Business and professional communication: teamwork, communication technology, verbal and non-verbal strategies in a problem-solving in an innovation context. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.

Credits: three hours
Prerequisites: Junior standing admission to an approved Bryan School program
UNCG Support:  Writing Center, Speaking Center, Career Center, Digital Act Center, Digital Media Center

Course Instructor
Ms. Dianne R Garrett
377 Bryan Building
drgarret@uncg.edu (the best way to contact me)
336.334.4473 (leave a message, which is emailed to me)
Meeting options:  by appointment - face-to-face, phone or WebEx
Minimum technology skills:  proficiency with Canvas, Microsoft Word and PowerPoint, video software

The Bryan School of Business and Economics Mission Statement
In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

Common to all business students, you will:
1. Implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision-making.
2. Apply appropriate ethical standards when making recommendations for business decision making.
3. Evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Plan, schedule, contribute to, and lead projects.
MKT309 Course Student Outcomes:
Upon successful completion of Business Communications, students will meet the Student Learning Goals of the Collaboration, Communication and Knowledge-Integration goal (#6 above) and innovation (#5 above). More specifically, you will also meet various learning components of the critical thinking, ethical decision-making, and strategy formulation, with audience considerations relative to global and multicultural facets.

Course objectives are:
1. Understand the importance of effective communication in the workplace
2. Identify communication strategies to business situations
3. Create responses to communication needs
4. Conduct business research for evidence-based writings and presentations
5. Use accurate documentation of sources
6. Write concise and organized documents using the appropriate format
7. Use the three-step writing process
8. Write reports based on evaluation of data
9. Develop and demonstrate effective oral presentations with verbal and nonverbal proficiencies
10. Understand the positive human capacities for deep insight, collaboration, and innovative problem solving
11. Develop skills to conceive, research, prototype, and design innovations using verbal, nonverbal, visual-figurative, and written forms of communications

MKT309 holds Writing Intensive and Speaking Intensive markers. Our General Education Intensive objective is “Students will be able to write and to speak in genres appropriate to the discipline(s) of the primary subject.” As such, this course will promote your ability to write and speak clearly, coherently and effectively as well as adapt mediums of communication specific to the needs of your audience.

COURSE REQUIREMENTS
2. FREE supplemental text: DGarrett Guidebook Writing for the Business Audience (currently in draft form). This text is a book that I have written for you; it is posted in Canvas in the Welcome Module and in the Syllabus tab. I suggest that print it and spiral bind it at store like Office Depot. This cost is typically less than five dollars.
3. Highly recommended -
   - The Innovative Mindset by John Sweeney (Level UP points)
   - Designing for Growth by Jeanne Leidtka (Level UP points)
   - Presentation Zen by Garr Reynolds
4. You will need access to video recording devices. Smartphones are acceptable. Canvas WebEx and Conferences software is also available to you.
5. Use your UNCG email account. Check it daily.
6. Check Canvas and the website for any adverse weather conditions opening/closing adjustments.
7. You are expected to adhere to the UNCG Academic Integrity Policy, which can be found online at http://academicintegrity.uncg.edu/.
9. Any behavior that inhibits learning and/or is disruptive to the classroom experience will not be tolerated. Some examples include disrespect for speakers (including classmates, guests, and instructor), sarcasm or aggressive language and or actions. Instructors have the sole-authority to withdraw a student for disruptive behavior. Note: it is imperative that you read, understand, and adhere to this policy, which can be found online at http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf.
10. To establish reasonable accommodations, students with disabilities are to contact the Office of Disability Services (336-334-5440) in the first week of term. If you have a relevant or physical, linguistic or psychological disability (such as a speech impediment), please seek the Disabilities Office for appropriate documentation and then submit it to the professor by the second week of the term.
11. Email your instructor if any assignments conflict with your religious practices, at least two days prior to the assignment’s due date.

**COURSE POLICIES & PROCEDURES**

1. By enrolling in this course, you agree to the course timeline, deadlines and responsibilities. You are to manage your time accordingly – everyone has personal and professional responsibilities to manage. During Welcome week, please review the course and either make a full commitment to the course and its timeline or drop the course and take it in the future when you can fully commit.
2. Course changes will be limited to as few as possible.
3. Post all assignments to Canvas. Do not email any assignment submissions, unless I request that of you or you have a technology challenge at the last minutes of posting to Canvas.
4. If you have a significant life situation that might impede your performance (like submitting an assignment on time), inform me of such before an assignment is due for extension consideration.
5. You are responsible to manage through technology challenges. If you have challenges, see the help of the university helpdesk – 6-tech. Notify them earlier rather than later (They are not open on the weekends.) of your difficulty. I may ask to see the confirmation of your request.
6. You are welcome to seek assistance from the Writing Center and Speaking Center (pre and post), especially if the English is your second language. The offer both virtual and face-to-face support.
7. Just as in business, use hierarchy protocols. Talk with me before you talk with the Chair of the department or any other person in leadership.
8. Standard business email response time is within 24 hours during M-F. Be sure that you email any requests within enough time for me to respond and then for you to apply my feedback or advice.
9. **Do not say something electronically that you would not say in person.** Sending me an inappropriately written (which includes emotional expression) email may result in a request for you to re-write your email before I respond to the content. Do not send a disrespectful email to me. If you do, I may consider it disruptive behavior, and act on that premise. See disruptive behavior (academic integrity) for more information.

**Email Etiquette:** I care about writing excellence, so when you email me, **ALWAYS** do your best.

- A greeting (Hi Professor Garrett or Dear Professor Garrett)
- Always paragraph.
- Always email your first email on a topic by writing in three paragraphs (introduction, body, and conclusion). After that, we can communication in shorter messages.
- Always write a strategic subject line that closely links to your first sentence
- Always front-end load your purpose. (Business likes the direct approach.)
- Always capitalize “I.”
WHAT YOU WILL BE STUDYING

In this course, we will be studying communication from thinking & problem-solving to writing and speaking. In addition to advancing in your subject-matter knowledge, you will advance in your skills through an experiential hands-on project with a real business client. In this study, you will understand the importance of the audience – being human-centered is key.

It’s excellence in your “Power Skills” (previously called “soft skills”) that are the key to your success.

Take notice of the NACE’s Job Outlook for 2018 table below; the first four desired attributes are the ones practiced in this course. Please notice too that only two of the fourteen attributes listed in the table are learned behaviors. What this says is employers know what they can teach and what can’t be taught. They seek to hire based on what can’t be taught.

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>% OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving skills</td>
<td>82.9%</td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td>82.9%</td>
</tr>
<tr>
<td>Communication skills (written)</td>
<td>80.3%</td>
</tr>
<tr>
<td>Leadership</td>
<td>72.6%</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>68.4%</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>67.5%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>67.5%</td>
</tr>
<tr>
<td>Initiative</td>
<td>67.5%</td>
</tr>
<tr>
<td>Detail-oriented</td>
<td>64.1%</td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>60.7%</td>
</tr>
<tr>
<td>Technical skills</td>
<td>59.8%</td>
</tr>
<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>54.7%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>48.7%</td>
</tr>
<tr>
<td>Organizational ability</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

Source: Job Outlook 2018, National Association of Colleges and Employers

**Innovative Mindset & Hands-on Problem-solving**

To be a good communicator, you must understand yourself, others, emotions and emotional management. You must be able to contribute to others in a healthy and productive way. Therefore, in this course, we will study the brain, the innovative mindset, and human behavior (communication) in order to be better communicators and better problem-solvers. UNCG graduates are exceptional problem-solvers.

For fall 2018, all sections of MKT309 will be working with a real client, a company called SpayVac. This company has a vaccine product that will sterilize animals that are overpopulated causing damage. For instance, the deer and horse population cost the USA about two billion dollars.

**Business Communication – Writing, Speaking & Relating**

This course is to advance in your business communication skills. Your performance is linked to what you say and how you say it.

**Overview structure of the course is:**
- Week 1 – Welcome
- Week 2 – Innovative Mindset - Self
- Week 3 – Innovative Mindset – Social and Teams
- Week 4 – More on Innovation, the Innovation Project, & Design Thinking Process
- Week 5 – Design Thinking Process – Clarifying the Problem (What is?)
- Week 6 – Bus Communication – Bus Writing
- Week 7 – Bus Communication - The Three-phase writing process
- Week 8 – Team Work Time (Research)
- Week 9 – Bus Communication – Presenting
- Week 10 – Design Thinking – Ideation (What if?)
- Week 11 – Team Work Time - Ideation
- Week 12 – Design Thinking Process – Prototyping (What Wow?)
- Week 13 – Team Work Time - Prototyping
- Week 14 - Design Thinking Process – Synthesizing (What Works?) & Business Reporting
- Week 15 – Team Work Time - Synthesizing
- Week 16 - Team Work Time - Writing
- Final

**Business Writing**

In this course, you will study what good writing is and more specifically, good business writing style.

You will study and be expected to write in the Three-phase Writing process - Strategy, Write & Revise & Finalize. No more just dumping words on the page. No more skipping the revising and polishing stage. To deliver quality
products that sustain or boost your credibility, you must finalize to perfection, and yes, it takes extra time.

The following chapters in *Writing That Works* will be explored:

- Chapter 1 – Understanding the Workplace
  Writing Context: A Case Study
- Chapter 6 – Conducting Research for a Document
- Chapter 7 – Designing Documents and Visuals
- Chapter 8 – Writing Emails, Memos and Letters
- Chapter 9 – Writing Routine and Sensitive Messages
- Chapter 10 – Writing Informal Reports
- Chapter 11 – Writing Formal Reports

**Business Speaking**

In this course, you will study the creation of PowerPoint slide decks, interviewing, and video presenting. Interestingly, Nancy Duarte, a renowned expert in public speaking, just divulged that 80% of business presentations are now in video format (2018). Verbal and non-verbal delivery are key aspects of effective oral communication.

Speaking instruction will occur before the related speaking assignments. The following chapters the *Writing That Works* text will be explored:

1. Chapter 14 – Giving Presentations and Conducting Meetings
2. Chapter 1 – Understanding the Workplace
   Writing Context: A Case Study
3. Chapter 2, Essential Organizing Patterns
4. Chapter 6, Conducting Research
5. Chapter 7 – Designing Documents and Visuals

**HOW YOU WILL BE STUDYING & EXPERIENCING THE MATERIAL**

This course is highly collaborative throughout. In the first weeks of the course, you are to have lots of conversation with your classmates. In the second part of the course, you will work more within your teams. For your assignments, you will have both individual team work to do.

This course is divided into weekly units. In each unit, you have content sections and assignment sections. To be successful, **you must study**

the content (in the Modules) BEFORE you do the assignments. Within the modules you’ll find your content study and your assignments. Each unit has “Read, Watch & Study” and assignments. If you skip the studying the course material (reading, watching videos, etc.) you will be doing your assignments based on old knowledge and most likely significantly reduce your learning and grades.

You have the gift of a free book – the *DGarrett Guidebook for Successful Business Writing*. This text is the result of years of “seeing” what students need. My intent was to provide you additional information and resources for more writing success. In addition to help with your coursework, I hope that you will use the help the rest of your academic and business career.

To be successful, you MUST read the materials posted. I realize that students often scan the reading materials or simply skip them. Don’t! Embrace the reading and study. Reading is the single most important action you can do to improve yourself; I believe that.

Being on online student, reading is priority. You don’t have the opportunity to passively sit and listen to a professor talk in this format. Reading, in a way, is your listening. Yes, I know there can be an abundance to do and you have limited time (especially if you have a job and/or a family to care for), yet that is the beauty of online study - flextime; you can work when you can work. My favorite way to get my reading done (when I was an online student) was at the beginning of unit, I’d print out all the reading materials and carry them with me at all times. You’ll be surprised how much you can get read when you are waiting for something else (like time at the doctor’s office, riding through a car wash, etc.). Find your pockets of time and read. Oh, and work to read (and write) when you are not tired. My habit is to read (or write) first thing in the morning – before emails, before doing any task.

In all your interaction with others, you are to be fully responsible for your communications and respectful to others. A core in this course in using empathy to understand others – you will learn more about the terms “audience-centeredness” and “human-centric.”
Project teams will have five students each. Each student is to take the lead in one of the five main team products.

You have two main products that are delivered to the client – the (multi-faceted business report and the video presentation.) In each of these items, the good news is that, you have opportunities for draft work and feedback before submitting your final work to the client. Just as in the Design Thinking Process we will use feedback to better our work.

You have two avenues for feedback from the instructor, (1) comments, and (2) in the "View feedback" tab - click and open the document to read the annotations. The annotations offer you FAR more information for success on your subsequent assignments. Here is the link: Here are the step-by-step directions to view annotations (feedback) in Canvas Crocodoc -> http://guides.instructure.com/m/4212/l/352349-how-do-i-view-assignment-feedback - comments-from-my-instructor-using-crocodoc-annotations

**Assignment Groups:**
Participation is required on all assignments. If you do not submit the draft, you will score a zero on both the draft and the final work.

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
<td>20%</td>
</tr>
<tr>
<td>quizzes &amp; exercises, discussion</td>
<td></td>
</tr>
<tr>
<td>boards and feedback surveys</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>20%</td>
</tr>
<tr>
<td>video presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>54%</td>
</tr>
<tr>
<td>Business Report (multiple</td>
<td></td>
</tr>
<tr>
<td>assignments)</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
<tr>
<td>LU – points added to final grade</td>
<td></td>
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</tbody>
</table>

Some aspects of the project or assignments may be ambiguous. The managing of ambiguity and uncertainty, and the ability to defer judgement, are key thinking skills that impact your problem-solving skills.

**Engagement**
This group includes quizzes & exercises, discussion board postings, and feedback surveys. These are lower-stakes activities that individually take less time.

**Quizzes and Exercises** – You have activities to do that help your learning of the material.

**Discussion Board Postings Parameters** – This is our equivalent of in-class discussion. Developing this is also key to your business success. For example, Jeff Bezos, the CEO of Amazon prohibits PowerPoint slide presentations in meetings and requires his staff to send a detailed memo on the topic to all participants prior to the meeting. In this format, meetings are discussing the topic, not informing others on the topic.

In each discussion board, you are to post at least three times - one main post and two responses to other classmates. Meeting these expectations is “B” work. In each DB opening post, write with the highest of quality in content and style. Be sure your tone is based in goodwill. NO social-media-type writing style. Perhaps include one or more of the following -
1. Academic support
2. Real life stories/examples
3. Real life observations that support the topic
4. Favorite quote from the material
5. In-depth reflective commentary

**Feedback Surveys** - Surveys are your confidential opportunity to talk with me. In our online format, I don’t have the opportunity to read your non-verbs (to see you in the classroom). Therefore, I need a way to hear from you. For each team product, each team member will submit feedback to the instructor on team performance. The hope is that any team issues can be handled sooner rather than later in the process. If a “slacker” or “free-loader” is revealed, that person will have his/her grade reduced (and it could be a significant reduction).
Business Writing –
In this course, you have one report multifaceted (many pages) to prepare. The report has seven components which will be completed first in draft form and then in a final polished form that is presented to the client. The specific assignments are listed on the course schedule and are in Canvas.

Writing instruction will occur before the related assignments. You will be assigned information to “Read, Watch & Study.” Do your study first, then do the assignments.

Business Writing Specifics -
• Use Microsoft Word only. Click here for the link to the UNCG software offerings.
• Stay with standard margins. Do not change them or use large fonts to give the illusion of more fitting work.
• All submissions are to be single-spaced.
• One assignment will be dropped, if you completed all assignments. Not all assignments are eligible for drop.
• In most assignments, submit a Business Writing Checklist that details what you revised, edited and improved.

Business Speaking
In this course, you will have two video presentations to complete. The first one is individual and the second one is with your team. The work completed by the team is to be of the utmost quality as it will be delivered to the client.

Additional speaking experiences and areas of study are PowerPoint slide decks, group & persuasive communication, discussion board posts, interviewing, and group meetings.

Interviewing –
One aspect of gathering information is to interview someone who might can offer you helpful information. In this course, you are to complete a primary research experience.

Business Speaking Specifics
• The individual PowerPoint and video work is to be 3 minutes in length
• The team PowerPoint and video work is to be 20 minutes in length, with each person speaking.
• If you have an accent, my suggestion is that you speak a bit slower. Give your audience time to interpret the differing sounds into words.
• My suggestion is you get started early in order to prevent any technology issues that might interfere with posting your assignment on time.
• Choose a fitting background setting for your video.

Final - The final exam will be questions on the innovation mindset and the design thinking process.

Level UP – If you want to have more experiences in the material (or if you want to boost your final grade), complete some or all of the Level UP opportunities. However, you MUST have completed ALL coursework. Said another way, this is not a replacement opportunity for ANY assignment.

The following is the table of LU points added to your final Canvas grade calculation. Points are offered based on the quality of performance.

| LU: MBTI Assessment, SCARF Assessment, StrengthsFinder | 1 – 3 points | .33 added |
| LU: Reflection Memo on THE INNOVATION MINDSET by Sweeney | 4 – 6 points | .63 added |
| LU: Memo Reflection on DESIGNING FOR GROWTH by Leidtka | 7 – 8 points | 1.0 added |
| LU: Visit the Writing Center (virtual or in person) | 9+ points | 1.5 added |
| LU: Visit the Speaking Center (virtual or in person) | | |
| LU: Attend Bryan events (Spotlights, for example) | | |
| LU: Memo to the next term’s students | | |
During term, my recommendation is that focus on the assignment grade rather than the Canvas final calculation. Until most of your scores are posted (toward the end of term), any calculation to the actuality of your final calculation is questionable. It is your responsibility to review and ask any questions within one week of a grade’s posting. Do not wait till the end of term.

**Grades are non-negotiable** and recorded in the Canvas Gradebook.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plus</strong></td>
<td>*</td>
<td>89 - 87</td>
<td>79 - 77</td>
<td>69 - 67</td>
<td>59 and below</td>
</tr>
<tr>
<td><strong>Null</strong></td>
<td>100 - 94</td>
<td>86 - 84</td>
<td>76 - 74</td>
<td>66 - 64</td>
<td></td>
</tr>
<tr>
<td><strong>minus</strong></td>
<td>93 - 90</td>
<td>83 - 80</td>
<td>73 - 70</td>
<td>63 - 60</td>
<td></td>
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</tbody>
</table>

Do not email me expressing frustration about a grade telling me the grade is wrong. Instead kindly request a meeting to review your performance for additional. Effort has no consideration in grading. Be aware that a lot of effort does not necessarily translate into a good piece of writing. Another way to say this is, you may toil many hours to write a single paragraph and may still receive [severe] criticism on the submission. You are to manage your emotions related to your performance and your grades. If you scored lower than you expected, my suggestion is for you to carefully review the feedback, re-do the assignment (to better understand your mistakes) and then review the updated work with the Writing Center. You may also ask for a review with me. It is my experience that students who re-do below-standard-work and ask for help, are the students who have a breakthrough experience.

When team assignments are initially graded, all group members will receive the same grade. Then after the feedback surveys are reviewed, there may be grade adjustments (both up or down).

**Grading Specifics**

1. For all assignments, you are graded on **what you say (content) and how you say it (delivery)**.
2. If you have an extenuating circumstance that prevents you from posting your work on-time, to be considered for any extension, you **MUST** inform me **AHEAD** of the deadline. After is not accepted.
3. You may post up to two days late; however, there is a severe penalty. Late assignments are graded starting at a “F” – a score of 50. (Fifty points is far better than a zero.)
4. Do NOT ask for a grade reconsideration, especially at the end of course. **No begs – for any reason.** For example, do not email me asking for an “A” grade because you want to maintain your “A” GPA, or are looking for ways to pass the course.
5. Do not ask for extra credit. Do not ask for any make-up work. Do not ask to re-do an assignment.
6. If you have completed all work in the course, a lowest team writing grade will be dropped. Not all assignments are eligible for the drop.
7. If you posted in every discussion board, the lowest discussion board grade will be dropped.

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<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td><strong>Meets Expectations</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>Below Expectations</strong></td>
</tr>
<tr>
<td>Expands assignment into excellence, adds creativity. Highest of quality.</td>
<td>Completes all that is required with high quality</td>
<td>Completes the work with areas for improvement</td>
<td>Did not meet the assignment requirements. Poor quality performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>+ (plus)</th>
<th>Null</th>
<th>(minus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>Meets expectations (a few un-impactful errors)</td>
<td>Working toward expectations (a few impactful errors)</td>
</tr>
</tbody>
</table>