REQUIRED TEXTS

  - This book is organized like an encyclopedia, with alphabetized and cross referenced entries. We will use the section on report writing for class (provided as a hyperlinked PDF). Other sections that are relevant to what we will be covering will be mentioned as “recommended” in the schedule. Once you are finished with the course this book will serve as a useful refresher and handy reference for you to keep on your bookshelf.
- Negotiation Case Study (must be paid for and picked up at Faculty Support Office $3.50).
- Articles and case studies in PDF form, *to be made available closer to June.*

RECOMMENDED TEXTS & RESOURCES

- [http://www.ready.gov](http://www.ready.gov)
- [http://www.gatesfoundation.org/How-We-Work/General-Information/Grant-Opportunities](http://www.gatesfoundation.org/How-We-Work/General-Information/Grant-Opportunities)
- Top Ten Slide Tips by Garr Reynolds
- Strategic Memo Format

LEARNING OBJECTIVES

*Learning Goals for the MNA Program (and emphasis in this course)*

1. Understanding of the unique demands, expectations, challenges and opportunities of the nonprofit sector.
2. Familiarities with theories of business strategy.
3. Competence in making sound business decisions.
4. **Interpersonal and communication skills.**
5. Ability to integrate ethics into decision making.
6. Competence to work collaboratively.

Learning Goals for This Course

The following learning goals for this course will be achieved through a combination of in-class activities (readings, lecture, and discussion) and assignments (one writing assignment, one elevator speech, and one persuasive speech). The format of the course will be more workshop than lecture.

- Identify, articulate, and apply advanced principles of effective managerial writing and speaking for the North American workplace.
- Assess the rhetorical situation for a nonprofit business communication encounter, including analyzing the intended audience and determining ethical and sustainable communication objectives.
- Design and produce written solutions (letters, memos, and reports) that conform to standards of the North American marketplace and that are effective for achieving your communication objectives.
- Research, prepare, and deliver a well-organized, professional, and engaging presentation that showcases a unique nonprofit organization.

These primarily address Learning Outcomes 4A and 4B for the MNA program (Students will produce professional quality documents, and Students will deliver a professional quality presentation). However, other learning outcomes for the MNA program are addressed indirectly (1, 2, 3, & 5).

ASSIGNMENTS

This is a performance course designed to diagnose your current writing and speaking abilities, to provide you with a clear sense of business writing and speaking standards in the North American workplace, and to assist you in improving your skills of written and oral expression. To achieve the student learning objectives, you will read (and we will discuss) two kinds of text(s): textbook chapters/articles about strategic and technical aspects of managerial writing. Further, we will spend significant amounts of time working on specific communication deliverables that you will be able to use in your current work environment. These deliverables will include elevator pitches, persuasive speeches and briefs, frameworks for grant writing and crisis management, and business letters, among others.

An important part of the learning process involves your willingness a) to discuss your understanding of—and reactions to—managerial problems, b) to see the value of practicing the writing techniques we are discussing by applying them to the cases during in class writing and speaking exercises, and c) to share your written and oral responses to these prompts with the rest of the class.

In addition to being assessed for your class participation, you will produce one written assignment and make two presentations in this course.
25% Assignment #1: Crisis Management Strategy Brief (due Friday 6/27)
15% Assignment #2: Elevator speech (due Friday 6/27)
25% Assignment #3: Persuasive Brief (Presentation) (due Saturday 6/28)
35% Attendance and Participation

100%

EVALUATION

Student work is evaluated by the instructor according to how well it meets standards specified for the assignment. Student responses to assignments are not graded on a curve. However, the Mendoza College of Business specifies a maximum average grade point for each MNA course section between 3.3 and 3.6 on a 4.0 scale. As such, your instructor will work hard to carefully distinguish among work that is subpar, good, and truly outstanding in order to meet this requirement.

Minimum Standards

The following minimum standards for student work align with what would be expected of employees in an actual business setting. Texts and presentations should be:

- **Professional.** Appearance and format set the first impression. The proper use of headings, white space, margins, and other visual devices all contribute to readability and accessibility of information in a document.

- **Error-free.** Simple mechanical and grammatical accuracy is absolutely necessary. Nothing destroys an author’s credibility faster than typographic errors or errors in spelling, grammar, or punctuation.

- **Audience-appropriate.** It is your audience who ultimately decides whether your writing works for them. You can put your best foot forward by using a style that aids clarity of expression, by using a tone that is appropriate for the relationship, and by providing a solution that actually addresses their concerns.

- **Purposeful and well-supported.** Whether you set out to explain, to analyze, or to persuade, your document or presentation should have a clear purpose that is supported by appropriate facts and details. In addition, outside research should always be properly documented or communicated during your speech. After all, for your reader or audience to find you credible, you should allow them to independently verify any credibility that you are borrowing from others.

Quality

When your instructor assess the quality of your work beyond these minimum standards by assigning a letter grade, it might be helpful to consider how a letter grade would translate to an actual quality evaluation – and mission success – in the workplace:

- **A:** Impresses with the professionalism and clear understanding of purpose,
audience, content, expression, organization, style, and mechanics. You are proud to have this work represent your organization.

• **A-**: Please with aspects of professionalism and understanding of purpose, audience, content, expression, organization, style, and mechanics. However, this document or presentation needs improvements in a few of these areas to be truly polished. You need to pay attention to – and to address – certain details before delivering. This work is close to final draft but needs another proofreading and final revision.

• **B+/B**: Geared toward an audience and contains some good points. However, it is not well organized, its content could be more specific, there are stylistic problems, and/or the logic is faulty. In other words, it needs some important substantive revisions. This work is more first draft than not.

• **B- or lower**: Demonstrates significant deficiencies in some areas of content, arrangement, audience approach, tone, style, or mechanics. In other words, this work might embarrass you and your organization.

COURSE EXPECTATIONS AND POLICIES

This course adheres to the following policies for Management Communication courses in the Fanning Center for Business Communication in the Department of Management. Please seek help as soon and as often as you need. Do not wait until it is too late for us to help you. We are here to assist you with the task of learning and improving your writing and speaking.

**Prepare for class**
- Complete readings (both books) and any other class prep
- Hydrate and/or caffeinate, as needed

**Attend class with:**
- Mendoza nameplate
- Laptop computer
- Access to GoogleDocs
- Alred textbook
- Assignments to turn as appropriate
- Ready to listen, to reflect, and to speak
- Extend courtesy and insight
- A smile

**Other things**
- Be honorable: (http://business.nd.edu/MNA/Academics/Academic_Policies/)
- Keep in touch: ezimmer@nd.edu OR 574.340.0687
- Give feedback regularly on how the course is meeting your objectives.
ADDITIONAL RESOURCES

Please bring any concerns you have about your writing skills to your professor’s attention early in the course. Please also know that there are two good (and free) resources on campus to help you with your writing:

Writing Center

All students are encouraged to take advantage of the resources available at the Notre Dame Writing Center, at either 203 Coleman-Morse or the Hesburgh Library. Please visit the website at http://writingcenter.nd.edu/ or call 574-631-5390 to schedule an appointment.

English for Academic Purposes

International students: Fellows in the English for Academic Purposes (EAP) Program can help you to improve your academic English. The EAP is located in 329 DeBartolo Hall in The Center for the Study of Languages and Cultures. Please make an appointment for a tutorial session by visiting their website: http://cslc.nd.edu/programs/eap/
SCHEDULE OF READINGS AND ASSIGNMENTS

Come to the first class with the following materials:
✓ Your organization’s crisis management guidelines (for whatever might constitute a crisis, whether leadership removal, violent person on premises, public scandal, etc.)
✓ Your elevator pitch, as currently defined (Why should an organization hire you?).
✓ An example of a difficult conversation you have had to address in the last twelve months
✓ An idea for a persuasive speech (consider some program you want to start, a donor you want to impress, some new initiative
✓ A grant proposal that you are currently preparing
✓ A topic on which you need to persuade someone

MONDAY JUNE 22, 2015

1:00 to 1:50 p.m.
Introductions via 60 second elevator pitch
  ➢ Why should an organization hire you?
Overview of course
2:00-2:50 p.m.
Persuasion dynamics
  Persuasion Deck (available on Sakai)
3:00-3:50 p.m.
Audience dynamics
  Audience Deck (available on Sakai)
4:00-5:00 p.m.
Negotiation (Sugar Bowl Integrative)

TUESDAY JUNE 23, 2015

1:00 to 1:50 p.m.
Listening and its consequences
  Active listening
2:00-2:50 p.m.
Grant writing overview
3:00-3:50 p.m.
Business letter writing workshop
  Two types of business letters, positive letter and bad-news letter
  Memos & Email Deck (available on Sakai)
4:00-5:00 p.m.
Crisis Management Overview
  What constitutes a crisis?
  Discussion of current practices
WEDNESDAY JUNE 24, 2015

1:00 to 1:50 p.m.
Grant writing practicum
   Applying skills to your system
2:00-2:50 p.m.
Persuasive speeches, design and construction
   Review persuasion
   Persuasive speech deck (available on Sakai)
3:00-3:50 p.m.
   Coffee Break
4:00-5:00 p.m.
Crisis Communication
   Roundtable discussion of plans for crisis
   Spin the wheel to determine crisis and how to react

THURSDAY JUNE 25, 2015

NO CLASS

FRIDAY, JUNE 26, 2015

Assignment #1
Crisis Management Strategy Brief Due
1:00 to 1:50 p.m.
Crisis Management Breakdown
2:00-2:50 p.m.
Assignment #2
Elevator speeches (pitching a program to a donor or to a director)
3:00-3:50 p.m.
Assignment #2 (continued)
Elevator speeches (pitching a program to a donor or to a director)
4:00-5:00 p.m.
Email expert techniques
   Getting the effect you want
   Mail merges using Outlook/Excel and Google

SATURDAY, JUNE 27, 2015
1:00 to 1:50 p.m.
Assignment #3
Persuasive Speeches (4-6 minutes)
2:00-2:50 p.m.
Assignment #3
Persuasive Speeches (4-6 minutes)
3:00-3:50 p.m.
Social Media and its Implications
4:00-5:00 p.m.
Course Review & Wrap up