

Kenan-Flagler School, University of North Carolina
MBA 803/804 – Presentation Skills
Spring 2014 Course Plan

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Office Hours: most Wednesdays 11:00-12:30 and by appointment

RESOURCES

Course information

Available on Canvas:

Required texts

Duarte, N. (2012). *HBR Guide to Persuasive Presentations*. Harvard Business Review Press.
(order from your favorite online bookseller)

Duarte, N. (2012). “Engage Through Storytelling.” Access video online:
<http://www.duarte.com/blog/engage-through-storytelling/>.

OBJECTIVES

MBA 803/804 seeks to support you in meeting the 4Ps of management communication:

1. *Plan* – analyze an audience, assess a communication situation, develop a cohesive message, and create integral visuals
2. *Polish* – minimize presentation anxiety and effectively practice for an upcoming presentation
3. *Present* – apply dynamic delivery techniques to accomplish a presentation purpose or to design a slide deck with impact and with “high skim value.”
4. *Perform assessment* – assess performance to emphasize strengths and refine challenge areas

To this end, you’ll complete four presentation assignments during the term, provide comprehensive feedback to colleagues in the course, and reflect on feedback that you receive from others.

POLICIES

MBA students have very busy schedules, but I encourage you to attend each class and complete the out-of-class tasks. Every session involves participant interaction—you’ll either gather information about your presentation skills from colleagues or provide critical feedback

to them. The feedback you'll give and receive offers others valuable advice and helps you to develop a more critical eye for your own presentation skills.

Draft Workshops and Make-Up Presentation Policy

The assignment workshop and due dates are listed on the Course Schedule. We've got a lot of material to cover, so please note all assignment drafts and final versions are due on the date listed.

NOTE: in an unusual circumstance when you might need to make a change for your assigned presentation date, you are responsible for making arrangements to switch with your colleagues. We will not add presenters over the limit for each date.

Draft Workshops

A class workshop date is a class session when you will deliver a draft version of your presentation; this definition means that you will need to have a thoughtful version of your presentation completed enough so that you could stand and deliver more than half of it to a small group of your colleagues or to the whole class. *If you don't have a thoughtful draft version prepared for workshop dates, you will not be allowed to participate in the class exercise and will lose ½ letter grade credit on that particular presentation's final grade.*

Make-Up Presentation Policy

In the rare circumstance when a student may be absent for a presentation, a student can arrange with me—in advance—to schedule a make-up presentation to be digitally recorded in the Business Communication Center; this make-up presentation must be completed within three business days of the original due date. If a student has not made this arrangement with me in advance, except in extraordinary circumstances, the highest grade that a student in this circumstance could receive would be “L,” and the student potentially may earn an “F.” Also except in extraordinary circumstances, any make-up presentation not completed within three business days of the original due date will receive an “F.” Finally, no more than one make-up presentation can be scheduled with the Business Communication Center; except under extraordinary circumstances, should a student miss more than one regularly scheduled presentation, the student will receive an “F” for subsequent missed presentations.

Substantive Content

If content isn't clearly substantive, the highest grade that a presentation may receive is “L,” and the student may earn an “F”—no matter how well-designed the slides or how refined a speaker's delivery skills may be.

GENERAL

MBA 803/804 is designed to be interactive and practical, and participants should be thoughtful, honest, and encouraging in both praise and constructive feedback during workshops and presentation sessions. The classroom will be a supportive place to try new techniques as you practice presentation skills, and you'll want to listen carefully to your colleagues' feedback to refine your skills.

I'll digitally record your presentations so you can complete a self-assessment at the end of each session and at the end of the mod.

Laptop policy. You're welcome to take notes on your laptop, and you'll need your laptop on workshops days so you can get feedback on your assignment drafts. However, as a courtesy to those presenting, please refrain from laptop use during presentations.

GRADING

Here are the assignment weights in the MBA 803/804 course:

Assignment	% of Grade
Baseline Presentation & Goals Statement	0% --but required
Presentation #1	25%
Presentation #2	30%
Presentation #3	30%
Custom Skills Exercises <ul style="list-style-type: none"> - attend and thoughtfully engage in all 3 = H - attend two and thoughtfully engage in both = P - attend one or none = F 	10%
Reading Responses (based on reading)	5%
Class Participation/Attendance <i>[includes attending and participating substantively in all workshops and exercises; attending and participating thoughtfully in class; providing quality feedback to colleagues, etc. Missing more than 2 class sessions will have a negative impact on your grade. Additionally, please make sure you are familiar with the "Make-Up Presentation Policy" outlined above. Except under extraordinary circumstances, I reserve the right to lower a student's final course grade by one full letter grade if a student has more than 3 absences.</i>	Expected

Letter Grade Ranges

For grading purposes, I'll use the following criteria:

- H = exceptional performance; attends classes regularly; participates regularly by contributing insightful, thoughtful comments.
- P = solid performance; attends classes regularly; participates regularly by contributing insightful, thoughtful comments.

- L = low performance; attends classes sometimes; occasional participation with minimal or no insight; not prepared.
- F = does little or nothing; rarely attends class.

Here are the numerical equivalents and ranges for the letter grades:

- H = 4.0
- H- = 3.8 to 3.9
- P+ = 3.4 to 3.7
- P = 3.1 to 3.3
- P- = 2.8 to 3.0
- L = 2.0 to 2.7
- F = 0.0

I reserve the right to adjust final grades based on participation and attendance.

RESOURCES

The **Business Communication Center** is located in McColl Building #2125. Consultants are available to work with you to practice and refine your presentation and writing skills. You can bring in a message (for assistance in developing the content of a presentation or revising a written draft), a disk with a PowerPoint slide show (for assistance in designing slides), or handouts (for getting feedback on effectiveness). The sessions, which normally run 30 minutes each, are free. You'll find the Center's hours and electronic appointment sheets posted on the Center's web site: <http://extranet.kenan-flagler.unc.edu/bcc/Pages/default.aspx>. Appointments fill up quickly, so you'll want to schedule your appointment(s) early. You also may email or telephone the Center to schedule an appointment. The Center's email address is buscomctr@kenan-flagler.unc.edu, and the telephone number is 843-9834.

I'm available to meet with you during my scheduled office hours or by appointment. You'll find that I'm also accessible via email to answer questions.

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

Please note that I view the development and refining of communication skills as a collaborative process, and thus I encourage students to seek feedback and work with each other closely on assignments. However, students must submit their own work and materials for each assignment or examination. You'll see below a brief listing of permitted and prohibited actions:

What is Permitted

1. You may consult with your study group on assignments. However, you may not copy a colleague's (or anyone else's) work and submit it as your own.
2. You may consult with me regarding any question you have with respect to whether a proposed action is permitted in my class. I will draw a negative inference from your failure to consult with me with respect to any questionable or dubious behavior detected on exams or other assignments.
3. You may work with a Consultant in the Business Communication Center to refine writing and presentation skills in assignments for this course (excluding the final exam). Consultants work with you to refine your communication skills; they do not proofread, edit, nor generate assignment content for you. The Communication Center is open for specific hours during the week (posted on the Center web site); Consultants are not available outside their scheduled hours. You may check the Center's on-line appointment system for availability: <http://extranet.kenan-flagler.unc.edu/bcc/Pages/default.aspx>

What is Not Permitted

1. You may not—under any circumstances—upload any videos from this course to the Internet or the Intranet.
2. Even on assignments where I have given you permission to consult with your colleagues, you may not simply copy another's work and submit it as your own. You still must create your own material.
3. On team projects, you may not submit work on such projects without participating in the development of and understanding of each and every aspect of the project.

Sanctions for Academic Misconduct

The “usual” sanction for instances of academic dishonesty is an “F” in the course (or assignment) and suspension for one full academic semester. Please note that for international students, this may result in the loss of your student visa status, requiring you to leave the U.S. until your suspension is over.

For your information, I quote from selected provisions of the Honor Code:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether or not for a grade.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:

- a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);
- b. Violating or subverting requirements governing administration of examinations or other electronic assignments;
- c. Compromising the security of examinations or academic assignments;
- d. Representing another's work as one's own; or
- e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

MBA 804C - Management Communication
Course Calendar
Spring 2014 (Mod IV)

Date	Class Discussion Topic	For Each Class
Mar. 24	Course goals In-class presentation baseline Analyzing your audience	<ul style="list-style-type: none"> • Review Course Plan & Syllabus
Mar. 26	Reading response 1 Developing a strong message and credibility Delivering with impact	<ul style="list-style-type: none"> • Read Duarte pp. 3-93 • Read Presentation #1 and bring a draft to class....be ready for Target Practice!
Mar. 31	Reading response 2 Presentation #1 workshop	<ul style="list-style-type: none"> • Read Duarte pp. 95-101; 155-180 • Develop PowerPoint slides for Presentation #1 for next class
April 2	Reading response 3 Using PowerPoint effectively Handling nerves	<ul style="list-style-type: none"> • Read Duarte pp. 111-152
Apr. 7	Slide deck workshop	<ul style="list-style-type: none"> • Watch Duarte video - Access video online: http://www.duarte.com/blog/engage-through-storytelling/.
Apr. 9	* Presentation #1 and Interpersonal Communication Skills Exercise Analyzing your presentation	<ul style="list-style-type: none"> • Review Presentation #1 performance • Read Presentation #2 and be ready to present part of it for Target Practice at next class
Apr. 14	* Presentation #1 and Interpersonal Communication Skills Exercise Analyzing your presentation	<ul style="list-style-type: none"> • Review Presentation #1 performance • Read Presentation #2 and be ready to present part of it for Target Practice at next class
Apr. 16	Reading response 4 Presentation #2 workshop Handling Q&A	<ul style="list-style-type: none"> • Read Duarte pp. 187-189
Apr. 21	* Presentation #2 and Impromptu Skills Exercise	<ul style="list-style-type: none"> • Review Presentation #1-2 performances • Read Presentation #3 and be ready to present part of it for Target Practice at next class
Apr. 23	* Presentation #2 and Impromptu Skills Exercise	<ul style="list-style-type: none"> • Review Presentation #1-2 performances

		<ul style="list-style-type: none"> • Read Presentation #3 and be ready to present part of it for Target Practice at next class
Apr. 28	Presentation #3 workshop Presenting in a boardroom Using handouts	
Apr. 30	* Presentation #3 due (boardroom) and Target Practice Skills Exercise	<ul style="list-style-type: none"> • Review Presentation #1-3 performances
May 5	* Presentation #3 due (boardroom) and Target Practice Skills Exercise	<ul style="list-style-type: none"> • Review Presentation #1-3 performances
May 7	Presentations review Goal-setting Course evaluation	