

LDRS521: Leadership & Communication

Course Syllabus

Course Description

This course explores the intrinsic relationship between leadership and communication. Students also identify the role and impact of spoken words, written words, social media, and other media to enhance their leadership effectiveness.

Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Examine and discuss the relationship between leadership and communication.
2. Compare and contrast different leadership communication styles.
3. Analyze the relationship among organizational communication, organizational culture, and organizational performance.
4. Evaluate varied leadership communication theories and concepts and utilize them to inform any decision towards improving your quality of communication.
5. Assess personal attributes that impact communication, and address identified weaknesses.
6. Examine and reflect on how Scriptures impact leadership and communications.

Course Materials

Required Material(s)

Students must purchase:

Johnson, C., & Hackman, M.Z (2018). *Leadership: A communication perspective*, (7th ed.).

Long Grove, IL: Waveland Press. ISBN-13:978-1478635024

All other required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.

Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

Note: If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at writingcenter@jessup.edu or schedule a session through the WJU Student Services Scheduler.

Assignments

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

NOTE: The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). You must post **at least 3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.

3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m. (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

Disability Support Services Contact Information:

WJU Disability Support Services
(916) 577-2253
dss@jessup.edu

Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at my.jessup.edu.

Supported Browsers

- Google Chrome
- Mozilla Firefox

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

A = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.

F = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Discussion Questions	25%
Reflection Papers	20%
Presentations	30%
Leadership & Communication Paper	25%
TOTAL:	100%

Course Outline

<i>Week 1</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Leadership and Communication By the end of this week, you should be able to: <ul style="list-style-type: none"> • Explain the relationship between leadership and communication. • Evaluate the role of stories in communication. • Assess your own communication skills. 			
Reading Assignments	Read <ul style="list-style-type: none"> • Johnson, C., & Hackman, M.Z, (2018). <i>Leadership: A communication perspective</i>: Chapter 1 • Luthra, A, & Dahiya, R.(2015). <i>Effective leadership is all about communicating effectively</i> 		2.5 hours	
Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Lecture 1 Part 1 ○ Lecture 1 Part 2 • Additional Videos: <ul style="list-style-type: none"> ○ Humes, J. <i>The key to leadership communication</i> ○ Chick-fil-A.: <i>A chicken empire documentary</i> 		1.5 hours	

Optional Resources (in Supplemental Materials link)	Videos <ul style="list-style-type: none"> Mohler, A. (2016, May 9). <i>The power of storytelling in leadership</i> (Interview by John Piper) 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ #1: Willingness to Communicate Result <ul style="list-style-type: none"> Complete Box 1.7 Self-Assessment in chapter 1 of Leadership: A communication perspective, then discuss your WTC (Willingness to Communicate) result. What surprised you most about your results? What are some practical ways you can develop your communication skills? DQ #2: Stories <ul style="list-style-type: none"> What “stories” helped shape you? In what ways have you seen the concept of storytelling as leadership discussed in current leadership literature (or other avenues)? Explain. What biblical connections can be made to the concept of storytelling as leadership? 	<i>See Discussion Guidelines</i>	6.0 hours	

Reflection Paper 1: Chick-fil-A Case Study	Write <ul style="list-style-type: none"> Watch the 40-minute documentary video on S.Truett Cathy, the founder of Chick-fil-A, then write a one-page reflection paper on the communication lessons you learned from Mr. Cathy's story and that of Chick-fil-A. 	23:59 PT on Sunday, at the end of Week 1	3.0 hours	
		TOTAL HOURS FOR THE WEEK:	13.0 hours	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Leadership Communication Styles By the end of this week, you should be able to: <ul style="list-style-type: none"> Compare and contrast different leadership communication styles. Assess your personal communication style Devise a plan to improve the quality of your communication. Choose a research topic. 			
Reading Assignments	Read <ul style="list-style-type: none"> Johnson, C., & Hackman, M.Z, (2018). <i>Leadership: A communication perspective</i>: Chapter 2 		2.0 hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Lecture 2 Part 1 Lecture 2 Part 2 Additional Videos: <ul style="list-style-type: none"> Marteney, J. (2017, August 29). <i>Four communications styles</i> 		1.5 hours	

	<ul style="list-style-type: none"> ○ Schwefel, S. (2014, December 15). <i>Your personality and your brain</i> 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ 1: Communication Styles in the Crossroads <ul style="list-style-type: none"> ○ What is your communication style? (Use self-assessment Box 2.1 in chapter 2 to respond to this.) How do you see your communication style meshing (or clashing) with the style of your followers/your leader? ○ What is the communication style of your followers/your leader? (Use assessment Box 2.6 to respond to this.) What changes do you need to make to improve the quality of your communication between yourself and your followers? Does the Bible impact your answer? Why or why not? • DQ 2: Leadership Communication Style Case Study <ul style="list-style-type: none"> ○ Read the Case Study in Box 2.5 in Chapter 2 and answer the following questions: ○ Which leadership style would be most effective in working with the product development team at SuperNova Microcomputer? Why? ○ How would you suggest a leader get the product development team back 	See <i>Discussion Guidelines</i>	6.0 hours	

	<p>on schedule? What policy and/or personnel changes should you recommend?</p> <ul style="list-style-type: none"> ○ How might the leaders at SuperNova Microcomputer assure their employees that problems like this can be avoided in the future? 			
Research Paper Assignment - Topic Submission	<p>Research Paper Topic Submission</p> <ul style="list-style-type: none"> • Review the Research Paper Assignment Guidelines (due Sunday, Week 7). Begin working on your Research Paper. • This week, choose and submit a Research Topic. The research topic should include the following: <ul style="list-style-type: none"> ○ Title: ○ Thesis statement of your paper ○ A rationale for the selection of the topic • Final approval must be received from your instructor. 	23:59 PT on Sunday, at the end of Week 2	5.0 hours	
		TOTAL HOURS FOR THE WEEK:	14.5 hours	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	<p>Leadership Theories and Communication</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Explain theoretical concepts that impact leadership communication. • Evaluate a servant leader's communication style. • Describe various pitfalls in leadership communication. 			

Reading Assignments	Read <ul style="list-style-type: none"> Johnson, C., & Hackman, M.Z, (2018). <i>Leadership: A communication perspective</i>: Chapters 3 and 4 		4.0 hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Lecture 3 Part 1 Lecture 3 Part 2 Additional Videos: <ul style="list-style-type: none"> Lyon, A. (2018). <i>Servant leadership</i> 		1.0 hours	
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ #1: Improving Communication Skills as a Leader <ul style="list-style-type: none"> Of the various communication skills discussed in this week's material, which do you believe is the most under-developed in today's leaders, and why? Do you believe that today's leaders focus too much on one or more of these communication skills? Why or why not? DQ #2: Pitfalls in Leadership and Communication 	See <i>Discussion Guidelines</i>	6.0 hours	

	<ul style="list-style-type: none"> What pitfalls in leadership and communication did you discern in the readings? In your opinion, which pitfall is most dangerous/harmful in today's leadership landscape? Why? What Biblical passages relate to these pitfalls? 			
Reflection Paper 2: How A Servant Leader Communicates	Write <ul style="list-style-type: none"> Watch the short video on servant leadership. Reflecting on the qualities of a servant leader, write on how you think a servant leader communicates. How might these concepts impact the way you communicate moving forward? 	23:59 PT on Sunday, at the end of Week 3	3.0 hours	
		TOTAL HOURS FOR THE WEEK:	14.0 hours	

<i>Week 4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Powerful Talk By the end of this week, you should be able to: <ul style="list-style-type: none"> Construct an outline for the course research paper. Synthesize bibliographic sources for the research paper. Contrast powerful and powerless talk. Evaluate the importance of empowering others through communication. 			
Reading Assignments	Read <ul style="list-style-type: none"> Johnson, C., & Hackman, M.Z, (2018). <i>Leadership: A communication perspective</i>: Chapter 5 		2.0 hours	

Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Lecture 4 Part 1 ○ Lecture 4 Part 2 ○ Lecture 4 Part 3 		0.5 hours	
Optional Resources (in Supplemental Materials link)	Reading <ul style="list-style-type: none"> • Hoehl, S. (2008). Empowered by Jesus: A research proposal for an exploration of Jesus empowerment approach in John 21:1-25. <i>The Journal of Applied Christian Leadership</i> Video <ul style="list-style-type: none"> • Y360 (2012, July 20). <i>Jesus style communication</i> 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ1: Most Empowering Mode of Communication <ul style="list-style-type: none"> ○ What do you think is the most empowering mode of communication? Substantiate your position with both scholarly journal and Biblical principles. Why? • DQ 2: Case Study; The Power of Pride <ul style="list-style-type: none"> ○ Read the case study in Box 5.2 in chapter 5 and respond to the question: ○ Organizational consultant Jon Katzenbach argued that "it is pride, 	See <i>Discussion Guidelines</i>	6.0 hours	

	not money, that builds institutions that deliver the best products and service, along with superior economic performance.” Do you agree/disagree with this statement? Why? Explain your answer. Support your arguments with scholarly sources on the subject.			
Research Paper Project	Write <ul style="list-style-type: none"> Continue working on your Research Paper Project. This week, submit your Research Paper Outline and your Annotated Bibliography. The outline will be submitted as a list of the headings and/or subheadings that will be utilized in the paper. Each Annotated Bibliography must be in current APA format comprised of 2-4 sentences (for each entry) describing the main idea or the source, and how it will contribute to the development of your research paper. 	23:59 PT on Sunday, at the end of Week 4	4.5 hours	
		TOTAL HOURS FOR THE WEEK:	13.0 hours	

<i>Week 5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Credible Talk By the end of this week, you should be able to: <ul style="list-style-type: none"> Explain the role that a leader’s credibility and integrity play in effective communication Assess your leadership credibility. Describe empathetic language and identify its benefits. 			

Reading Assignments	Read <ul style="list-style-type: none"> Johnson, C., & Hackman, M.Z, (2018). <i>Leadership: A communication perspective</i>: Chapter 6 Mayfield, J., & Mayfield, M (2018). <i>Motivating language theory</i>: Effective Leader Talk in the Workplace Chapter 4 		3.0 hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Lecture 5 Part 1 Lecture 5 Part 2 Lecture 5 Part 3 		0.5 hours	
Optional Resources (in Supplemental Materials link)	Reading <ul style="list-style-type: none"> Newbell, T. (2016, November 23). <i>A call to empathy: Getting to know our neighbors</i> Video <ul style="list-style-type: none"> Lim, S.C. (April 1, 2014). <i>How empathy fuels the creative process</i> Riess, H. (December 12, 2013). <i>The power of empathy</i> Saarikivi, K. (April 1, 2016). <i>Empathy in digital age</i> 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p>	See Discussion Guidelines	6.0 hours	

	<ul style="list-style-type: none"> • DQ #1: Credibility <ul style="list-style-type: none"> ○ According to Johnson, Canada Hackman, M.Z (2018), “credibility, which is built on perceptions of our competence, trustworthiness, and dynamism, is the key to any successful influence attempt”(193). Discuss the implications of this statement for the way a leader communicates. How does a leader’s integrity relate to a leader’s credibility? Support your answers with both scholarly sources and with Scriptures. • DQ #2: Empathetic Language <ul style="list-style-type: none"> ○ In your understanding, what does empathetic language look like? What are the benefits of empathetic language? Are there biblical principles that connect with the idea of empathetic language? Explain. 			
Group Presentation	Review <ul style="list-style-type: none"> • Review the Group Presentation requirements for next week. • This week, be sure to contact your other group members in preparation for the assignment. 	23:59 PT on Sunday, at the end of Week 6		
Leader's Credibility Assessment	Create <ul style="list-style-type: none"> • Make a print-out of the application exercises with heading “Evaluate your credibility” at the end of chapter 6 of Johnson and Hackman’s text. Make a copy of the assessment tool. • Evaluate yourself by completing the Form 1 of the questionnaire and ask another person who knows you well to complete form 2. • Present your findings in a 6-slide presentation using your preferred presentation software (e.g., {PowerPoint, Prezi,etc.}) • The presentation should have the following elements: <ul style="list-style-type: none"> ○ Title slide 	23:59 PT on Sunday, at the end of Week 5	4.0 hours	

	<ul style="list-style-type: none"> ○ A background slide ○ Form 1 result summary slide ○ Form 2 result summary slide ○ Concluding slide ○ References if applicable <ul style="list-style-type: none"> • The presentation must be accompanied by a voice narration. 			
		TOTAL HOURS FOR THE WEEK:	13.5 hours	

<i>Week 6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Communication in Teams and in Organizations By the end of this week, you should be able to: <ul style="list-style-type: none"> • Collaborate with others in creating a presentation on groupthink. • Analyze the role that communication plays in the creation of an organization's culture. • Clarify the relationship between organizational communication and organizational performance. 			
Reading Assignments	Read <ul style="list-style-type: none"> • Johnson, C., & Hackman, M.Z, (2018). <i>Leadership: A communication perspective</i>: Chapters 7 and 8 		4.5 hours	
Video Resources	<ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Lecture 6 Part 1 ○ Lecture 6 Part 2 • Additional Videos: <ul style="list-style-type: none"> ○ Lyon, A. (2016). <i>Effective communication skills when you're new to a group or team</i> 		1.0 hours	

	<ul style="list-style-type: none"> ○ Bridges, J. (2018). <i>Seven secrets for effective team communication—project management training</i> 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> ● DQ: Communication and Organizational Culture <ul style="list-style-type: none"> ○ What role does communication play in the creation of an organization's culture? What is the relationship between organizational communication and organizational performance? ○ What do you believe is the best thing a leader can do to cultivate communication in his/her organization's culture? 	See <i>Discussion Guidelines</i>	3.0 hours	
Group Presentation	<p>Create</p> <ul style="list-style-type: none"> ● In this task, students will be assigned to groups of 3 or 4. Each group is to produce a presentation on "groupthink." The presentation should be comprised of 10 slides not including the title and reference slide. Each group presentation must answer the following questions: <ol style="list-style-type: none"> 1. What is Group Think? 	23:59 PT on Sunday, at the end of Week 6	5.0 hours	

	<ol style="list-style-type: none"> 2. How does one know group think is existent in a group or organization? 3. Why do teams / organizations engage in group think? 4. What are the dangers of group think? 5. What are the ways an organizational leader may eliminate groupthink in his company? 6. References <ul style="list-style-type: none"> • The presentation must include an introductory and concluding slide. A reference slide is also required. • Only peer-reviewed articles and scholarly resources may be used in completing this assignment. • There are two elements for this assignment: <ol style="list-style-type: none"> 1. The group will submit overall presentation and group members receive the same grade for the presentation. The group will be graded based on both content and the evidence of collaboration that took place to successfully complete the assignment. The group grade will comprise 50% of the final grade for this assignment. 2. Using the provided evaluation form for this assignment, each group member is to submit a completed evaluation of his or her teammates. Along with the evaluation each member is also to provide a brief description of his or her contribution • After your group submits the presentation, you will also individually submit a group evaluation form. <ul style="list-style-type: none"> ○ Using the provided evaluation form for this assignment, (click here), submit a completed evaluation of your teammates. ○ Along with the evaluation, also provide a brief description of your contribution towards the completion of the final output. This individual input will comprise the remaining 50% of the final grade for this presentation. 			
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		TOTAL HOURS FOR THE WEEK:	13.5 hours	
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<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Social Media and Leadership Communication By the end of this week, you should be able to: <ul style="list-style-type: none"> • Explain both the benefits and dangers of using social media in leadership communication. • Formulate a plan for effective use of social media in leadership. • Expound on a leadership communication concept and support your arguments with literature and Scriptural principles. 			
Reading Assignments	Read <ul style="list-style-type: none"> • Barbera, P, & Zeitzoff, T. (2018). <i>The new public address system: Why do leaders adopt social media?</i> • Lee, C. E. (2015). <i>The use of social media in leadership communication</i> • Pennybacker, G. (March 7, 2019). <i>Focus on social media</i> 		2.5 hours	
Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Lecture 7 Part 1 ○ Lecture 7 Part 2 		0.5 hours	
Optional Resources (in Supplemental Materials link)	Videos <ul style="list-style-type: none"> • Ballenger, M. (May 17, 2018). <i>Christians and social media: 8 social media sins Christians can avoid</i> • Lowisz, S. (November 6, 2014). <i>How can Christian leaders use social media beneficially?</i> 			

	<ul style="list-style-type: none"> Pellowe, D. (June 9, 2015). <i>Social media scriptures</i> Zacharias, R. (February 6, 2012). <i>Social media</i> 			
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ: Social Media in Leadership Communication <ul style="list-style-type: none"> What are the benefits and the dangers of using social media in leadership communication? What guidelines should be employed in using social media in communication? Are there any biblical principles that may apply towards effective and responsible use of social media in communication? 	See <i>Discussion Guidelines</i>	3.0 hours	
Research Paper	<p>Write</p> <p>This week, submit your completed Research Paper. The final 5-page research paper must be in APA format, and should include the annotated bibliography submitted in Week 4.</p> <p>Research Paper Template:</p>	23:59 PT on Sunday, at the end of Week 7	6.0 hours	

	<p>You will write a Research Paper on a topic relating to Communication and Leadership. The research paper must include the following elements:</p> <ul style="list-style-type: none"> • what is being said in the academic literature about the topic • what the secular worldview suggests is the selected topic's relevance to contemporary organizational leadership environment. • Bible principles related to the topic • what a Christian should consider important related to the topic under consideration. <p>The paper must seek to compare and contrast what agrees between Scripture and secular thoughts and what may differ between the two.</p> <p>Your paper must be 5-pages long, and double spaced, not including the title page, abstract, and references pages. You must include at least 5 scholarly references, in addition to the course textbooks and the Bible. Citations must be in current APA format. As this is a Research Paper, it must be written in third person and use an academic tone.</p> <p>View the rubric here</p>			
Course Evaluation	<p>Evaluate</p> <ul style="list-style-type: none"> • Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey. • NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. We use the reports to guide our decision-making for future courses. • After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	23:59 PT on Sunday, at the end of Week 7		
		TOTAL HOURS FOR THE WEEK:	12.0 hours	