DOANE UNIVERSITY
SYLLABUS

Course Title	Leadership in Organizations & Leadership Communication
Course Number	BUS 415/CMS 342
Number of Credits	3
Course Dates	3/13/2019 - 5/1/2019
Instructor	Terri A. Deems, PhD
Email Address	Primary: Terri.deems@doane.edu Secondary: tadeems@aol.com
Office Hours/Availability	Arranged
Phone Number	515-988-5559; texts are fine but be sure to include your name when you do so I know who I'm talking to.
Textbook Information: (e.g. title, edition, publisher, ISBN)	There will be no text for this course--instead, we will make use of a variety of resources available via Blackboard.
Additional Course Materials	N/A
Course Description	BUS 415 - A course designed to investigate attitudes and behaviors which inspire and motivate others to a common purpose through an

	investigation of current and historic leadership theories, to lead students to a conceptual understanding of the term leadership, and to help students acquire the attitudes and skills necessary for innovation, risk taking and team building.

CMS 342 - A course which examines historical and contemporary theories of leadership, explores the uses, abuses and meaning of power in leadership situations and relationships, develops an understanding of the role of communication in facilitating or hindering leadership, identifies the tensions between individuals and communities in a variety of contexts, and applies conflict management principles to those tensions. Students successfully completing this course will become aware of their own leadership styles, develop the ability to improve communication in conflict situations, develop collaborative skills, synthesize information from a variety of sources, and apply that information to ethically improving leadership in contextually appropriate ways. |
| **Program Outcomes** | a. Use analytical and creative thinking skills to gather and analyze information, to identify and solve problems, to determine potential outcome alternatives, and to make appropriate decisions
b. Know and understand organizational communication theories and their practical application
c. Develop critical and analytical thinking skills for improvement of organizational communication
d. Understand the social, cultural, legal, economic, and ethical contexts of organizational communication
e. Understand the value of diversity |
| **Course Learning Outcomes/Objectives** | 1. Develop an understanding of basic leadership theories.
2. Increase knowledge about specific leadership competencies and deficiencies.
3. Improve communication and collaboration skills.
4. Express the ability to analyze a situation and determine effective leadership strategies.
5. Become familiar with the role transformational leadership can play in an organization.
6. Understand the ethics of leadership.
7. Demonstrate understanding of the ability to develop leaders.
8. Improve writing skills. |

Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Course Schedule

Class Session	Topics	Readings & Assignments Due
Class 1 March 13	Course introduction; what IS leadership; leadership vs. management; historical perspectives; Theory X and Y; Great Man and trait theories	In-class assessments
Class 2 March 20	Skill theories, behavioral theories, situational theory; motivation; path-goal theory; LMX	● Blackboard readings/activities ● Information search on assigned theory ● Today's Leaders (as assigned)
Class 3 March 27	Transformational, authentic, and servant leadership; work culture and climate; authentic communication; inspiring others; storytelling	● Blackboard readings/activities ● Today's Leaders (as assigned)
Class 4 April 3 **ONLINE**	Power and influence; language of power; conflict styles; negotiating *We will NOT be meeting face-to-face this week but via Bb--be sure to check Bb for activities to be completed.*	● Blackboard readings/activities ● Prepare negotiation worksheet in teams ● Today's Leaders (as assigned) ● Submit project plans in class or email
Class 5 April 10	Conflict; negotiating; engagement vs. alienation; innovative problem solving	● Blackboard readings/activities ● Today's Leaders (as assigned) ● Green Zone negotiation case ● Mid-term knowledge check (covers weeks 1-4)

Class 6 April 17	Leading teams; group dynamics; followership; locus of control; the leader as coach; emotional intelligence	● Blackboard readings/activities ● Today's Leaders (as assigned) ● Information search on team stages (as assigned)
Class 7 April 24	GLOBE culture studies; generational and gender differences; diversity; impact of bias and privilege; ethics; the dark side of leadership	● Blackboard readings/activities ● Today's Leaders (as assigned) ● Please complete privilege checklists *and* Harvard Project Implicit tests prior to class
Class 8 May 1	*Final class!* Leading change and final presentations	● Blackboard readings/activities ● Project presentations of team case study or creative project ● Project recommendations or reflection due ● Assessment summaries & reflections due

Expectations and Grading

We will approach this course as a shared inquiry into leadership and leadership communications. Towards that end we will engage as reflective practitioners and make use of a variety of papers, articles, videos, and other resources and activities to increase our knowledge and gain insight. We will also complete a variety of assessments to deepen our understanding of our current perspectives, traits, behaviors and preferences. At times learners will be responsible for aspects of planning and implementing activities to facilitate class learning. The intent is to give you ample opportunity to engage in the sort of dialogue that fosters learning.

It is my view that leadership can be understood not just as a process to achieve shared goals, but as actions that can emerge within any situation. Each one of us, then, has the potential for leadership—either as a designated or an emergent leader—and we will likely be called upon many times in our lives to lead others.

The following activities will be used to evaluate your work in this class:

1. *Class participation (5 points each).* It is my expectation that all students will participate actively in this class through attendance, completion of in-class and out-of-class activities, and sharing of ideas, experiences, feedback and insights. I also expect that students will participate

in a way that shows both appreciation for and respect towards the different beliefs and experiences of your peers.

2. *Assessments & reflections (25 points):* Throughout the term we will complete a variety of self-assessments. These will help foster a deeper understanding of course concepts and provide further insights into our 'natural' styles, inclinations, and perspectives. For each assessment taken, you will prepare a brief (e.g., 1-paragraph) reflection that summarizes your results and reflect on the implications of your results for your current or future role as a leader. The assessments and reflections will be completed throughout the term, and your reflections submitted at our last class (you do NOT need to submit your actual completed assessments with your reflection).

I strongly recommend that you prepare your summaries and reflections while the assessment and class discussion is still fresh in your mind!

3. *Today's leaders (5 points).* During our first class, you will select a date on which you will provide a brief (e.g., 2-3 minutes) informal analysis of someone you consider to be a "successful leader" and who you would wish to emulate as a leader. The leader selected must be both real (no fictional characters) and currently leading today. Your brief presentation will include a description of what you believe defines a successful leader—in other words, your 'criteria' for success, which leads you to believe this leader is, indeed, successful. These are *brief oral presentations only*, and there is no write-up to be turned in. (5 points)

4. *Mid-course evaluation (10 points).* As part of our 6th class session, students will complete an online assessment of the terms, theories and concepts covered up to this point in class.

5. *Final project: Team case study or creative project (25 points):* To help demonstrate your mastery of course content, you will work in small teams to complete a comprehensive project. For either of the following options, team members will work together to define their project, complete their project, and evaluate themselves and their teammates by providing team feedback to the instructor (which may impact individual team member's final project grade).

> *OPTION A:* CASE ANALYSIS Working as a team of "consultants" you will study an assigned case and make use of concepts from our course to analyze, and make sense of and resolve the leadership issues presented in the case. Based on your analysis, your team will create a set of recommended actions—including rationale for each recommendation—to address the challenges raised. During our final class session, teams will present their case analysis and recommendations to the class (your Board of Directors), using a presentation program of your choosing; each team member must take an active part in the presentation. Presentations must be approximately 20 minutes long, to allow time for questions, additional class discussion, and critique. It is expected that each team member will make use of what they have learned about themselves and leadership concepts throughout the term, and contribute in a meaningful way to their team performance. Teams will submit their written recommendations and rationale, along with a

brief reflection of their case study experience (a suggested outline will be provided to you in class).

OPTION B: CREATIVE PROJECT   This is an opportunity for your team to explore, in-depth, an aspect or dimension of leadership that has significant personal meaning or interest to you, that we did not have the opportunity to explore thoroughly during class. This project should reflect your team's creativity, imagination, and learning styles, and should ultimately demonstrate a solid understanding of key leadership issues, concepts, and/or theories we've studied in class. You will submit a project plan to the instructor no later than class #4. After receiving approval from the instructor, you will carry out your creative project, develop a way to document your project, and present your experience and insights to the class during our final weekend. *Each team member must take an active part in the presentation.* During our final class session, you will have approximately 20 minutes to present and discuss your learning experience. Presentations must include at least one visual aid. Teams will additionally complete a brief reflective paper (approx. 2-3 pages) on your creative project experience (a suggested outline will be provided to you in class).

Type of Assessment	Points	Total possible points
Weekly participation	5	40
Today's Leaders	5	5
Mid-term Knowledge Check	5	5
Self-assessment Summaries & Reflections	25	25
Final Project: Team Case Study or Creative Project	25	25

Grade Scale

A+ = 97-100%   A = 94-96%   A- = 90-93%   B+ = 87-89%   B = 84-86%   B- = 80-83%
C+ = 77-79%   C = 74-76%   C- = 70-73%   D+ = 67-69%   D = 64-66%   D- = 60-63%
F= 59% or below

Tips to Be Successful

- Be present – everything starts with showing up (physically and mentally)!
- Study the assigned readings and other materials/resources; while we will review content during on-campus classes, that time will focus on deepening our understanding and application of the content. "Study" goes beyond simply reading material – do your best to really digest material and make use of the wealth of online resources to help further your understanding.
- For on-campus classes, check the Contents section on Blackboard to see what materials you need to read or view, and what handouts you should bring with you to each class.
- Polish your writing skills—spell check and proofread all of your written/presentation documents, since this impacts your credibility as a learner and leader. Grammar, punctuation, spelling, general organization and clarity of writing will be factored into your final score.
- If you must miss an on-campus class, it is your responsibility to let me know as soon as possible. You will be responsible for getting missed notes from another student in class. Remember that class handouts are posted on Blackboard for each on-campus class. Any assignments that were due must still be completed and submitted on time.
- Commit to approaching our online components as seriously as you do your in-class time. Give them the time, attention, and thoughtfulness they deserve.
- All written work must be typed and not handwritten. Papers should be double-spaced with 1-inch margins and a standard font and size (such as Times Roman 12 pt). Use APA formatting.
- Allow yourself to be creative and fully engaged during our time together. *Have some fun!*

Participation Policy	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses. Participation in class discussions is an integral part of your grade. Students are expected to attend every session. If an emergency occurs please notify instructor prior to class.
Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.

Late Work	The grade for all late work will be reduced by 10%.
Submitting Assignments	All assignments will be given and submitted in Blackboard
Communication Policy including Assignment Feedback	Grades will be communicated to students at least by the following class session. Email and text messages from students will generally be returned within 24 hours. There may be times when instructor is traveling and responses will take longer. Students will be notified of these situations.
Academic Integrity Policy	Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories: 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." 3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same. 4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects. *Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators* For more information on the sanctions for academic dishonesty, please visit the website: https://catalog.doane.edu/content.php?catoid=16&navoid=1333
Academic Support	Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support

Disability Services	https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at chris.brady@doane.edu or 402-467-9031 for assistance.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time*.*