

# **MGTR 3322: Management Communication**

## **Rio Grande College of Business**

Spring 2026

### **Faculty Information**

Dr. Candice Ward

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Office Hours: Mondays & Wednesdays 12:00-1:30 pm CT or by appointment

### **Course Description**

This course explores the role of communication in effective management, focusing on leadership, teamwork, coordination, and organizational control. Students examine communication models and principles used to convey ideas clearly, influence others, and foster collaboration in professional settings. Through real-world examples and interactive activities, they develop skills in workplace communication, conflict resolution, and strategic messaging. Emphasizing both verbal and written communication, the course prepares students to navigate challenges, enhance team dynamics, and drive organizational success.

### **Course Materials**

Wrench, S.J., Punyanunt-Carter, N., & Ward, Sr., M. (2023). *Organizational communication: Theory, research, and practice v2.0.1*. Flatworld.

### **Program Student Learning Outcomes**

PSLO.1: The students will analyze and solve business problems across major business functions using fundamental business principles and strategies.

PSLO.2: The students will communicate business information through written, oral, and other delivery processes.

PSLO.3: The students will identify and understand the impact of ethical and social responsibility issues in business.

## Course Student Learning Outcomes

CSLO.1: Explain key organizational communication theories and models as they relate to leadership, teamwork, and coordination. (Level 2: Understand)

CSLO2: Apply communication strategies to manage conflict, improve collaboration, and support decision-making in professional settings. (Level 3: Apply)

CSLO.3: Analyze communication patterns within teams to identify barriers to effective interaction and propose improvements. (Level 4: Analyze)

CSLO.4: Evaluate the effectiveness of written, verbal, and nonverbal communication in real-world managerial scenarios. (Level 5: Evaluate)

CSLO.5 Develop strategic messages tailored to diverse stakeholders and organizational goals. (Level 3/4: Apply/Analyze)

## Marketable Skills

1. Students will apply the principles of business to the management of existing businesses or the creation of new businesses.
2. Students will use appropriate information from research and analysis to make informed decisions.
3. Students will be able to write business correspondence including letters, emails, reports, and resumes.
4. Students will be able to make effective oral presentations to both professional and general audiences.

## Course Assignments and Grading

(Standardized)

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Scaffolded Group Project (Parts 1-3)	30%
Final Group Presentation & Strategic Communication Plan	30%

Discussions	20%
Resume Writing & Tailoring Assignment	20%
<b>TOTAL</b>	<b>100%</b>

### **Late Assignment Statement:**

### **Scaffolded Group Project (30% of Final Grade)**

In teams, students will analyze communication practices within a provided fictional company. Each phase focuses on a different aspect: communication structure, leadership and team dynamics, and feedback practices. Each part builds toward the final project.

### **Final Group Presentation & Strategic Communication Plan (30% of Final Grade)**

Teams will synthesize their findings into a strategic communication improvement plan. The project culminates in a professional presentation and peer evaluations. Emphasis is placed on applying course concepts to real-world scenarios.

### **Weekly Discussions (20% of Final Grade)**

Students will complete discussions in modules where they are assigned. Initial posts are due on Thursday by 11:59 pm CT (unless otherwise noted) and at least two responses to peers are due on Sunday by 11:59 pm CT (unless otherwise noted). The initial post should respond to the discussion prompt in detail, including specific and relevant information from course materials, personal experience, and/or current events to support ideas. In responses to peers, students should build upon the initial post, facilitating additional discussion, and asking meaningful questions. Posts should be grammatically correct and written in a professional tone. Both in-text and reference citations should be provided in APA format. Please review the rubric for additional details.

### **Resume Writing & Tailoring Assignment (20% of Final Grade)**

Students will create and tailor a professional resume based on a specific job posting. Emphasis is placed on effective formatting, keyword integration, and strategic messaging aligned with modern business communication practices.

(IDA description: The instructor will determine a set of activities that support the outcomes and assignments of the class. These activities may include a variety of activities, including (but not limited to) team activities, discussions, participation/attendance, peer-reviews, student

reflections, learning checks to be completed online and/or in-class. Descriptions are provided by the instructor in the course.)

## Course Schedule (editable)

Module	Key Topics & Assignments	Readings
1 Jan 14-18	<p>Foundations of Organizational Communication</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Introduce Yourself</li> <li>• <b>Discussion:</b> Communication Breakdown</li> </ul>	<p>Wrench, S.J., Punyanunt-Carter, N., &amp; Ward, Sr., M. (2023). <i>Organizational communication: Theory, research, and practice v2.0</i>. Flatworld.</p> <p>Chapter 1: Introduction to Organizational Communication</p>
2 Jan 19-25	<p>Communication Theories and Models</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Theory is Applicable!</li> <li>• <b>Team Project Part 1</b></li> </ul>	<p>Wrench et al. (2023)</p> <p>Chapter 3: Classical Theories of Organizational Communication</p> <p>Chapter 4: Modern Theories of Organizational Communication</p>
3 Jan 26-Feb 1	<p>Internal Stakeholders, Climate, Culture, and Globalization</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Communication is Contextually Driven</li> </ul>	<p>Wrench et al. (2023)</p> <p>Chapter 5: Communicating between and among Internal Stakeholders</p> <p>Chapter 6: Organizational Communication, Climate, Culture, and Globalization</p>
4 Feb 2-8	<p>Leadership and Communication</p> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Team Project Part 2</b></li> </ul>	<p>Wrench et al. (2023)</p> <p>Chapter 7: Leaders and Follower Behaviors and Perspectives</p>
5 Feb 9-15	<p>Teams, Talent, and Transitions in Organizational Life</p>	<p>Wrench et al. (2023)</p>

	<b>Due:</b> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Teams, Talent, &amp; Transitions</li> </ul>	Chapter 9: Teams in the Workplace  Chapter 10: Recruiting, Socializing, and Disengaging
6  Feb 16-22	Stress, Conflict, and Negotiation  <b>Due:</b> <ul style="list-style-type: none"> <li>• <b>Team Project Part 3</b></li> </ul>	Wrench et al. (2023)  Chapter 12: Stress, Conflict, and Negotiation  Chapter 13: The Dark Side of Organizational Communication
7  Feb 23- Mar 1	Communication Skills to Land a Career  <b>Due:</b> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Resume Writing &amp; Tailoring</li> </ul>	Wrench et al. (2023)  Chapter 15: The Professional Side of Organizational Communication  A.: Your First Job Out of College
8  Mar 2-8	Presentation of Group Project  <b>Due:</b> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Reflecting on the Course</li> <li>• <b>Assignment:</b> Presentation &amp; Final Team Project</li> <li>• <b>Assignment:</b> Peer Evaluations</li> </ul>	Wrench et al. (2023)  Chapter 14: Corporate Communications: Communicating with External Stakeholders

## ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

## **Student Responsibilities Statement**

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

## **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

## **Libraries**

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

## **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.