

COMM 365: Communication and Leadership

Spring 2019

CONTACT INFORMATION:

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TEXTBOOKS:

Hackman, M.Z. & Johnson, C.E. (2018). *Leadership: A communication perspective* (7th ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 9780478603502-4
Lucas, S. E. (2008). *The art of public speaking* (10th ed.). New York, NY: McGraw-Hill. ISBN: 978-0073385150

COURSE PURPOSE AND LEARNING OUTCOMES:

Hackman and Johnson (2018) state, “Any setting where you can master your communication skills is preparation for leadership” (p. 413). In a sense, this class is a skills-based training course that helps future leaders master skills related to public speaking, group communication, and leadership styles through modeling and hands-on practice. In an effort to hone their speaking and leadership abilities, students will learn how to tailor messages to different audiences, connect authentically with their audience through their unique leadership style, and create compelling oral presentations. This course also encourages student’s personal assessment and growth as leaders; consequently, students will frequently evaluate their own and their peers’ leadership communication abilities using self-assessment exercises, peer evaluation forms, and engaging in a variety of active-learning strategies. As a result of gaining a respect for theory and research, students will understand what behaviors are most effective for leaders, why they work, and when to use them. Moreover, students will demonstrate leader self-efficacy while gaining knowledge, skills, and abilities relating to public speaking and leadership. This is a Communication Studies course and as such it addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres.

By the end of the course, students should be able to:

1. demonstrate an understanding of leadership styles, issues, and communication within organizational, small group, and public contexts;
2. transfer understanding of course concepts and theories to real life settings through description, analysis, and evaluation;
3. research, structure, and write clear, accurate, and confident oral communication pieces;
4. model written, oral, interpersonal, and group skills in different contexts;
5. identify, discuss, and analyze academic research and real life situations; and
6. analyze their own leadership styles and develop leadership communication skills.

NCA’S LEARNING OUTCOMES IN COMMUNICATION:

This course meets the following NCA LOCs:

1. LOC #2: Employ Communication theories, perspectives, principles, and concepts
 - Explain Communication theories, perspectives, principles, and concepts
 - Apply Communication theories, perspectives, principles, and concepts
 - Synthesize Communication theories, perspectives, principles, and concepts
 - Critique Communication theories, perspectives, principles, and concepts

2. LOC #4: Create messages appropriate to the audience, purpose, and context

- Locate and use information relevant to the goals, audiences, purposes and contexts
- Adapt messages to the diverse needs of individuals, groups and contexts
- Adjust messages while in the process of communicating
- Select creative and appropriate modalities and technologies to accomplish communicative goals
- Present messages in multiple communication modalities and contexts
- Critically reflect on one’s own messages after the communication event

3. LOC #5: Critically analyze messages

- Identify meanings embedded in messages
- Recognize the influence of messages
- Enact mindful responding to messages
- Articulate characteristics of mediated and non-mediated messages
- Engage in active listening

4. LOC #6: Demonstrate the ability to accomplish communicative goals (self-efficacy)

- Identify contexts, situations and barriers that impede communication self-efficacy
- Articulate personal beliefs about abilities to accomplish communication goals
- Perform verbal and nonverbal communication behaviors that illustrate self-efficacy
- Evaluate personal communication strengths and weaknesses

COURSE REQUIREMENTS:

To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM365 > Select the assignment you’d like to learn more about.

1. Participation Assignments (101 total points): On days identified in the syllabus, students will be asked to come prepared to turn-in that day’s participation assignment. Unless stated otherwise, all assignments should be typed, printed, and brought in to class on the assigned day. Assignments will not be accepted early, late, or electronically. You can only earn the participation points if you are in class that day; therefore, if you’re absent the day an assigned participation is due you will earn a zero for the assignment.

| Reading | Participation Assignment | Points |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------|
| J&H Ch. 1 | 1. Box 1.1 self-assessment (p. 3) | 4 pts. |
| COMM365 Syllabus | 2. Syllabus quiz (OnCourse) | 10 pts. |
| J&H Ch. 3 | 3. Leadership approach speech | 18 pts. |
| J&H Ch. 4 | 4. Example & summary of assigned leadership approach | 10 pts. |
| L Ch. 16 | 5. Print off & bring in 1-2 lengthy current event articles (from a newspaper or news magazine) that relate to your technical briefing topic | 5 pts. |
| L Ch. 9 | 6. 1 central idea, 2 attention-getters (AG) & 2 conclusions (C) that could be used in upcoming technical briefing. Also include a rationale. | 10 pts. |
| J&H Ch. 6 | 7. Bring in your answers & your partner’s answers to the | 5 pts. |

“application exercises 1: evaluate your credibility”) (pp. 208-209)

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| J&H Ch. 7 | 8. 2-3 questions to ask Ms. Anderson that relate to course content | 2 pts. |
| J&H: Ch. 13 | 9. Print off & bring in an article about a leader seeing a company through one of the types of crisis identified on p. 439 (example cannot be discussed in either reading) | 5 pts. |
| J&H Ch. 5 | 10. 1 main point and be prepared to present it to the class | 10 pts. |
| | 11. Impromptu persuasive speeches (speech prepared in class) | 17 pts. |
| J&H Ch. 12 | 12. Bring in your answers to the “self-assessment Box 12.1: self-perceptions of leadership skills” (p. 403) | 5 pts. |

2. **Speech of Introduction (34 total points):** It is not unusual in leadership situations for a public speaker to be introduced to the audience by another speaker. While in this role, the speaker’s job is to draw attention to the person he or she is introducing in such a way that the audience is left with a greater understanding of who the person is. During your 1:30-2:00 speech, you will introduce a class member to the audience. This isn’t your typical “speech of introduction” – you will collect information about your partner using only their social media account(s) and other online resources.
3. **Technical Briefing (175 points):** This assignment asks you to demonstrate your technical competence, expert power, and influence by delivering a technical briefing. A technical briefing is a short informative speech given in a business setting that discusses a wide range of topics and conveys technical information to a specific audience. Your task is to deliver a 3:30-5:30 minute briefing on a technical subject that calls for a visual aid (PowerPoint) to help the audience understand the subject and apply the information. By completing this assignment you’re building your technical expertise and demonstrating your understanding of a company and industry.
4. **Group Informative Speech (240 total points – forum: 10 pts., group speech: 200 pts., & group members’ appraisal of your performance: 30 pts.):** Reciprocal influence between leaders and followers occurs within a group, and group members interact and influence one another. In this case, your group consists of 4-5 people who are tasked to meeting regularly while creating a 20-25 minute informative presentation. The professor has identified potential topic categories. As a group, you should select one of the general topics for which you’d like to present information. Then, each group member will choose a specific topic that relates to the general topic. All group members will then find relevant research, contribute equally to the creation of a competent PowerPoint presentation, construct a well-organized outline, and deliver an extemporaneous presentation.
5. **Civic Persuasive Appeals Speech (250 points):** This speaking assignment presents you with an opportunity to exercise a key leadership tool – influencing an audience through public address. During this 7-10 minute speech, you’ll use a persuasive organizational pattern to shape a speech that seeks to persuade the audience to be passionate about a topic, fight for someone in need, question a belief or action, or solve a problem. On the technical level, the purpose of this speech is to demonstrate your mastery of the art of outlining and speech structure, adapting the speech to your audience, and using credible sources. Additionally, you should show your aptitude for developing a clear and cogent argument that is free from obvious logical flaws, incorporating citations, moving the audience emotionally, and accounting for at least one counter-argument.
6. **Public Lecture on an Industry Leader (200 total points):** A public lecture is an informative speech that is an efficient way to convey information to groups of people. You can probably think of someone who’s a great lecturer – someone who’s interesting, organized, witty, and altogether unforgettable. Now it’s your turn to be that person! The scenario: Recognizing your strong leadership skills, your boss has asked you to share with the company’s employees where you draw your inspiration. You’ve been given 4-5 minutes

to deliver a speech that informs your boss, co-workers, and followers about a leader, live or deceased, who has had a profound impact on your particular industry. Think of this final assignment as your last attempt to reveal everything you learned during the semester. Your public lecture should demonstrate your mastery of course content including information relating to leadership and how to write and deliver an effective speech. All students will present this speech during our scheduled final exam time.

TENTATIVE SCHEDULE: (see next page)

TENTATIVE SCHEDULE:

| Week | Topic | Reading Due | Assignment Due |
|------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Course Introduction Define leadership | J&H: Ch. 1 (pp. 1-5) | |
| | Viewing leadership from a comm perspective Leaders vs. managers | J&H: Ch. 1 (pp. 5-30) | All Students – Participation assignment #1. Box 1.1 self-assessment (p. 3) & be prepared to offer your own definition of “leadership” |
| 2 | Dimensions of leadership & follower communication styles | J&H: Ch. 2 (pp. 40-48; 55-68) | All Students - Participation assignment #2. Syllabus Quiz (OnCourse, due by 11:59 p.m.) |
| | Public speaking: Gathering materials & Supporting your ideas Oral citations In-class workday on speech | L: Ch. 6, 7 | All Students – Print Lucas Ch. 6&7 PowerPoint (OnCourse) |
| | Trait, situational, functional, skills, relational leadership | All readings in J&H: Ch. 3 Number 1: Trait (pp. 75-81) Number 2: Situational (pp. 81-86) Number 3: Functional (pp. 86-90) Number 4: Skills (pp. 90-94) Number 5: Relational (pp. 94-99) | All Students – Participation assignment #3. 1:00-2:00 minute presentation on assigned topic |
| 3 | Public speaking: Delivery Giving and receiving feedback | L: Ch. 12 | |
| | Introduce assignment & pick partners: Speech of introduction Transformational, transactional, & charismatic leadership | J&H: Ch. 4 | Participation assignment #4. Persons 1-8: Example & summary of transformational leader Persons 9-15: Example & summary of transactional leader Persons 16-23: Example & summary of charismatic leader |
| | Leader’s image & authentic Leaders as impression managers We will use Pres. Obama as our example | Louden & McCauliff > Week 3 J&H: Ch. 1 (pp. 31-33) & Ch. 4 (pp. 134-137) | |
| 4 | Class presentations: Speech of introduction | L: Appendix, pp. 63-70 (optional read) | All Students – Speech of introduction |

| Week | Topic | Reading Due | Assignment Due |
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| | Introduce assignment: Technical briefing Public speaking: Analyzing the audience | H&K and H, G, & C (pp. 96-99) book chapters: Technical briefing- OnCourse > Assignment Resources: Technical Briefing L: Ch. 5 Ellen's speech | All Students – Print & bring in text of Ellen's speech & Ch. 5 PowerPoint |
| | Public speaking: Outlining, organizing body of speech, and transitions | L: Ch. 8 L: Ch. 10 Example outline in OnCourse > Week 4 folder | All Students – Print example outline from OnCourse |
| 5 | Public speaking: Using visual aids (namely PowerPoint & video) | L: Ch. 13 | All Students – Technical briefing topic posted to forum by 11:59 p.m. |
| | Public speaking: Central idea; Beginning & ending speech | L: Ch. 4 (pp. 87-91) L: Ch. 9 | Participation assignment #5. Print & bring a central idea, 2 attention-getters (AG) & 2 conclusions (C) that could be used in upcoming speech. Also include a rationale for decisions. Persons 1-8: One central idea, AG-relate topic to audience & importance of topic; C-quotation & dramatic statement Persons 9-15: One central idea, AG-startle audience & question audience; C-refer to AG & make direct appeal Persons 16-23: One central idea, AG-quotation & tell story; C-refer to AG & make direct appeal |
| | Public speaking: Speaking to inform | L: Ch. 14 | All Students – Participation assignment #6. Print off & bring in 1-2 lengthy current event articles (from a newspaper or news magazine) that relate to your technical briefing topic |
| 6 | Class presentations: Technical briefing | | Persons 1-8 – Technical Briefing Speeches (outline, reference page, and PowerPoint printed & uploaded to OnCourse) |
| | Class presentations: Technical briefing | | Persons 9-16 – Technical Briefing Speeches (outline, reference page, and PowerPoint printed & uploaded to OnCourse) |
| | Class presentations: Technical briefing | | Persons 17-23 – Technical Briefing Speeches (outline, reference page, and PowerPoint printed & uploaded to OnCourse) |
| 7 | Leadership & influence: Credibility, compliance-gaining strategies | J&H: Ch. 6 (pp. 178-189) | All Students – Participation assignment #7. Bring in your answers & your partner's answers to the "application exercises 1: evaluate your credibility" (pp. 208-209). DO NOT do the credo memo. |

| Week | Topic | Reading Due | Assignment Due |
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| | Fundamentals of group interaction, leadership in meetings, team leadership – virtual teams Guest speaker: Ms. Genva Anderson via Skype | J&H: Ch. 7 | All Students – Participation assignment #8. Print off & bring in 2-3 questions to ask Ms. Anderson that relate to course content |
| | Introduce assignment: Group informative speech & pick groups Leadership & power: Types of power & Social Exchange Theory | J&H: Ch. 5 (pp. 146-153) | |
| 8 | No Class: Spring Break | | |
| 9 | In-class group workday on informative group presentation | Hughes, Ginnett, & Curphy- OnCourse > Week 9 | All Students (complete with group members) – Post topic to forum. OnCourse > Assignment Resources & Dropboxes: Group Informative Presentation > Assignment Topic forum All Students (complete with group members)– Write code of conduct and post to OnCourse > Assignment Resources & Dropboxes: Group Informative Presentation > Code of conduct |
| | Public leadership: Leadership in crisis, impression management, & image repair | J&H: Ch. 13 Benoit-OnCourse > Week 9 (print/bring in) | All Students – Participation assignment #9. Print off & bring in an article about a leader seeing a company through one of the types of crisis identified on p. 439 (example cannot be discussed in either reading) |
| | In-class group workday on informative group presentation – Complete preparation steps 1-4 worksheet | | |
| 10 | In-class group workday on informative group presentation – Complete connecting leadership to speech topic worksheet | | |
| | Leadership & power: Powerful and powerless language | J&H: Ch. 5 (pp. 156-158) | All Students – Participation assignment #10. Print off and bring in 1 main point and be prepared to present it to the class |
| | In-class group workday: Team meetings with professor | | |
| 11 | Class Presentations: Group Informative | | Groups 1 & 2 – Informative Presentation |

| Week | Topic | Reading Due | Assignment Due |
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| | Class presentations: Group informative | | Groups 3 & 4 – Informative Presentation |
| | Class Presentations: Group Informative | | Group 5 & 6 – Informative Presentation |
| 12 | Introduce assignment: Civic persuasive appeals Speaking to persuade Developing Argumentative Competence Use First Lady Obama’s 2009 speech to explain persuasive speaking | H&K: Civic persuasive appeals- OnCourse > Assignment Resources: Civic Persuasive Appeals L: Ch. 15 J&H: Ch. 6 (pp. 189-194) | |
| | Public speaking: Methods of persuasion | L: Ch. 16 | |
| | Public speaking: Speaking to persuade | | All Students – Participation assignment #11. Impromptu persuasive speeches (speech prepared in class) |
| 13 | Leadership & diversity: Culture (cultural intelligence) | J&H: Ch. 10 (pp. 324-344) | All Students – Civic persuasive appeals topic posted to forum by 11:59 p.m. |
| | Leadership & diversity: Gender & the leadership gap | J&H: Ch. 10 (pp. 345-355) | |
| | Face concerns and intercultural conflicts: Face-negotiation & politeness theories | Brown & Levinson- OnCourse > Week 13 (minus “the circumstances: sociological variables” section) Ting-Toomey-OnCourse > Week 13 (pp. 187-210) | |
| 14 | No class: Travel Day | | |
| | Class presentations: Civic persuasive appeals | | Persons 1-4 – Civic Persuasive appeals |
| | Class presentations: Civic persuasive appeals | | Persons 5-9 – Civic Persuasive appeals |
| 15 | Class presentations: Civic persuasive appeals | | Persons 10-14 – Civic Persuasive appeals |

| Week | Topic | Reading Due | Assignment Due |
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| | Class presentations: Civic persuasive appeals | | Persons 15-19 – Civic Persuasive appeals |
| | Class presentations: Civic persuasive appeals | | Persons 20-23 – Civic Persuasive appeals |
| 16 | <i>Gust Lecturer: Ms. Lorie Latour – Williams Center S204ABC</i> Leader & leadership development: Lifelong journey | H&K: Public Lecture-OnCourse > Assignment Resources: Public Lecture J&H: Ch. 12 (pp. 402-419) | All Students – Participation assignment #12. Bring in your answers to the “self-assessment Box 12.1: self-perceptions of leadership skills” (p. 403) All Students – Public Lecture on an Industry Leader topic posted to forum by 11:59 p.m. |
| | Leader & leadership development: Becoming a better leader | J&H: Ch. 12 (pp. 419-422) Gigliotti, Ruben, & Goldthwaite- OnCourse > Week 16 | All Students – Be prepared to apply the leadership development model (p. 117) to your own life |
| | Workday on public lecture | | **Meet in story lab – McEwen 106** |
| Finals Week | Class presentations: Public lecture | | All Students – Public Lecture on an Industry Leader |