Strategic Communication Leadership Seminar 2019 (JMC 5270: OEXW)

Leadership is more about who you are than what you do.
Frances Hesselbein

You need to know yourself in order to grow yourself.
John Maxwell

Self-knowledge is empowering.
Mary Catherine Bateson

I don’t think of leadership as a position.
I don’t think of leadership as a skill.
I think of leadership as a relationship.
Phil Quigley
Pacific Bell

General Information

Facilitator for Learning: Dr. Jann Freed
Telephone: 515-360-5691
Email: jann-freed@uiowa.edu OR JannFreed@JannFreed.com
Office Hours: As an online course, office hours will be by email or telephone. Please contact me with questions or insights.
One of my goals is to get to know you and have you know me. I would enjoy talking with you, so if you have unanswered questions or if you want to explore an idea, contact me. My goal is to learn from you too.

Mondays, 5:30-8: pm and class starts on Monday, August 26, 2019.

Technological, global, and demographic developments have combined to transform the field of strategic communication. This course will help you sharpen the skills necessary to be effective in an environment of collaboration, teamwork, and self-management across a variety of platforms. You will learn to use communication skills effectively in leading yourselves and associates in the modern workplace.

In the book Mount Analogue, Rene Daumal, died of tuberculosis before finishing telling us of his own ascent of Mount Analogue. But before he died, he communicated to us one of the basic laws of mountain climbing that is a great metaphor for life. In Rene’s words:

“To reach the summit, one must proceed from encampment to encampment. But before setting out for the next refuge, one must prepare those coming after to occupy the place one is leaving. Only after having prepared them can one go on up. That is why, before setting out for a new refuge, we had to go back down in order to pass our Knowledge on to the other Seekers.”

This is also a perfect metaphor for how I view teaching. As best I can, I show others what I have seen up to now. It is a progress report, a map of my experiences, by no means the absolute truth. And so the adventure unfolds. We are all on Mount Analogue together and we need to help one another on the journey.

University of Iowa Policy Statements

Administrative Home
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (https://clas.uiowa.edu/students/handbook).

Absent Students
All students have the responsibility of attending class and of contributing to the learning of their peers through active participation. Students are also responsible for knowing the absence policy of their courses, which will vary by instructor. All syllabi must confirm to the UI policy related to student absences, including the Holy Day obligations policy.
Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor. (https://sds.studentlife.uiowa.edu/).

Nondiscrimination in the Classroom
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

Electronic Communication
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Making a Complaint
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

Final Examination Policies
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies).

Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see https://osmrc.uiowa.edu/.

Learning Objectives
This course is about surviving and thriving in the messy, ambiguous, every-changing environment of the 21st century by leveraging our capacity, and that of our organizations, to learn and lead. But this course is not designed so you learn “about” leadership. It is designed so you become a leader. The emphasis is on personal change. Participation in this course will require you live from your heart as well as your head.

This course serves as a stage in the professional development of each participant, including myself, addressing two primary goals:

1. To explore and enhance our own capabilities as leaders, evaluating our strengths, opportunities for improvement, abilities and skills, setting goals, practicing techniques; becoming a better leader.
2. To facilitate integration of your personal experiences and thoughts about leaders into a framework or theory of effective leadership and leadership development.

Accomplishing the learning objectives is based on effective communication!

Primary Learning Objective: To “connect the dots” among all of the assignments, activities, and speakers, in order to identify themes worth remembering about what it takes to lead from within. The most important person to lead is yourself.
Required Reading and Assignments

- **Leading with Wisdom: Sage Advice from 100 Experts** by Jann Freed (2013) ASTD (now ATD).
- **The Feiner Points of Leadership: The 50 Basic Laws that will Make People WANT to Perform Better for You** by Michael Feiner (2004).
- **Tuesdays with Morrie** by Mitch Albom
- Read one *Harvard Business Review* (HBR) article WEEKLY (of your choosing) and journal about it.
- Assigned articles, LINKS, or other materials will be posted ICON or sent via email.
- Comment on my leadership blog: [www.JannFreed.com](http://www.JannFreed.com) (at least five times during the course and when the “spirit” moves you to do so)

Student Outcomes
You should leave the course with an enhanced ability to:

- Lead yourself and others.
- Listen deeply, share, and interact in a nonjudgmental way.
- Understand continuous improvement practices and techniques as they relate to personal development.
- Understand of the current trends affecting leaders.
- Demonstrate the oral and written communication skills necessary for leaders.

Course Evaluation
This course is structured on the assumption that students come to class prepared and ready to participate. You are expected to read all assignments prior to the time the scheduled topics are covered in class. In case of absences, you are responsible for the material covered in class during your absence. Class participation is expected since the class is taught as a seminar class based on dialogue. THERE ARE NO TESTS, just opportunities to grow through reflection, dialogue, and listening to yourself and others.

**Work will NOT be accepted after the assigned deadline unless an emergency situation.**

Components of Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>30%</td>
</tr>
<tr>
<td>Opinion Editorial 1</td>
<td>15%</td>
</tr>
<tr>
<td>Opinion Editorial 2</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Development Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Leadership Learning Plan (LLP)</td>
<td>25%</td>
</tr>
<tr>
<td>Personal Vision and Mission Statements</td>
<td>Part of LLP</td>
</tr>
<tr>
<td>Leadership Credo (philosophy)</td>
<td>Part of LLP</td>
</tr>
<tr>
<td>Eulogy</td>
<td>Part of LLP</td>
</tr>
<tr>
<td>Creativity Activity</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

Grading

The course is worth 1000 points. Each assignment is evaluated using this system of approximate 5% breakpoints:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>A</td>
</tr>
<tr>
<td>90%</td>
<td>A-</td>
</tr>
<tr>
<td>85%</td>
<td>B+</td>
</tr>
<tr>
<td>80%</td>
<td>B</td>
</tr>
<tr>
<td>75%</td>
<td>B-</td>
</tr>
<tr>
<td>70%</td>
<td>C+</td>
</tr>
<tr>
<td>65%</td>
<td>C</td>
</tr>
<tr>
<td>60%</td>
<td>C-</td>
</tr>
</tbody>
</table>

**Journal (300 points) Evaluated three times during the semester (first reading=less points)**

*Writing is thinking. It is more than living, for it is being conscious of living.* --Anne Morrow Lindbergh

Journal writing is a useful and powerful way for you to reflect on your learning and thinking during the course. Journals are more than retelling an event, discussion or article. They are a reflection of how what happened or how what was discussed or read affected or did not affect the journal writer. The act of recording events and activities requires us to recall what we have seen, heard, felt and done. Journaling encourages us to pay attention to the details. I refer to a journal as a dialogue with yourself. It is an active involvement of questioning your knowledge and challenging yourself to explore new ideas, attitudes and values. It is a process of introspection. The journal is a way to process, to react, and to derive lessons from the information gained through experience (questions, thoughts, insights). Each week entries should address assignments, class discussion, video clips, guest speakers,
exercises/activities, creativity activity, and observations. Basically, you need to journal on everything. Read, reflect, think, and write.

Journals will be evaluated based on quality and quantity of journal entries. Quality is based on depth of understanding or thinking revealed in the writing and is difficult to quantify. Quantity is based on covering the assigned materials and activities for the week. The journal will be evaluated after the first few weeks and two other times during the semester. The entries are to be submitted on ICON.

NOTE: Select at least two quotes from every reading, speaker, assignment, and discussion. Use the quotes to focus your reflections. While we can’t remember everything, select quotes that you want to remember. During the semester, you will be able to use the quotes to identify themes among all course assignments and activities.

The process of keeping a journal has the following benefits:

- heightens observation and listening skills
- develops process information skills
- explores feelings and thoughts
- monitors progress
- helps evaluate for improvement
- increases communication and dialogue
- improves writing skills

Class Discussion: Listen, Share, and Reflect

Discussion is structured to be one of sharing and listening—not responding. The goal is to deep listen to others and to share what you are thinking. Imagine a “talking stick” where only the person holding the stick is talking. When the sharing is done, silence should emerge.

Class participation is a dialogue with others enhances self-awareness and develops empathy. Dialogue is based on deep listening:

- Stay present to whom is talking
- Listen with your heart as well as your head.
- Listen with curiosity and refrain from judgement.
- Be willing to learn from each person’s life experience.

Since dialogue is the primary learning tool, participation, attendance and advanced preparation are the essential elements for successfully completing the course. As the course facilitator, I can plan the journey, but you must take responsibility for your own learning.

What is structured dialogue?

It is the sharing of ideas with the goal of deep listening. To better define dialogue, it is helpful to know what it is not:

1. **Dialogue is not a lecture**, which is usually given for the purpose of providing information.
2. **Dialogue is not a debate**, in which one can expect to identify a "winner" or a "loser." In dialogue, the goal is not for one party to impose ideas on the other; rather, it is to see afresh issues or positions that seemed non-negotiable, to find solutions in which all participants are “winners.”
3. **Dialogue is not an argument**, which is a logical process using reflective reasoning. While reasoned argument is necessary to conduct a dialogue, it is important to pay close attention to the emotions, experiences and cultural backgrounds that inform the direction of the dialogue.
4. **Dialogue is not an informal conversation**. In spite of the seemingly relaxed atmosphere, dialogues have specific goals, tasks and structures.

Personal Mission and Vision Statements (Part of the LLP)

Effective leaders understand themselves. They are open to feedback and not defensive. For this assignment, think about your purpose in life. Consider your work, family, community, profession, religion, and other domains of life that are important to you. What are the themes in your life? What is meaningful to you? What is important? Mission is about the here and now. Finish this sentence: My purpose is to .... Vision is more inspirational and about the future. Finish this sentence: I see myself becoming ...Where do you see yourself next year? In three years? These are thoughtful exercises in which the outcomes can help guide your decision making for the future. More details will be shared about these assignments.
Leadership Credo/Philosophy (Part of the LLP)
The best leaders operate from a firm grounding in what they personally believe. They bring their full selves to work: who they are, and what they care about and believe. For this assignment, consider your own personal philosophy of leadership. What do you think is important for a leader to be, say, and do? This I Believe …

Opinion Editorials (2 @ 150 points each)
You will write two opinion editorials (op. ed. pieces) on aspects of leadership covered during the course. You need to have one student in the class critique each editorial. You cannot exchange papers, but rather sign up to critique two different student editorials. The critiques are turned in with the editorials. Each student must critique two editorials and cannot critique more than two for the semester. All essays are to be a maximum of 1000 words. Ideas for topics will emerge from the readings, films, texts, guest speakers, and class dialogue.

Personal Development Assignment (PDA 150 points)
The purpose of this assignment is to help you think more deeply about your strengths as a leader as well as the areas you need to develop based on valid feedback. A handout outlining the details of this exercise will be posted on ICON and explained in a few weeks.

Leadership Learning Plan (LLP 250 points)
Since there are NO EXAMS in this course, the LLP replaces the final exam. The purpose of this assignment is to give you an opportunity to develop and implement a plan for self-directed learning outside of the classroom to enhance your leadership knowledge and skills. The project includes 1) self-assessment (SWOT/SCOT) or personal balance sheet of assets and liabilities 2) personal vision and mission statements 3) leadership credo and 4) creation of a three-year plan with specific learning SMART (specific, measurable, realistic, timeline) goals aligned with the personal balance sheet and vision statement with measures and a timeline included. Include a Personal Board of Directors (5-7) identifying who they are and why they are members of your Board. More information will be shared later in the course about this plan. During the final exam period, everyone will share aspects of their plan with the class.

Eulogy (Part of the LLP)
Grief, death, and dying are a part of life and we spend a great deal of our life at work. Understanding grief is an important leadership skill as industries are dying, jobs are being eliminated, and the “way things have always been done” is changing. Embracing our own mortality is a key in overcoming our fears and living life to the fullest. This topic will be explored in more depth. The eulogy will be shared orally with classmates. It might be beneficial to talk with someone you trust and value about this exercise. Examples are posted on ICON.

Creativity Activity (Mandatory)
During the semester, you are to identify some “creative” activity and devote some time to it. This might be something you used to do and want to do more of or something you would like to learn. Almost everything is eligible: reading, exercise, art, music, cooking, photography, volunteering. The purpose is to allocate time in your life to “create” something meaningful to you of your choosing. Then reflect on the experience in your journal at least weekly. What value is this activity adding to your life? Can you tell a difference? Why or why not? While there is no assigned time expectation, you need to be engaged with this activity enough to be able to assess and reflect on the experience.

Opinion Editorial Ideas

<table>
<thead>
<tr>
<th>Partial Listing of Skills Emphasized</th>
<th>Partial Listing of Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Art of Listening/Silence</td>
<td>Understanding Grief</td>
</tr>
<tr>
<td>Enhancing creativity</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td>The Power of Reflection</td>
<td>Being vs. Doing</td>
</tr>
<tr>
<td>Mindfulness, Centeredness, groundedness</td>
<td>Sharing of Gifts and Challenges</td>
</tr>
<tr>
<td>Empathy and compassion</td>
<td>Spirituality vs. Religion</td>
</tr>
<tr>
<td>Quieting the mind and body</td>
<td>The Power of Now--Presence</td>
</tr>
<tr>
<td>Meditation—being awake and alert</td>
<td>Living vs. Dying</td>
</tr>
<tr>
<td>Relaxation techniques</td>
<td>Intentionality</td>
</tr>
<tr>
<td>Courage—facing our fears</td>
<td>Followership</td>
</tr>
<tr>
<td>Finding our passion</td>
<td>The Mystery of Suffering</td>
</tr>
<tr>
<td>Being genuine and authentic</td>
<td>The Dark Side of Leadership</td>
</tr>
</tbody>
</table>
## Tentative Schedule

TWM= Tuesdays with Morrie. LWW= Leading with Wisdom. FPL= Feiner Points of Leadership  BRL= Becoming a Resonant Leader

**NOTE:** At the end of each chapter in **LWW**, there are personal development suggestions. Select at least ONE and include in your journal.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| August 26      | Who am I?  
                      Hopes and Fears  
                      Warren Buffett on Leadership  
                      In Search of Sages—Study and Book | Who are you?  
                      Review Syllabus  
                      TWM= Tuesdays with Morrie  
                      Deep Listening: Imagine talking stick |
| September 2    | LABOR DAY HOLIDAY                                          | NO CLASS                                                                    |
| September 9    | What exactly is leadership?  
                      Self-Leadership  
                      Myers-Briggs: personalitytype.com  
                      Explain Personal Development Assignment | ICON: Rock of Sages  
                      LWW: 1-2  
                      BRL: Ch. 1  
                      FPL: Ch. 1-2  
                      TWM: Page 33 |
| September 16   | Leading Subordinates  
                      Emotional Intelligence (EQ)  
                      Explain Eulogy assignment   | FPL: 3  
                      TWM: Page 55  
                      ICON: What They Don’t Teach in Business School  
                      ICON: What Makes A Leader  
                      **Opinion Topic Due** |
| September 23   | Leaders Connect with Empathy and Compassion  
                      Leading Bosses  
                      Explain Leadership Learning Plan | LWW: Ch. 4  
                      BRL: Ch. 2  
                      FPL: Ch.4  
                      **Journal 1 due September 25th @ 8:00pm** |
| September 30   | Authentic Leadership                                       | ICON: Parables of Leadership  
                      ICON: Manage Oneself  
                      LWW: Ch. 5  
                      **Opinion editorial to reviewer October 2 @ 8:00pm** |
| October 7      | Leading Teams/Leading Peers  
                      Wake up calls | FPL: Ch. 5-6  
                      BRL: Ch. 3  
                      LWW: Ch. 6  
                      TWM: Page 80 |
| October 14     | Sharing of Opinion Editorials  
                      Leaders Embrace Community | TWM: Page 115  
                      ICON: Leaders Build Community Training  
                      ICON: Level 5 Leaders  
                      **Opinion editorial 1 due** |
| October 21     | Leadership Style                                           | BRL: Ch. 4-5  
                      FPL: Ch. 7  
                      ICON: On the Folly of Rewarding A |
| October 28     | **In advance of class:** Watch Simon Sinek’s TED talk: How Great Leaders Inspire Action (17 minutes) | ICON: Work/Life Balance Training  
                      ICON: Leadership Legacy Training  
                      ICON: Focused Leader  
                      ICON: Easiest Thing to Do as a Boss  
                      ICON: Curious People  
                      **Opinion Topic Due**  
                      **Journal 2 due October 30th @ 8:00pm** |
| November 4     | Leading Conflict/Leading Change                           | ICON: The Learning Executive  
                      FPL: Ch. 8-9  
                      BRL: Ch. 6-7  
                      ICON: Small Wins  
                      TWM: Page 100  
                      **Opinion editorial to reviewer Nov. 6 @ 8:00pm** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| November 11 | The Dark Side of Leadership and Resilience                             | LWW: Ch. 3 and 7  
TWM: Page 115  
ICON: When Good Leaders Go Bad |
| November 18 | Sharing of PDAs                                                        | Personal Development Assignment Due  
TWW: Page 142 |
| November 25 | THANKSGIVING HOLIDAY                                                   | NO CLASS |
| December 2  | Leading Difference  
Why Organizations Don’t Work                                              | FPL: 10-11  
TWM: Page 164  
Opinion editorial 2 due |
| December 9  | Value-Based Leadership  
Sharing of Eulogies                                                        | LWW: Ch. 8-9  
TWM: Page 179  
FPL: Ch. 12 |
| December 16 | Closure and wrap-up  
Sharing of Leadership Learning Plans  
Talent Show                                               | Leadership Learning Plan Due  
Journal 3 Due December 18th @ 8:00pm |