COMMUNICATION AND LEADERSHIP – COMMUN 311
Spring 2020
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TEXTBOOK :
Hackman, M. Z., & Johnson, C. E. (2018). *Leadership: A communication perspective* (7th ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 978-1-4786-3502-4
Supplemental readings will be made available electronically.

REQUIRED MATERIALS:
StrenthsQuest Code – If you have already completed this assessment you do not need to purchase an additional assessment.

COURSE PURPOSE:
What behaviors make a great leader? Throughout your life you will inevitably encounter leaders in your work, community, and involvement in various groups. You will also have opportunities to lead. While there are many ideas about leadership, one common thread woven throughout leadership theories is the need for ethical and effective communication. Whether you see yourself as a leader, a follower, or are simply interested in learning more about leadership, this class is designed to advance your knowledge and communication skills pertaining to leadership. As a class, we will learn about and apply theory to leaders around us, both in our local community and the larger public. Further, each student will examine personal leadership strengths and communication through class activities and assignments. The time and energy you invest in yourself during this class each day will directly impact your learning experience.

NATIONAL COMMUNICATION ASSOCIATION LEARNING OUTCOMES IN COMMUNICATION (LOC):
LOC #2: Employ Communication Theories, Perspectives, Principles, and Concepts
- Explain Communication theories, perspectives, principles, and concepts
- Synthesize Communication theories, perspectives, principles, and concepts
- Apply Communication theories perspectives, principles, and concepts
- Critique Communication theories, perspectives, principles, and concepts

LOC #3: Engage in Communication Inquiry
- Apply Communication scholarship

LOC #4: Create Messages Appropriate to the Audience, Purpose, and Context
- Locate and use information relevant to the goals, audience, purpose, and contexts
- Present messages in multiple communication modalities and contexts

LOC #5: Critically Analyze Messages
- Identify meanings embedded in messages
- Recognize the influence of messages
- Engage in active listening

LOC #6: Demonstrate the Ability to Accomplish Communicative Goals (Self-Efficacy)
- Perform verbal and nonverbal communication behaviors that illustrate self-efficacy
- Evaluate personal communication strengths and weaknesses

LOC #7: Apply Ethical Communication Principles and Practices
- Identify ethical perspectives
- Explain the relevance of various ethical perspectives
- Articulate the ethical dimensions of a communication situation
- Evaluate the ethical elements of a communication situation

COURSE REQUIREMENTS:
Below is an overview of the work you will complete in this class. Details of assignments and grading rubrics are posted on Canvas and discussed in class prior to the submission date.

Learning Portfolio (75 points): Each student will complete exercises/reflections throughout the semester to use as a tool to develop a learning portfolio. In the learning portfolio, students will be asked to demonstrate competencies obtained throughout the semester in this course. A separate assignment packet will provide details of the assignment requirements and evaluation criteria.

Analysis Papers (150 Points): There will be two 4-5 page analysis papers (worth 75 points each) requiring application of course concepts with the following assignment goals:
- Demonstrate mastery of course material
- Apply course material to actual leaders
- Integrate and explain current research using scholarly peer reviewed sources pertaining to leadership
- Engage in relevant and appropriate levels of reflexivity

Papers should be both descriptive and analytical. Further details on this assignment will be provided throughout the semester.

Local Leader Project (75 points): Leadership Teams will work together to research a local leader and present findings to the class. This project includes gathering information about the organization/group the leader is involved in and the type of people the leader leads, interviewing the leader about: communication issues, ethical principles and dilemmas, and principles of leadership that the leader follows or attempts to embody. The Leadership Team will develop a 15-minute multi-media presentation of findings, give the presentation to the whole class, and turn in presentation materials to the instructor. A separate assignment sheet will provide details of assignment requirements and evaluation criteria.

Exams (150 points): There will be two non-cumulative exams (worth 75 points each) that will evaluate your understanding, comprehension, and mastery of the readings and class discussion. You are responsible for all material in the assigned readings and discussed in class.

Class Participation (30 points): This course is more interesting and beneficial when students participate in discussion. ***Your ideas are important gifts to the class. Please complete the readings in advance so you have time to develop your thoughts prior to class***. Students should

also feel that our classroom is a safe environment for discussing sensitive issues related to the concept we are studying. Please keep sensitive information shared in this class confidential. Active participation helps develop and refine communication skills. Prepare for class by:
- Reading chapters prior to the day we talk about them in class
- Asking questions that will help clarify terms or ideas you don't understand
- Offering examples or stories that demonstrate the course concepts

Attendance is not the same as participation. In class quizzes and activities will fall under class participation for grading purposes.

Class Discussion Leading (20 points): To practice leadership skills, encourage student involvement, and enhance understanding of class readings, students will sign up to create discussion questions and lead the discussion for a selected research article. This does not mean that these students will have all the answers; rather, the students will have carefully read the content assigned, posted four to five open-ended discussion questions in advance, and will come to class prepared to lead a discussion of the article. Discussion questions must be posted 24 hours prior to the class discussion on the message board.

Course Schedule (this schedule is tentative and subject to adjustment as needed)

Topic/Reading

Week 1 – Leadership and Communication
    Chapter One, Hackman & Johnson (2018)

Week 2 – Leader and Leadership Development
    Chapter Twelve, Hackman & Johnson (2018)

Week 3 – Leadership in Groups and Teams
    Chapter Seven, Hackman & Johnson (2018)
    Guest Speaker Visit – Path to Leadership

Week 4 – Leadership in Groups and Teams
    Garner & Poole (2009)
    Guest Speaker Visit – Path to Leadership

Week 5 – Leadership and Power
    Chapter Five, Hackman & Johnson (2018)

Week 6 – Leadership and Influence
    Chapter Six, Hackman & Johnson (2018)

Week 7 – Leadership and Followership Communication Styles
    Hall (2011)
    *Analysis Paper One Due

Week 8 – Review and *Exam

Week 9 – Theories and Approaches to Leadership
    Chapter Two, Hackman & Johnson (2018)
    Chapter Three, Hackman & Johnson (2018)

Week 10 – Theories and Approaches to Leadership
    Chapter Four, Hackman & Johnson (2018)
    deVries, Pieper, & Oostenveld (2010)

Week 11 – Leadership and Diversity
    Loughlin, Arnold, & Crawford (2012)
    Chapter Ten, Hackman & Johnson (2018)
    *Analysis Paper Two Due

Week 12 – Ethical Leadership and Followership
    Gordon (2010)
    Chapter Eleven, Hackman & Johnson (2018)

Week 13 – Ethical Leadership and Followership
    Lee & Cheng (2010)
    *Learning Portfolio Due

Week 14 – *Leadership Group Presentations

Week 15 – *Leadership Group Presentations and Review

Week 16 – *Final Exam

References

deVries, R. E., Bakker-Pieper, A., & Oostenveld, W. (2010). Leadership = Communication? The relations of leaders' communication styles with leadership styles, knowledge sharing and leadership outcomes. *Journal of Business Psychology*, *25*, 367-380. doi:10.1007/s10869-009-9140-2

Garner, J. T., & Poole, M. S. (2009). Opposites attract: Leadership endorsement as a function of interaction between a leader and a foil. *Western Journal of Communication*, *73*, 227-247. doi:10.1080/10570310903082057

Gordon, R. D. (2010). Dispersed leadership: Exploring the impact of antecedent forms of power using a communicative framework. *Management Communication Quarterly*, *24*, 260-287. doi:10.1177/0893318909360213

Hackman, M. Z., & Johnson, C. E. (2018). *Leadership: A communication perspective* (7th ed.). Long Grove, IL: Waveland Press, Inc.

Hall, M. L. (2011). Sensing the vision: Sense making and the social construction of leadership in the branch office of an insurance company. *Atlantic Journal of Communication*, *19*, 65-78. doi:10.1080.15456870.2011.561146

Lee, S. T., & Cheng, I. H. (2010). Characteristics and dimensions of ethical leadership in public relations. *Journal of Public Relations Research*, *23*, 46-74. doi:10.1080/1062726X.2010.504790

Loughlin, C., Arnold, K., Crawford, J. B. (2012). Lost opportunity: Is transformational leadership accurately recognized and rewarded in all managers? *Equality, Diversity and Inclusion: An International Journal*, *31*, 43-64. doi:10.1108/02610151211199218