

# Communicating Like a Leader – MPA Summer 2024

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**CRN:** Full Session (4): 40098

GR Full Session (4): 40099

**Quarter:** Summer

**Faculty:** Dariush Khaleghi, 425 999 0306 (message), khaleghd@evergreen.edu

**Credits:** 4

**Prerequisites:** None

**Zoom Sessions:** Thurs, 6 - 8:50 pm (6/27 - 8/28)

## **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. High-impact leadership communication is vital to engaging, inspiring, and motivating the workforce and developing high-performance teams and organizations. This course focuses on developing interpersonal skills, clarifying communication purpose, analyzing the audience, devising targeted influencing strategies to develop presentation skills, persuasive messaging, and crisis communication. This class helps students enhance their leadership communication skills through readings, reflective writing, assessments, projects, case analysis, group work, and final presentations.

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

## **Learning Objectives (After Completing this Course, Students Will be Able to):**

1. Understand the role of language in facilitating effective leadership transitions and change management.
2. Analyze how leaders can use strategic communication to build trust, inspire followers, and navigate uncertainty.
3. Explore the impact of metaphors, framing, and narratives on shaping perceptions and influencing organizational culture during leadership changes.
4. Develop essential public speaking and communication skills for leaders to effectively convey their vision, ideas, and messages in various settings.
5. Learn techniques for crafting persuasive and impactful presentations and delivering clear and confident speeches as a leader.

### **Required Text**

1. Jacob Van Wielink (2022). The Language of Transition in Leadership. Routledge, ISBN: 9781000920604.
2. Judith Humphrey (2020). Speaking As a Leader: How to Lead Every Time You Speak...From Board Rooms to Meeting Rooms, From Town Halls to Phone Calls. Prometheus Books. ISBN: 978-1633886193.

### **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. Training resources for using Zoom and Canvas are available 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 prepared for each class. Exceptions may be allowed on a case by case basis. All assignments are expected to be completed and turned in on time and represent 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 class, to thoroughly prepare for each class session and to 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 loss of credit.** Faculty is expected to provide feedback on written assignments in a timely manner, to be available for consultation by appointment, and to 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:

- Attendance and participation.
- Completion of all assignments.
- Thorough reading of assignments and preparation for class & 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.

### **Credit Equivalency**

4 Hours Credit in Leadership Communication

### **Attendance and Participation**

Attendance and participation will be required in this course. If you are unable to attend, please, notify me in advance.

### **Online Learning Journal Post**

For the online assignments, students must ***complete readings and other tasks and post their reflections in the designated Discussion Forums on Canvas***. The student journal entries need to be substantive and at least 250 words. The discussion posts must be supported by evidence, examples, quotes, or facts from the readings and other assignments. Students need to have access to Canvas to complete online assignments and discussions. Your journals must meet the following rubric.

#### **1. Content and Thoughtfulness**

1. Demonstrates a deep understanding of the subject matter and its implications.
2. Reflects on personal experiences and integrates them with academic content.
3. Shows evidence of critical thinking and personal growth.

#### **2. Connections Made**

1. Draws clear connections between experiences, learning, and personal or professional development.
2. Makes connections to readings, lectures, discussions, or other relevant resources.

#### **3. Clarity and Coherence**

1. Journal entries are well-organized and ideas flow logically.
2. Uses clear and effective language to express thoughts.
3. Entries are concise and to the point, without unnecessary repetition.

#### **4. Insight and Perspective**

1. Provides unique insights or perspectives on the subject.
2. Demonstrates an ability to see issues from multiple viewpoints.

#### **5. Writing Quality**

1. Uses correct grammar, punctuation, and spelling.
2. Adheres to the format and style guidelines provided for the journal.

#### **Deep Dive Summary Post/Presentation**

For this assignment, students must watch a movie, listen to a podcast or webinar, or read an article related to a topic of interest. The post should be a min 500 words. The goal of a review is to help students to:

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

Students can choose a topic to present that they may wish to use for their final project. Students will present their deep dives in class.

#### **Final Presentation – Due on the Last Day**

Students are required to complete a final group presentation for this course. The topic of the project would be the team's choice as long it has added value to our class discussions and topics. You could also choose from the list of topics below. The final project needs to be posted on Canvas before the last class.

- Body language and Nonverbal Communication
- Inclusive Communication
- Communication differences between male and female leaders
- The power of storytelling in leadership
- Communication in virtual teams
- Difficult conversations

For the presentations, students can be creative and use the medium they are comfortable with (i.e., PowerPoint, panel discussion, etc.) Presentations will take place in our last two sessions of the quarter. Each presentation should be about 10 minutes.

Use the link below to view the presentation rubric.

[https://www.purdue.edu/science/Current\\_Students/curriculum\\_and\\_degree\\_requirements/oral\\_rubrics\\_gray.pdf](https://www.purdue.edu/science/Current_Students/curriculum_and_degree_requirements/oral_rubrics_gray.pdf)

**Class Schedule. Subject to Change As Needed!**

<b>Week</b>	<b>Assignments</b>	<b>Class Activities</b>
W1, June 27	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch 1-2</li> <li>• Watch: Act Like a Leader, Think Like a Leader by Herminia Ibarra <a href="https://www.youtube.com/watch?v=4pk9TkHRZml">https://www.youtube.com/watch?v=4pk9TkHRZml</a></li> </ul>	Introductions Develop and Communicate Your Leadership Profile Syllabus
W2, July 4th	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> of July Holiday – No Class.</li> </ul>	
W3, July 11	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 3-5</li> <li>• Read Wielink, Ch 1 &amp; 2</li> <li>• Watch: To sound professional and confident, avoid speaking this way. 7 TIPS <a href="https://www.youtube.com/watch?v=oRTKJ3CcOMM">https://www.youtube.com/watch?v=oRTKJ3CcOMM</a></li> <li>• Complete Reflective Journal</li> </ul>	Learning Journal Presentations Lecture/Seminar Weekly Group Developing and Communicating a Message Class Learning Reflections
W4, July 18	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 6-9</li> <li>• Read Wielink, Ch 3</li> <li>• Watch: The Secrets of Non-Verbal Communication by Dr Chris Shea <a href="https://www.youtube.com/watch?v=pozqDz7B-sw">https://www.youtube.com/watch?v=pozqDz7B-sw</a></li> <li>• Complete Reflective Journal</li> </ul>	Learning Journal Presentations Lecture/Seminar Weekly Group Developing and Communicating a Message Class Learning Reflections
W5, July 25	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 10-12</li> <li>• Read Wielink, Ch 4</li> <li>• Think before you speak, hacking the secret of communication   Catherine Molloy</li> </ul>	Learning Journal Presentations Lecture/Seminar Weekly Group Developing and Communicating a Message

	<p><a href="https://www.youtube.com/watch?v=3ML_uBKpD6Y">https://www.youtube.com/watch?v=3ML_uBKpD6Y</a></p> <ul style="list-style-type: none"> <li>• Complete Reflective Journal</li> </ul>	Class Learning Reflections
W6, Aug 1	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 12-14</li> <li>• Read Wielink, Ch 5</li> <li>• Complete Deep Dive</li> </ul>	Deep Dive Presentations
W7, Aug 8	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 15-17</li> <li>• Read Wielink, Ch 6</li> <li>• Watch: How To Persuade And Influence People <a href="https://www.youtube.com/watch?v=H3aWbte8DxU">https://www.youtube.com/watch?v=H3aWbte8DxU</a></li> </ul>	Learning Journal Presentations Lecture/Seminar Weekly Group Developing and Communicating a Message Final Reflections
W8, Aug 15	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 18-20</li> <li>• Read Wielink, Ch 7</li> <li>• Watch Ted Talk: The Art of Effective Communication by Marcus Alexander Velazquez <a href="https://www.youtube.com/watch?v=2Yw6dFQBkIA">https://www.youtube.com/watch?v=2Yw6dFQBkIA</a></li> <li>• Complete Reflective Journal</li> </ul>	Learning Journal Presentations Lecture/Seminar Weekly Group Developing and Communicating a Message Class Learning Reflections
W9, Aug 22	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 20-23</li> <li>• Read Wielink, Ch's 8 -9</li> <li>• Watch Three Things You Need to Know About Crisis Communications <a href="https://www.youtube.com/watch?v=koC7nCMqPhq">https://www.youtube.com/watch?v=koC7nCMqPhq</a></li> <li>• Complete Reflective Journal</li> </ul>	Learning Journal Presentations Lecture/Seminar Weekly Group Developing and Communicating a Message Class Learning Reflections
W10, Aug 29	<ul style="list-style-type: none"> <li>• Read Humphrey, Ch's 24-26</li> <li>• Watch Ted Talk: The 3 Magic Ingredients of Amazing Presentations by Phil WAKNELL <a href="https://www.youtube.com/watch?v=yoD8RMq2OkU">https://www.youtube.com/watch?v=yoD8RMq2OkU</a></li> </ul>	Final Presentations Final Reflection Journal

	<ul style="list-style-type: none"><li>• Complete Reflective Journal</li><li>• Post Final Presentations</li></ul>	
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