

DO YOU SEE WHAT I'M SAYING?
Leadership as Communicative Performance
BUS 3910
Summer 2016

Class Meeting Times: T, TH 1-4 pm

Class Location: SFEBB 1180

Professor: Julie Snyder-Yuly

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Course Description

This course provides an overview of communication foundations of effective leadership. Course material, assignments, and discussion focus on applying principles to practice across a variety of leadership contexts, including for-profit and non-profit organizations. Course units highlight the communicative performance of leadership through ethical and effective communication. The course equips students for effective and ethical leadership in their professional, civic, and personal lives.

Course Objectives

I have listed below my objectives for this course; however, I view this as a starting point for class discussion. Students will add at least **ONE** additional course objective of their own to their Learning Portfolios and assess how they met their personal course objective along with those listed below.

1. Students will demonstrate knowledge of several theories of leadership by identifying connections between theories and practices of leadership.
2. Students will use concepts covered in the course to analyze and critically evaluate leadership communication processes.
3. Students will use course concepts to evaluate their own leadership experiences and develop personal leadership goals.
4. Students will increase their sensitivity to ethical issues that pervade the process of leadership.
5. Students will improve their ability to reason through ethical issues that leaders and followers face in a variety of contexts.
6. Students will use knowledge and skills gained in the course to be more reflective and effective leaders in organizations, groups, and communities.

Required Texts/Reading

Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A Communication Perspective* (6th ed.). Long Grove, IL: Waveland.

Primeaux, P., & Hartman, L. P. (2001). Icons and values: Communicating ethical leadership. *American Communication Journal*, 5(1).
<http://acjournal.org/holdings/vol5/iss1/special/primeaux.htm>

Tost, L. P., Gino, F., & Larrick, R. P. (2013). When power makes others speechless: The negative impact of leader power on team performance. *Academy of Management Journal*, 56, 1465–1486. <http://dx.doi.org/10.5465/amj.2011.0180>

Course Components

**“Tell me...I’ll forget,
Show me...I’ll remember,
Involve me...I’ll understand.”
Author Unknown**

- 1. Attendance** – Attendance is expected in this course. With the short semester, each class you miss is equivalent to missing 3 during a regular semester. This course is designed for much discussion among participants and groups, so attendance is a crucial component to success in the course. If an emergency or illness prevents you from attending class, please provide me with written documentation so you will be excused from class. Attendance is part of the participation grade for the course. If you arrive late to class, you must inform the TA after class or you will be marked absent.
- 2. Participation** - Beyond attending class, your participation is a key to success in this course. Your participation grade will be based on how prepared you are to answer discussion questions posed by your classmates and by me, as well as the quality of questions and/or comments you make during class discussions. There will be opportunities for students to submit written responses to in-class activities that will be used to assign participation points as well. There will **not** be opportunities to “make up” these points. Comments or questions that indicate that you clearly have not read assigned material will detract from, rather than add to, your participation grade.
- 3. Reading** - Students are expected to read assigned material *before* each class. Class discussions and assignments will be evaluated based on use of course readings. Students are encouraged to upload Reading Notes by **11:59 am** the day each reading will be discussed in class. These Reading Notes, while not individually graded, will be graded as a whole at the end of the semester as part of the participation grade.
- 4. Leadership Diary** - Each student will keep a leadership diary throughout the course. A minimum of two entries per week is expected, more is better. You should reflect on the weekly course material, but in a way that is meaningful to you. These entries do not need to be long, 150-250 words is perfect. You will be expected to include personal assessments and other in class activities as well, along with your thoughts on them. Your final will be an entry relating to how you see yourself as a leader now and the ways in which you would like to grow. A separate assignment sheet provides details of assignment requirements and evaluation criteria.

5. **Movie Reflection** – Each group will randomly be assigned one movie that demonstrates leadership principles. Reflection questions regarding these movies will be provided, which will guide class discussions about movies. Groups assigned the specific movie for that class will help facilitate the discussion and should come prepared to class with discussion questions prepared. Written responses will be submitted to these questions for points (see Grading, below). *Although you are only required to watch the movie you are assigned, consider watching the other two movies as well. It is a good team bonding activity. All movies are available to check out at the public library and are on Netflix.*
6. **Follower the Leader Project** – Leadership Teams will work together to research a local, national, or international leader and present findings to the class. The project will include gathering information about the organization/group the leader is involved in and the type of people the leader leads. Utilizing social media, documents, videos, and other related sources, you will work to examine communication issues, ethical principles and dilemmas, and principles of leadership that the leader follows or attempts to embody. The Leadership Team will develop a 7-10-minute multi-media presentation of findings and give the presentation to the whole class. A separate assignment sheet provides details of assignment requirements and evaluation criteria.
7. **Online Learning Portfolios** – Each student will develop a professional Portfolium portfolio as a start to creating your own leadership identity, to demonstrate course competencies, and to develop goals for future leadership growth. The portfolios will include your resume, skills, education, supporting materials from student coursework, and other related content. The final portfolio constitutes the final examination for this course. A separate assignment document provides details of the assignment requirements and evaluation criteria.
8. **Grading** - Grades will be assigned using a point system. The maximum points available for each course component are listed below. I do not grade on a curve.

Leadership Team Charter	25
Movie Reflections	25
Leadership Diary	100
Follow the Leader Project	150
Online Portfolio	100
<u>Participation</u>	<u>100</u>
Total Points Possible	500

Final grades will be based on the following standard percentage scale:

A+ = 98 - 100%	B+ = 87 - 89%	C+ = 77 - 79%	D = 60 - 69%
A = 93 - 97%	B = 83 - 86%	C = 72 - 76%	E = 0 - 59%
A- = 90 - 92%	B- = 80 - 82%	C- = 70 - 71%	

Class Expectations

1. Academic Integrity – I encourage honest scholarship and follow the University guidelines for academic integrity. University Code: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

SECTION V: STUDENT ACADEMIC CONDUCT

Section V. A. ... students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating.

Section V. B. A student who engages in academic misconduct ... may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate.

2. Completion of Assignments/Examinations – Students are expected to turn in and/or present assignments on due dates. Late assignments will be accepted, but will be penalized 10% automatically for each class day late.

3. Respectful Interaction – All class participants, including the instructor, are expected to interact in a respectful manner during class time. This includes refraining from using profanity during class time, not interrupting students or the instructor during class discussions, and keeping comments relevant to class discussion.

4. Electronics - All class participants are expected to turn off electronic communication devices during class time, except laptops used exclusively for class activities. This is your time to fully engage with your classmates, the instructor, and the course content. Texting or engaging in other technologically-mediated communication during class time is rude and unacceptable. Students engaging in these behaviors will be asked to stop or to leave class and be marked absent.

5. Disability Accommodations – The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

6. Content Accommodation Policy - The University recognizes that students' sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. It is the student's obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs. If there is such a conflict, the student should consider dropping the class. I have chosen content for this course carefully and do **NOT** make content accommodations.

7. David Eccles School of Business Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

8. David Eccles School of Business Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).

Class Schedule

Dates	Topic/Assignment	Materials
May 17	Leadership as Communicative Performance Establish groups of 5	Syllabus Ch. 1
May 19	Styles of Leadership Performance Draft of Team Chart Due (Canvas)	Ch. 2
May 24	Communicating Ethical Leadership Bring resume draft to class	Ch. 11 Primeaux & Hartman; Pembina Pipeline Case
May 26	Approaches to Leadership Performance Movie Reflection <i>The Devil Wears Prada</i>	Ch. 3
May 31	Performing Transformational Leadership	Ch. 4
June 2	Developing Our Leadership Performances Movie Reflection <i>Coach Carter</i>	Ch. 12
June 7	The Performance of Power & Influence Bring Leadership Diary to Class	Ch. 5
June 9	Critiquing Performances of Power & Influence	Ch. 6 Tost et al. article
June 14	Contexts for Leadership Performances Movie Reflection <i>Apollo 13</i>	Ch. 7 & 8
June 16	Contexts for Leadership Performances, cont'd. Follow the Leader Presentations	Ch. 9
June 21	Performing Diversity in Leadership Portfolium Due	Ch. 10;

Leadership Diary Due
Follow the Leader Presentations

Zenger
Folkman
article

DRAFT