques, such as surveys and polls, to gather and analyze information from employees for reporting to organizational decision makers and other stakeholders.
4. Design communication practices and policies, as well as, an implementation plan for these practices and policies, regarding when and how to utilize various media, including social media, to communicate with individual and groups of employees and for organizational stakeholders.
5. Propose a communication strategy to provide ethical or other value-based implications to various stakeholders.

Activities/Assignments/Assessments Table

Unit	Topics	Academic Resources	Learning Assessment System Assignment(LASA)/Weekly Assignments
1	Introduction Internal Communication <ul style="list-style-type: none"> • Overview • Audience • Types of Communication 	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership Communication</i> (3rd ed.) • Chapter 1, & 2 • Effective Organizational Communication: A Competitive Advantage. (2008, December). <i>HR Magazine</i> • Lecturette: <ul style="list-style-type: none"> ○ In today's business environment we face a number of challenges when crafting communications which effectively engage our staff. <p>http://www.youtube.com/watch?v=HH5Ip818X7g</p>	
2	Communication	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership</i> 	

	<p>on Theories and Models:</p> <ul style="list-style-type: none"> • Communication Process • Barriers • Planning 	<p><i>Communication</i> (3rd ed.)</p> <ul style="list-style-type: none"> ○ Chapter 2 & 3 ○ Westcott, R. (2007). Re-examining the Traditional Communication Model. <i>Journal for Quality & Participation</i>, 30(2), 22. 	
3	<p>Channels & Media</p> <ul style="list-style-type: none"> • Tools • Selecting Media • Purposes for Use 	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership Communication</i> (3rd ed.) <ul style="list-style-type: none"> ○ Chapter 3 & 4 ○ Find at least two current articles on social media 	<ul style="list-style-type: none"> • LASA 1: Annotated Bibliography (20%) <ul style="list-style-type: none"> ○ Prepare an Annotated Bibliography, using at least 12 references, on <u>one of the following topics</u>: <ol style="list-style-type: none"> (1) Communicating internally during times of crises, communicating ethical or value-laden messages; (2) Best practices in the use of communications mediums (including an inventory of techniques), (3) Communications to survey or data-gathering from employees, communicating unwelcome and/or confidential information, upward communication (with boards of directors, executive teams, etc), or (4) Communicating significant change. <p>Summarize key points or lessons in a PowerPoint presentation available to the class.</p>

4	<p>Perceiving & Receiving the Message</p> <ul style="list-style-type: none"> • Ethical and Legal Issues • Receiving Messages • Communicating with special groups • Communication across organizational and country boundaries 	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership Communication</i> (3rd ed.) <ul style="list-style-type: none"> ○ Chapter 4 & 8 ○ Taylor, S. (2006, June). Communicating across Cultures. <i>Manager: British Journal of Administrative Management</i> 	
5	<p>Focused Messages</p> <ul style="list-style-type: none"> • Crisis Communication • Persuasion/Change • Employee Engagement 	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership Communication</i> (3rd ed.) <ul style="list-style-type: none"> ○ Chapter 5 & 9 ○ Argenti, P. (2002, December). Crisis Communication: Lessons from 9/11. <i>Harvard Business Review</i>, 80(12), 103-119. ○ Garvin, D., & Roberto, M. (2005, February). Change Through Persuasion. <i>Harvard Business Review</i>, 83(2), 104-112. ○ Robbins, S. (2009, February). Seven Communication Mistakes Managers Make. <i>Harvard Management Update</i>, 14(2), 3-4. 	<ul style="list-style-type: none"> • LASA 2: Communications Policy (20%) (CO 3) Prepare a Communications Policy Document that maps the type of communications messages (e.g. organizational or strategic changes; procedural changes; information important to organizational sub-groups, confidential information, unwelcome information, etc) to audience, media to be used (to include social media), the appropriate approvals required, and tools and tactics.
6	<p>Implementation & Control</p> <ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership Communication</i> (3rd ed.) <ul style="list-style-type: none"> • Chapter 10 	

	<p>ation Plan</p> <ul style="list-style-type: none"> • Budgets • Organizational Strategies 		
7	<p>Measuring Success</p> <ul style="list-style-type: none"> • Tools & Techniques 	<ul style="list-style-type: none"> ○ Brooks, M. (1998, August). HR Intranets: An ROI strategy. <i>HR Focus</i>, 75(8), 13 	<ul style="list-style-type: none"> • LASA 3: Communication Plan (35%) (CO 1, 2, 3) <p>Prepare a full Communications Plan with an accompanying PowerPoint presentation with key points for key stakeholder group(s). The Communications Plan should focus on a specific project or initiative to be implemented or event to be managed. The plan should describe the specific project to be implemented, to include the business problem or purpose, the specific objectives, the key stakeholder groups, and what their role will be in the initiative. The Communications Plan for this initiative should include the following:</p> <ul style="list-style-type: none"> ▪ Goals and Objectives of the Communication Plan ▪ Key Messages ▪ Audience(s) ▪ Media & Tools ▪ Specific Tactics (describe the implementation) ▪ Schedule/Timelines ▪ Legal or ethical Issues ▪ Monitoring/Control Strategy (during implementation) ▪ Communications Strategy (to include

			communication of financial as well as ethical or value based implications to various stakeholders) Outcome Evaluation, including contribution to the mission of the organization
8	Future Issues	<ul style="list-style-type: none"> • Barrett, D (2009). <i>Leadership Communication</i> (3rd ed.) <ul style="list-style-type: none"> ○ Chapter 11 & 12 	

Grading Criteria

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	69 and below

Grading requirements

<i>Attendance/participation</i>	<i>25%</i>
<i>LASA 1</i>	<i>20%</i>
<i>LASA 2</i>	<i>20%</i>
<i>LASA 3</i>	<i>35%</i>
	<i>100%</i>

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search

combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.