



https://www.amazon.com/12-Months-Leadership-Insights-Compendium/dp/1706691572/ref=sr_1_2?keywords=12+Months+of+Leadership+Insights&qid=1578088461&sr=8-2

You can buy or get the Kindle version to save some money.

Other course materials will be posted in our Canvas class site: videos and readings

CA AS :

&DQYDV is the primary course management tool for this course. Therefore, please make sure that you have proper access to &DQYDV. &DQYDV will contain course announcements, documents, assignments, readings that are not included in the course packet, and other important information. In addition, you will be required to submit individual assignments and team deliverables through &DQYDV. Finally, I will be using &DQYDV as one avenue of communication with the class; therefore, it is important that the e-mail address you are using for &DQYDV is correct and is one that you check frequently.

You need to check our Canvas Class site 3-4 times per week.

LEARNING GOALS AND OBJECTIVES

By the end of this course, it is expected that you will:

Learn how to communicate with various stakeholders within differing situations, in an effective and efficient manner.

- Understand the power of the “less is more” philosophy when it comes to clearly communicating in both written and spoken language.
- Understand and learn how to utilize persuasion techniques to increase the likelihood of obtaining positive support.
- Comprehend and critically evaluate how communication influences individuals in all levels of the organization.
- Practice communication and editing skills via experience through group activities, course assignments, and in-class presentations.

PREREQUISITES

620:302:02 MANAGEMENT SKILLS.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

TEACHING PHILOSOPHY

Individuals learn through a variety of means and mediums. Therefore, we will explore course topics and foster skill-building through a selection of teaching methods, including: lectures, group work, case analyses, video analyses, simulation, role plays, and other experiential exercises. In so doing, we fully expect learning to occur in both the individual and group levels of analysis.

COURSE ASSIGNMENTS

<u>Assignment</u>	<u>Responsibility</u>	<u>Points</u>	<u>Due Date</u> (by Midnight)
Leader Reports & Critique (2)	Individual	20% (10 points each)	()

Individual Session Reflection Assignments (3)	Individual	15% (5 points each)	()
Discussion Leadership	Group	10%	Various
Group Project	Group	20%	() & ()
Personal Leadership Communication Plan	Individual	25%	()
Attendance/ Participation	Individual	10%	Each Session

CLASS FORMAT

We will use different modalities in our class. There will be *on-campus classes, online discussions and team meetings (mediated or face to face)*. We will do this for several reasons:

- To try to optimize the time available
- To leverage technology
- To simulate conditions that you are likely to face at work
- To balance workloads
- To optimize ‘team’ time for the Group assignment in our class

EXPECTATIONS

I will discuss this in our first class in more detail – here are my basic expectations for our class:

- Come to each scheduled class on-time
- Pay attention in class, minimize laptop or cellphone use
- Be a positive, contributing team member
- Let me know if you will miss class. Keep in mind that missing classes will affect your participation grade
- Treating all classmates and the course instructor with respect

Note: The Instructor reserves the right to decrease the Class Participation component of your grade based on absences, late arrivals or disruptive behaviors.

GRADING POLICY

Our work defines us and is a reflection of our commitment. As professionals we expect high-quality work. Writing style, grammar, and spelling will be considered in determining your grades. Unless

otherwise noted, all written assignments must be double-spaced, with a 12-point font (New Times Roman or Arial) and one-inch margins. Please use a Cover Page with all assignments.

All assignments must be submitted on or before the specified due date. I understand the work/life balance you are managing so I will accept late assignments up to the last day of class. It is better to get some points than none. However, late penalties may be assessed for late assignments. The late penalties are:

Late Penalties:

- 1-3 days late: 5% point deduction**
- 4-7 days late: 10% point deduction**
- 8-10 days late: 15% point deduction**
- 11+ days late: 20% points deduction**

Under no circumstances will an assignment be accepted after the last official day of class. Any missing assignments when the class ends will receive a "0."

There are no Extra Credit Opportunities in the Class.

Grades are not rounded, you earn what you earn.

A = 93 - 100	B- = 80 - 82	C- = 70 - 72	
B+ = 87 - 92	C+ = 77 - 79	D+ = 67 - 69	F = Below 60
B = 83 - 86	C = 73 - 76	D = 60 - 66	

Leader Report & Critique ()

Report One – Due on ():

Select a particular leader from our class text that you can research further.

Include the following components:

- (1) A brief overview of the leader
- (2) Some context for this leader and a bit on the organization.
- (3) Analysis of the leader’s communication style
- (4) Your overall analysis and critique of the leader’s style and skills (using our three modalities as a frame)
- (5) If you had been advising the leader, what would you recommend to leverage his/her strengths and areas needing enhancement.
- (6) Summary

I am looking more for critique and analysis rather than reporting or description.

Length: 4-5 pages

Report Two ():

Select three leaders from our text. Evaluate them from a communication lens and compare and contrast their practices, competency and impact. You can bring in other materials beyond our textbook.

You can decide how to approach this paper, but at a minimum include:

- (1) The leaders you chose and why you chose them.
- (2) What they have in common in terms of communication practices
- (3) What they may do differently.
- (4) What lessons you can learn from them that you can use
- (5) Other as you decide

4-5 pages.

Individual Assignments – Session Reflections ()

There will be 3 short individual reflection assignments over our class.

Each between 2-3 pages. Details to be provided in class.

Discussion Leadership (due on various dates)

Each of you will lead a discussion in class on a topic related to our class material. This lesson will be 5-7 mins. You will need to prepare key points that you want to emphasize from our materials or others you research. This may relate to a posted article in our class or a video. You will present the topic in 2-3 mins and then lead a discussion/reflection on the topic for another 2-3 mins.

We will work out the schedule in our class.

Group Class Presentations and Discussions (Group) ()

Each student team will select a best practice topic. That team is responsible for presenting (15 mins) on a topic from our class and leading a 5-minute class discussion. The goal of these presentations/discussions is to give the team a chance to think about the topic and prepare a discussion that will deepen our understanding of it. It could extend or critique the arguments given in the readings, illustrate the points with examples drawn from team member's experiences, draw connections to other concepts covered inside or outside the class, bring in other articles or books, or relate to the week's topic or assigned readings in other ways.

Teams will have discretion over how they lead the class discussion.

The presentation will be in PPT or Prezi and be the equivalent of 10-12 slides.

First come, first served on the topic choice, no duplicates.

Personal Leadership Communication Plan ()

This is a large individual assignment that will span the semester. Details will be provided in class.

Class Participation and Preparation:

Equally important is your individual involvement and participation in the course. Individual and team learning in this course hinge on the quality of the interactive discussions that occur amongst the students and between the students and instructor during class time. **It is expected that you will spend 2-3 hours per week outside of class completing homework, projects, and studying.**

Class attendance, participation and preparation will comprise 10% of your final course grade.

These assignments are designed to promote your analytic and critical thinking skills; to encourage the application of our course concepts into real-world organizations; and to develop your interpersonal abilities of working as part of a team. To accomplish the deliverables comprising these assignments, you will be randomly assigned to work in a project team.

Detailed instructions for the assignments, including a description of all deliverables and their respective due dates will be discussed in class and posted in Canvas.

Note: Failure to contribute significantly to the team project as determined by the course instructor (through the consideration of input provided by team members) will result in one full grade deduction of your final course grade.

COURSE SCHEDULE

CLASS SCHEDULE AND TOPICS

<u>Class</u>	<u>Topics</u>	<u>Readings and Assignments</u>
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<p>On-campus</p>	<p>Overview of the Class</p> <p>The Context and Environment Facing Leaders.</p> <p>The critical intersections between leadership and communication.</p>	<p>Review the materials posted in Canvas. Take and post the Syllabus Quiz</p>
<p>On-campus</p>	<p>The Leader as Communicator.</p> <p>Overview of three main modalities of leadership communication: One to one, one to many and the various 'e' forms.</p>	<p>Other materials in class and Canvas.</p>
<p>Online in Canvas</p>	<p>The Soft Skills of Leaders and Why They Matter.</p> <p>Attitude, skills and application.</p>	<p>Review the materials posted in Canvas.</p> <p>Participate in the online discussion.</p>
<p>On-campus</p>	<p>Communication Styles and Approaches.</p> <p>Communication Authenticity and Adaptation.</p>	<p>Other materials in class and Canvas.</p> <p><i>Student led discussions.</i></p> <p>Leader Report 1 due on ()</p>
<p>On-campus</p>	<p>The Leader as Communicator: One to One - Part I</p> <p>Opportunities and Challenges in one to one communication.</p> <p>Being in the moment,</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p>

	<p>creating engagement. The role of presence. The importance of empathy. Related skills – diagnosis, adaptation, structure, and techniques.</p>	
On-campus	<p>The Leader as Communicator: One to One - Part II</p> <p>Words matter – effective writing</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p>
On-campus	<p>The Leader as Communicator: One to One - Part III</p> <p>Making connections one on one – balancing relationship and task elements.</p>	<p>Review the materials posted in Canvas.</p> <p>Participate in the online discussion.</p>
On-campus	<p>The Leader as Communicator: One to One - Part IV</p> <p>Critical skills deeper review:</p> <p style="padding-left: 40px;">Listening, observing, reflection and the use of questions.</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p>
On-campus	<p>The Leader as Communicator: One to One - Part V</p> <p>Critical skills deeper review:</p> <p>Speaking Persuasively not Abrasively.</p>	<p>Other materials in class and Canvas.</p> <p><i>Student led discussions.</i></p>

On-campus	<p>The Leader as Communicator: One to One - Part VI</p> <p>Critical skills deeper review:</p> <p>One on one situations:</p> <p>Common one on one leadership communication situations.</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p>
On-campus	<p>The Leader as Communicator: One to One - Part VII</p> <p>Conflict management</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p>
On-campus	<p>The Leader as Communicator: One to One - Part VIII</p> <p>Critical skills deeper review:</p> <p>Coaching, & mentoring. Delegation and Empowerment</p>	<p><i>discussions.</i></p> <p>Other materials in class and Canvas. <i>Student led discussions.</i></p>
On-campus	<p>The Leader as Communicator: One to Many</p> <p>Opportunities and Challenges in one to many communication.</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p> <p><i>Reflection on One on One section due on ()</i></p>
On-campus	<p>The Leader as Communicator: One to Many</p> <p>Common one to many situations: Meetings, Teleconferences, webinars, Townhalls, Roundtables, etc.</p>	<p>Other materials in class and Canvas. <i>Student led discussions.</i></p>
On-campus	<p>The Leader as Communicator:</p>	

	<p>One to Many</p> <p>Communicating in Teaming Situations.</p>	Review the materials posted in Canvas. Participate in the online discussion.
On-campus	<p>The Leader as Communicator: One to Many</p> <p>Communicating effectively across Cultures.</p>	<p>Review materials in class and Canvas. Student led discussions.</p>
No Class	SPRING BREAK	
Online Canvas Disc	<p>The Leader as Communicator: ‘e’ forms</p> <p>The Leader and the use of social media.</p> <p>Best practices and mistakes to avoid</p>	<p>Other materials in class and Canvas.</p> <p>Reflection on One to Many section due on ()</p> <p>Participate in the online discussion.</p>
Online Canvas Disc	<p>The Leader as Communicator: ‘e’ forms</p> <p>The use of mediated technology to extend reach and access.</p>	<p>Other materials in class and Canvas.</p> <p>Participate in the online discussion.</p>
Online Canvas Disc	<p>The Leader as Communicator: ‘e’ forms</p> <p>Effective ‘e’ communication practices: email, and other short burst communications</p>	<p>Other materials in class and Canvas.</p> <p>Leader Report 2 due on ()</p> <p>Participate in the online discussion.</p>
Online Canvas Disc	<p>The Leader as Communicator: ‘e’ forms</p> <p>Effective ‘e’ communication practices: blogs, websites, asynchronous public forums</p>	<p>Other materials in class and Canvas.</p> <p>Participate in the online discussion.</p>
Online Canvas Disc	Bringing it All Together:	Other materials in class and Canvas.

	How to ensure your messages are understood as you intended. Are you really effective as a Communicator?	Participate in the online discussion. <i>Reflection on eForms section due on ()</i>
Online Canvas Disc	Bringing it All Together: Seeking feedback. Creating engaged, active, b-directional formal and informal feedback channels.	Other materials in class and Canvas. Participate in the online discussion.
Online Canvas Disc	Bringing it All Together: Special Situations: Delivering Bad News Crisis Situations	Other materials in class and Canvas. Participate in the online discussion.
No Class Group Time	Group time to prepare and rehearse Group Presentations	Use this time to work on your group presentation
Online in Canvas	Bringing it All Together: The Art of Storytelling	Participate in the online discussion. Review the materials posted in Canvas.
No Class Group Time	Group time to prepare and rehearse Group Presentations	Use this time to work on your group presentation
Online Canvas Disc	Bringing it All Together Personal Communication Development Coaching	Review the materials posted in Canvas. Participate in the online discussion.
Online Canvas Disc	Bringing it All Together	Group Project Presentations

Online Canvas Disc	Bringing it All Together: Wrapping it All Up	Group Project Presentations Personal Leadership Communication Plan due on ()
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SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]