



## MANAGEMENT AND ORGANIZATIONAL STUDIES

### Professional Communications

### MOS 2299F

#### CONTACT INFORMATION

Instructor: Carol-Lynn Chambers (Doctoral Candidate)

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Course Resources Website: OWL

#### CLASS INFORMATION

Day	Time	Location
Friday	11:30 a.m. – 2:20 p.m.	H111

#### OFFICE HOURS

Office hours for individual consultation will be held by appointment in-person from 2:30 – 3:30 p.m. on Fridays.

#### ACCESS TO COURSE CONTENT

Required readings are located on the OWL course site for downloading.

You will need to subscribe to Top Hat, as it will be required in order to participate in in-class activities. There is a \$30 charge for access to Top Hat.

**NOTE:** Lectures will highlight certain aspects of the literature and elaborate on others. I DO NOT TEACH TO THE TEXTS. You are responsible for reading, considering, and applying the material in the chapter and the supplementary material presented during the lecture.

#### EQUITY, DIVERSITY, AND INCLUSION

The inclusion of all people is a key commitment of this course and society more broadly. This course is a safe space of learning and aims to provide an inclusive environment for diverse peoples and ideas to inform out thinking. Diversity in thinking and in ideas is valued in society and in this course. Practices of respect of other in space and in thinking, use of preferred gender-

neutral language, and practices related to inclusive collaborative work are expected and will be supported in this course. Definitions of inclusion, equity, and diversity and related resources are found in an OWL link in your course.

## **OWL**

- The course website on OWL will be used for course announcements, content (articles for reading), assignment submissions, and grade management.
- You are responsible for checking OWL and your UWO mail regularly for course communications.
- All course assignments must be submitted through OWL and plagiarism software will be used (Turnitin).

## **CALENDAR DESCRIPTION**

A Multidisciplinary approach to the study of human behaviour in organizations from the individual, group, and organizational levels of explanation.

## **COURSE OBJECTIVES**

This course introduces the student to multidisciplinary approaches to human behaviour in organizational settings. Attention will be paid to both public and private sector organizations. This course uses a variety of teaching methods. Lecture sessions are coupled with experiential learning techniques (e.g., cases, role plays, simulations, and discussion groups) and audio-visual materials to facilitate understanding of the concepts of the course and to demonstrate their application to contemporary management situations typically encountered in organizations.

The course addresses four topic areas and learning outcomes:

- 1) *The significance of communication in workplace relationships and effective function:* Organizations rely on communication to disseminate and exchange necessary information to accomplishing business goals.
- 2) *Communication effectiveness:* Important aspects of working with others include knowing how to effectively (a) communicate, give feedback, make decisions, handle conflict, and negotiate. You will learn how to develop professional communication approaches and related strategies and tactics for a variety of situations. You will also learn to select appropriate communication collaterals and tools.
- 3) *A strategic approach to communicating:* You will learn about the considerations and preparation of communication plans and applying these to written and spoken delivery methods.

- 4) *Communication and changing organizations.* Organizations are not fixed entities carved in stone. Rather, effective organizations adjust their design to accommodate the goals of the organization. You will learn about ways to effectively communicate, using written, spoken, and presentation methods appropriate for different situations.
- 5) *Communication considerations in leading others.* One important aspect of being a manager is understanding how to communicate with a wide variety of audiences. During this part of the course, you will learn about leadership and power, and then reflect on how to communicate effectively, whether or not you are the formal leader.

## **COURSE MATERIALS**

This course uses only open educational resources. There are no costs for course materials for this course. All required reading materials are located on the OWL site.

## **WEEKLY READINGS**

Refer to the weekly readings (posted on OWL) and other open educational resources related to the weekly topics.

## **COURSE EXPECTATIONS**

1. **Attendance:** Students are expected to attend the in-person classroom lectures. If this is not possible, you are responsible for reviewing the course materials and consulting with me regarding how to remain current in the learning schedule.
2. **Preparation:** Students are expected to have accessed and read all assigned materials and activities (texts, readings, etc.) prior to classes.
3. **Contribution:** Individual contributions may consist of posing and responding to questions; interrogating scholarly literature sources, analyzing and contextualizing course content, summarizing key concepts; engaging in class discussions, presenting relevant additional references, examples, situations, and otherwise enriching the learning experience in the class in meaningful ways.

4. **Group Work:** In this course you will be assigned to a group for the purpose of working together on class activities. The group is expected to manage all of its organizational/ logistical (when, where, how) and work assignment tasks with fairness and respect. All members are expected to contribute equitably.

### CLASS SCHEDULE

Week 1	Topics and activities	Required reading
	<p>Orientation to the Course:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of the course outline</li> <li>• Expectations</li> <li>• Questions</li> </ul> <p>Lecture and Discussion:</p> <p>Significance of effective communication</p> <p>Significance of critical thinking and the contribution of scholarly research toward explaining real-world experiences</p>	<p>Iksan, Z. H., Zakaria, E., Meerah, T. S. M., Osman, K., Lian, D. K. C., Mahmud, S. N. D., &amp; Krish, P. (2012). Communication skills among university students. <i>Procedia-Social and Behavioral Sciences</i>, 59, 71-76.</p> <p>Sethi, D., &amp; Seth, M. (2009). Interpersonal communication: Lifeblood of an organization. <i>IUP Journal of Soft Skills</i>, 3.</p>
	Group activity	Research a significant event/issue/situation that has occurred and explore the communications that were employed with the event. Consider the effectiveness (or lack thereof) of the communication approaches in terms of impact and influence.

Week 2	Communication theories	Ruben, B. D., & Gigliotti, R. A. (2016). Leadership as social influence: an expanded view of leadership communication theory and practice. <i>Journal of Leadership &amp; Organizational Studies</i> , 23(4), 467–479. <a href="https://doi.org/10.1177/1548051816641876">https://doi.org/10.1177/1548051816641876</a>
	Situations for application of	Rierner, M. J. (2007). Communication skills for the 21st

	professional communication in occupations	<p>century engineer. <i>Global J. of Engng. Educ</i>, 11(1), 89-100.</p> <p>Chao, R., Zhang, L., &amp; Yang, Y. (2021). How the psychological safety of employees influences job performance in the insurance industry. The mediation role of organizational communication and organizational learning. <i>International Journal of Organizational Innovation</i>, 14(1), 130–144.</p>
Week 3	Professional communication	<p>Schriver, K. (2012). What we know about expertise in professional communication. <i>Past, present, and future contributions of cognitive writing research to cognitive psychology</i>, 275-312.</p> <p>Holte, A. (1990) Professional communication skills, <i>Scandinavian Journal of Primary Health Care</i>, 8:3, 131-132, <a href="https://doi.org/10.3109/02813439008994945">https://doi.org/10.3109/02813439008994945</a></p> <p>Sulcas, G., &amp; English, J. (2010). A case for focus on professional communication skills at senior undergraduate level in engineering and the built environment. <i>Southern African Linguistics and Applied Language Studies</i>, 28(3), 219–226. <a href="https://doi.org/10.2989/16073614.2010.545024">https://doi.org/10.2989/16073614.2010.545024</a></p> <p><a href="https://www.vistaprojects.com/blog/how-to-avoid-jargon/">https://www.vistaprojects.com/blog/how-to-avoid-jargon/</a></p>
Week 4	Communication in crisis	<p>Gary L. Kreps (2021) The role of strategic communication to respond effectively to pandemics, <i>Journal of Multicultural Discourses</i>, 16:1, 12-19, DOI: <a href="https://doi.org/10.1080/17447143.2021.1885417">10.1080/17447143.2021.1885417</a></p> <p>Kreps, G. (2021) The role of strategic communication to respond effectively to pandemics, <i>Journal of Multicultural Discourses</i>, 16:1, 12-19, DOI: <a href="https://doi.org/10.1080/17447143.2021.1885417">10.1080/17447143.2021.1885417</a></p>
Week 5	Influence of communication on target audiences and consequences	<p>Mayfield, J., &amp; Mayfield, M. (2017). Leadership Communication: Reflecting, Engaging, and Innovating. <i>International Journal of Business Communication</i>, 54(1), 3–11. <a href="https://doi.org/10.1080/15257540.2017.1375000">https://doi-</a></p>

		<p>org.proxy1.lib.uwo.ca/10.1177/2329488416675446</p> <p>Dudley, A. &amp; Johnson, D. (2017). Examining the legal consequences of improper use of social media sites in the workplace.  <a href="https://doi.org/10.1007/978-3-319-58559-8_25">https://doi.org/10.1007/978-3-319-58559-8_25</a></p>
Week 6	Cultural issues associated with communication	<p>Lauran, N., Kunneman, F., &amp; Van de Wijngaert, L. (2020). Connecting social media data and crisis communication theory: a case study on the chicken and the egg. <i>Journal of Risk Research</i>, 23(10), 1259–1277.  <a href="https://doi.org/10.1080/13669877.2019.1628097">https://doi.org/10.1080/13669877.2019.1628097</a></p>
	Communication as a motivational tool	<p>Baird, J., &amp; Wieting, G. K. (1979). Nonverbal communication can be a motivational tool. <i>Personnel Journal</i>, 58(9), 607–625.</p>
Week 7	Communication considerations supporting generations and diversity	<p>Ferri-Reed, J. (2014). Millennializing the workplace. <i>The Journal for Quality and Participation</i>, 37(1), 13.</p> <p>Fine, M. G. (1991). New Voices in the Workplace: Research Directions in Multicultural Communication. <i>Journal of Business Communication</i>, 28(3), 259– 275. <a href="https://doi-org.proxy1.lib.uwo.ca/10.1177/002194369102800305">https://doi-org.proxy1.lib.uwo.ca/10.1177/002194369102800305</a></p>
	Communication language as a ‘power tool’	<p>Maina, T. M. (2013). Instant messaging an effective way of communication in workplace. <i>arXiv preprint arXiv:1310.8489</i>.</p>
Week 8	Strategic Communications	<p>Garnett, J.s L. &amp; Arnold, D. (1993). Communicating for results in government - a strategic approach for public managers. <i>Public Administration Review</i> 53, (4) (07): 403, <a href="https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/839300079?accountid=15115.34-37, 4-37">https://www-lib-uwo-ca.proxy1.lib.uwo.ca/cgi-bin/ezpauthn.cgi?url=http://search.proquest.com.proxy1.lib.uwo.ca/docview/839300079?accountid=15115.34-37, 4-37</a>.</p> <p>Hallahan, K., Holtzhausen, D., Ruler, B. V., Verčič, D., &amp; Sriramesh, K. (2007). Defining strategic communication. <i>International Journal of</i></p>

		<i>Strategic Communication</i> , 1(1), 3–35. doi: 10.1080/15531180701285244
Week 9	Communication in occupations	Dougherty, D., Kramer, M., Klatzke, S., & Rogers, T. K. (2009). Language convergence and meaning divergence: A meaning centered communication Theory. <i>Communication Monographs</i> , 76(1), 20–46. <a href="https://doi-org.proxy1.lib.uwo.ca/10.1080/03637750802378799">https://doi-org.proxy1.lib.uwo.ca/10.1080/03637750802378799</a>
Week 10	The power of branding as a communication strategy	Wheeler, A. (2012). <i>Designing Brand Identity: An Essential Guide for the Whole Branding Team</i> (4. Aufl.). Wiley.  Wheeler, A. (2012). Designing brand identity: An essential guide for the whole branding team. <i>ProQuest Ebook Central</i> <a href="https://ebookcentral-proquest-com.proxy1.lib.uwo.ca">https://ebookcentral-proquest-com.proxy1.lib.uwo.ca</a>
	Communication of organizational change	Johansson, C., & Heide, M. (2008). Speaking of change: three communication approaches in studies of organizational change. <i>Corporate communications: an international journal</i> .
Week 11	Course summary, closing discussion, course feedback process, and final assignment instructions.	Agocs, C. (1997). Institutionalized resistance to organizational change: denial, inaction and repression. <i>Journal of Business Ethics</i> . 16: 917-931

## EVALUATION

<b>Evaluation</b>	<b>Percentage</b>	<b>Date/Time/Location</b>	<b>Information</b>
Weekly Discussion Postings	5% each – see rubric below (35%)	Must be submitted to the appropriate discussion room – the day before the new week/topic begins	Apply the assigned readings as well as independent sources to interrogate the topic and apply.
Group Presentations	30%	Scheduling in class	Participation by all group members. Application and interpretation of scholarly literature and real-life

			<p>situations.</p> <p>Connection to personal experience and/or other real situations researched.</p> <p>Key learning points</p>
Reflective Essay	35%	TBA in class	Instructions will be provided in class.

### **Additional Support Materials**

Reading Skills: Getting started: looking at academic and specialist sources:

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19202&section=1>



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.



## **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

## **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

## **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

## **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is

subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

**(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:  
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.