

MBA 6001 Communication, Negotiation, and Presentation Skills for Managers

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking **Submit Request at the bottom of the page.**

1. Proposed course prefix and number:

MBA 6001

2. Proposed credit hours:

3

3. Proposed course title:

Communication, Negotiation, and Presentation Skills for Managers

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

None

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Comm Skills for Managers

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

Re-engineer the MBA curriculum at Western Michigan University to provide entry and middle level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that maintain benefits of live relationships and interaction, but reduce the time required to be on-campus.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

The five course-specific Learning Objectives for MBA 6001 are:

1. Understand and apply core leadership communication skills for internal and external stakeholders.
2. Think critically and ethically about communication problems, analyze audiences and purposes, and develop appropriate strategies to achieve identified goals.
3. Understand the importance of communication contexts, with attention to diverse and intercultural audiences, changing business environments, and organizational dynamics.
4. Create and deliver leadership communication using techniques of strategy, structure, and language skills that are clear, concise, and persuasive; including but not limited to the ability to leverage social media, print or digital design, visual support materials, and other leadership genres or mediums to meet strategic goals.
5. Master group and organizational leadership communication skills including interpersonal skills, critical listening and emotional intelligence, creative problem-solving, team-building, reaching consensus, and strategic negotiations.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is a result of research into market trends and the needs of business

professionals and hiring organizations. Specific Learning Goals that will be assessed in the new program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business.

Course specific Learning Objectives For Leadership Skills:

1. Understand and apply core leadership communication skills for internal and external stakeholders.
2. Think critically and ethically about communication problems, analyze audiences and purposes, and develop appropriate strategies to achieve identified goals.
3. Understand the importance of communication contexts, with attention to diverse and intercultural audiences, changing business environments, and organizational dynamics.
4. Create and deliver leadership communication using techniques of strategy, structure, and language skills that are clear, concise, and persuasive; including but not limited to the ability to leverage social media, print or digital design, visual support materials, and other leadership genres or mediums to meet strategic goals.

Course specific Learning Objectives For Communication Skills:

1. Understand and apply core leadership communication skills for internal and external stakeholders.
2. Think critically and ethically about communication problems, analyze audiences and purposes, and develop appropriate strategies to achieve identified goals.
3. Understand the importance of communication contexts, with attention to diverse and intercultural audiences, changing business environments, and organizational dynamics.
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5. Master group and organizational leadership communication skills including interpersonal skills, critical listening and emotional intelligence, creative problem-solving, team-building, reaching consensus, and strategic negotiations.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course allows students to meet the requirements of the new MBA. The revised programmatic objectives for Leadership Skills, Communication Skills, and Strategic Decision-making shaped the design of the core courses. This course revised the textbook and supplemental

materials to meet the needs for presentation, negotiation, and leadership skills as well as provide projects and activities that also meet these needs.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There will be no effect on students meeting the graduation requirements.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated audience are our current Haworth College of Business graduate students as well as other graduate students at WMU. In the short-term, we do not anticipate any significant change in demand for this course and should be similar to the previous demand for similar courses in the MBA program.

The anticipated graduate student audience is comprised of professionals currently employed and seeking advancement in their careers. The primary benefit to the course is the advanced-level, practical, applied skills that can be utilized immediately in graduate students' professional work.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no expected change in departmental or university resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from

college advising directors or from the admissions office in completing this section.

Not applicable

O. Current catalog copy:

N/A - this is a new course.

P. Proposed catalog copy:

MBA 6001 – Communication, Negotiation, and Presentation Skills for Managers

Business is inherently social—conducting business, building relationships, developing a client base, and leading a team all require effective communication. Interpersonal and Group Communication skills are critical for success, as are abilities with presentations and negotiations. This course is designed to foster the abilities you already have, and cultivate those skills you need to advance to the next level. You will actively practice leadership communication skills in complex contexts, and make calculated decisions about genres or mediums to meet strategic goals. You will cultivate effective presentation and storytelling skills. You will practice negotiation tactics to develop critical listening, creative problem-solving, team-building, and reaching consensus.

Prerequisites/Corequisites: None

Credits: 3 hours

Restrictions Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs.

Notes: Open to Graduate students only.

When Offered: Fall, Spring, Summer 1, Summer 2



MBA 6001 – COMMUNICATION, NEGOTIATION, AND PRESENTATION SKILLS FOR MANAGERS

Logistics: Hybrid*, Times TBD, Schneider XXXX

Professor: Dr. X

Office: 3XXX Schneider Hall

Email: professor@wmich.edu

Contact Phone: (269) 387-xxxx

Office Hours: TBD | or by appointment.

* Plus activities that occur outside of scheduled class time.

NOTE: e-mail is best method of contacting me during non-office hours.

Course Description:

Business is inherently social—conducting business, building relationships, developing a client base, and leading a team all require effective communication. Interpersonal and Group Communication skills are critical for success, as are abilities with presentations and negotiations. This course is designed to foster the abilities you already have, and cultivate those skills you need to advance to the next level. You will actively practice leadership communication skills in complex contexts, and make calculated decisions about genres or mediums to meet strategic goals. You will cultivate effective presentation and storytelling skills. You will practice negotiation tactics to develop critical listening, creative problem-solving, team-building, and reaching consensus.

Required Materials and Technology for Course:

Textbook: *Managerial Communication: Strategies and Applications*, 7th Edition, G. Hynes and J. Veltsos, Sage Publications, sagepublishing.com

Assigned Book: *Getting To Yes: Negotiating Agreement Without Giving In* (Revised Edition, 2011); R. Fisher, W. Ury, B. Patton (The Harvard Negotiation Project).

Other Assigned Book for one presentation (*Projects listed below*). You will purchase one industry text.

Other Assigned Readings appear on the course schedule document and in eLearning. These readings correspond with the special weekly topic such as Negotiations, Presentations, or teambuilding.

Reliable internet access and updated software to access the lecture videos.

Use of eLearning provided by the university. Our course will use eLearning for course documents, video, supplemental readings, assignment sheets, and so on. All materials for the course are distributed there.

Use of the Microsoft Suite provided by the university. You will need the technology to record a video of yourself (can be with a phone, laptop, etc.) and submit work with Microsoft Word. So, a camera that records both video and sound is required.

Course Objectives: This course is designed to help you develop the following leadership communication skills:

1. Understand and apply core leadership communication skills for internal and external stakeholders.
2. Think critically and ethically about communication problems, analyze audiences and purposes, and develop appropriate strategies to achieve identified goals.

3. Understand the importance of communication contexts, with attention to diverse and intercultural audiences, changing business environments, and organizational dynamics.
4. Create and deliver leadership communication using techniques of strategy, structure, and language skills that are clear, concise, and persuasive; including but not limited to the ability to leverage social media, print or digital design, visual support materials, and other leadership genres or mediums to meet strategic goals.
5. Master group and organizational leadership communication skills including interpersonal skills, critical listening and emotional intelligence, creative problem-solving, team-building, reaching consensus, and strategic negotiations.

Haworth College of Business MBA Learning Goals and Objectives

Program Learning Objective 1: Students will be knowledgeable about (and be able to put into practice) effective Leadership Skills.

Course specific Learning Objectives:

1. Understand and apply core leadership communication skills for internal and external stakeholders.
2. Think critically and ethically about communication problems, analyze audiences and purposes, and develop appropriate strategies to achieve identified goals.
3. Understand the importance of communication contexts, with attention to diverse and intercultural audiences, changing business environments, and organizational dynamics.
4. Create and deliver leadership communication using techniques of strategy, structure, and language skills that are clear, concise, and persuasive; including but not limited to the ability to leverage social media, print or digital design, visual support materials, and other leadership genres or mediums to meet strategic goals.

Program Learning Objective 2: Students will be knowledgeable about (and be able to put into practice) effective Communication Skills

Course specific Learning Objectives:

1. Understand and apply core leadership communication skills for internal and external stakeholders.
2. Think critically and ethically about communication problems, analyze audiences and purposes, and develop appropriate strategies to achieve identified goals.
3. Understand the importance of communication contexts, with attention to diverse and intercultural audiences, changing business environments, and organizational dynamics.
4. Create and deliver leadership communication using techniques of strategy, structure, and language skills that are clear, concise, and persuasive; including but not limited to the ability to leverage social media, print or digital design, visual support materials, and other leadership genres or mediums to meet strategic goals.
5. Master group and organizational leadership communication skills including interpersonal skills, critical listening and emotional intelligence, creative problem-solving, team-building, reaching consensus, and strategic negotiations.

Program Learning Objective 3: Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas, and the ability to develop strategic plans for business.

Using both a formal textbook and current trade publications in the field, students will learn about and actively practice effective managerial and strategic communication techniques to enhance their futures as business leaders. All texts are available in a variety of formats and price ranges, and each student is encouraged to purchase any format that is most effective for their future library.

Course Focus:

The three integrated focus areas of this course will identify your strengths and weaknesses, and help you create opportunities for growth. Those three critical skill-building leadership focus areas:

1. Focus 1: Communication Skills

Business Communication is different from academic communication because it has work to do. So, this focus area emphasizes communication in the workplace—interpersonal and group communication skills. Whether your communication is delivered as an email, a report, a presentation, or in a digitally-mediated session, you must have the ability to analyze your audience, assess the situation, and concentrate on your purpose. Without effective communication, your good work will not move forward. This focus area will center on your written, visual, and oral communication skills as you prepare to take on the more challenging projects (Negotiation and Presentation) in the course—and in your professional life. Students are encouraged to bring workplace issues from their professional lives to use as topics in this focus area to ensure that you take what you are learning and apply it immediately. The course readings and activities are integrated to move students forward with communication as they also incorporate presentations and negotiations in their training.

2. Focus 2: Negotiation Skills

Negotiation is critical for conducting business and effective workplace leadership. From corporate team-building to dealmaking, conducting business demands creative problem-solving to get buy-in. Even in daily professional interactions, we negotiate building positive, lasting relationships. Being good at negotiation fundamentally requires understanding the expectations of a situation and your audience—essential principles of effective communication. As an integrated component of this course, this focus area covers several techniques for effective negotiation as a core leadership and management skill proven in the research of the *Harvard Negotiation Project*. Then, you'll practice those techniques to solve workplace cases using a practical, pro-active approach so that you can use these techniques in your professional life to break down problems and present solutions, identify unique contract terms, and provide opportunities to close challenging deals.

3. Focus 3: Presentation Skills

Great ideas must be presented well to be accepted and implemented by an audience. Effective leaders not only have effective communication, but they lead others to improvements as well. This integrated focus area will concentrate on public speaking skills and group communication. This focus area, interwoven with the other two, will provide the structure, tools, and feedback you need to improve skills to set you up for success at the next level. We will work on presenting both face-to-face as well as via digital-mediated settings in small groups, together as a class, and on the preparation you need to build confidence, and improve your presentation performance. Since effective presenting is a learned skill, we will actively practice presentation skills throughout this entire class. We will use our presentation skills to share ideas during negotiations, present and pitch ideas, and conduct sessions via digitally-mediated settings. Each student will do individual presentations and another presentation as part of a team.

Grading Approach:

Each assignment sheet has a fully detailed assignment description, grading standards, and a rubric. Assignments will draw on concepts from readings and discussions to provide guided and independent practice of the course goals. Submitted work that does not follow assignment requirements will not pass.

Grading Standards and Evaluation Criteria for BCM Graduate-level Course Work:

BCM graduate level grading practices are designed to encourage, recognize, and develop excellence in written, oral, and visual communication. All faculty members who teach this course use the following standards:

- **Audience and Context.** The communication reflects an appropriate analysis of, awareness of, and adaptation to the audience and context, the relationship between writer/speaker and reader/listener, and the other issues implied by the assignment. This includes placing the audience's needs first as well as considering audience demographics and psychographics.
- **Context and Purpose.** The message reflects an appropriate awareness of and adaptation to the context and purpose, the relationship between writer/speaker and reader/listener as this relationship intersects with purpose, and the other issues implied by the assignment. Communicators should also consider trajectory of the message.
- **Content Development.** The message is accurate, contains quality information appropriate to the needs of the audience, develops the writer's/speaker's purpose convincingly, and shows a good sense of "how much" to include.
- **Organization.** The message is organized clearly, effectively, and logically to meet audience's needs and the writer's/speaker's purposes. Organization also includes the order of ideas, effective paragraphing, and a unified, coherent purpose. This category may include the color, repetition, alignment, and proximity of visuals as these elements support the purpose.
- **Style.** The message uses effective sentence structure, appropriate word choice, and appropriate tone for an academic or business context. The message is clear, concise, and coherent. Sometimes, appropriate style includes arrangement, relevance, and design of visuals.
- **Editing and Appearance.** The message is grammatically appropriate and free from usage, spelling, punctuation, and typographical errors, and is designed to meet visual needs of the audience. Sometimes, this category includes alignment and arrangement of visuals.

Grades may be interpreted as follows:

- **A/BA** assignments are excellent overall in meeting the standards set by the criteria. At most they have a few minor weaknesses, with BA assignments exhibiting more minor weaknesses than an A assignment. These assignments EXCEED EXPECTATIONS.
- **B/CB** assignments are good overall but may exhibit several minor weaknesses in meeting the criteria or be noticeably weak in one or two areas. These assignments also EXCEED EXPECTATIONS, but by a lesser amount.
- **C** assignments are acceptable overall but exhibit noticeable weaknesses in two or more categories. These assignments MEET EXPECTATIONS.
- **CD/D** assignments are unacceptable. They do not meet criteria in one or more areas. They may have insufficient content or organization; inappropriate tone or style; lack of attention to audience; or excessive grammar, spelling, or usage errors. These assignments DO NOT MEET EXPECTATIONS.
- **E** assignments display extreme weaknesses in several categories and DO NOT MEET EXPECTATIONS.

Numerical equivalents for this scale are:

A = 100% - 93%	BA = 88%-92.99%	B = 83%-87.99%	CB = 78%-82.99%
C = 73%-77.99%	DC = 68%-72.99%	D = 63%-67.99%	E = 0-62.99%

Projects Overview:

An overview of projects and due dates are below.

Course Work Evaluation Overview			
PROJECT(s)	DUE	COURSE OBJECTIVES	POINTS
Unit 1: Building a Strong Foundation			
Project 1 (3 parts): Challenging Foundations of Communication (written, oral,	Week 2 Week 3 Week 4	1, 2, 7, 9	30 points

digital)			
Unit 2: Rising to Challenges			
Project 2 (P2): Negative Messages (Group/Org Comm)	Week 8	1, 2, 3, 5, 6, 7, 8, 9	25 points
Project 3 (P3): Professional Book Talk/Handout	Week 6	1, 2, 3, 5, 6, 7, 8, 9	25 points
Unit 3: Leadership Effectiveness			
Project 4 (P4): Storytelling for Change (presentation)	Week 12	1, 2, 3, 4, 5, 6, 7, 8, 9,	25 points
Project 5 (P5): Negotiating an Outcome (Group/Org Comm)	Week 10	1, 2, 3, 4, 5, 6, 7, 8, 9,	25 points
Participation / Attendance			
Weekly Participation Discussion Posts (<i>14 weeks x 5 points = 70 pts possible</i>)	Weekly	1, 2, 3, 4, 5, 6, 7, 8, 9	70 points
Final Exam			
FINAL EXAM	Due Week 16	1, 2, 3, 4, 5, 6, 7, 8, 9	50 points
Total Points Available:			250 points

University Policies and Academic Integrity

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- ☐ Office of Student Conduct www.wmich.edu/conduct
- ☐ Division of Student Affairs www.wmich.edu/students/diversity
- ☐ University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- ☐ Disability Services for Students www.wmich.edu/disabilityservices