Course Syllabus 2021

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in WheatonX.wheaton.edu.

Please note that all WheatonX courses are not transcripted courses (for transferrable credit). For this particular course, successful completion may qualify for advanced-standing credit in the Master's in Leadership Degree(s) at Wheaton upon successful completion of all courses in the particular Degree Program.

Course and Instructor Information

Course Title: Strategic Leadership and Communication
Dates: Specific Details in WheatonX
    July 15: Early Bird Discount ends
    August 5-6: The Global Leadership Summit
    August 7: Saturday Third Day Session (in-person at Wheaton or via Zoom link; please email for link)
    August 8-September 30: Online lectures and course assignments
    September 30: End of course
Prerequisites: None
Delivery Format: In-person (or virtual) at the GLSummit plus Saturday, August 7th 8am to 1:30pm at Wheaton College (or by Zoom), Billy Graham Hall, plus Online Study at WheatonX.wheaton.edu.
Professor: Dr. Dave Pederson
Email: gls@wheaton.edu

Course Description

Exposes students to the dynamics of communication in relation to leadership in contemporary contexts. In particular, communication concepts and best-practice will be applied to the tasks of leadership such as communicating vision, leading teams, intercepting entropy, and other challenges of organizational leadership. Crisis Leadership will also be addressed.

Course Objectives

By the end of this course, students should become academically grounded, practically skilled, and spiritually formed in that they will be able to:
1. Articulate a personal philosophy of communication for leadership and influence
2. Critically assess and evaluate leadership communication methods
3. Craft and deliver an inspirational and structurally sound message
4. Create a plan for steadily improving the personal quality of communication
5. Assess personal communication abilities and areas for growth
6. Identify ways communication can be used for both altruistic and selfish ends
7. Articulate basic concepts of Crisis Leadership

Course Materials

THREE REQUIRED BOOKS

Brothers, Chalmers and Vinay Kumar. 2015. *Language and the Pursuit of Leadership Excellence: How Extraordinary Leaders Build Relationships, Shape Culture and Drive Breakthrough Results*, 2nd ed. Naples, FL: New Possibilities Press.

Pollard, Tim. 2016. *The Compelling Communicator: Mastering the Art and Science of Exceptional Presentation Design*. Billings: Conder House Press.

Stone, Douglas, Bruce Patton, and Shelia Heen. 2010. *Difficult Conversations: How to Discuss What Matters Most.* New York: Penguin Group.

CHOOSE ONE BOOK FROM THE FACULTY OF GLS, SUCH AS…

Cloud, Henry. 2016. *The Power of the Other: The Startling Effect Other People Have on You, from the Boardroom to the Bedroom and beyond-and What to Do about It.* New York, NY: Harper Business.

Gino, Francesca. 2018. *Rebel Talent: Why It Pays to Break the Rules at Work and in Life.* 1st edition. New York, NY: Dey Street Books.

Richards, Shola. 2018. *Go Together: How the Concept of Ubuntu Will Change How You Live, Work, and Lead.* New York: Sterling Ethos.

Other books that the Faculty have written…

SUPPLEMENTAL BOOKS (RECOMMENDED BUT NOT REQUIRED)

Garcia, Helio Fred. 2012. *The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively.* Upper Saddle River: Pearson FT Press.

Heath, Chip, and Dan Heath. 2007. *Made to Stick: Why Some Ideas Survive and Others Die.* New York: Random House.

Maxwell, John C. 2010. *Everyone Communicates, Few Connect: What the Most Effective People Do Differently.* Nashville: Thomas Nelson.

Stanley, Andy, and Lane Jones. 2006. *Communicating for a Change: Seven Keys to Irresistible Communication.* Colorado Springs: Multnomah.

Voss, Chris with Tahi Raz. 2017. *Never Split the Difference: Negotiating as if your Life Depended on it.* New York: HarperCollins Publishers.

REQUIRED ARTICLE READING

Yeomans, Michael, Julia Minson, Hanne Collins, Frances Chen, and Francesca Gino. 2020. "Conversational Receptiveness: Improving Engagement with Opposing Views." *Organizational Behavior and Human Decision Processes* 160: 131–48. https://doi.org/10.1016/j.obhdp.2020.03.011.

Certificate Course Assignments and Requirements

CLASS PARTICIPATION and READINGS
Full participation will support the student's efforts to pursue all six course objectives.

Due Date: All class assignments should be submitted to the requisite dropbox in WheatonX by **11:59 p.m. on Thursday, September 30, 2021**. Due to the accelearated nature of this course, no late assignments will be accepted.

1. ATTENDANCE, ATTENDANCE JOURNAL, and THIRD DAY REFLECTION PAPER (35% of the grade, CO #2, 5, 7)
   Students are required to attend all of the The Global Leadership Summit on Thursday/Friday, the Third Day Saturday session, and watch all of the course lectures posted in WheatonX
   - To verify attendance, students must journal on a minimum of 30 presentations: 15 presentations at the Global Leadership Summit and 15 online video lectures (excluding the "Welcome" video). Journal entries should identify the speaker, provide a 1 sentence (only) summary of the talk, and list one point of application or a question that arises for you from the talk.
   - For the Third Day Saturday session, you will be divided into discussion groups. Each of you will share some take-aways from the Saturday sessions. Your paper should highlight five take-aways that fit your situation. Your paper should be 1.5 to 2 pages in length. Each take-away should be

described in one sentence. And then write a paragraph about the way that it applies to your life or work situation.

2. TEXTBOOK READING REVIEWS (20% of the grade, CO #2, 5)
    Students will submit a 600-word double-spaced summary and critique for each class text. The three main texts are listed. And you may choose one other from the Faculty of GLS. You may use the 1st person in the review if you wish. Reviews should include the following:
    - 1 paragraph summary of the book (4-5 sentences)
    - 3-4 paragraphs of critical interaction critiquing/interacting with the text (What are the texts strengths and weaknesses? What does this text illuminate for you? Where is more information needed?)
    - 2-3 paragraphs of personal application (How will you apply this to your present context?)

3. PERSONAL COMMUNICATION PROJECT (25% of the grade, CO #3, 4, 5)
    Record a seven-minute video presentation that utilizes your learning about strategic leadership *through* communication from the class material.
    - Speak as if you were talking to a team of people who you hope to lead/influence.
    - Present a vision and strategy for an organization's or ministry's future. Seek to inspire others and be sure to address opportunities, consequences of not moving forward, possible resistance, etc.
    - It is recommended that your philosophy and approach to communication (see assignment #4) be reflected in the style and substance of the presentation.
    Provide a 1-page written overview of your presentation.
    - Describe your communication strategy that takes into consideration the setting for the presentation and the audience (2-3 paragraphs) and provide a brief outline of your basic talking points.
    - Include the link to your uploaded presentation.
    Watch your own presentation. Write a 250 word plan for how you will work on improving your communication.
    - Describe what you observe to be your communication strengths and your areas for growth.
    - Outline some steps you can take to steadily improve your communication as a leader in your own context.

    Grading Rubric
    - ✓ 30% quality of presentation style (method and approach)
    - ✓ 30% quality of substance (information and structure)
    - ✓ 10% written overview of the presentation
    - ✓ 30% communication improvement plan

4. STRATEGIC LEADERSHIP AND COMMUNICATION PHILOSOPHY PAPER (20% of the grade, CO #1, 6, 7)
    Write an eight-page, double-spaced paper exploring your philosophy and approach to communication and its use for leadership and influence. This paper should integrate what you learned in the course including the reading and lectures, as well as outside sources and personal experience.
    - Summarize how your thinking about communication has been influenced by your participation in this course. Make clear connections to communication concepts from your readings, lectures, class discussions and assignments. Include a theological component to your philosophy of communication and leadership.
    - Seek to integrate the different perspectives. How does using one approach support, challenge, balance, etc. another approach? How do you determine when/how a particular approach might be the most contextually helpful? Include both corporate and individual applications.
    - Include some personal reflection. How have you used communication for both altruistic and selfish ends? What are areas of growth in your communication as a leader?

    Grading Rubric
    - ✓ 30% clearly articulated philosophy and summary
    - ✓ 30% smooth integration of communication perspectives
    - ✓ 20% honest self-assessment
    - ✓ 20% writing quality

Due Dates and Late Policy

All course due dates and deadlines are based on U.S. Central Time; if you are in a different time zone, please adjust your submittal times accordingly. *instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through updates in WheatonX.*

Due to the accelerated nature of this course, late papers will not be accepted for credit.

Writing Guide and Expectations

All written assignments are to be completed using **Author-Date** format of the latest edition Chicago-style formatting using Turabian. This includes making sure all papers are double-spaced with 1 inch margins, ½ inch indentation for paragraphs and footnotes, and 12-point Times New Roman font (10-point for footnotes). Online reference is found at: ChicagoStyleFormatReference.

In addition to providing guidelines for citation, the book also covers important information on how to write strong papers.

Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. 9th ed. Chicago: University of Chicago Press.

Student Evaluation Procedures

Each assignment is directly related to course learning goals.

All course requirements will be graded according to designated rubrics with the following weight being given for assignments:

Requirements for Online Course	% of Final Grade
Attendance, Journal, and Saturday Third Day Session Paper	35
Textbook Reading Reviews	20
Personal Communication Project	25
Communication and Leadership Philosophy Paper	20
Total	**100**

Summary of Course Grading:
This course is graded Pass/Fail. A passing grade is 84% or higher.

Final grades will be based on the following scale:

A	94 to 100	B-	84 to 85.9
A-	92 to 93.9	C+	82 to 83.9
B+	90 to 91.9	C	76 to 81.9
B	86 to 89.9	F	75.9 & below

Academic Honesty and Original Work

All students are expected to understand and subscribe to the ideal of academic integrity and to take personal responsibility and accountability for their work.

Academic dishonesty is a serious offense against an academic community and against the standards of excellence, integrity, and behavior expected of its members. Truth and honesty are to be followed in all academic endeavors, including the taking of examinations and in the preparation of class projects and papers.

Areas of concern related to academic integrity include plagiarism, cheating, fabrication of information or data, unauthorized collaboration, lying, defrauding, misrepresentation, or deception related to assigned or voluntary

academic work. Violations of academic integrity will result in the disqualification (including a grade of 0) of the unit of the course affected by it.

Expectations for Online Behavior

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a fellow disciple/learner, engage in online activities, make appropriate assignments, grade all assignments fairly, return all graded assignments promptly, and be available for consultation as needed and appropriate in our online environment. In return, I expect each student to model Christ-like behavior, value and respect fellow students and me as the instructor, follow appropriate online etiquette, and complete assignments in ways that demonstrate your integrity.

Wheaton College Policy on inclusive language

For academic discourse, spoken or written, the faculty expects students to use gender inclusive language for human beings.

Software/Technical Requirements

You are required to have:
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- Up-to-date web browser (Google's Chrome or Mozilla's Firefox recommended)

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.