

# COURSE SYLLABUS

## Advanced Communication and Presentation Skills for Managers

**Course code:** MGT 368/2

**Semester and year:** Spring 2024

**Day and time:** Mondays, 11:30-14:15

**Instructor:** Daniel Padolsky, M.A.

**Instructor contact:** [daniel.padolsky@aauni.edu](mailto:daniel.padolsky@aauni.edu)

**Consultation hours:** Mondays, 11:00-11:30 or by appointment

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Advanced
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	BA – COM 101, MGT 245
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Requirement

### Course Description

One of the most important skills modern global managers need is the ability to communicate clearly, succinctly and effectively across multiple platforms and media, to multiple audiences. This course is an advanced presentation and communication skills class for future global managers. Students will develop and refine their oral, written and visual communication skills through practical, professional level exercises and assignments in a “workshop-like” learning environment.

This will include use of content writing, writing appropriate emails, the “elevator pitch” for business ideas, and presenting a short “Ted” like talk. Various on-line platforms and new media will be utilized in the course including *slideshare*, *Wix*, and others.

The differences, and benefits, of Linear Presentation and Communication, and Non-Linear will be reviewed. A key focus in the course will be on communicating visually and digitally.

### Student Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate, develop and give professional level presentations.
- Demonstrate professional level public speaking skills.
- Demonstrate and understand the use of audience analysis to adapt a message to a professional business audience.
- Demonstrate and practice an understanding of the multiple steps involved in preparing and presenting coherent and polished messages to multiple audiences.
- Write in a professional level business “style” with clarity and precision.
- Use persuasive written, verbal and visual strategies to compose a variety of persuasive messages and other communications.

- Prepare, organize and deliver an effective formal presentation (“Ted” talk)
- Demonstrate an understanding and the ability to utilize effectively, the multiple platforms and media available today that managers use to communicate with a variety of audiences including customers, stakeholders, employees and others.
- Demonstrate, use and implement the various digital platforms utilized in the course.
- Demonstrate an understanding of how to choose and use particular media platforms to deliver the intended message.
- Understand and demonstrate how best to effectively communicate data, numbers and other complex forms of information.
- Place in context and lend perspective to use of visuals and graphics in communicating important business messages clearly.
- Demonstrate the knowledge of when and how to use visual, oral and written communications and how to combine them in effective communication with the chosen audience.
- Understand the key role of non-verbal communication for global managers.

### **Reading Material**

An assigned reading (and viewing) list will be provided in the first class session and students are required to read materials before class and to be fully prepared.

A variety of articles, case studies, excerpts from various books, videos etc. will replace a “traditional” text. The materials will be stored on the course web site and available for download. Students are required to download materials as the course progresses and to stay current with the readings. Case studies, articles and other handouts will also be used and posted on course web site. Presentation slides will occasionally be used during lectures. Slides will be posted on the course web site usually 1-2 days before class.

Case studies, articles and other handouts will also be used and posted on course web site.

### Reading and Viewing Material Sources:

The Presentation Secrets of Steve Jobs, Carmine Gallo  
Presentation Zen, Garr Reynolds  
The Non-Designers Presentation Book, Robin Williams  
Slide-ology, Nancy Duarte  
How To Deliver a Ted Talk, Jeremy Donovan

### Videos:

Multiple Ted talks on a variety of topics.  
 Body Language, BBC

### **Web Resources:**

Primary web resource is the Purdue University Online Writing Lab.

OWL at Purdue: Main Site <http://owl.english.purdue.edu/owl/>  
 OWL: Writing Task Resource List:  
<http://owl.english.purdue.edu/owl/resource/749/01/>

### **Teaching methodology**

Theoretical applications will be used as a foundation for discussion of “real-world” communication situations and issues faced by global managers. The course will consist partly of lectures which are based on readings, case studies and other reading materials.

Class participation is expected of all students. *This means reading assignments in advance and doing all required preparation for class.*

The main teaching/learning emphasis of this course is of a “hands-on” workshop approach. Depending on the designated topics for each class session, students will be presenting, re-presenting, writing, re-writing and discussing and critiquing in class sessions (and out) each other’s work with the goal of improving day-to-day, “real life” management communication.

As the course will involve “hands-on” work in class students are **required** to bring lap-tops to class when requested to do so. Students will also need an active wi-fi sign in. Laptops will only be used during specific class times per instructor’s guidance.

### Course Schedule

Date	Class Agenda
Session 1 Feb 5	<p><b>Topic:</b> Introduction and its significance</p> <p><b>Description:</b> Students will be introduced to the course. Students will also be oriented to the course’s syllabus, which includes the course assignments, learning outcomes, and schedule. We will also discuss the reasons the course is important.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> None</p>
Session 2 Feb 12	<p><b>Topic:</b> Visual Communication</p> <p><b>Description:</b> We will talk about when, why, and how to communicate visually when giving a presentation and other important factors to consider when giving a presentation.</p> <p><b>Reading:</b> Presentation Zen, pp. 1-118, “10 Easy Ways to Elevate Your Active Listening Skills”</p> <p><b>Assignments/deadlines:</b> Three presentation topics, Journal Entry #1</p>
Session 3 Feb 19	<p><b>Topic:</b> Presenting with Slides</p> <p><b>Description:</b> We will talk about what should be included on slides when doing a presentation and other important factors to consider when giving a presentation.</p> <p><b>Reading:</b> Presentation Zen, pp. 119-221</p> <p><b>Assignments/deadlines:</b> Journal Entry #2</p>
Session 4 Feb 26	<p><b>Topic:</b> How to Deliver a Ted Talk Part 1: Content</p> <p><b>Description:</b> We will talk about what content should be included in a Ted Talk.</p> <p><b>Reading:</b> How to Deliver a Ted Talk, part 1, pp. 11-62, The Secret Language of Leadership, Ch. 8 “Getting People’s Attention”, pp. 149-163</p> <p><b>Assignments/deadlines:</b> Full-length rough draft of presentation script and 20+ slides</p>
Session 5 Mar 4	<p><b>Topic:</b> How to Deliver a Ted Talk Part 2: Content</p> <p><b>Description:</b> We will continue to talk about what content should be included in a Ted Talk.</p> <p><b>Reading:</b> How to Deliver a Ted Talk, part 2, pp. 63-110</p> <p><b>Assignments/deadlines:</b> Journal Entry #3</p>
Session 6 Mar 11	<p><b>Topic:</b> Presentations</p> <p><b>Description:</b> Students will do their first presentation.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> Presentations</p>
Session 7 Mar 18	<p><b>Topic:</b> Midterm</p>

	<p><b>Description:</b> We will take the midterm which covers the first half of the course.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> Midterm</p>
Mar 25	<b>Mid-term Break</b>
Apr 1	<b>Holiday—Easter Monday</b>
Session 8 Apr 8	<p><b>Topic:</b> How to Deliver a Ted Talk Part 3: Delivery</p> <p><b>Description:</b> We will talk about how to deliver a Ted Talk.</p> <p><b>Reading:</b> How to Deliver a Ted Talk, part 3, pp. 111-157, The Leader’s Guide to Storytelling, Ch. 3 “Motivate Others to Action”, pp.</p> <p><b>Assignments/deadlines:</b> Journal Entry #4 / Three PowerPoint slides</p>
Session 9 Apr 15	<p><b>Topic:</b> The Presentation Secrets of Steve Jobs: Create the Story</p> <p><b>Description:</b> We will begin talking about the secrets of Steve Jobs’ success as a presenter.</p> <p><b>Reading:</b> The Presentation Secrets of Steve Jobs, act 1, pp. 1-82</p> <p><b>Assignments/deadlines:</b> Ted Talk outline, Journal Entry #5</p>
Session 10 Apr 22	<p><b>Topic:</b> The Presentation Secrets of Steve Jobs: Deliver the Experience</p> <p><b>Description:</b> We will continue talking about the secrets of Steve Jobs’ success as a presenter.</p> <p><b>Reading:</b> The Presentation Secrets of Steve Jobs, act 2, pp. 85-163</p> <p><b>Assignments/deadlines:</b> Journal Entry #6</p>
Session 11 Apr 29	<p><b>Topic:</b> The Presentation Secrets of Steve Jobs: Refine and Rehearse</p> <p><b>Description:</b> We will finish talking about the secrets of Steve Jobs’ success as a presenter.</p> <p><b>Reading:</b> The Presentation Secrets of Steve Jobs, act 3, pp. 165-213</p> <p><b>Assignments/deadlines:</b> Full-length rough draft of Ted Talk script (and slides, if necessary)</p>
Session 12 May 6	<p><b>Topic:</b> Ted Talk Practice Session</p> <p><b>Description:</b> We will practice our Ted Talk presentations.</p> <p><b>Reading:</b> The Secret Language of Leadership, Ch. 7</p> <p><b>Assignments/deadlines:</b> Journal Entry #7</p>
Session 13 May 13	<p><b>Topic:</b> Ted Talk Presentations</p> <p><b>Description:</b> Students will give their Ted Talks.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> Ted Talks</p>
Session 14 May 20	<p><b>Topic:</b> Final Exam</p> <p><b>Description:</b> Students will take a comprehensive final exam.</p> <p><b>Reading:</b> None</p> <p><b>Assignments/deadlines:</b> Final exam</p>

### Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Participation	42	20%	Students are expected to be present, prepared, timely, and contribute constructively to discussions.	1,2,3

Presentation (with at least 20 slides)	30	20%	Demonstrate comprehension of course material and key concepts, and ability to make professional, business presentations.	1,2,3
Journal Entries	9	10%	Comprehension of course material and key concepts, ability to reflect critically on the course material, and demonstrate subject knowledge.	1,2,3
Group Facilitation (2)	9	10%	Comprehension of course material and key concepts, ability to facilitate group discussions, ability to explain the researched topics to peers, identify key issues, and demonstrate subject knowledge.	1,2,3
Ted Talk (with no more than three slides)	30	20%	Demonstrate comprehension of course material and key concepts, and ability to make professional, business presentations.	1,2,3
Midterm	15	10%	Comprehension of course material, and key concepts.	1,3
Final Exam	15	10%	Comprehension of course material, and key concepts.	1,3
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

### Detailed description of the assignments

#### Participation:

##### Assessment breakdown

Assessed area	Percentage
Active engagement in discussion	50%
Positive, constructive contribution to discussions and presentations, and the application of relevant course concepts (based on the course readings)	50%

**Journal Entries:** Students are required to reflect in writing their thoughts on the readings for homework or answer any of a list of questions provided by the teacher. There will be a total of 9 entries, and each journal entry should be around 250-500 words.

##### Assessment breakdown

Assessed area	Percentage
Content/Quality of Ideas: --Responses to the readings are reflective in nature and show an ability to apply the content to students' personal experience --Responses to the readings are not only summaries of what was read	100%

**Presentation:** Students will select a topic which they are interested in and present that topic to the students. The presentation should attempt to convince the students to accept their idea. The length of the presentation is decided by the teacher (and depends on the number of students in the class). The presentation should include **at least** 20 PowerPoint

slides. Five percent of the presentation grade will be received for a full-length rough draft of the presentation script.

**Assessment breakdown**

Assessed area	Percentage
Organization: --A good and appropriate attention-getting device is used --The presentation proceeds in a clear and logical manner --The presentation concludes appropriately and memorably	25%
Content/Quality of Ideas: --The content is presented in an engaging manner --The content is persuasive --All content is relevant	25%
Delivery: --Language used is appropriate and emphasizes the content --The presentation uses attractive and appropriate graphics --Slides contain no more than one point and do not use too many words --Gesticulation is used to emphasize points --The presenter speaks naturally and does not use notes	50%

**Group Facilitation:** Students will be selected for two dates and topical readings from our readings to facilitate two in-class group discussions. At home, students will prepare to facilitate a discussion on the assigned date’s reading by doing a close-reading of the reading and writing 5-7 open-ended discussion questions and an outline of the reading. The outline and questions should be submitted on NEO in electronic form the night before the group facilitation will take place. On the assigned facilitation dates, students will then bring 6 printed copies of the 5-7 discussion questions/outlines to class. Students will then lead a 15-20-minute discussion about the readings with the group so that students get a good understanding of the key concepts associated with the assigned topic.

**Assessment breakdown**

Assessed area	Percentage
Content: Questions are appropriate for the assigned reading, help students to understand key concepts in the reading, and cover the reading comprehensively.	25%
Group Facilitation: The student effectively facilitates a comprehensive discussion of the reading	50%
Outline: The outline covers the entire reading and is structured in an appropriate manner.	25%
Accuracy: Penalty for errors in spelling, grammar, and punctuation.	Up to -10%
Warning: If a group facilitation is missed, it cannot be made up another day.	

**Ted Talk:** Students will select a topic which they are interested in and give a “Ted Talk” on the topic to the students. The talk should attempt to convince the students to accept their idea. The length of the talk will be decided by the teacher (and depends on the number of the students in the class), and it should include no more than 12 PowerPoint slides. Five percent of the Ted Talk grade will be received for a full-length rough draft of the script.

**Assessment breakdown**

Assessed area	Percentage
Organization: --A good and appropriate attention-getting device is used	25%

--The presentation proceeds in a clear and logical manner --The presentation concludes appropriately and memorably	
Content/Quality of Ideas: --The content is presented in an engaging manner --The content is persuasive --All content is relevant	25%
Delivery: --Language used is appropriate and emphasizes the content --The presentation uses attractive and appropriate graphics --Slides contain no more than one point and do not use too many words --Gesticulation is used to emphasize points --The presenter speaks naturally and does not use notes	50%

**Midterm Exam:** An exam will be given to students at the midway point of the semester which covers all of the material covered in the readings and classes so far.

**Assessment breakdown**

Assessed area	Percentage
Comprehension and application of course material	100%

**Final Exam:** A final, comprehensive will be given to students on the last day of class.

**Assessment breakdown**

Assessed area	Percentage
Comprehension and application of course material	100%

**General Requirements and School Policies**

**General requirements**

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

**Electronic communication and submission**

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”. All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

**Attendance**

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of “FW” (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

***Eating*** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

### ***Plagiarism***

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,



- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

### ***Use of Artificial Intelligence and Academic Tutoring Center***

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Course accessibility and inclusion***

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

## Grading Scale

Letter Grade	Percentage*	Description
A	95-100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

Prepared by: Daniel Padolsky

Date: 2023/12/08

Approved by: Greg Pezda, Chair of Department of Management

Date: 2024/01/08

Approved by: Jan Vašenda, Vice Dean, School of Business Administration

Date: 2024/01/24