



Date		Credits	3 Credits
Course Title	Leadership and Communication	Course Number	MA 30610
Pre-requisite (s)		Co-requisite (s)	None
Hours	45 Hours		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(The Institution recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Leadership Communication, 3rd Edition
 Deborah J. Barrett
 ©2011 | McGraw-Hill Irwin | Published:
 ISBN-10: 0132390930 | ISBN-13: 9780132390934

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full



absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this course is to provide the students with the tools that will help them to develop the communication skills needed to be successful leaders. The students are expected to participate in open discussions where they will put in practice the communication skills acquired in class including verbal and non verbal communication skills, understanding that they will lead through their actions and words.

Learning Objectives

At the end of this course the student will be able to:

- Lead and communicate with integrity and project a positive ethos.
- Analyze audiences and create targeted, meaningful messages.
- Develop effective communication strategies for all situations.
- Select and use the most effective media, including social media, to reach all audiences.
- Use the language of leaders, communicating clearly, concisely, and correctly.
- Create well-organized, coherent communication.
- Deliver presentations and use presentation technology with confidence
- Display emotional intelligence and cross-cultural literacy.
- Lead small groups, whether in teams or meetings..
- Develop a vision and messages to guide and motivate others.
- Design and deliver messages to reach all stakeholders with positive results.

Topical Outline and Schedule

DATE	WEEK 1
SPECIFIC OBJECTIVES	Describe the course. <ul style="list-style-type: none"> • Identify the four main primary behavioral characteristics and communication abilities transformational leaders must possess

	<ul style="list-style-type: none"> • Define leadership communication and relate it to other fields of communications studies • Outline the communication skills that make up the leadership communication framework: core communication, organizational communication and corporate communication. • Define ethos its connection to audience motivation. • Compare the different types of power and sources of persuasion • List the characteristics of the people others trust and describe how these behavioral and/or moral values help create a positive ethos. • Discuss Hosmer’s analytical process and identify steps to resolve ethical questions.
TOPIC (S)	<p>Syllabus</p> <p>Discuss Library Orientation Course, Instructor to verify completion</p> <p>List of Topics</p> <ul style="list-style-type: none"> • Identify leadership with emphasis on transformational leaders. • Explore how leadership and communication are connected. • Define leadership communication and the leadership communication network. • Identify the importance of projecting a positive ethos. • Connect ethos to ethics and describe the types of ethical issues common in organizations • Recognize and manage ethical issues and create an ethical organizational environment.
LEARNING ACTIVITIES	<p>Discussion of Syllabus</p> <p>Complete Application 1.3 page 27</p>
HOMEWORK & ASSIGNED READINGS	<p>Review the Syllabus</p> <p>Complete the Library Orientation Course. Instructor to verify completion.</p> <p>Homework: assigned reading for next class session</p> <p>Read chapter 1 pages 1-23</p> <p>Complete Applications 1.1 through 1.2 on pages 23-27</p>
DATE	WEEK 2
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • List and explain the four primary goals for professional communication. • Demonstrate how breakdowns in communication may occur due to the lack of articulating a clear purpose and discuss the consequences • Identify methods for generating ideas including brainstorming, idea mapping, the use of journalists’ questions, and the decision tree. • Explain how understanding the context of communication is essential to developing messages that are properly (accurately) received by the audience as intended. • Summarize the process of developing effective communication and provide an example for each phase within the process.

	<ul style="list-style-type: none"> • Discuss how analyzing the level of expertise, including appropriate media, purpose, and approach, helps to target the messages and ensure that the audience is receptive to the messages. • Define the pyramid principle and illustrate how it can be used to effectively structure an effective discussion.
TOPIC (S)	<p>Discuss Final Class Project & Presentation, List of Topics</p> <ul style="list-style-type: none"> • Explain the importance of establishing a clear communication purpose. • Develop a communication strategy using the components of the Communication Strategy Framework. • Identify and discuss the major phases of strategy development and implementation- analysis, implementation, and assessment. • Analyze audiences by expertise, decision-making style, medium, or organizational context to • Discuss different methods used to organize written and oral communication effectively.
LEARNING ACTIVITIES	<p>Participate in a forum. Class Activity- Applications 2.3 - 2.4 on pages 56-57</p>
HOMEWORK & ASSIGNED READINGS	<p>Homework: assigned reading for next class session Read chapter 2 pages 29-52 Complete the Applications 2.1 -2.2 on pages 52-56</p>
DATE	WEEK 3
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • List the four primary purposes of communication and explain • Analyze different styles of writing and contrast the tone and style of each written work. • Use the guidelines for creating a positive ethos to help you determine your own style. • Avoid overusing the passive voice, expletives, relative pronouns, repetition of words and phrases, nominalizations descriptive and weasel words, and be aware of jargon in order to communicate more concisely. • List popular redundancies and explain how simplifying language enables us to connect with our audience more easily • Identify the three primary clusters of grammar and usage rules under which most errors are found and list important rules within each of the three clusters.
TOPIC (S)	<p>Discussion of student topic selection, library research, tentative bibliography List of topics</p> <ul style="list-style-type: none"> • Achieve a positive ethos through tone and style. • Evaluate how tone, word choice and style impact an audience’s perception • Describe how being concise in our writing and speaking is essential to effective communication and identify guidelines to help make

	<p>communication more concise</p> <ul style="list-style-type: none"> • Discuss additional considerations when writing for social media such as blogs, social networks, collaborative workspaces, microblogs, etc • Identify how correct language use affects ethos and explain how errors in grammar, spelling, and mechanics may negatively affect the way an audience characterizes or perceives the speaker or writer. • Recognize the power of punctuation in communication and the proper use of colons, semicolons, dashes and commas and so forth.
LEARNING ACTIVITIES	<p>Chapter Topic Discussion Review exercises from homework In class group activity</p>
HOMEWORK & ASSIGNED READINGS	<p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography Due: Project Topic Due: Tentative Bibliography</p> <p>Read chapter 3 pages 58-90</p> <p>Complete Applications 3.1-3.3 on page 98</p>
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • List the eight parts of speech and give examples for each • Describe the inconsistencies when using of Latin grammar in classifying parts of speech. • Differentiate between personal pronouns, indefinite pronouns, and collective nouns and describe their misuse in contemporary language. • Define parallelism and explain the benefits of parallel structure within your writing. • Identify ways to avoid sexist language. • Summarize guidelines that can be followed to avoid common problems posed by the use of technology for communication, particularly computers.
TOPIC (S)	<p>Due: Project Topic Due: Tentative Bibliography List of Topics:</p> <ul style="list-style-type: none"> • Discuss the importance of following the language rules that matter. • Judge your writing skills through editing and proofreading your own writing more effectively • Categorize the English language into eight parts of speech and briefly explain each part. • Recognize the correct use of all types of pronouns, particularly the use of personal and indefinite pronouns. • Identify the importance of effective sentence structure to optimize communication.

	<ul style="list-style-type: none"> Discuss the use of computers and common problems associated with this technology.
LEARNING ACTIVITIES	<p>Discussion Review application exercises from homework Following The Rules of Language Quiz (Grammar & Usage)</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Read chapter 3 pages 91-97 and Appendix B “The Business of Grammar” pages 415 through 423 Complete Application exercises 3.4 - 3.6 on page 99.</p>
DATE	WEEK 5
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Describe two broad types of communications (correspondence and reports) and explain how leaders use them to assert their influence in a wide range of organizational settings. Select the most effective written communication medium. Create individual and written communication. List the elements of each phase in the Individual Written Communication Process: Phase 1- analyzing and planning ,Phase 2- creating and developing, and Phase 3-refining and proofing Explain how to set up a professional blog as well as create a microblog plan.
TOPIC (S)	<p>List of topics:</p> <ul style="list-style-type: none"> Identify different types of communication and the audience’s expectations associated with the various genres, or types, of professional communication. Explain the advantages and disadvantages of each written medium to help in deciding which is best to use in different situations. Determine how to streamline the creation of individual and written communication through careful planning. Discuss the elements of social phenomenon (You Tube, Facebook, Wikipedia) and how they have created a permanent shift in the way the world works with emphasis on the impact on communication. Describe how to interact with social media effectively, including microblogs such as Twitter and Friendfeed .
LEARNING ACTIVITIES	<p>Chapter Topic Discussion In class group work- Application 4.3 pages 145-149</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Read chapter 4 pages 102-119 Complete Application exercises 4.1 – 4.2 on page 144-145</p>
DATE	WEEK 6
SPECIFIC	EXAM I

OBJECTIVES	<ul style="list-style-type: none"> • Discuss direct and indirect methods to begin a message and how to assess the needs of the audience to help make your determination which method to use. • Explain the acronym CPF (Context, Purpose, Foreshadowing) and how it can be used as an organizational tool to develop with reason and efficacy • Discuss how to use the MECE test in developing documents and balancing information. • Explain how to make messages more accessible and easy to read by formatting and carefully using headings and bulleted or numbered lists • Illustrate different ways to close or wrap up a message or document.. • List specific guidelines for IM and text messages. • Differentiate the sections that make up a progress report, proposals, and executive summaries
TOPIC (S)	<p>List of Topics:</p> <ul style="list-style-type: none"> • Discuss how to organize communication content coherently and describe different ways to organize communication. • Demonstrate how to Format professional communication effectively. • Explain how to conform to expectations in correspondence, including letter and memos, emails, and other electronic correspondence. • Identify legal and other potential issues pertaining to email and electronic correspondence and potential consequences • Recognize differences in expectations of professional audiences for longer documents and reports • Determine purposes and types of leadership communication reports.
LEARNING ACTIVITIES	<p>Class Discussion Review application exercises from homework</p>
HOMEWORK & ASSIGNED READINGS	<p>Read chapter 4 pages 120-144 Complete Application exercises 4.4 - 4.5 on page 150</p>
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • List the guidelines for delivering round-table presentations and identify when such presentation is appropriate. • Identify the major advantages of stand-up extemporaneous presentations • Describe techniques to help perform impromptu presentations effectively • Plan your presentation, including developing a communication strategy. • Prepare a presentation and use the Self Evaluation tool to achieve the greatest impact, • Avoid common problems with stance and gesture such as slouching, leaning, gripping the podium, rocking or shifting feet, etc • Discuss tips for handling the Q & A session.
TOPIC (S)	<p>List of Topics:</p> <ul style="list-style-type: none"> • Describe the use of the Communication Strategy framework in planning

	<p>presentations.</p> <ul style="list-style-type: none"> • Discuss the three “P”s approach to presentation development and delivery. • Describe the advantages and disadvantages of different delivery methods for oral communication. • Explain the traditional rule skilled presenters use to capture their audience and discuss the audience’s attention throughout a presentation • Discuss strategies for practicing for a presentation, including facilitating effective delivery and presenting effectively • Indicate how to present effectively and with greater confidence- getting nerves under control, making eye contact, proper stance and gestures • Recall the phases for planning and developing a presentation and complete each phase as you plan a presentation of your own that will be presented in class.
LEARNING ACTIVITIES	<p>Discussion Review of homework Application exercises. Oral presentations- Application 5.1 page 179-180</p>
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Read Chapter 5 pages 152- 179 Complete Applications 5.2 and 5.4. page 181</p>
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Recognize when to use graphics. • Employ fundamental graphic content and design principles. • Select and design effective data charts. • Create meaningful and effective text layouts. • Make the most of PowerPoint as a design and presentation tool.
TOPIC (S)	<p>List of Topics:</p> <ul style="list-style-type: none"> • Explain how the appropriate use of graphics and other technology provides leaders with an advantage, providing the ability to influence the audience positively. • Identify when and how to use graphics effectively and the guidelines for designing effective graphics. • Discuss content and design principles to follow whenever creating data or text charts for leadership presentations • Determine the type and content of the graph that will add to, support, or explain the message best. • List and discuss the guidelines for creating meaningful and effective text layouts. • Compare poorly designed PowerPoint presentation to well developed presentations, identifying problems within the slides, • Discuss how to improve presentations according to the guidelines for using graphics and PowerPoint to give leadership an edge.
LEARNING	Discussion

ACTIVITIES	Review of homework application exercises In class group activity- Application 6.4 pages 216-217 Oral presentations
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Read Chapter 6 pages 182 - 214 Complete Applications 6.1- 6.3 pages 214-216
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define emotional intelligence according to the emotional quotient, and explain the breakdown of emotional intelligence into three branches: appraisal and expression of emotion, regulation of emotion, and utilization of emotion. • Describe the different categories of leadership styles: visionary, coaching, affiliative, democratic, pacesetter, and commanding. • Explain the emotional intelligence domains and competencies that determine how we manage ourselves • Identify tools for increasing self awareness, including the Myers-Briggs Type Indicator (MBTI), and discuss the descriptors commonly used for type indicators. • List the categories of nonverbal communication and relate it to how we are perceived and how we perceive others. • Classify listening into three levels and identify common barriers to effective listening. • Outline the responsibilities of a mentor and protégé and discuss the importance of a good mentoring relationship that provides feedback . • Discuss the importance of networking and list important steps in preparing for an important communication activities
TOPIC (S)	<p>List of Topics:</p> <ul style="list-style-type: none"> • Recognize the importance and value of emotional intelligence for effective leadership • Discuss the value of knowing MBTI and its legal ramifications • Identify steps one can take to increase their own emotional intelligence. • Describe common nonverbal actions that may hinder public perception and discuss ways to improve nonverbal skills. • Discuss way to improve your listening habits, including verbal and nonverbal cues to signal listening. • Recognize the characteristics of good managers and explain how motivating and mentoring are instrumental in being an effective leader. • Identify how to use the GROW model to structure a feedback session • Discuss the value of networking to improve leadership connections.
LEARNING	Chapter Topic Discussion

ACTIVITIES	Analysis of the examples raised in class. Complete Application 7.3 (page 252) in class with a partner
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Read Chapter 7 pages 220 – 249 Complete Application 7.1-7.2 pages 250 – 251
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Define culture and the need for leaders to understand and appreciate cultural diversity • Recognize differences in behavioral patterns, attitudes, beliefs, and basic assumptions and values across groups of people and describe its effects on social interactions • Analyze generational differences and particular traits that can be found within each generation (Traditionalist, Baby Boomers, Gen Xers, Millenials) • Discuss the framework for cultural variables (such as context, information flow, time, language, etc) and how they are applicable across all cultures • Explain the context theory and discuss where particular cultures usually place on the High-Low-Context Spectrum. • Identify differences between high/low power distance workplaces. • Analyze how to best connect and communicate across cultures
TOPIC (S)	<ul style="list-style-type: none"> • Define culture and it relevance to communication and leadership. • Discuss how to recognize and manage cultural differences. • Describe the layers of culture across different levels, including national, regional/ethnic, gender, generational, social class, and organizational levels. • Analyze the implications of the High/Low Context Framework on determining approaches to communication and discuss differences in High and Low Context professional environments. • Discuss how variables, such as identifying with Collectivism versus Individualism or specific spiritual and traditional values, help in determining behavior and how individuals communicate. • Identify common myths about culture and discuss approaches to improve communication during cross-cultural encounters.
LEARNING ACTIVITIES	Discussion In Class Group Activity – Application 8.3-8.4 (pages 276-277) Group Presentations
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Read Chapter 8 pages 254 – 273 Complete Application 8.1 - 8.2 (page 274-276)
DATE	WEEK 11

<p>SPECIFIC OBJECTIVES</p>	<ul style="list-style-type: none"> • Decide when a meeting is the best forum. • Recognize the importance of selecting the right attendees for a meeting- decision makers, the budget holders, those with expert knowledge, and representation from those affected by the decisions • Identify factors to consider when selecting a setting for the meeting, such as the type of meeting, seating arrangements, and planning a virtual meeting • Organize your meeting by assigning specific roles that will help clarify responsibilities of each member: leader, facilitator, note taker, timekeeper. • Discuss the importance of establishing meeting ground rules, including examples of ground rules for virtual meeting. • Describe the characteristics of De Bono’s Six Thinking Hats discuss how “parallel thinking” leads to more constructive problem solving • Identify common meeting problems and discuss approaches to managing them. • List the steps a good meeting planner must perform to ensure meetings lead to action.
<p>TOPIC (S)</p>	<p>List of topics:</p> <ul style="list-style-type: none"> • Discuss how to plan and conduct a productive meeting and how to avoid the “Seven Deadly Sins of Meetings”. • Explain the importance of considering the purpose and audience in determining whether a meeting is the best forum for communication. • Discuss the essential components to planning an effective meeting, including clarifying the purpose and objective, determining topics for the agenda, selecting attendees, considering the setting, determining when to meet, and establishing needed meeting information. • Describe the elements to conducting an effective meeting- deciding on the decision-making approach, clarifying leaders and attendee roles and responsibilities, establishing meeting ground rules, and using common problem-solving approaches. • Identify common problem-solving approaches and analytical tools that work well in different types of meetings: brainstorming, ranking or rating, sorting by category, opposition analysis, decision trees, force-field analysis, etc • Discuss the different conflict-handling modes: competing, collaborating, avoiding, accommodating, and compromising. • Analyze techniques to manage resistance and understand cultural variables and meeting behavior to more effectively manage meeting problems and conflict.
<p>LEARNING ACTIVITIES</p>	<p>Discussion Review homework application exercises In Class Group Activity – Application 9.3 (page 303-304)</p>

HOMEWORK & ASSIGNED READINGS	Due: First Draft of Final Project Read Chapter 9 pages 279 – 302 Complete Application 9.1- 9.2 (page 302-303)
DATE	WEEK 12
SPECIFIC OBJECTIVES	MIDTERM EXAM II. <ul style="list-style-type: none"> Identify the responsibilities of team leaders and how to best communicate the expectations of the team. Describe the characteristics of a “real team” according to Katzenbach and Smith’s description of team basics. List the steps for creating a team charter: project purpose and goals, discuss team member roles and responsibilities, ground rules, and communication protocol. Contrast the single-scribe and multi-writer approaches to dividing tasks. Discuss the steps in creating and completing documents or presentations. Describe cultural team variables and examples of potential team issues.
TOPIC (S)	<ul style="list-style-type: none"> Identify the organizational and individual leadership issues raised when building effective team and evaluate whether the cultural and compensation structure supports teamwork. Describe how to build an effective team and establish the necessary team work processes. Recognize how a teams’ performance depends on its ability to deliver results. Summarize the process steps for keeping a team out of trouble and discuss the importance of reflecting on team work processes to improve team performance. Discuss how to manage the people side of teams through the discussion of topics such as position and responsibilities, team experiences, expectations, personality and cultural differences.
LEARNING ACTIVITIES	Discussion Group activity led by instructor Application 10.1 Team Assessment (page 336)
HOMEWORK & ASSIGNED READINGS	Read Chapter 10 pages 305 – 323 Complete Application 10.3 (page 338-339)
DATE	WEEK 13
SPECIFIC OBJECTIVES	Given a case to analyze, complete the following objectives: <ul style="list-style-type: none"> Identify the four types of team conflict: analytical, task, interpersonal, and roles. Discuss the advantages and communication challenges of virtual teams and identify possible solution to challenges

	<ul style="list-style-type: none"> • Demonstrate how to draft an email or meeting request establishing the project objectives. • Write and establish an agenda for the meeting and your approach to working as a team. • Identify approaches to handling team conflict and list the steps to integrative conflict management: assessment, acknowledgement, attitude, action, and analysis. • Explain how shared beliefs, a “storehouse of credibility and trust”, and a shared workspace are necessary for virtual teams to succeed. • List different virtual team meeting options and discuss the advantages and challenges of each option.
TOPIC (S)	<p>List of topics:</p> <ul style="list-style-type: none"> • Outline the challenges to the project and the best practices in working virtually that will help a team get off to a successful start • Describe conflict resolution mistakes that may cause conflict to escalate. • Recognize ways to handle team issues and conflicts • Summarize team work phases and leadership communication challenges • Identify the type of interactive tools a team can include in the team’s shared workspace and explain why these tools will be helpful. • Differentiate between a traditional team and virtual team and identify the benefits and challenges of both types of teams
LEARNING ACTIVITIES	<p>Discussion Review responses to homework application exercise Application 10.2 Team Performance Improvement Plan (pages 336-337) Case Analysis and Discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Editing & Revision of Final Project Read Chapter 10 pages 324 –335 & Appendix D “Successful Case Analysis and Discussion” pages 430-433</p> <p>Complete Application 10.4 – Case Analysis (page 340-341)</p>
DATE	WEEK 14
SPECIFIC OBJECTIVES	<p>Given a case to analyze, complete the following objectives:</p> <ul style="list-style-type: none"> • Define “missions” and “visions” and discuss their importance in achieving an organization’s strategic, operational and financial goals. • Explain how to assess the effectiveness of the current internal communication practices to determine the level and scope of the change communication effort- Level 1 (Basic), Level 2 (Strategic) Level 3 (Major change) • Determine ways to cut costs without downsizing staff.

	<ul style="list-style-type: none"> • Write a memo to the management team- remember to consider your audience and the tone you use when delivering information. • Outline the steps you would take to address communication challenges and establish the change communication program. • Develop a communication strategy and develop an agenda for the meeting establishing objectives, end products and content. • Develop an action plan for improving communication.
TOPIC (S)	<p>List of Topics:</p> <ul style="list-style-type: none"> • Recognize the strategic and cultural role of employee communication. • Describe the Strategic Employee Communication Model: supportive Management, Targeted Messages, Effective Media and forums, and ongoing assessment. • Discuss the importance of assessing employee communication effectiveness using a scorecard and how it helps determine the approach and level of change needed to improve current communication practices • Explain how missions and visions are used to strengthen internal communication. • List the steps to building an effective mission and vision and analyze the relationship of mission to vision to strategic objectives. • Determine the causes of major organizational change and explain how to design and implement effective change communication. • Summarize the Three-Phased Change Communication Action Plan.
LEARNING ACTIVITIES	<p>Class Discussion Group Activity- Choose a case and complete the objectives. Case Analysis and Discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Editing & Revision of Final Project Read Chapter 11 pages 344 – 371 and Complete Application 11.1 (page 371-275)</p>
DATE	WEEK 15
SPECIFIC OBJECTIVES	<p>Final Project Final Presentation Final Exam</p> <ul style="list-style-type: none"> • Recognize how a positive public image or reputation affects a company’s ability to achieve all other measures of success and discuss the important role of leaders in managing external relations to maintain a positive ethos. • Explain how leaders use the communication strategy framework to guide them in the creation of a strategy for external relations activities. • Identify the major external stakeholders • Describe how an organization might use a matrix to determine the importance and degree of difficulty (or ease) of reaching the different

	<p>stakeholder groups.</p> <ul style="list-style-type: none"> Identify the rules of effective communication with the media
TOPIC (S)	<p>List of Topics:</p> <ul style="list-style-type: none"> List the steps in creating a strategy for external audiences and guidelines for managing external relations. Build and maintain a positive corporate image through the creation of messages that meet the following criteria: honest, clear, consistent, and meaningful. Discuss the importance of an organization to establish and maintain a positive relationship with the news media Compare the characteristics and limitations of external media and forums. Discuss the handling of crisis communications and guidelines for helping companies respond appropriately to crisis situations.
LEARNING ACTIVITIES	<p>Class Discussion Group Activity- Choose a case and complete the objectives. (12.1-12.3) Case Analysis and Discussion</p>
HOMEWORK & ASSIGNED READINGS	<p>Read Chapter 12 pages 378 – 403</p>

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the literature.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Additional Instructional Materials and References

- Leadership: A Communication Perspective by Michael Z. Hackman and Craig E. Johnson (Paperback - August 6th, 2008).
- Mastering Communication at Work: How to Lead, Manage, and Influence by Ethan F. Becker and Jon Wortmann (Hardcover – July 17th, 2009).
- Communicate and Connect: Communication Skills for Success (Multimedia DVD, PC only- 2012).

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements



Homework: 15% (5% each)

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: 11-10-12