COURSE SYLLABUS

Advanced Communication and Presentation Skills For Global Managers

Course code: MGT 368/2
Semester and year: Spring 2021
Day and time: Wednesdays, 11:30-14:15 PM
Instructor: Daniel Padolsky, M.A.
Instructor contact: daniel.padolsky@aauni.edu
Consultation hours: Wednesdays, 10:30-11:30 or by appointment

Credits US/ECTS	3/6	**Level**	Advanced
Length	12 weeks (+2)	**Pre-requisite**	BA – COM 101, MGT 245
Contact hours	42 hours	**Course type**	Master/Bachelor Elective

1. 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.

2. 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.

3. 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 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/

4. 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. Students will also need an active wi-fi sign in. Laptops will only be used during specific class times per instructor's guidance.

5. Course Schedule

Date	Class Agenda
Week 1: Feb 10	**Topic:** Introduction and its significance **Description:** 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. **Reading:** None **Assignments/deadlines:** None
Week 2: Feb 17	**Topic:** Visual Communication **Description:** 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. **Reading:** Presentation Zen, pp. 1-118 **Assignments/deadlines:** Three presentation topics, Journal Entry #1
Week 3: Feb 24	**Topic:** Presenting with Slides **Description:** We will talk about what should be included on slides when doing a presentation and other important factors to consider when giving a presentation. **Reading:** Presentation Zen, pp. 119-221 **Assignments/deadlines:** Journal Entry #2
Week 4: Mar 3	**Topic:** Getting People's Attention **Description:** We will talk about the most effective ways to get your audience's attention when giving a presentation. **Reading:** The Secret Language of Leadership, Ch. 8 **Assignments/deadlines:** Presentation rough draft/script, Journal Entry #3
Week 5: Mar 10	**Topic:** Springboard Storytelling **Description:** Often excellent presentations begin with a story. We will talk about what should be included in a story, how much detail is necessary, and more. **Reading:** The Leader's Guide to Storytelling, Ch. 3 **Assignments/deadlines:** Journal Entry #4
Week 6: Mar 17	**Topic:** Presentations **Description:** Students will do their first presentation. **Reading:** None **Assignments/deadlines:** Presentations
Week 7: Mar 24	**Topic:** How to Deliver a Ted Talk Part 1: Content **Description:** We will talk about what content should be included in a Ted Talk. **Reading:** How to Deliver a Ted Talk, part 1, pp. 11-110 **Assignments/deadlines:** Midterm
Week 8: Mar 31	**Topic:** How to Deliver a Ted Talk Part 2: Delivery **Description:** We will talk about how to deliver a Ted Talk. **Reading:** How to Deliver a Ted Talk, part 2, pp. 111-157 **Assignments/deadlines:** Journal Entry #5 / Three PowerPoint slides

Week 9: Apr 7	**Spring Break**
Week 10: Apr 14	**Topic:** The Presentation Secrets of Steve Jobs: Create the Story **Description:** We will begin talking about the secrets of Steve Jobs' success as a presenter. **Reading:** The Presentation Secrets of Steve Jobs, act 1, pp. 1-82 **Assignments/deadlines:** Journal Entry #6
Week 11: Apr 21	**Topic:** The Presentation Secrets of Steve Jobs: Deliver the Experience **Description:** We will continue talking about the secrets of Steve Jobs' success as a presenter. **Reading:** The Presentation Secrets of Steve Jobs, act 2, pp. 85-163 **Assignments/deadlines:** Ted Talk rough draft/script
Week 12: Apr 28	**Topic:** The Presentation Secrets of Steve Jobs: Refine and Rehearse **Description:** We will finish talking about the secrets of Steve Jobs' success as a presenter. **Reading:** The Presentation Secrets of Steve Jobs, act 3, pp. 165-213 **Assignments/deadlines:** Journal Entry #7
Week 13: May 5	**Topic:** Ted Talk Practice Session **Description:** We will practice our Ted Talk presentations. **Reading:** The Secret Language of Leadership, Ch. 7 **Assignments/deadlines:** Journal Entry #8
Week 14: May 12	**Topic:** Ted Talk Presentations **Description:** Students will give their Ted Talks. **Reading:** None **Assignments/deadlines:** Ted Talks
Week 15: May 19	**Topic:** Final Exam **Description:** Students will take a comprehensive final exam. **Reading:** None **Assignments/deadlines:** Final exam

6. 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 10-20 slides)	30	20%	Demonstrate comprehension of course material and key concepts, and ability to make professional, business presentations.	1,2,3
Journal Entries/Emails	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
TOTAL	**150**	**100%**		

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

7. 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 one of a list of questions provided by the teacher. There will be a total of 8 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 of the validity of their idea. The presentation should be 9-10 minutes in length and include 10-20 PowerPoint slides. Five percent of the presentation will be received for a full-length rough draft of the presentation.

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. On the assigned facilitation dates, students will then bring typed copies of the 5-7 discussion questions/outlines to class and submit a copy online. 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 of the validity of their idea. The talk should be 9-10 minutes in length and include no more than three PowerPoint slides. Five percent of the presentation will be received for a full-length rough draft of the Ted Talk dialogue.

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%

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%

8. 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 available in the 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. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".
All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required. Students who are absent 35 percent of classes will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus.

Remote students are expected and strongly encouraged to attend class sessions in real time via MS Teams. However, they can watch recordings of class sessions instead of attending live, and prove their attendance by submitting a brief attendance-proving assignment within 48 hours of the class session.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. 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 Form along with the finalized add/drop form.
Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.
Students whose absence has been excused by the Dean are entitled to make up assignments and exams provided their nature allows for a make-up. 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

- Laptop computers and tablets may NOT be used during class time unless approved by lecturer. Unauthorized usage of said devices will result in a lowering of class participation grade by 5%
- Mobile phones should be on silent and placed on floor or in bag. They may not be left on desktop. No calling or texting during class meetings (wait until the break). Unauthorized usage of said devices will result in a lowering of class participation grade by 5%

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.
Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)
Turnitin's White Paper 'The Plagiarism Spectrum' (available at http://go.turnitin.com/paper/plagiarism-spectrum) identifies 10 types of plagiarism ordered from most to least severe:
1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers 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/.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	**Excellent performance**. 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	**Good performance**. 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	**Fair performance**. 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	**Poor**. 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	**Fail**. 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 and when: Daniel Padolsky, Jan 17 2021

Approved by and when: