

SYLLABUS

Journalism 832

Leadership and Management in Marketing Communications

Instructor: Mike Rounds

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Description:

This course focuses on the development of leadership potential to meet the challenges and opportunities of today's dynamic work environment. Students learn about values alignment, knowledge and skills that foster positive relationships and promote organizational change. During the course we will look at the theory regarding topics such as management, leadership, organizational change, power and influence, and trust as well as discussing how the theories actually play out in today's work place.

Course Objectives:

Students will achieve the following:

- Discuss the major factors for managers converting employee talent to performance.
- Understand the key managerial, leadership and organizational behavior concepts, and how they are applied to a variety of organizations.
- Understand how change typically occurs in organizations.
- Understand skills involved in influencing others.
- Assess ethical dilemmas and formulate an individual code of ethics.
- Understand how the world of work is changing.
- Understand the basics of entrepreneurship.
- Develop ideas to help cope with the changing world of work.

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Leadership and Management in Marketing Communications

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Spring 2016 (Course Outline and Assignments)

	Topic
Jan. 19 (1)	Syllabus and course overview Philosophies of Leadership
Jan. 26 (2)	The Leadership Role
Feb. 2 (3)	Leadership Development and Behavior
Feb. 9 (4)	Trust, Integrity and Ethics
Feb. 16 (5)	Personality and Leadership Essentialism (Work/Life Balance)
Feb. 23 (6)	The Leader/Follower Relationship
Mar. 1 (7)	Organizational Culture (What makes great places to work) <i>Southwest Airlines Case Study</i>
Mar. 8 (8)	Making/Leading change in organizations Project Management
Mar. 15	SPRING BREAK
Mar. 22 (9)	Creating a Vision
Mar. 29 (10)	Strategy/Strategic Planning
Apr. 5 (11)	Power and Influence Motivation Employee Engagement
Apr. 12 (12)	Workplace Communication Managing Conflict
Apr. 19 (13)	Budgets and Budgeting <i>USAA Case Study</i>
Apr. 26 (14)	Corporate Social Responsibility Personal Code of Ethics

	Valuing Diversity
May 3 (15)	Group presentations Course Review
May 5	STOP DAY
Readings:	Readings for this course will be selected articles that best reflect that week's topic. I will place them on blackboard and give a brief introduction at the end of each class of the next week's readings.

GRADING CRITERIA

Class Participation	15%
Individual Assignments	
Assigned article report	10%
Self-Assessment Paper	15%
Leadership Development Plan	30%
Book Review/Presentation	10%
Group Assignments	
Assigned Topic Presentations	10%
Ethics/Social Responsibility Case Study Presentations	10%

ASSIGNMENT OVERVIEW

•Individual Article Review

Each week, individual students will be responsible for leading a class discussion on an article related to the topic of that class. Reviews will include a two page summary of the article and a ten-minute oral presentation to the class. Your paper and presentation should include a brief summary of the author's background, the article's thesis, four to six key points from the article, what you determine to be the main "takeaway" from the article, and your overall assessment. Articles will be assigned during the first class.

•Self-Assessment Paper

For class 5 (Feb 16) submit a four to six page leadership self-assessment. I would like you to answer the following 12 questions (extracted from *First, Break All of the Rules*, by Marcus Buckingham and Curt Coffman) when you construct your paper. Use the 12 questions as a means to reflect on how you lead others by responding to each question as though you are a member of the group that you currently lead (or have led if you are not currently in a supervisory role).

1. Do I know what is expected of me at work?

2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last 7 days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my organization make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last 6 months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

I will provide an example/template for your consideration at the beginning of Class 2 (Jan. 26).

- Leadership Development Plan

Complete a six to eight page individual leadership development plan (LDP) that is due on April 26. I will provide you a recommended framework for your plan.

- Book Review/Presentation

Write a three to five page book review and prepare a 15 minute oral review of a leadership book that you select. I will provide a recommended list of books for you to choose from. Coordinate your selection with me by Class 3. I will de-conflict your choice if another student has already selected the book. In your report, please identify the author's thesis and key points, your assessment of the author's contribution to the discourse on leadership and leadership development, and any potential areas of controversy. Don't hesitate to be critical of the book if it merits criticism. Throughout the course as you refine your understanding of your leadership style you should also be assessing whether to incorporate (or not) the leadership principles of others. Presentation dates for each student will be assigned after selections are complete in Class 3.

- Assigned Topic Presentations (Group Assignment 1)

I will assign teams and ask you to collaboratively develop a team presentation on an assigned course leadership topic. Presentations will be during Classes 10 - 13. Presentations will include a summary of key points regarding the topic, analysis of differing points of views, and a review of best practices that you have observed regarding the topic.

- Ethics/Social Responsibility Case Study Presentations (Group Assignment 2)

Your team will identify an ethical or social issue (possibly one that you have faced in your organizations). Shape a plan that addresses the ethical and/or social responsibility issue that you have identified. The plan should consider:

- Its objectives in addressing the issue.

- A clear description of what success looks like if your plan is effective.

-Definitions of the roles leadership and other stakeholders need to take in implementing the plan.

-Action steps that need to be taken.

-A broad timeline that establishes how long it will take to implement the action steps and the metrics necessary to confirm progress.

-Your communications strategy.

I will help you identify a topic and recommend presentation frameworks as necessary. Your group presentations will be given on the last day of class (May 3).

Weekly Discussion Topics

We will spend 15-30 minutes at the beginning of each class covering a topic as identified below. Please spend a few minutes prior to class shaping your thoughts on the topic. Examples from your previous experience will help reinforce your position on each topic.

Jan 26: **Good leadership is a matter of consistency over time.** People grow to rely on behavior that is consistent and predictable. It is a stabilizing, reassuring force. A leader who steps outside that pattern can cause uncertainty in the minds and attitudes of followers. Over time, it can create an unstable environment.

Feb 2: **Good leadership means knowing when to be courageous and knowing when to show restraint.** When forces are present to interfere with progress, good leaders rely on intuition, knowledge, and controlled passion for what is right to provide the confidence to be courageous and the impetus to act. When forces are present to interfere with ego, better judgement guides a good leader to show restraint.

Feb 9: **When confronted by a difficult choice, good leaders are guided by their sense of integrity (the harmony and consistency among their beliefs, their aspirations, and their behavior).** It may not be the easiest path, but it is less draining because it ultimately leaves the leader resolute and their followers confident and secure. Choosing unwisely can destabilize effective organizational dynamics.

Feb 16: **Effective leaders master their sense of self-control.** What draws followers to them is based on behavioral qualities that are predictable and admired. Effective leaders make every effort to prevent any momentary loss of self-control that may cause followers to question what they think of them.

Feb 23: **Expressions of support that are freely given by a leader, like respect and loyalty, are valued highly by followers and returned in kind. Expectations of support demanded but unearned by a leader, leads to resistance and interferes with organizational progress.**

Mar 1: **The need to be acknowledged as right or better than another should never overcome the wisdom to be courteous.** Courtesy reflects the maturity to have moved beyond ego-centered tendencies. Survival requires the political awareness to show it.

Mar 8: **A system out of alignment is prone to distraction.** Over time a poorly aligned system will diffuse the energy needed to hold it together and it will become unstable. Effective leaders know when change is needed and when to realign the cohesive forces within a system that will allow for controlled intensity and focus.

Mar 22: **A vision isn't one fixed point in time, but the adaptation of a compelling idea to a dynamic environment.** As time passes and knowledge and experience grows, the true demands placed on realizing a leader's vision become clearer. Effective leaders are open-minded enough to adapt.

Mar 29: **The cycle of strategy has many moments.** Some are filled by fillings of success. Some are challenged by small failures. Most reflect a work in progress with no sense of any daily action. A leader's need for results can interfere with unseen steady progress. Effective leaders learn to allow these moments to develop into their strategic intent. They don't concede to a personal need for action when all it may do is distract from the strategic purpose. Good leaders show the discipline of patience and the understanding that progress can't always be seen.

Apr 5: **The best way to encourage outstanding performance is to give followers the freedom to take risks and learn from daily practice.** Good leaders aren't perfect. They take advantage of their mistakes and miscalculations by pointing them out as a learning experience. If appropriate, they make light of themselves. Doing so reduces the likelihood that followers will spend their energy worrying about failure, and give followers hope that they will be treated the same when their imperfections surface.

Apr 12: **Effective leaders create an environment in which truth is valued, but accept that it can't always be heard in purest form.** They are careful with their expression of it. They are aware that the truth is always better received when people feel respected and its expression is sincere and helpful.

Apr 19: **Just as successful outcomes require adaptable plans, successful relationships require adaptable temperaments.** A leader's capacity to adapt their temperament to the person with whom they are interacting will increase the likelihood of the interaction being remembered as favorable. Leaders look to tune themselves to a common frequency when they relate to others, especially with those upon whom they depend.

Student Accommodations

If you need an accommodation due to a disability under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, please contact Misty Chandler, Director of Student Services, at misty.chandler@ku.edu. Advance notice may be necessary for some accommodations to be provided in a timely manner. Accommodations must be supported by adequate documentation and are determined on an individualized basis. The Academic Achievement and Access Center (AAAC) is responsible for determining student eligibility for accommodations, recommending reasonable and appropriate accommodations for each class, and facilitating the approved accommodations in consultation with the student and instructor.

Individuals who may need assistance evacuating in the event of an emergency are asked to complete a Personal Action Plan in advance of an emergency. These are located at <http://fmis3w2.home.ku.edu/beep/personalactionplanview.aspx>.

Policy on Plagiarism and Fabrication/Falsification -- *Adopted May 7, 2004:*

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

Inclement Weather and Special Needs - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

Revised 8/3/06

Copying or Recording - Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

August 17, 2009