

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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## **COURSE DESCRIPTION AND OUTCOMES**

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### **COURSE DESCRIPTION:**

This course provides a practical review of leadership communication strategies for transmitting, receiving, and understanding information in the workplace. Emphasis is on equipping leaders with the knowledge of how to overcome communication barriers by utilizing appropriate strategies and methods.

### **COURSE OVERVIEW:**

This course consists of the study of communication strategies to be applied for effective leadership in organizational situations. You will learn to apply successful strategies for communicating effectively through electronic, written and oral presentations as well as individual and team interactive business situations. Through an individualized and customized assessment—the Personal Communication Development Plan—you will identify areas for personal communication improvement, build a plan to implement appropriate strategies to improve personal communication, and evaluate your personal progress.

### **COURSE LEARNING OUTCOMES:**

1. Design a personal communication improvement plan.
2. Analyze and apply communication strategies in multicultural business settings.
3. Manage team and individual conflict through appropriate communication strategies.
4. Evaluate and apply effective communication strategies to facilitate organizational change.
5. Apply a positive ethos and utilize tools for communication to create effective presentations.

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## **PARTICIPATION & ATTENDANCE**

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Barrett, D. J. (2014). *Leadership communication* (4th ed.). New York, NY: McGraw-Hill Irwin. ISBN-13: 9780073403205

### Inclusive access:

This term your course will be included in CSU-Global's Inclusive Access program, which allows day one access to one or more of your required course materials — at a reduced cost. Click the “Course eBook” link located at the top of each module to access your materials. You will have access to these materials at no charge until the add/drop date, at which point your student account will be charged. If you decide you do not want to participate, you can Opt-Out of the Inclusive Access program by navigating to your course book and clicking “OPT-OUT” before the add/drop deadline. If you opt-out by the add/drop deadline, your student account will not be charged.

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week’s content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### MODULE 1

#### Readings

- Chapters 1 & 2 in *Leadership Communication*

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**MODULE 2**

**Readings**

- Chapter 8 in *Leadership Communication*
- Cimatti, B. (2016). Definition, development, assessment of soft skills and their role for the quality of organizations and enterprises. *International Journal for Quality Research*, 10(1), 97-130.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Milestone (25 points)**

**Options #1 & #2: Submit Topic**

Submit your Portfolio Topic to your instructor for preliminary approval. Provide reasons for your choice. Your submission should contain no more than 1 page of content, framed by a cover page and references page. This assignment is required and is worth 25 points.

**MODULE 3**

**Readings**

- Chapter 9 in *Leadership Communication*
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede Model in context. *Online Readings in Psychology and Culture*, 2(1). doi.10.9707/2307-0919.1014

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking: (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option #1: Cross-Cultural Communication Paper**

Research the culture of a country of your choice. Describe the key cultural differences between the US and your chosen country. Include specific differences in leadership communication and the adjustments you would need to make if you were planning to do a business presentation to a group of leaders from your chosen country. Conclude with recommendations you would make to your co-workers on how to communicate effectively in this country's culture. Refer to this week's readings for more information on cultural literacy.

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing & APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Option #2: Cross-Cultural Communication Presentation**

Research the culture of a country of your choice. Using suitable technology, present the key cultural differences between the US and your chosen country. Include specific differences in leadership communication and the adjustments you would need to make if you were planning to do a business presentation to a group of leaders from your chosen country. Conclude with recommendations you would make to your co-workers on how to communicate effectively in this country's culture. Refer to this week's readings for more information on cultural literacy. Your presentation should be in APA style with appropriate references. Refer to the rubric for grading details.

An example of suitable technology can include a video presentation in which you provide a minimum of two visual aids (slides, graphs, and the like). If you choose a video, your presentation should be approximately five minutes in length.

A PowerPoint presentation is also acceptable; however, it must have voiceover narration on each slide. A PowerPoint presentation should be 8-10 slides in length and conform to *CSU-Global Guide to Writing & APA*.

Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **MODULE 4**

### **Readings**

- Chapters 3 & 5 in *Leadership Communication*
- Toney, B., Goff, D. A., & Weber, R. J. (2015). Social media as a leadership tool for pharmacists. *Hospital Pharmacy*, 50(7), 644-648. doi:10.1310/hpj5007-644
- 7 tips to improve your writing skills. (cover story). (2015). *Administrative Professional Today*, 41(9), 1-2.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

### **Critical Thinking: (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

### **Option #1: LinkedIn (Sections: Recommendations, Groups)**

Go to LinkedIn.com. Create a profile if you have not already established one, and ensure your professional brand is consistent across social and professional platforms. Be sure to fill in the following required sections with as much detail as possible:

- Summary
- Previous Work Experience
- Certifications
- Education

In addition, also fill in the **Recommendations** and **Groups** sections.

You may also fill in the other optional sections, although it is not required for this option. Students who do not wish to create a LinkedIn profile can create a written profile using the required profile sections discussed above. Submit your written profile along with the required professional brand description discussed below.

In 2-3 paragraphs, describe how you want to improve your overall professional brand in the next year, and how these changes will help improve your overall professional brand. Provide the link to your profile in your submission and the date you created your profile. Refer to the rubric for grading details.

### **Option #2: LinkedIn (Sections: Skills and Endorsements, Organizations)**

Go to LinkedIn.com. Create a profile if you have not already established one, and ensure your professional brand is consistent across social and professional platforms. Be sure to fill in the following required sections, with as much detail as possible:

- Summary
- Previous Work Experience
- Certifications
- Education

In addition, also fill in the **Skills and Endorsements** and **Organizations** sections. Students who do not wish to create a LinkedIn profile can create a written profile using the required profile sections discussed above. Submit your written profile along with the required professional brand description discussed below.

In 2-3 paragraphs, describe how you want to improve your overall professional brand in the next year, and how these changes will help improve your overall professional brand. Provide the link to your profile in your submission and the date you created your profile. Refer to the rubric for grading details.

### **Portfolio Milestone (25 points)**

#### **Portfolio Options #1 and #2**

- State your project topic.
- Provide an outline of your paper.
  - Your outline should include headers (the major topics), major resources, and the intended flow of the information in the project.
  - Under each header, write a few sentences on what you think you might cover in that section.
- Provide three articles that you might consider using for your final Portfolio Project. These sources cannot include the textbook or other course materials.
- Give a short reason why you feel each source would be pertinent to your project. This is not expected to be a final list. The goal here is to motivate you to begin examining research that might help you in your final Portfolio Project.

## **MODULE 5**

### **Readings**

- Chapter 11 in *Leadership Communication*
- Chapter 4: Communication and presentation. (2004). *Adair on Leadership Pocketbook* (pp. 95-120).

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Critical Thinking: (90 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option #1: Ensuring That Meetings Lead to Action**

Think back to a recent meeting you attended that was not effective. A good meeting planner can overcome this inertia by performing four steps:

- Assign specific tasks to specific people.
- Review all actions and responsibilities at the end of the meeting.
- Provide a meeting summary with assigned deliverables included.
- Follow up on action items in a reasonable time (Barrett, 2014, p. 303-304).

Explain each of these steps and describe how each step could be implemented to improve the meeting's effectiveness. Be sure to clearly articulate the strategy to resolve the conflict.

Here are some questions to consider when writing your paper: (not required)

- Who called the meeting?
- What was it about?
- Was there an agenda?
- Was the purpose of the meeting accomplished?
- After the meeting, were minutes distributed that outlined tasks and deadlines?
- During the meeting, what role did you play all or most of the time (leader, scribe, facilitator, etc.)?
- What could have been done to make the meeting more effective?

Refer to this week's readings for more information on the four steps. Your paper should be 3-4 pages in length, conform to *CSU-Global Guide to Writing & APA*, and include appropriate references. The CSU-Global library is a great place to locate these resources. Refer to the rubric for grading details.

**Option #2: PetroCo Refinery Case Study**

Go to pp. 111-112 in *Leadership Communication* and read the Case Study on PetroCo Refinery. Do the assignment on page 112:

Draft an email to the site services managers scheduling a meeting to discuss the budget (alternatively, you may choose to create a meeting request). Since you have no direct supervisory control, it will do little good to demand cuts; in fact, a demand to cut budget might result in the loss of a service that matters most to you! Therefore, consider your strategy and your persuasive approach carefully as you prepare the email. You may also consider whether to use a direct or indirect approach to the memo. Remember to craft a clear and complete subject line for the memo, provide all the information they need to attend the meeting, and close with the next steps or how to contact you for further information. In addition, consider what you might want to send to your audience to help prepare them for the

meeting. Include a list of the attachments you would include with this email along with a brief explanation of why you would include them.

Refer to this week's readings for more information on the four steps. Your email and supporting documents should conform to *CSU-Global Guide to Writing & APA*, and include appropriate references. The CSU-Global library is a great place to locate these resources. Refer to the rubric for grading details.

## MODULE 6

### Readings

- Chapter 10 in *Leadership Communication*
- Kwon, W., Clarke, I., & Wodak, R. (2014). Micro-level discursive strategies for constructing shared views around strategic issues in team meetings. *Journal of Management Studies*, 51(2), 265-290. doi:10.1111/joms.12036

### Opening Exercise (0 points)

### Discussion (25 points)

### Mastery Exercise (10 points)

### Critical Thinking: (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Effective Meeting Planning**

Plan a meeting: Decide who to invite and plan the meeting objectives and desired outcome of the meeting. If you are planning a virtual meeting, address the pros and cons of holding the meeting virtually.

#### **Scenario:**

The marketing communications department has outgrown their space in the corporate office. You've been asked to put together a team to design optimal work facilities for the department's newly leased space in a neighboring building. You have four months to put your plan together before the lease begins. You may choose four other people from the company to be on your team. For this assignment, create the names of the people you choose. Assume that you know each person and can explain why you chose them. You can base your descriptions on real people that you know if you wish.

**Part 1:** Write a short paragraph briefly describing why you chose the four members of your team. Did you choose based on MBTI, past work history, emotional intelligence, office politics, ability to work on a team, or some other reason? There are no wrong answers. The objective of the assignment is to be aware of why you chose the group for your team and to be able to articulate your reasons for choosing them.

**Part 2:** Write a 1-to-2-page agenda for the first meeting launching the new team. Include the date, time, and place of the meeting. Include a brief description of the members' roles and responsibilities. Clarify the intended outcome of the meeting. Project a positive ethos in the meeting invitation. Use the guidelines below to help create your agenda.

#### **Guidelines:**

- Criteria for choosing members should be well-explained
- Meeting invitation basics should include:

- Time, date, place
- Desired meeting outcome/goals
- Team members' roles and responsibilities, prep needed
- Positive ethos
- Positive language
- No grammatical and/or spelling errors
- Organized and readable
- Agenda basics:
  - Heading
  - Time estimates
  - Topics
  - Person responsible
  - Instructions for post-meeting follow-up

Refer to the rubric for grading details.

### **Option #2: Zarate Tech Case Study**

In your textbook, read the Application 10.4 Case Study: Launching a Virtual Team and complete the assignment at the end.

Draft the email or meeting request to your team establishing the project objectives and inviting them to the team launch, which you have decided to hold in person in the Chicago office. Then, establish an agenda for the meeting and your approach to working as a team. Next, outline what you see as the challenges to this project and some of the best practices in working virtually that you think will help your team get off to a good start. Finally, note the type of interactive tools you will want to include in the team's shared workspace and why these tools will be helpful. Refer to the rubric for grading details.

## **MODULE 7**

### **Readings**

- Chapters 6 & 7 in *Leadership Communication*
- Felnhofer, A., Kothgassner, O. D., Hetterle, T., Beutl, L., Hlavacs, H., & Kryspin-Exner, I. (2014). Afraid to be there? Evaluating the relation between presence, self-reported anxiety, and heart rate in a virtual public speaking task. *Cyberpsychology, Behavior & Social Networking, 17*(5), 310-316. doi:10.1089/cyber.2013.0472
- Kaye, S. (2017). It's showtime! How to give effective presentations. *Supervision, 78*(5), 8-10.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Mastery Exercise (10 points)**

## **MODULE 8**

### **Readings**

- Chapters 13 & 14 in *Leadership Communication*

- Andrade, S. (2014). Cross-cultural leadership: Let your differences make a difference in the world. *Leadership Excellence Essentials*, 31(6), 39.
- Christensen, M. (2014). Communication as a strategic tool in change processes. *International Journal of Business Communication*, 51(4), 359-385. doi:10.1177/2329488414525442
- Espinosa, J. A., Nan, N., & Carmel, E. (2015). Temporal distance, communication patterns, and task performance in teams. *Journal Of Management Information Systems*, 32(1), 151-191. doi:10.1080/07421222.2015.1029390
- Yu, H. H. (2013). Decoding leadership: How Steve Jobs transformed Apple to spearhead a technological informal economy. *Journal of Business and Management*, 19(1), 33-44.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Project (300 points)**

For this course, you will be creating a Personal Communication Development Plan as your final Portfolio Project. Select one of the options below and note your selection in the title of your assignment submission. Utilize the Portfolio Project Reminders through this course to pace yourself as you work towards completing this project.

**Option #1: Personal Communication Development Plan – Paper**

The Personal Communication Development Plan will be based on the Portfolio Project Checklist, which you will be working on throughout the course. Download this document and work through each part carefully. As you work through Part 1 and Part 2 of this checklist, you may discover something new about your personal communication. You may change your checklist and scoring sheet to reflect your discoveries. Do not start working on your paper until you have completed Part 3 of the checklist.

Review the Portfolio Paper Requirements carefully along with the Portfolio Project Rubric. Once you have completed your paper, be sure to include your completed Project Checklist as part of your final assignment submission. Combine the documents and submit one file.

**Option #2: Personal Communication Development Plan – Presentation**

The Personal Communication Development Plan will be based on the Portfolio Project Checklist, which you will be working on throughout the course. You will want to use narration in your presentation. Download this document and work through each part carefully. As you work through Part 1 and Part 2 of this checklist, you may discover something new about your personal communication. You may change your checklist and scoring sheet to reflect your discoveries. Do not start working on your presentation until you have completed Part 3 of the checklist.

Review the Portfolio Presentation Requirements carefully along with the Portfolio Project Rubric. Once you have completed your presentation, be sure to include your completed Project Checklist as part of your final assignment submission.



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## COURSE POLICIES

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<b>Grading Scale</b>	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### **Course Grading**

20% Discussion Participation

0% Opening Exercises

8% Mastery Exercises

37% Critical Thinking Assignments

35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.