

## ***EXECUTIVE COMMUNICATION***

**MBAD 6164-U90 (T 5:30-8:15 PM)**  
**Center City Bldg. Room 901**  
**Fall 2016**

**Instructor:** Dr. Gary F. Kohut

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Others by Appointment

### **REQUIRED TEXTBOOKS**

Argenti, Paul A. (2013). *Corporate communication* (6<sup>th</sup> ed.). Boston: McGraw-Hill Irwin.  
ISBN: 9780073403175

Clampitt, Phillip G. (2013). *Communicating for managerial effectiveness* (5<sup>th</sup> ed.). Los Angeles, CA: Sage. ISBN: 9781412992046

Munter, Mary and Lynn Hamilton. (2014). *Guide to managerial communication: Effective business writing and speaking*. (10<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.  
ISBN: 9780132971331

### **COURSE DESCRIPTION**

**MBAD 6164 Executive Communication** (3G) Intensive study of communication in organizations from middle- and upper-management perspectives with special attention to corporate communication, media relations, technologically-mediated communication, crisis communication and public affairs. Case studies, readings and project assignments will be used in a variety of business situations.

### **COURSE OVERVIEW**

This course is designed to enable you to clearly view your communication abilities, dilemmas, and challenges. Since our knowledge of the communication process is still unfolding, you may be able to see communication in a light never before possible. Executive communication has emerged as a new discipline for two reasons. First, we have become an information society and that is altering the traditional approaches to management. Second, tremendous technological advances demand new skills for successful communication with others. Because of these changes, many organizations are realigning their communication priorities.

Understanding which communication skills are needed by managers requires an understanding of how communication occurs in an organization and which key theories of management have made those skills necessary. The purpose of this course is to sharpen the communication knowledge, skills and abilities you use as a manager. Emphasis will be placed on written and oral communication, employee communications, organizational image and identity, business and the media, crisis communication, and the role of ethics, technology, and globalization on communication effectiveness.

### **CLASS OBJECTIVES**

1. To recognize the growing importance of effective communication as a tool for managers.
2. To improve your understanding of the communication process through the exploration of executive communication theory and practice.
3. To develop techniques for managing and communicating organizational image and culture.
4. To improve your media and crisis management skills.
5. To sharpen your written, oral, and interpersonal communication skills.
6. To provide you with knowledge, skills, and abilities that can improve your decision-making skills.
7. To learn how to better adapt messages to diverse audiences while recognizing the important role of ethics, technology, and globalization.

### **CLASS FORMAT**

You will achieve the objectives of the course through a combination of lectures, class discussions, cases, and experiential exercises. Since this is an interactive, discussion-driven course, your attendance and participation are expected. Evaluation of class participation will be based on your ability to raise and answer questions, to bring up ideas or insights, and to build upon the ideas of others.

*Do you have any questions about the course?* If so, feel free to get in touch with me and share your thoughts and expectations on the course.

### **CLASS POLICIES**

#### 1. Written/Oral Assignments

- Each assignment must follow the guidelines for preparation mentioned in class. Written assignments will be graded on content, format, organization, and grammar. Some important criteria to consider in writing various business documents include: Content (missing important information/details), Format (spacing, alignment, neatness), Organization (direct/indirect organizational styles, logic), and Grammar (writing style, misspelled words, subject/verb agreement, awkward phrases, tone, punctuation, sentence/paragraph length, coherence, word choice, active/passive voice, parallelism, and transitions).

- When appropriate, you are expected to use citations and references in your assignments. Please employ the Publication Manual of the American Psychological Association for your references.

## 2. Attendance Policy

- Students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions.

Absences from class may be excused by the instructor for such reasons as personal illness, religious holidays, or participating as an authorized University representative in an out-of-town event. Whenever possible, students are expected to seek the permission of the instructor prior to absences.”

## 3. Late Work

- Your work will be collected at the beginning of class on the day it is due. Since your work will be discussed in class, **you should make a copy of it to join in class discussion**. One aspect of success in organizations is learning to meet deadlines. For that reason, penalties for late work will be assessed in the manner listed below, except for extraordinary circumstances. You may submit your work early if you must miss class.

<u>Time</u>	<u>Late Penalty</u>
Same day but after class	-10% of grade
One day late	-20% of grade
Two days late	-50% of grade
>Two days late	Grade of 0

## 4. Participation

- You are encouraged to develop your communication skills by practicing them in class with insightful and relevant comments. Thus, you are expected to come to class fully prepared to offer your insights and to ask and answer questions.

### **ACADEMIC INTEGRITY:**

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. The following information from the current UNC Charlotte Catalog is provided for your information.

### **THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY**

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

**A. Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

**B. Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

**C. Multiple Submission.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

**D. Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

**E. Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

**F. Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of The UNC Charlotte Code of Student Academic Integrity. This Code may be modified from time to time. Students are advised to contact the Office of the Dean of Students or go to [www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html) to ensure they consult the most recent edition.

### **An Expanded View of Plagiarism** (With permission of Dr. Douglas Pugh)

Over the past several years I have noticed a growing problem with plagiarism at both the undergraduate and graduate level. When confronted, students have claimed either (a) ignorance as to what constitutes plagiarism, or (b) that they "just forgot" to include the appropriate citations. The purpose of this document is to make the meaning and definition of plagiarism perfectly clear by providing formal definitions and numerous examples. Its purpose also is to make you aware that this is an issue I take very seriously, and, as such, you should too as you prepare your formal written work for this course.

The material below is taken from the UNCC Code of Student Academic Integrity (on the web at <http://www.uncc.edu/policystate/ps-105.html>). This is a useful resource if you have any questions regarding plagiarism or other matters of academic integrity. However, the best way to get an answer if you are in any way confused is simply to ask me.

According to the UNC Charlotte Code of Academic Integrity: “Plagiarism is the use of the distinctive ideas or words belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge”. The two most common areas where plagiarism is an issue come in the use of direct quotations and in paraphrasing.

*Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.*

*EXAMPLE: The following is an example of an unacknowledged direct quotation:*

*Original Source: “To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.” (From Robert M. Duran, *Chaucer and the Shape of Creation*, Howard University Press, 1967, p. 187.)*

*Student Paper: “To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.”*

*Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke's comment . . .” or “according to Rousseau . . .” and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.*

*EXAMPLE: The following is an example of an unacknowledged paraphrase:*

*Original Source: “The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshal a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature.” (From W. Taylor Reveley III, “Presidential War-Making: Constitutional Prerogative or Usurpation?”, *University of Virginia Law Review*, November 1969, footnotes omitted.)*

*Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."*

Both of the above examples are plagiarized because, in the student's papers, there is no acknowledgement given of the original authors. Reading the student paper gives the impression that those were his/her thoughts and ideas rather than those of the original author. That, in a nutshell, is the essence of plagiarism.

Here is an example of plagiarism from a student paper here at UNC Charlotte. The original article is "Determinants of Job Satisfaction of Municipal Government Employees" by Mark C. Ellickson and Kay Logsdon, in the journal State and Local Government Review. The first two paragraphs of the article are reproduced below.

Organizational scholars have long been interested in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke 1976). The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).

Despite researchers' and practitioners' interest in job satisfaction among workers generally, few studies have sought to explain variation in job satisfaction among government employees, especially municipal employees, one of the fastest-growing sectors of the U.S. workforce. Over 11 million people.....

Now, look at the first two paragraphs of the submitted student paper.

#### Introduction

*Job satisfaction plays a central role in the study of behavior at work. It is one of the most widely discussed and enthusiastically studied constructs in organizational behavior. The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized) (Ellickson and Logsdon 2001). Satisfied*

*workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).*

*In this project, we studied a workgroup and measured its employees' job satisfaction and dissatisfaction using Herzberg's Two-Factor Theory. The scope of the project is to identify the motivator (satisfier) factors and the hygiene (dissatisfier) factors, analyze them and come up with the measurement. Criticism of the two-factor theory suggests that the research methodology looked only at satisfaction, not at productivity and that the relationship between satisfaction and productivity is assumed (Robbins 2003). As would be discussed in this paper, we also looked at productivity measured against, the workgroup's goals and objectives to validate the assumption.*

Make sure you understand why this is an example of plagiarism!! First, the student paper takes a direct quote from the article by Ellickson & Logsdon. Although they do include a reference at the end of the second sentence, the passage immediately before the reference should be contained in quotation marks, and a page number from the original source should be provided, because they have taken a direct quote from the original source. The most glaring offence, however, occurs in the 2 sentences following the Ellickson and Logsdon 2001 reference. There is nothing to indicate that the 2 sentences beginning “*Satisfied workers also tend...*” are anything other than the student's own work. The reader would assume that those thoughts and words were the student's original ideas; that the students had identified the articles by Schnake 1991, Organ and Ryan, 1995, and Spector, 1997, and reached conclusions based on those articles which they wrote in those two sentences. Of course, this is not true. The entire first paragraph is taken straight from the Ellickson and Logsdon article, but there is nothing to indicate this in the student submission.

I include this lengthy discussion because representing the work of another person as your own is serious business. Make sure you understand the basic rules outlined above. And if you have any questions, by all means just ask me. Any instances of plagiarism will be dealt with according to the established rules of UNC Charlotte, and penalties may range from failure in the course to expulsion from the University. This is one area where I make no exceptions.

## **CLASS ASSIGNMENTS**

During the semester, you will complete one case, a team research paper, and a team oral presentation. Detailed instructions will be given for each assignment. While the content of your papers is very important, the format is also important. Below are several guidelines to assist you when preparing your written work:

1. Type your work using a 12-point font.
2. Organize your work by using section headings, if necessary, to break up large quantities of text.
3. Use standard grammar, appropriate vocabulary, and correct spelling and punctuation.

4. Document your sources using the Publication Manual of the American Psychological Association.
5. Staple your papers in the top left corner. Please do not use plastic covers.

## **EXAMINATIONS**

You will take two examinations, a midterm and a final, during the semester. These examinations will cover all readings, assignments, and class discussions. Make-up examinations will be given only when prior arrangements have been made or under extraordinary circumstances.

## **GRADING**

	Possible Points
1. Midterm	100
2. Final	200
3. Case	100
4. Team Research Paper	200
5. Team Oral Presentation	100
6. Exercises	<u>50</u>
Total	750 pts.

## **GRADING SCALE**

A=	675-750 points
B=	600-674 points
C=	525-599 points
U=	<525 points

*The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.*

<b>COURSE AGENDA</b>
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<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
T 8/23	Introduction to Course Overview of Executive Communication	
T 8/30	Communication Strategy Writing: Composing Efficiently Writing: Macro/Micro Issues	Munter: Chapters I-IV and Appendices A-C
T 9/6	Communication Strategy Writing: Composing Efficiently	Munter: Chapters I-IV and Appendices A-C

Writing: Macro/Micro Issues

T	9/13	Speaking: Verbal Structure; Visual Aids, Nonverbal Skills	Munter: Chapters V-VII
T	9/20	The Changing Environment for Business Communicating Strategically Understanding Communication Crisis Communication	Argenti: Chapter 1 Argenti: Chapter 2 Clampitt: Chapter 1 Argenti: Chapter 10
T	9/27	Examining Communication Approaches Managing Data, Information, Knowledge and Action	Clampitt: Chapter 2 Clampitt: Chapter 6
T	10/4	Identity, Image, and Reputation Scrutinizing Ethical Issues	Argenti: Chapter 4 Clampitt: Chapter 3
T	10/11	FALL BREAK	
T	10/18	<b>MIDTERM EXAM</b>	
T	10/25	Selecting and Using Communication Technologies Media Relations	Clampitt: Chapter 5 Argenti: Chapter 6
T	11/1	Employee Communications Providing Performance Feedback Communicating Across Organizational Boundaries Internal Communications	Clampitt: Chapter 7 Clampitt: Chapter 8 Argenti: Chapter 7 <b>CASE DUE</b>
T	11/8	Employee Communications, continued Providing Performance Feedback Communicating Across Organizational Boundaries Internal Communications	Clampitt: Chapter 7 Clampitt: Chapter 8 Argenti: Chapter 7
T	11/15	Communicating Organizational Culture	Clampitt: Chapter 4
T	11/22	Communicating About Change	Clampitt: Chapter 9 <b>RESEARCH PAPER DUE</b>
T	11/29	Cultivating the Innovative Spirit	Clampitt: Chapter 10
T	12/6	<b>ORAL PRESENTATIONS</b>	
T	12/13	<b>FINAL EXAM (5:30-8:00 PM)</b>	