

# COURSE SYLLABUS

## Advanced Communication and Presentation Skills for Managers

**Course code:** MGT 368/2

**Semester and year:** Spring 2025

**Day and time:** Tuesdays, 8:15-11:00 AM

**Instructor:** Daniel Padolsky, M.A.

**Instructor contact:** [daniel.padolsky@aauni.edu](mailto:daniel.padolsky@aauni.edu)

**Consultation hours:** Tuesdays, 8:00-8:15 and 11:00-11:15 or by appointment

|                        |          |                      |                       |
|------------------------|----------|----------------------|-----------------------|
| <b>Credits US/ECTS</b> | 3/6      | <b>Level</b>         | Bachelor              |
| <b>Length</b>          | 15 weeks | <b>Pre-requisite</b> | BA – COM 101, MGT 245 |
| <b>Contact hours</b>   | 42 hours | <b>Grading</b>       | Letter grade          |

### Course Description

One of the most important skills modern global managers need is the ability to communicate clearly, succinctly and effectively across multiple platforms and media, to multiple audiences. This course is an advanced presentation and communication skills class for future global managers. Students will develop and refine their oral, written and visual communication skills through practical, professional level exercises and assignments in a “workshop-like” learning environment.

This will include use of content writing, writing appropriate emails, the “elevator pitch” for business ideas, and presenting a short “Ted” like talk. Various on-line platforms and new media will be utilized in the course including *slideshare*, *Wix*, and others.

The differences, and benefits, of Linear Presentation and Communication, and Non-Linear will be reviewed. A key focus in the course will be on communicating visually and digitally.

### Student Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate, develop and give professional level presentations.
- Demonstrate professional level public speaking skills.
- Demonstrate and understand the use of audience analysis to adapt a message to a professional business audience.
- Demonstrate and practice an understanding of the multiple steps involved in preparing and presenting coherent and polished messages to multiple audiences.
- Write in a professional level business “style” with clarity and precision.
- Use persuasive written, verbal and visual strategies to compose a variety of persuasive messages and other communications.

- Prepare, organize and deliver an effective formal presentation (“Ted” talk)
- Demonstrate an understanding and the ability to utilize effectively, the multiple platforms and media available today that managers use to communicate with a variety of audiences including customers, stakeholders, employees and others.
- Demonstrate, use and implement the various digital platforms utilized in the course.
- Demonstrate an understanding of how to choose and use particular media platforms to deliver the intended message.
- Understand and demonstrate how best to effectively communicate data, numbers and other complex forms of information.
- Place in context and lend perspective to use of visuals and graphics in communicating important business messages clearly.
- Demonstrate the knowledge of when and how to use visual, oral and written communications and how to combine them in effective communication with the chosen audience.
- Understand the key role of non-verbal communication for global managers.

### **Reading Material**

An assigned reading (and viewing) list will be provided in the first class session and students are required to read materials before class and to be fully prepared.

A variety of articles, case studies, excerpts from various books, videos etc. will replace a “traditional” text. The materials will be stored on the course web site and available for download. Students are required to download materials as the course progresses and to stay current with the readings. Case studies, articles and other handouts will also be used and posted on course web site. Presentation slides will occasionally be used during lectures. Slides will be posted on the course web site usually 1-2 days before class.

Case studies, articles and other handouts will also be used and posted on course web site.

### Reading and Viewing Material Sources:

The Presentation Secrets of Steve Jobs, Carmine Gallo  
Presentation Zen, Garr Reynolds  
The Non-Designers Presentation Book, Robin Williams  
Slide-ology, Nancy Duarte  
How To Deliver a Ted Talk, Jeremy Donovan

### Videos:

Multiple Ted talks on a variety of topics.  
 Body Language, BBC

### **Web Resources:**

Primary web resource is the Purdue University Online Writing Lab.

OWL at Purdue: Main Site <http://owl.english.purdue.edu/owl/>  
 OWL: Writing Task Resource List:  
<http://owl.english.purdue.edu/owl/resource/749/01/>

### **Teaching methodology**

Theoretical applications will be used as a foundation for discussion of “real-world” communication situations and issues faced by global managers. The course will consist

partly of lectures which are based on readings, case studies and other reading materials. Class participation is expected of all students. *This means reading assignments in advance and doing all required preparation for class.*

The main teaching/learning emphasis of this course is of a “hands-on” workshop approach. Depending on the designated topics for each class session, students will be presenting, re-presenting, writing, re-writing and discussing and critiquing in class sessions (and out) each other's work with the goal of improving day-to-day, “real life” management communication.

As the course will involve “hands-on” work in class students are **required** to bring lap-tops to class when requested to do so. Students will also need an active wi-fi sign in. Laptops will only be used during specific class times per instructor’s guidance.

### Course Schedule

| Date                | Class Agenda  |
|---------------------|---|
| Session 1<br>Feb 4  | <p><b>Topic:</b> Introduction and its significance<br/> <b>Description:</b> Students will be introduced to the course. Students will also be oriented to the course’s syllabus, which includes the course assignments, learning outcomes, and schedule. We will also discuss the reasons the course is important.<br/> <b>Reading:</b> None<br/> <b>Assignments/deadlines:</b> None</p>               |
| Session 2<br>Feb 11 | <p><b>Topic:</b> Visual Communication<br/> <b>Description:</b> We will talk about when, why, and how to communicate visually when giving a presentation and other important factors to consider when giving a presentation.<br/> <b>Reading:</b> Presentation Zen, pp. 1-118, “10 Easy Ways to Elevate Your Active Listening Skills”<br/> <b>Assignments/deadlines:</b> Three Presentation Topics</p> |
| Session 3<br>Feb 18 | <p><b>Topic:</b> Presenting with Slides<br/> <b>Description:</b> We will talk about what should be included on slides when doing a presentation and other important factors to consider when giving a presentation.<br/> <b>Reading:</b> Presentation Zen, pp. 119-221<br/> <b>Assignments/deadlines:</b> Presentation outline</p>  |
| Session 4<br>Feb 25 | <p><b>Topic:</b> How to Deliver a Ted Talk Part 1: Content<br/> <b>Description:</b> We will talk about what content should be included in a Ted Talk.<br/> <b>Reading:</b> How to Deliver a Ted Talk, part 1, pp. 11-62,<br/> <b>Assignments/deadlines:</b> None</p>  |
| Session 5<br>Mar 4  | <p><b>Topic:</b> How to Deliver a Ted Talk Part 2: Content<br/> <b>Description:</b> We will continue to talk about what content should be included in a Ted Talk.<br/> <b>Reading:</b> How to Deliver a Ted Talk, part 2, pp. 63-110<br/> <b>Assignments/deadlines:</b> Full-length rough draft of presentation script and 20+ slides</p>   |
| Session 6<br>Mar 11 | <p><b>Topic:</b> How to Deliver a Ted Talk Part 3: Delivery<br/> <b>Description:</b> We will talk about how to deliver a Ted Talk.<br/> <b>Reading:</b> How to Deliver a Ted Talk, part 3, pp. 111-157<br/> <b>Assignments/deadlines:</b> None</p>  |

|                      |   |
|----------------------|---|
| Session 7<br>Mar 18  | <b>Topic:</b> Presentations<br><b>Description:</b> Students will do their presentations.<br><b>Reading:</b> None<br><b>Assignments/deadlines:</b> Presentations   |
| Mar 25               | <b>Holiday/Mid-term Break</b>   |
| Session 8<br>Apr 1   | <b>Topic:</b> Motivating Others to Action<br><b>Description:</b> We will talk about how a story can motivate others to take action and implement changes.<br><b>Reading:</b> The Leader's Guide to Storytelling, Ch. 3 "Motivate Others to Action", The Secret Language of Leadership, Ch. 8 "Getting People's Attention", pp. 149-163<br><b>Assignments/deadlines:</b> Three Ted Talk topics |
| Session 9<br>Apr 8   | <b>Topic:</b> The Presentation Secrets of Steve Jobs: Create the Story<br><b>Description:</b> We will begin talking about the secrets of Steve Jobs' success as a presenter.<br><b>Reading:</b> The Presentation Secrets of Steve Jobs, act 1, pp. 1-82<br><b>Assignments/deadlines:</b> Ted Talk outline   |
| Session 10<br>Apr 15 | <b>Topic:</b> The Presentation Secrets of Steve Jobs: Deliver the Experience<br><b>Description:</b> We will continue talking about the secrets of Steve Jobs' success as a presenter.<br><b>Reading:</b> The Presentation Secrets of Steve Jobs, act 2, pp. 85-163<br><b>Assignments/deadlines:</b> None  |
| Session 11<br>Apr 22 | <b>Topic:</b> The Presentation Secrets of Steve Jobs: Refine and Rehearse<br><b>Description:</b> We will finish talking about the secrets of Steve Jobs' success as a presenter.<br><b>Reading:</b> The Presentation Secrets of Steve Jobs, act 3, pp. 165-213<br><b>Assignments/deadlines:</b> Full-length rough draft of Ted Talk script (and slides, if necessary)                         |
| Session 12<br>Apr 29 | <b>Topic:</b> Ted Talk Practice Session<br><b>Description:</b> We will practice our Ted Talk presentations.<br><b>Reading:</b> The Secret Language of Leadership, Ch. 7<br><b>Assignments/deadlines:</b> None   |
| Session 13<br>May 6  | <b>Topic:</b> Ted Talk Presentations<br><b>Description:</b> Students will give their Ted Talks.<br><b>Reading:</b> None<br><b>Assignments/deadlines:</b> Ted Talks  |
| Session 14<br>May 13 | <b>Topic:</b> Final Exam<br><b>Description:</b> Students will take a comprehensive final exam.<br><b>Reading:</b> None<br><b>Assignments/deadlines:</b> Final exam  |

### Course Requirements and Assessment (with estimated workloads)

| Assignment    | Workload (average) | Weight in Final Grade | Evaluated Course Specific Learning Outcomes  | Evaluated Institutional Learning Outcomes* |
|---------------|--------------------|-----------------------|--|--|
| Participation | 42                 | 20%                   | Students are expected to be present, prepared, timely, and contribute constructively to discussions. | 1,2,3                                      |

|  |            |             |  |       |
|--|------------|-------------|--|-------|
| Quizzes                                | 15         | 10%         | Demonstrate comprehension of course material and key concepts.   | 1,3   |
| Presentation (with at least 20 slides) | 30         | 15%         | Demonstrate comprehension of course material and key concepts, and ability to make professional, business presentations.   | 1,2,3 |
| Group Facilitations                    | 18         | 20%         | Comprehension of course material and key concepts, ability to facilitate group discussions, ability to explain the researched topics to peers, identify key issues, and demonstrate subject knowledge. | 1,2,3 |
| Ted Talk                               | 30         | 25%         | Demonstrate comprehension of course material and key concepts, and ability to make professional, business presentations.   | 1,2,3 |
| Final Exam                             | 15         | 10%         | Comprehension of course material, and key concepts.  | 1,3   |
| <b>TOTAL</b>                           | <b>150</b> | <b>100%</b> |  |       |

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## Detailed description of the assignments

### 1 Participation:

#### Assessment breakdown

| Assessed area  | Percentage |
|--|------------|
| Active engagement in discussion  | 50%        |
| Positive, constructive contribution to discussions and presentations, and the application of relevant course concepts (based on the course readings) | 50%        |

**2 Quizzes:** Students will take quizzes about the content of the readings throughout the semester to ensure they are doing the readings. There will be a total of 10 quizzes, and one of the quiz scores may be dropped.

#### Assessment breakdown

| Assessed area  | Percentage |
|--|------------|
| Content/Quality of Ideas:<br>--Responses to the readings are reflective in nature and show an ability to apply the content to students' personal experience<br>--Responses to the readings are not only summaries of what was read | 100%       |

**3 Presentation:** Students will select a topic which they are interested in and present that topic to the students. The presentation should attempt to convince the students to accept their idea. The length of the presentation is decided by the teacher (and depends on the number of students in the class). The presentation should include **at least** 20 PowerPoint slides. Five percent of the presentation grade will be received for a full-length rough draft of the presentation script.

#### Assessment breakdown

| Assessed area  | Percentage |
|--|------------|
| Organization:<br>--A good and appropriate attention-getting device is used | 25%        |

|  |     |
|--|-----|
| --The presentation proceeds in a clear and logical manner<br>--The presentation concludes appropriately and memorably  |     |
| Content/Quality of Ideas:<br>--The content is presented in an engaging manner<br>--The content is persuasive<br>--All content is relevant  | 25% |
| Delivery:<br>--Language used is appropriate and emphasizes the content<br>--The presentation uses attractive and appropriate graphics<br>--Slides contain no more than one point and do not use too many words<br>--Gesticulation is used to emphasize points<br>--The presenter speaks naturally and does not use notes | 50% |

**4 Group Facilitation:** Students will be selected for two dates and readings to facilitate two in-class group discussions about the readings. At home, students will prepare to facilitate a discussion on the assigned date's reading by doing a close-reading of the reading and writing 5-7 open-ended discussion questions and an outline of the reading. The outline and questions should be submitted on NEO in electronic form the night before the group facilitation will take place. On the assigned facilitation dates, students will then bring some printed copies (how many depends on the class size) of the discussion questions/outlines to class. Students will then lead a 15-20-minute discussion about the readings with the group so that students get a good understanding of the *key concepts* associated with the assigned topic.

#### Assessment breakdown

| Assessed area  | Percentage |
|--|------------|
| Content: Questions are appropriate for the assigned reading, help students to understand key concepts in the reading, and cover the reading comprehensively. | 25%        |
| Group Facilitation: The student effectively facilitates a comprehensive discussion of the reading  | 50%        |
| Outline: The outline covers the entire reading and is structured in an appropriate manner.   | 25%        |
| Accuracy: Penalty for errors in spelling, grammar, and punctuation.  | Up to -10% |
| Warning: If a group facilitation is missed, it cannot be made up another day.  |            |

**5 Ted Talk:** Students will select a topic which they are interested in and give a "Ted Talk" on the topic to the students. The talk should attempt to convince the students to accept their idea. The length of the talk will be decided by the teacher (and depends on the number of the students in the class). The Ted Talk *may* include **up to 10 content slides**, but no more than that. Five percent of the Ted Talk grade will be received for a full-length rough draft of the script.

#### Assessment breakdown

| Assessed area   | Percentage |
|---|------------|
| Organization:<br>--A good and appropriate attention-getting device is used<br>--The presentation proceeds in a clear and logical manner<br>--The presentation concludes appropriately and memorably | 25%        |
| Content/Quality of Ideas:<br>--The content is presented in an engaging manner<br>--The content is persuasive<br>--All content is relevant   | 25%        |

|  |     |
|--|-----|
| Delivery:<br>--Language used is appropriate and emphasizes the content<br>--The presentation uses attractive and appropriate graphics<br>--Slides contain no more than one point and do not use too many words<br>--Gesticulation is used to emphasize points<br>--The presenter speaks naturally and does not use notes | 50% |
|--|-----|

**6 Midterm Exam:** An exam will be given to students at the midway point of the semester which covers all of the material covered in the readings and classes so far.

**Assessment breakdown**

| Assessed area                                    | Percentage |
|--|------------|
| Comprehension and application of course material | 100%       |

**7 Final Exam:** A final, comprehensive will be given to students on the last day of class.

**Assessment breakdown**

| Assessed area                                    | Percentage |
|--|------------|
| Comprehension and application of course material | 100%       |

**General Requirements and School Policies**

**General requirements**

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work. Please see the AAU intranet for a [summary of key policies](#) regarding coursework.

**Course specific requirements**

There are no special requirements or deviations from AAU policies for this course.