DPLS 755
Leadership and Communication
Spring 2014

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Classroom:

Course Description and General Goals

The communication discipline has experienced a great deal of change and growth over the last fifty years. Major assumptions are being challenged and established theories are being questioned. Entire “ways of knowing” about communication are being examined, debated, and in some cases, overturned. This course will act as an invitation to join in this debate about the nature, functions, and processes underlying leadership and human communication.

This seminar will explore the connection between communication and leadership. Particularly, we will examine how the field of communication contributes to effective leadership study. In addition, to adequately understanding communication theory one must do practical work in communication as well. Because leadership is a symbolic process and leaders are made, not born, this class will integrate both theory and practice. Leadership competence is the product of communication competence. Class sessions will include a combination of topical presentations and group experiences which will be supplemented by weekly readings, a weekly journal and an interview of a campus leader. A primary vehicle for learning in the class is seminar discussion and interaction. We may have guest speakers from time to time.

Narrative:

Doubt is not a very agreeable status, but certainty is a ridiculous one.

-Voltaire
The history of science is cluttered with the relics of conceptual schemes that were once fervently believed and that have since been replaced. There is no way of proving that a conceptual scheme is final.

- Thomas Kuhn

I’m convinced that when historians 100 years from now or 200 hundred years from now try to describe our times, they will say we are living through the third great communication revolution in the history of western civilization.

- Lyman Bryson

Managers are people who do things right, while leaders are people who do the right thing.

- Warren Bennis

No one would talk much in society if they knew how often they misunderstood others.

- Johann Wolfgang Von Goethe

**GOALS:**

1. To identify major concepts and models of the process of communication.

2. To explore basic theories of communication as they relate to concepts of leadership.

3. To identify personal leadership and communication styles and skills and learn how to adopt and use them effectively.

4. To develop a personal approach to effective leadership communication by the integration of theory and practice.

**CLASS DATES AND TIMES:**

Class beings on 1/22 and ends on 4/23
Class will not be kept later than necessary on any given day.

**TEXT AND READINGS:**

**Required:**

**Recommended:**


There will be additional readings handed out in class and independent readings required.

ASSIGNMENTS:

1. **Weekly Journal (30%)**. Your weekly (one per class session) journals should be a thoughtful journey that demonstrates an analysis of your communication and leadership from the perspective of each topic covered in the course. Your weekly writings should **build on** each other and show evidence of a progression of thinking and learning across the semester. Each weekly assignment should be typed and be no more than 4 pages, double-spaced (if you need to go over a little that is fine). Late papers will lower your grade.

Your weekly reflections should address the questions posed in the class and readings using your own leadership experiences to give substance to your ideas. They should be written after you have read all the required reading associated with the topic. They should be a thoughtful self-critique, analysis and integration of ideas/thoughts from class exercises and discussions, and ideas and theories from readings. They should include specific examples from your own leadership experiences; and they should be clearly written, with **proper citation of ideas and quotes using APA 6th edition**.

**Journals should be posted on BlackBoard** and can be part of in-class discussions.

Your journal writing should be about insights, personal reflections and commitments. Questions to consider are as follows:

* What did I learn? What insights did I gain?
* How has my thinking been changed?
* What do I think about where I am and what I have learned?
* What will I do differently in the future?
* What new role/actions do I plan to try/take?

Specifically your writing will be graded using the following criteria:

* Depth of analysis of relevant situation
* Use of concrete examples
* Integration of readings and proper acknowledgement of ideas
* Self-critique and personal learning
* Personal plan of action to deepend your effectiveness as a leader conceptualized in an Ignatian model. The parts of this model are: Context (What is going on? What is the environment and situation?), Experience (What do I know already? What is the important part of the relationship of the parts? and What is it I want?), Reflection (How do I get it? And what does it mean about who I am in relation to
others? And what truth does it reveal in me?), Action (How do I live once I have it? What do I now do?), and Evaluation (Is it good and right? How have I grown?).

* Clarity of writing with proper acknowledgment/citation of ideas and quotes

2. Case Study (or Interview) and Oral Presentation (20%) Due: February 2/19
Your task here is to describe a communication research study on leadership and communication (Journal article) or to interview a campus or organizational leader about communication and leadership and to critique the work or information based upon our class readings. This will require a brief paper summary (2 – 3 pages) and a 8 to 10 minute case study oral presentation, followed by a question and answer period. Please make two copies of a 2 to 3 page outline--one for you and one for us. A list of professional journals will be provided and an outline model will be handed out in class. DO NOT EXCEED your time constraints and use PowerPoint or other audio-visual material only if it enhances your presentation. Instructions on designing effective PowerPoint or Prezis: https://owl.english.purdue.edu/owl/resource/686/01/

3. Rhetorical Analysis Paper (15%) Due March 3/19
This paper will analyze a famous piece of rhetoric delivered by a famous leader from the past. You will be given a sample list of famous leaders and speeches as possible choices, but you may go outside the list if it is justified. The idea here comes from the classical rhetoricians (Aristotle, Cicero, Quintilian, Aspasia and others) who believed that the best training for effective speaking came from studying historical examples. You will be given full guidelines for the paper and be asked to make a brief oral presentation (4 –5 minutes) on the speaker, their speech and leadership style.

4. Learning By Teaching (10%) Due: April 2
An 8 – 10 minute presentation in dyads (with an outline) on a topic related to communication and leadership. Topic ideas: power, gender, intercultural communication, roles, kinds of leadership, followship, ritual and story, decision making….Be clear about this connection and describe the parts of each. Do NOT EXCEED your time constraints and use PowerPoint or other audio-visual material only if it enhances your presentation.

5. Final Paper and Oral. (15%) Due date: April 23
Personal Policy Paper based upon research and an interview with an effective communicator. For the final class you are required to turn in a paper reflecting your personal policy of communication and leadership. In addition, you will give a five minute oral presentation from your paper to the class about this personal policy. Your paper/statement should reflect what you have learned about yourself as a communicator and leader and the primary things you have been thinking and writing about throughout this course (readings, class experiences and discussions and your own leadership experiences) in your journal submissions. You should include one or two commitments to
things you wish to develop or improve upon personally as a communicator and leader. Be sure your paper reflects good scholarly writing. This paper IS NOT just your opinion. All arguments need support and citations from scholarly work to back-up your arguments. We expect APA style internal citations and APA formatted references.

5. Preparation and thoughtful and active participation in class. (10%)

ASSESSMENT & GRADING
Doctoral level work should be of high quality in both content and presentation.

• Journals: 30 %
• Case Study: 20%
• Rhetorical Analysis Paper: 15%
• Learning By Teaching: 10%
• Final Paper and Oral: 15%
• Preparation and thoughtful participation: 10%

COURSE OUTLINE AND DUE DATES:

January 22: Introduction:

• Course overview and objectives
• Diagnostic exam
• Leadership theory and application to communication
• Group exercises
• Case Studies
• Review of class assignments

Readings: (Readings are to be read for the class session and responded to for the following sessions Journal)
Hackman, Ch. 1.

Holiday, K. “Leadership: Different venues, common themes.” (Handout)

Journal One:

Journal (Remember to review the journal guidelines in the assignment descriptions before writing your journal.) Your responses should include material from Chapter 1 and the article by Holliday.
1. In a paragraph, briefly describe a leadership position that you hold and that you will be using as a basis for your journal writing for the remainder of the course.

2. Why are you taking this course? What do you hope to get out of this course?

3. Why do you lead? What values is your leadership based on? What qualities do you bring to your leadership role that make you an effective leader?

4. What are some personal barriers that may/do prevent you from becoming the kind of leader you would like to be?

5. What is the relationship of leadership and communication?

6. What do you see as your communication and leadership strengths and weaknesses?

Feb. 5: Visiting Scholar Public Lecture Wolfe Auditorium

Readings: Hackman, Ch. 2, 3, 4

Additional Suggested Readings on Leadership Styles (These are outside sources you may wish to locate and read.)


Journal Two:
(Remember to review the journal guidelines before writing your journal and include material from Chapters 2, 3 and 4.)

1. Describe your leadership and communication style. In what ways is your style effective with your group? In what ways is your style ineffective? What is most challenging to you personally as a leader?

Feb. 19: Leadership, Power and Communication

Overview:
- Case Study (or Interview) and Oral Presentation (20%) Due
- Group exercises
- Case Studies
- Video on decision-making during the Cuban Missile Crisis
**Readings:** Hackman, Ch. 5; also pp. 9 – 10. In addition we will be including material from Chapters 2, 3 and 4

**Additional Outside Suggested Readings:**


**Journal Three:**
This is a free Journal using the criteria on the Journal description and utilizing the material from Chapter 5.

**March 5: Group Communication and Leadership**

Overview:
• Group Development Theory
• Roles
• Leadership
• Decision-Making
• Organizations
• Group exercises
  * Group survival simulation
  * Discussion of survival simulation
• Review Rhetorical Analysis Paper Due next class

**Readings:** Hackman, Ch. 7 & 8

**Additional Suggested Outside Readings on Groups/Problem Solving**


**Additional Outside Suggested Readings on Developing Groups:**

experiences. Effective Behavior in Organizations (pp. 142-149, 156-166). Homewood, IL: Irwin.


**Journal Four:**
(Remember to review the journal guidelines before writing your journal and include material from Chapters 7 & 8.)

1. Analyze an on-going group to which you belong using the group stage model. Provide examples for those stages you have observed in your group. What would an outside observer be seeing that would let them know what stage the group is currently in?

2. How does your leadership style fit with your group's stage.

3. Where do you think the group should go? What do you need to do to facilitate the group's progress? What are the personal challenges you face in doing so (i.e., things you need to work on in your own leadership style)?

*From in class simulation*

4. What did you learn about leadership and about yourself personally from this simulation? Think about what you did to help the group, what others did to help the group, what you did to hinder the group and what others did to hinder the group?

5. What ideas can you take from the in-class experience and readings that you can use to help your group/organization develop and to make you a more effective leader in the group?

**March 19: Interpersonal Communication, Persuasion and Leadership**

**Overview:**
- *Rhetorical Analysis Paper and Presentation (15%) Due*
- Dyadic communication
- Public Communication
- Verbal and Nonverbal Public Speaking Skills
- Persuasive Campaigns
- Ethical Considerations
- Leadership Development
- Group exercises
• Review Learning By Teaching Assignment

Readings: Hackman, Ch. 9, 11, 12

Journal Five:
This is a free Journal following the guidelines and using material from Chapters 9, 11 and 12.

April 2: Persuasion and Vision

Overview:
• Learning By Teaching (10%) Due
• Persuading others/Credibility
• Types of Persuasion
• More Persuasive speeches
• Group exercises
• Case Studies

Readings for tonight: Hackman, Ch. 6. and pp. 109-110

Journal Six:
This is a free Journal following the guidelines and using material from Chapter 6.

April 9: The Art of Giving and Receiving Feedback

Readings: Handouts

Class Overview
• Group exercises
• Case Studies
* Johari Window

Reading:


April 23: Issues of Culture and Gender: Diversity and Communication

Overview:
• Final Paper and Oral. (15%) Due
• Managing Diversity
• Understanding Cultural Differences
• Gender and Leadership
• Group exercises
• Case Studies
Readings: Hackman, Chapter 10

COURSE BIBLIOGRAPHY


**Readings on Vision**


**Diagnostic Exam**

Please write your responses to each of the following questions without consulting any sources. I will review your responses and ask you to write new responses to the same questions of the conclusion of the course.

1. What is language?
2. What is communication and when is it effective?
3. How are language and communication related and how are they different?
4. What is leadership?
5. What is management?
6. What is the difference between leaders and managers?
7. How are leadership and communication related?
8. Write your own personal theory of leadership and communication.