



**JAIPURIA INSTITUTE OF MANAGEMENT  
PGDM; TRIMESTER III; ACADEMIC YEAR 2018-19**

**1. Course Information**

Course Code and title	<b>MAC301: Managerial Communication</b>
Credits	3
Term and Year	III Term, 2018 -19
Course Pre-requisite(s)	N/A
Course Requirement(s)	
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	Dr. Shalini Verma / Dr. Saurabh Das
Email	
Telephone Number (for office appointments)	0120-4638375 / 329
Student Consultation Hours	e.g. Monday, 2-4pm
Office location	First Floor / Second Floor

**2. Course Overview**

The course recognizes that challenges exist for creating and implementing effective communication both inside organizations (between individuals and groups) and outside organizations (with markets, partners, and influential third parties).

Individuals within organizations continue to experience change in their relationships with their own colleagues and with people in other organizations. Technology has an increasingly significant

impact on the content and methods of organizational communications, particularly at the managerial as well as employee levels.

Managers' roles are evolving into emphasizing negotiation, coaching, collaboration, and consensus building. Managerial communicators have to rely on situational analysis and planning in order to achieve ongoing effectiveness in communication.

This course would introduce key concepts of communication theory, strategy, and implementation within organizational settings helping you develop skills in applying these to realistic situations in a variety of workplace environments.

### 3. Course Learning Outcomes

At the end of the course the learners will be able to:

CLO 1 – Exhibit the ability to use the communication processes to enhance the quality of managerial communication.

CLO 2 - Display the effective use of nonverbal communication.

CLO 3 - Demonstrate the skill of expressing themselves confidently in professional settings.

CLO 4 – Comprehend and demonstrate the skill of giving professional presentations.

CLO 5 – Analyze the components of effective managerial written communication

### 4. Session Plan

Session No.	Topic/Sub Topic	Session Details	
<b>Module 1 – Effective Spoken Communication</b>			
CLO 1. Exhibit the ability to use the communication processes to enhance the quality of managerial communication.			
CLO 3 - Demonstrate the skill of expressing themselves confidently in professional settings.			
1.	Expectations from the course will be discussed.	<b>Text Book/ Reading</b>	Course outline will be shared with the students prior to the beginning of the term.
		<b>Pedagogy</b>	Students perception about their current proficiency level and expectations from the course will be discussed  Activities <ul style="list-style-type: none"> <li>• Discussion on the course outline</li> <li>• Discussion on assessment tasks</li> </ul>
		<b>CLO</b>	1, 2, 3, 4, 5
		<b>SLO (Session</b>	The students will be able to know the course outline, the assessment tasks

		<b>Learning Objective)</b>	
2.	Barriers to Oral Communication:	<b>Text Book/ Reading</b>	The students will be given or asked to go through relevant study material on Communication Barriers.
	Impact of Barriers How to reduce these barriers?	<b>Pedagogy</b>	The students will be given or asked to go through relevant study material on Communication Barriers. Classroom activity. <b>Activity</b> <b>A one minute extempore from 30 students.</b>
		<b>CLO</b>	1, 3
		<b>SLO</b>	The students will be able to learn the barriers to oral communication
3.	Elements of Effective Oral Communication	<b>Text Book/ Reading</b>	<a href="http://businessjargons.com/7-c-communication.html">http://businessjargons.com/7-c-communication.html</a>
		<b>Pedagogy</b>	Effective Oral Communication: 7 C's of Communication <b>Activity</b> <b>A one minute extempore from remaining 30 students.</b>
		<b>CLO</b>	1, 3
		<b>SLO</b>	The students will be able to know the elements of effective oral communication
<b>Module 2 – Non-Verbal Communication</b>			
CLO 2. Display the use of non-vernal communication			
CLO 3. Demonstrate the skill of expressing themselves confidently in professional settings			
4.	Understanding nonverbal communication	<b>Text Book/ Reading</b>	Reading material on non-verbal communication to be given to the students in advance.
	Verbal and nonverbal communication	<b>Pedagogy</b>	Activity <b>Presentations on non-verbal communication by 20 students.</b> Faculty and peer feedback on a shared oral communication matrix.
	Importance of Nonverbal communication in business	<b>CLO</b>	2, 3
	Audio Visual Talks	<b>SLO</b>	The students will be able to learn the difference between verbal and non-verbal communication and the role of non-verbal communication in the communication
5.		<b>Text Book/ Reading</b>	The students will be given or asked to go through relevant study material on how to improve their body talk.

	Enhancing your sensitivity to nonverbal messages Improving your Body Talk	<b>Pedagogy</b>	Discussion/Activities Activity <b>Presentations on non-verbal communication by 20 students.</b>
		<b>CLO</b>	2, 3
		<b>SLO</b>	The students will be able to understand how to use body language effectively while communicating.
6.	Improving Paralinguistic • Pacing • Pausing • Articulation • Voice Modulation	<b>Text Book/ Reading</b>	Reading material on paralinguistic to be given to the students in advance.
		<b>Pedagogy</b>	Activity <b>Presentations on non-verbal communication by 20 students.</b> Faculty and peer feedback on a shared oral communication matrix.
		<b>CLO</b>	2, 3
		<b>SLO</b>	The students will know the techniques of using the voice for effective communication
7	Assessment Task 1: Spoken Activity	<b>Text Book/ Reading</b>	
		<b>Pedagogy</b>	Students are given one minute to speak on any given topic/clue/picture
		<b>CLO</b>	2, 3
		<b>SLO (Assessment Session)</b>	The students will be able to apply the techniques of body talk and voice modulation learnt in the previous sessions
<b>Module 3 – Professional Writing Skills</b>			
CLO 5: Analyze the components of effective managerial written communication.			
CLO 3: Demonstrate the skill of expressing themselves confidently in professional settings.			
8	Professional Writing Skills: Report Writing	<b>Text Book/ Reading</b>	Pre-reads on professional writing to be given to the students in advance.
		<b>Pedagogy</b>	Writing exercises in class.
		<b>CLO</b>	3, 5
		<b>SLO</b>	The students will be able to learn the formats of various types of business reports and the do's and don'ts of business reports.
9	Precise Writing	<b>Text Book/ Reading</b>	Pre-reads on precis writing to be given to the students in advance.
		<b>Pedagogy</b>	Writing exercises in class.
		<b>CLO</b>	3, 5

		<b>SLO</b>	The students will learn the skill of writing precisely to undertake various professional writing tasks.
10	Email Writing	<b>Text Book/ Reading</b>	Pre-reads on email writing to be given to the students in advance.
		<b>Pedagogy</b>	Writing exercises in class.
		<b>CLO</b>	3, 5
		<b>SLO</b>	The students will be able to learn the skill of writing professional emails in proper format.
<p><b>Module – 4 Informative and Demonstrative Speeches</b></p> <p>CLO 1 – Exhibit the ability to use the communication processes to enhance the quality of managerial communication.</p> <p>CLO 2 – Display the effective use of nonverbal communication.</p> <p>CLO 3: Demonstrate the skill of expressing themselves confidently in professional settings.</p>			
11	Speech of Introduction	<b>Text Book/ Reading</b>	Pre-reads on self-introduction to be given to the students in advance.
		<b>Pedagogy</b>	The students will be encouraged to provide one or more anecdotes, or descriptions that they think best represents them. <b>Activity</b> <b>3 Minute Speech by 15 Students.</b> The activity will be followed by feedback from the faculty on their presentation skills on a shared matrix.
		<b>CLO</b>	1, 2, 3
		<b>SLO</b>	The students will learn the skill of giving their introduction in a professional manner.
12	Demonstration/How-To Speech	<b>Text Book/ Reading</b>	Pre-reads on demonstration/how-to speech to be given to the students in advance.
		<b>Pedagogy</b>	This speech allows you to offer valuable information to your audience by demonstrating a process. Students will be asked to explain how something is done/made/works. <b>Activity</b> <b>3 Minute Speech by 15 Students.</b> The activity will be followed by feedback from the faculty on their presentation skills on a shared matrix.
		<b>CLO</b>	1, 2, 3

		<b>SLO</b>	The students will be able to learn the format of giving a demonstrative speech in order to explain a process
13	Informative Speech- Speech of Explanation	<b>Text Book/ Reading</b>	Pre-reads on Informative Speech- Speech of Explanation to be given to the students in advance.
		<b>Pedagogy</b>	Students will be asked to select an original concept, policy, idea, or person, location or event and inform the audience about it. Activity <b>3 Minute Speech by 15 Students.</b> The activity will be followed by feedback from the faculty on their presentation skills on a shared matrix.
		<b>CLO</b>	1, 2, 3
		<b>SLO</b>	The students will be able to learn the format of an informative speech in order to explain
14	Assessment Task 4: Video Introduction	<b>Text Book/ Reading</b>	
		<b>Pedagogy</b>	Feedback and discussion on the videos of elevator pitch introduction submitted by the students
		<b>CLO</b>	1, 2, 3
		<b>SLO (Assessment Session)</b>	The students will be able to practice and demonstrate their acquired skill of giving an introduction through a video
<b>Module – 5 Presentation Skills Essentials</b>			
CLO 4: Comprehend and demonstrate the skill of giving professional presentations.			
CLO 3: Demonstrate the skill of expressing themselves confidently in professional settings.			
15	<ul style="list-style-type: none"> <li>• Basics of presentation</li> <li>• Planning and preparing a presentation</li> </ul>	<b>Text Book/ Reading</b>	Reading material on the topic to be given to the students in advance. They need to read it and make team presentations on any of the topic related to the module
		<b>Pedagogy</b>	Activity <b>15 Minute Presentation by 3 Teams.</b> The activity will be followed by feedback from the faculty on their presentation skills on a shared matrix.
		<b>CLO</b>	4, 3
		<b>SLO</b>	The students will be able to learn the basics of presentations along with the steps in planning and preparing a presentation
16.	Organizing, structuring, and	<b>Text Book/ Reading</b>	Reading material on the topic to be given to the students in advance. They need to read it and make

	delivering a presentation		team presentations on any of the topic related to Module.
		<b>Pedagogy</b>	Reading material on the topic to be given to the students in advance. They need to read it and make team presentations on any of the topic related to Module IV.  Activity <b>15 Minute Presentation by 3 Teams.</b> The activity will be followed by feedback from the faculty on their presentation skills on a shared matrix.
		<b>CLO</b>	4, 3
		<b>SLO</b>	The students will be able learn the skill of organizing the contents of a presentation to give it a coherent structure. The students will also learn the basic etiquettes while delivering a presentation
17	Knowing your audience Hooking your Audience Engaging your Audience	<b>Text Book/ Reading</b>	Reading material on the topics on presentation skills to be given to the students in advance. They need to read it and make team presentations on any of the topic related to Module.
		<b>Pedagogy</b>	Reading material on the topics on presentation skills to be given to the students in advance. They need to read it and make team presentations on any of the topic related to Module IV.  Activity <b>15 Minute Presentation by 3 Teams</b> The activity will be followed by feedback from the faculty on their presentation skills on a shared matrix.
		<b>CLO</b>	4, 3
		<b>SLO</b>	The students will be able to learn the skill of engaging the audience in a presentation along with involving the audience in a discussion during a presentation
18 - 19	Assessment Task 3: Writing Assessment: Report Sharing	<b>Text Book/ Reading</b>	Student reports made on Jaipuria Recruiting Company's Profiles and Job Descriptions
		<b>Pedagogy</b>	Students present the reports using based on their learnings from the module on Presentation Skills Essentials.
		<b>CLO</b>	3, 4, 5
		<b>SLO (Assessment Session)</b>	The students will be able to practice and hone their presentation skills learn in the previous sessions

<b>Module – 6 Group Discussion and Personal Interview</b>			
CLO 2 – Display the effective use of nonverbal communication.			
CLO 5: Demonstrate the skill of expressing themselves confidently in professional settings.			
20	GD & PI Orientation Session by students	<b>Text Book/ Reading</b>	Reading material on the group discussion and personal interview to be given to the students in advance. They need to read it and make team presentations on any aspect of GD/PI.
		<b>Pedagogy</b>	Student presentations followed by discussion and feedback.
		<b>CLO</b>	2, 3
		<b>SLO</b>	The students will be able to know the do's and don'ts of GD and PI along with the basic etiquettes while appearing in GD and PI.
21	Assessment Task 2: Mock GD	<b>Text Book/ Reading</b>	
		<b>Pedagogy</b>	Half of the class sit in group discussion for assessment.
		<b>CLO</b>	2, 3
		<b>SLO (Assessment Session)</b>	The students will be able to practice the skill of discussing a topic in a professional manner
22	Assessment Task 2: Mock PI	<b>Text Book/ Reading</b>	
		<b>Pedagogy</b>	Half of the class shall appear in personal interviews for assessment.
		<b>CLO</b>	2, 3
		<b>SLO (Assessment Session)</b>	The students will be able to practice the skill of appearing in a personal interview and handling the questions based on their resume
23 - 24	Guest Talks		

### 5. Course Linkage

- **Before:** This is a core management course and it serves as a necessary element to develop persuasive and ethical communication strategies that are aligned to the needs and expectations of audiences whether it is for your SIP, classroom exercises, placements and further into the future.



- **After:** This course will skill you to do better at job interviews, networking, articulation of your career goals and also showcase the impact that shall have on positive organizational outcomes. This course will provide the fundamentals of presentation skills in speech as well as in written form over all mediums and making you skillful at the art of logically well-argued business demonstrations.

## 6. Learning Task and Assessment:

Assessment criteria set out the details by which performance in each task will be judged. This information will give a clear and explicit understanding of the expected standards to be achieved relative to the marks awarded.

	Assessment Task	Assessment Type	Weighting	Week Due
1.	Spoken Activity	Oral Communication	05%	Session 7
2.	Mock GD/PI	Mock GD / Mock PI	10%	Session 21-22
3.	Report Writing	Company Profile & Job Description Report (1000 words)	15% (Written Report & Group Presentation)	Session 12 Report Submission Session 18 – 19 Report Presentation
4.	Video Introduction	Elevator Pitch	10%	Session 14
5.	Mid Term	Observing presentation skills of a renowned speaker followed by a presentation by the student in the form a poster or a collage.	20%	Other than 24 sessions... Preferably during Mid-Trimester of other subjects
6.	End Term	Hall Examination	40%	After 24 sessions

### Assessment Task 1:

- 1) Assessment Details: Spoken Activity  
The students will be asked to deliver a 1 minute extempore on the topic.
- 2) Criteria used to grade this task: Application and skill
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Session 7
- 5) Submission details: In classroom
- 6) Feedback and return of work: Feedback will be given after the assessment outside the classroom.

### Assessment Task 2:

- 1) Assessment Details: Mock GD/PI  
Conduct a mock group discussion and personal interview of the students. Rubrics shall be developed to assess their performance and a feedback to be given on their strengths and areas for improvements.
- 2) Criteria used to grade this task: Application and skill
- 3) Task Assessor: Internal Faculty/External Resource Person
- 4) Suggested time to devote to this task: Session 16-17
- 5) Submission details: In classroom
- 6) Feedback and return of work: Feedback will be given after the assessment outside the classroom.

### Assessment Task 3:

- 1) Assessment Details: Company Profile and JD Report Writing (1000 Words)  
The students will be asked to prepare a 1000-word Profile Report and its Job Description for Jaipuria Recruiting Companies. One company will be assigned to a group of students.
- 2) Criteria used to grade this task: Comprehension, application, skill
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Session 12
- 5) Submission details: Legibly written, in classroom submission
- 6) Feedback and return of work: Feedback shall be given by session 20.

#### **Assessment Task 4:**

- 1) Assessment Details: Video Introduction (Elevator Pitch)  
The students are to prepare video introductions based on the elevator pitch exercise.
- 2) Criteria used to grade this task: Comprehension, application and skill
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Session 14
- 5) Submission details: Professionally recorded videos should be submitted.
- 6) Feedback and return of work: Feedback shall be given at the end of the course.

#### **Assessment Task 5:**

- 1) Assessment Details: Mid Term  
The students will have to observe the presentation skills of a renowned speaker with the help of rubrics developed by the instructor. This activity shall be followed with a presentation by the student in the form a poster or a collage.
- 2) Criteria used to grade this task: Comprehension, application and skill
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: After completion of 10 -12 session
- 5) Submission details: Submission of collage and posters
- 6) Feedback and return of work: One to one in person

#### **Assessment Task 6:**

- 1) Assessment Details: End Term  
A hall examination shall be conducted wherein application-based questions shall be asked.
- 2) Criteria used to grade this task: Written examination
- 3) Task Assessor: Internal faculty and External Examiner question paper setter
- 4) Suggested time to devote to this task: End of term
- 5) Submission details: Hall Examination
- 6) Feedback and return of work: No feedback and the answer scripts will not be returned

### **7. Student Responsibility**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document.

It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

It is advisable that student maintains a separate Note Book for this course which can be used for keeping class notes, library notes, and notes of other readings. It is important to develop the habit of writing notes of classroom discussions and any readings that the students come across.

The table below is an example of the suggested time allocations for this course.

Classes	2-3 hours per week for 12 weeks	30 hours
Reading	Prescribed readings and making notes Reading Newspaper and Business Magazines	20 hours

Preparation of set questions, exercises and problems	Including shared and group exercises	15 hours
Preparation of assignment	Reading and writing	10 hours
Study and revision for test and end of Trimester examination	Self-preparations	10 hours
<b>TOTAL</b>		<b>85 hours</b>

## 8. Referencing

Assignment, Term Paper etc. should have proper referencing in APA format.

## 9. Attendance and Participation

Refer SECTION ..... of STUDENT HANDBOOK

## 10. Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be penalized at 10% of the available marks per day. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

## 11. LMS-Moodle/Impartus:

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

## 12. Plagiarism

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Section ..... of Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

*Please note that Plagiarism is a serious offence.*

## 13. Planning for Pedagogical Approach

- Broad learning approach-Problem based learning, work integrated learning (WIL-live projects, internships), group based learning, etc.
- Most appropriate and practical learning activities.
- Resources needed to support student learning (readings, cases, etc).
- Real world applications of learning and an approach that encourages students to work regularly and productively with faculty and other students.
- Contribute to the development of Graduate Attributes.

## 14. Required Course Materials

- Provide specific information about required readings, including title, author(s), edition number and availability (from where they can be purchased or borrowed) and if possible, indicate how each reading relates to a particular topic in the course.
- Course Pack along with print and online links for the materials listed in the course pack.
- Optional course materials-recommended readings, textbooks, etc.

## 15. Institute's Policy Statements

- Academic Integrity- Consequences of cheating, plagiarism and other academic offences.
- Attendance requirement.
- Any other additional policies governing issues which affect students (mentioned in the students' handbook).

**Prepared by**  
(Name of faculty)

**Reviewed by**  
(Area Chair)

**Approved by**  
(Director/Dean-A)