Professor’s Name:
Office:
Email:
Phone:

Course Description 550:

Prerequisite: senior or graduate standing. Examines effective integrated communication skills to achieve organizational objectives. Emphasizes analysis and application of communication process and strategies for managerial decision-making. Examines change process, corporate culture, and crisis issues.

Course Description 750:

Prerequisite: senior or graduate standing. Examines effective integrated communication skills to achieve organizational objectives. Emphasizes analysis and application of communication process and strategies for managerial decision-making. Examines change process, corporate culture, and crisis issues. Provides training component.

Required Text:


Supplemental Cases: Harvard Business School and other related cases

Student Learning Outcomes CCT 550:

1. Integrate knowledge and communication skills gained from communication courses previously completed.
2. Apply managerial communication skills in critical thinking, problem solving, and decision-making through organizational case analysis.
3. Recognize communication concepts and skills necessary to organizations’ internal and external communication situations.
4. Understand current and emerging literature and research relating to communication in organizations and training.
5. Interact as a team member in solving organizational communication problems.
6. Observe firsthand the communication skills used daily by organizational leaders.

**Student Learning Outcomes CCT 750:**

1. Integrate knowledge and communication skills gained from communication courses previously completed.
   a. NBEA Standard 4: Communication
   b. Achievement Standard: communicate in a clear, courteous, concise, and correct manner on personal and professional levels.
   c. II. Social Communication Achievement Standard: apply basic social communication skills in personal and professional situations.
2. Apply managerial communication skills in critical thinking, problem solving, and decision-making through organizational case analysis.
   a. NBEA Standard 4: Communication
   b. III. Organizational Communication Achievement Standard: incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.
3. Recognize communication concepts and skills necessary to organizations’ internal and external communication situations.
   a. NBEA Standard 4: Communication
   b. IV. Technological Communication Achievement Standard: use technology to enhance the effectiveness of communication.
4. Understand current and emerging literature and research relating to communication in organizations and training.
   a. NBEA Standard 3: Business organization
   b. Achievement Standard: Analyze the organization of a business.
   c. Management Levels
      i. Analyze emerging trends in organizational structuring
      ii. Describe how the strategic management process impacts various levels of management
   d. NBEA Standard 6: Management
   e. Achievement Standard: Describe human resource functions and their importance to an organization’s successful operation.
      i. Explain why orientation and training are necessary for successful employee performance
5. Interact as a team member in solving organizational communication problems.
5. Analyze the communication skills used daily by organizational leaders.
   a. NABTE P-4.1 prospective business teachers have solid foundational backgrounds in accounting, finance, economics, marketing, management, business law, communication, and information technologies.

7. Conduct a training session on a current and relevant business topic.
   a. NBEA Standard 6: Management
   b. Identify appropriate orientation activities and training programs

Evaluation Method:

The following percentage scale will be used to determine the overall grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 percent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
</tbody>
</table>

Student Progress:

Attendance Policy:

Last Date to Drop the Course:

The last day to withdraw from a full semester class is listed on the Colonel’s Compass Calendar (http://www.eku.edu/compass/calendar/).

Disability Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the EKU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a “disability” may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial
limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

**Academic Integrity Policy:**

Academic integrity in this class is doubly important because you are not just students, you are also a teacher! The only thing worse than a cheating student is a cheating teacher! **DO NOT CHEAT!**

Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [http://studentrights.eku.edu/academic-integrity-policy](http://studentrights.eku.edu/academic-integrity-policy). Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone at (859) 622-1500.

**Official E-mail:**

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

The following items comprise the grade for undergraduate students in CCT 550:

1. **Case Report on an Industry or Company Confronting Crisis and/or Media Inquiry**  
   Students will be required to analyze a case about a company or industry that has faced or currently faces a crisis (or that is grappling with an issue which threatens to become a crisis.)

   I am looking for analysis rather than description. You should also document your source material. The final paper should be approximately three pages in length.

   **30 percent**

2. **Oral Presentation of Case Report above—30 minutes**  
   **15 percent**

3. **Current events on highly publicized corporate crises**  
   **8 percent**

4. **Case Analysis**  
   Students will analyze cases as assigned using the elements of thought. The intellectual standards will be applied to responses to evaluate the level of critical thinking students have used in the case analysis.

   **25 percent**

5. **Book Review and Presentation**  
   Students will be required to read and analyze a current business book on topics related
to corporate communication using a critical thinking format to analyze the elements of reasoning. The author’s logic will be evaluated by students using the intellectual standards. Students will present their reports in writing and orally to the class.

4. Exam
Students will be required to take a final exam. The test will consist of case questions requiring research, synthesis of information, integration of information, and application of resulting knowledge to solve problems and/or apply critical thinking arguments to business scenarios.

The following items comprise the grade for undergraduate students in CCT 750:

1. Training Session
Students will be required to incorporate information from three separate methodology references to build a knowledge base on training pedagogy and analyze and synthesize minimally five content articles on an approved business topic from refereed journals or books to develop a training session to present to working professionals.

2. Current events on highly publicized corporate crises

3. Book Review and Presentation
Students will be required to read and analyze a current business book on topics related to corporate communication using a critical thinking format to analyze the elements of reasoning. The author’s logic will be evaluated by students using the intellectual standards. Students will present their reports in writing and orally to the class.

4. Case Analysis
Students will analyze cases as assigned using the elements of thought. The intellectual standards will be applied to responses to evaluate the level of critical thinking students have used in the case analysis. Graduate analyses will require students to demonstrate a depth, breadth, and clarity of understanding of the case commensurate with graduate-level coursework.

5. Exam
Students will be required to take a final exam. The exam will consist of case questions requiring research, synthesis of information, integration of information, and application of resulting knowledge to solve problems and/or apply critical thinking arguments to business scenarios. Graduate students’ exam will include one question that is not on the exam for undergraduate students. This question will be more complex than the other four questions in terms of the depth, breadth, and logic students are required to include in their answers.

All assignments must be computer generated and turned in when due. Students are encouraged to use computers to store and edit their work. As in a business organization, students should keep either stored or hard copies of all assigned work. All
graphics must be constructed on a computer.

Course Outline:

This course will use the case method of instruction to learn about an integrated communication function currently practiced in business as the organizational area, Corporate Communication. Topics to be explored include:

The Changing Environment for Business
Developing a Communication Strategy
The Strategy for Effective Leadership Communication
An Overview of the Corporate Communication Function
Identity, Image, and Reputation
Corporate Responsibility
Media Relations
Internal Communication
Investor Relations
Government Relations
Crisis Communications
Communicating in Global Business Assignments
Effective Communications Training in the Workplace

The cases used in this course will be real-world business scenarios within the context of authentic and complex business situations. These scenarios offer communication-related challenges to resolve through class readings, writing, and speaking.

Case Preparation

General approach for analyzing cases:

- Begin with a quick reading of the case to give you a sense of the whole. You should extract a sense of the organization, some impressions of what could be the problem, and a working knowledge of the amount and importance of information presented in the case.
- Read the case a second time to begin the critical process of analyzing business problems and solving them.
- Establish a specific definition of the problem or problems. Go beyond simple problem definition and look for symptoms as well. Avoid a repetition of case facts or a historical perspective.
- Place the problem in the context of management’s objectives. Do the objectives make sense given the problems facing management?
- Analyze information presented in the case as a way of establishing its significant. Avoid blind acceptance of the data. You may find that if you manipulate or combine the data, they will prove valuable to your analysis.
- Present alternative strategies that are realistic for the company given management’s objectives. Consider the implications of each alternative.
• After you have developed two or three viable alternative solutions, make a recommendation for future action. Support the recommendation with relevant information from your analysis.
• Communicate the results of your case analysis to the targeted audience.
Analyzing the Logic of an Article or Book

One important way to understand an article or chapter is through the analysis of the author’s reasoning. Once you have done this, you can evaluate the author’s reasoning using intellectual standards. Below is a template to follow:

1. The main purpose of this article/book is ________________.

   *Here you are trying to state, as accurately as possible, the author’s intent in writing the article/book. What was the author trying to accomplish?*

2. The key question that the author is addressing is ____________.

   *Try to figure out the key question that was in the mind of the author when he/she wrote the article/book.*

3. The most important information in this article/book is ________.

   *You want to identify the key information the author used in the article/book to support the main arguments. You are looking for facts, experiences, and/or data the author is using to support his/her conclusions.*

4. The main inferences in this article/book are ________________.

   *You want to identify the most important conclusions the author comes to and presents in the article/book.*

5. The key concept(s) we need to understand in this article/book is (are) _________________. By these concepts the author means ________.

   *To identify these ideas, ask yourself: what are the most important ideas that you would have to know to understand the author’s line of reasoning? Then briefly elaborate what the author means by these ideas.*

6. The main assumption(s) underlying the author’s thinking is (are)__________.

   *Ask yourself: What is the author taking for granted that might be questioned? The assumptions are generalizations that the author does not think he/she has to defend in the context of writing the article/book, and they are usually unstated.*

7. If we fail to take this line of reasoning seriously, the implications are _____.

   *What consequences are likely to follow if people ignore the author’s reasoning?*

8. The main point(s) of view presented in this article/book is (are)__________.
Intellectual Standards

Clarity: Understandable, the meaning can be grasped
- Could you elaborate?
- Could you give me an example?
- Could you illustrate what you mean?

Accuracy: Free from errors or distortions, honest
- How could we check on that?
- How could we find out if that is true?
- How could we verify or test that?

Precision: Exact to the necessary level of detail
- Could you be more specific?
- Could you give me more details?
- Could you be more exact?

Relevance: Relating to the matter at hand
- How does that relate to the problem?
- How does that help us with the issue?

Depth: Containing complexities and multiple interrelationships
- What factors make this a difficult problem?
- What are some of the complexities of this question?
- What are some of the difficulties we need to deal with?
- Should we look deeper?

Breadth: Encompassing multiple viewpoints
- Do we need to look at this from another perspective?
- Do we need to consider another point of view?
- Do we need to look at this in other ways?

Logic: The parts make sense together, no contradictions
- Does all this make sense together?
- Does your first paragraph fit in with your last?
- Does what you say follow from the evidence?

Significance: Focusing on the important, avoiding trivial
- Is this the most important problem to consider?
- Is this the central idea to focus on?
- Which of these facts are most important?

Fairness: Justifiable, not self-serving or one-sided
• Do I have any vested interest in this issue?
• Am I sympathetically representing the viewpoints of others?