

Leadership Communication For High Impact – Win 2023

CRN: 20259
Faculties: Dariush Khaleghi, 425 999 0306 (message), khaleghd@evergreen.edu
Credits: 4
Prerequisites: None
Classroom: Via Zoom
Class Sessions: Tuesdays, 6 – 7:50 pm

Course Description

Leadership and communication can be used interchangeably. Poor leadership communication can be a source of low morale, conflict, substandard performance, low job satisfaction, missed goals, and inferior results, adversely impacting the most vulnerable in the community. High-impact leadership communication is vital to engaging, inspiring, motivating, and developing high-performance teams and organizations. This course focuses on developing interpersonal skills, clarifying purpose, analyzing the audience, devising appropriate influencing strategies, presentation skills, persuasive messaging, and crisis communication. This class helps students enhance their leadership communication skills through readings, reflective writing, assessments, research projects, case analysis, group work, and final presentations.

The course is delivered in a blended synchronous and asynchronous online format. The synchronous instruction part will be conducted via zoom.

Learning Objectives - After completing this course, the student will be able to:

- identify and cultivate the sources of leadership in themselves
- develop communication competence
- use stories to influence and inspire the workforce
- promote empowering and positive relationships
- create collaborative and inclusive work communities

Required Texts

1. Gamble, T. K. (2012). *Leading With Communication: A Practical Approach to Leadership Communication*. Sage Publishing. ISBN 13: 978-1412994262.
2. Mikkola, L. & Valo, M. (2019, 1st ed.). *Workplace Communication*. Routledge. ISBN 13: 9780367185718.

Credit Equivalency

4 Hours of Graduate Credit in Public Administration

Materials and Equipment

Students will need access to the internet, Canvas, Zoom, and the ability to send documents in a format compatible with MS Word or Adobe Acrobat Reader. This equipment and software are available on campus free of charge for students.

Online Course Structure

This course is designed to provide an online learning experience via Canvas and Zoom. You can find training resources to use Zoom and Canvas in your class Canvas link.

Zoom F2F sessions are activity-based and provide opportunities for class interactions through seminars, discussion groups and activities, videos and cases, and final project presentations.

Students with Special Needs

Students with special needs are encouraged to take advantage of TESC's resources, as identified in the Student Handbook and on the Web. If you would like assistance, please contact a faculty or staff member as soon as possible and schedule an appointment.

Holidays for Reasons of Faith or Conscience

Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at <https://www.evergreen.edu/policy/religious-observance>.

Course Policies

Students are required to review and adhere to the course covenant, TESC's Social Contract, and Student Conduct Code. This includes, but is not limited to the sexual harassment, plagiarism, and smoking policies. The Social Contract and Code of Conduct can be located on the Evergreen Web Page at <http://www.evergreen.edu/advising/academicpolicies.htm>. Students are expected to attend, be on time, and prepare for each class. Exceptions may be allowed on a case-by-case basis. All assignments must be completed and turned in on time, representing the student's best effort.

Expectations

Learning in this class will be interdependent and dynamic. It will require everyone's best effort and full commitment. Students are expected to participate fully in all aspects of the course, thoroughly prepare for each class session, and complete all assignments on time. ***Late assignments may not be accepted. Attendance is essential. Unexcused absences, late, incomplete or unsatisfactory completion of assignments, or plagiarism will constitute grounds for credit loss.*** Faculty are expected to promptly provide feedback on written assignments, be available for consultation by appointment, and provide a written evaluation of the student's overall work in the course.

Student Feedback

Students are encouraged to provide feedback to the faculty at any time using any format. As part of a learning community, every opportunity for improvement should be seized. Students having difficulties meeting the course objectives or expectations will be contacted during mid-quarter for meeting dates if in attendance. If not, they will be contacted via email or telephone as soon as possible to discuss an improvement plan. This should provide enough time for each student to make any necessary changes.

Estimated Work Load

The amount of time necessary to be successful in this course will vary with each individual based on their background, skill level, and effort.

Final Student Evaluation

You will be evaluated on the:

- Attendance and participation.
- Completion of all assignments.
- Thorough reading of assignments and preparation for class and seminar discussions.
- The content, quality of ideas, and effective communication skills in presentations.
- The degree to which you achieve the course objectives as evidenced by your class participation, engagement in the seminar discussions, group project, and final presentation.
- The Five Foci of Learning at Evergreen:
 1. Interdisciplinary Study
 2. Collaborative Learning
 3. Learning Across Significant Differences
 4. Personal Engagement
 5. Linking Theory with Practical Applications

Students are expected to be engaged in all aspects of this course. They will be expected to voice their opinions and participate in group discussions and will be evaluated on their level of class participation. The written and oral presentations will be evaluated based on content and presentation.

The Self-Portrait

Students need to develop and share a self-portrait in our first class to introduce themselves. The self-portrait should be an authentic picture or representation of who the student is and how they want us to know and remember them. Be creative! You'll have five minutes to share.

Attendance and Participation

Attendance and participation will be required in this course. Please notify me in advance via Canvas email if you cannot attend.

Online Postings

Online posts are a blend of individual and group activities. For the online assignments, students are required to ***complete readings and other assignments and then post comments and insights in the designated online Discussion Forums***. The student comments and entries must be substantive and at least 250 words. ***Students are also required to respond to two of their peers' comments***. The discussion posts need to be supported by evidence, examples, quotes, or facts from the readings. Students' responses to their peers' posts should expand, clarify, or refine the discussions. Students need to have access to Canvas to complete online assignments and discussions. Please, use the APA format to include in-text citations and references.

Note: A critical comment is not an opinion on a topic or a mere presentation of public policy arguments. A comment should be analytical, independent, and reflective and draw from the readings and debate as appropriate. The questions below may be helpful as a guide to generating comments.

1. What am I learning here, and how does it deepen my understanding?
2. How does the material help me to become a more effective leader and professional?

3. What am I learning about myself, and why is that important?
4. What different and creative actions do I need to take to change the outcome next time?

Deep Dive Summary Post

For this assignment, students are required to watch a movie, listen to a podcast or webinar, read an article related to a topic of interest, or as an introduction to their final paper. The post should be a min 500 words. Students must also read and respond to at least one of their peers. The goal of a review is to help students:

- Delve deeper into the topic of their interest
- Synthesize information to compose clear arguments or thoughts
- Articulate and share their insights and takeaways
- Enhance communication and presentation skills

Group Final Paper and Presentation – Due on the Last Day

Students must complete a group final research paper of ten pages on a topic of interest within the leadership communication field. The final paper assignment must be submitted to the canvas under the “**Post Final Papers**” tab before the last class. Written assignments must be double-spaced, typed in 12-point font, and include appropriate citations. Endnotes and bibliography are in addition to the text if needed. You will be expected to use a style and citation format (i.e., APA) appropriate to academic research papers. Each team will have about 15 min to present their paper.

Note: Class Schedule

This schedule is not set in concrete. Current events, learning challenges, etc., may dictate modifications.

Week–Day	Assignments and Agenda
W1 – Jan 10	<p><u>Pre-Class Assignment: Introduction</u></p> <ul style="list-style-type: none"> • Create a Self-Portrait
W2 – Jan 17	<p><u>Pre-Class Assignment</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 1: Understanding the leader in you • Read Mikkola, Chapter 1: Focusing on Workplace Communication • Watch Ted Talk: We Cannot Lead Others Without First Leading From Within by Lolly Daskal https://www.youtube.com/watch?v=HGIw1G7Kpgk • Complete Online Discussion
W3 – Jan 24	<p><u>Pre-Class Assignment: Foundations Of Workplace Communication</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 2: Understanding the Leader’s Ethical Responsibilities

	<ul style="list-style-type: none"> • Read Gamble, Chapter 3: Understanding the Leader/Follower Relationship • Read Mikkola, Chapter 3: Team Communication • Watch Ted Talk: We Need Leaders Who Boldly Champion Inclusion by June Sarpong https://www.youtube.com/watch?v=jKjSr12d-GQ • Complete Online Discussion
W4 – Jan 31	<p><u>Pre-Class Assignment: Foundations Of Workplace Communication</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 4: Thinking Like a Leader: The Power of Thoughtfulness • Read Gamble, Chapter 5: Perceiving Like a Leader: Paradigm Power • Read Mikkola, Chapter 10: Leadership in the Workplace • Watch Ted Talk: The gift and power of emotional courage Susan David https://www.youtube.com/watch?v=NDQ1Mi5I4rg • Complete Online Discussion
W5 – Feb 7	<p><u>Pre-Class Assignment: Dynamics of Workplace Communication</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 6: Listening Like a Leader: Response Power • Read Gamble, Chapter 7: Storytelling Like a Leader: The Power of Words • Read Mikkola, Chapter 13: Communication Competence in the Workplace • Watch Ted Talk: How your brain responds to stories -- and why they're crucial for leaders by Karen Eber https://www.youtube.com/watch?v=uJfGby1C3C4 • Post Your Deep Dive Summary
W6 – Feb 14	<p><u>Pre-Class Assignment</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 8: Presenting Yourself Like a Leader: The Power of Non-Verbal Communication • Read Gamble, Chapter 9: Leading the Way Through Conflict • Read Mikkola, Chapter 11: Negative Relationships in the Workplace • Watch Ted Talk: Non-Verbal Communication by Leyla Tacconi https://www.youtube.com/watch?v=E6NTM793zvo • Complete Online Discussion
W7 – Feb 21	<p><u>Pre-Class Assignment: Dynamics of Workplace Communication</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 10: Establishing and Sharing the Power

	<ul style="list-style-type: none"> • Read Gamble, Chapter 11: Promoting Collective Problem Solving • Read Mikkola, Chapter 3: Supporting Communications in the Workplace • Watch Ted Talk: Empowerment: It's an Inside Out Process by Sharon Esswein https://www.youtube.com/watch?v=Pd3VP20iiEM • Complete Online Discussion
W8 – Feb 28	<p><u>Pre-Class Assignment: Dynamics of Workplace Communication</u></p> <ul style="list-style-type: none"> • Read Gamble, Chapter 12: Influencing and Inspiring Others • Read Gamble, Chapter 13: Valuing Culture and Diversity • Read Mikkola, Chapter 9: Diversity and Social Interactions at Work • Watch Video: Act Like a Leader, Think Like a Leader by Herminia Ibarra https://www.youtube.com/watch?v=4pk9TkHRZml • Post Online Discussion
W9 – Mar 7	<p><u>Pre-Class Assignment: Developing Workplace Communication</u></p> <ul style="list-style-type: none"> • Read Gamble Chapter 14: Innovating • Read Mikkola, Chapter 14: Developing Workplace Communication • Watch Ted Talk: The crisis of leadership — and a new way forward by Halla Tómasdóttir and Bryn Freedman https://www.youtube.com/watch?v=gmG5ADvPN98 • Complete Online Discussion
W10 – Mar 14	<ul style="list-style-type: none"> • Post Final Papers • Final Presentation