Strategic Communication Leadership Seminar (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 21, 2017.

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 themselves 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 help one another on the journey.

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at https://clas.uiowa.edu/students/handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondeces sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities
The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical
or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See https://sds.studentlife.uiowa.edu/ for information.

**Nondiscrimination in the Classroom**
The University of Iowa 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, or visit diversity.uiowa.edu.

**Academic Honesty**
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](https://www.clas.uiowa.edu/policies-and-procedures/academic-honesty): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](https://www.clas.uiowa.edu/policies-and-procedures/academic-honesty). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](https://www.clas.uiowa.edu/policies-and-procedures/academic-honesty)).

**CLAS Final Examination Policies**
The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

**Making a Suggestion or a Complaint**
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident ([CLAS Academic Policies Handbook](https://www.clas.uiowa.edu/policies-and-procedures/academic-honesty)).

**Understanding 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 have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](https://sexualmisconduct.uiowa.edu) for assistance, definitions, and the full University policy.

**Reacting Safely to Severe Weather**
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](https://www.upsafety.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. It is about making the most of our everyday experience in the creation of our future. Ultimately, it’s about learning to develop a learning culture for ourselves, our workgroups, and our organizations.

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

1. To explore the nature of organizational leadership through the lenses of theory, research, and practice; to learn about leadership.
2. To explore and enhance our own capabilities as leaders, evaluating our strengths, opportunities for improvement, abilities and skills, setting goals, practicing techniques; to learn how to lead.
3. 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 *you*.
Required Reading and Assignments

- **Leading with Wisdom: Sage Advice from 100 Experts** by Jann Freed (2013) ASTD (now ATD).
- **Tuesdays with Morrie** by Mitch Albom
- Subscribe to www.dailyom.com for daily inspirational messages.
- Assigned articles, LINKS, or other materials will be posted online OR sent via email.
- Comment on my leadership blog: www.JannFreed.com (at least 15 times during the course and when the “spirit” moves you to do so)

Student Outcomes

You should be able to demonstrate in your questions, papers/project, and assignments:

- Enhanced insights into you own leadership skills and style.
- an understanding of effective leadership, particularly holistic leadership.
- an ability to listen, share, and interact in a nonjudgmental way.
- an application of continuous improvement practices and techniques as they relate to personal development.
- an understanding of the current trends in leadership.
- an appreciation for integrating current readings with historical literature in order to link theory with practice.
- the oral and written communication skills necessary for graduate students.

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 will be taught as a seminar class based on dialogue. THERE ARE NO TESTS, just opportunities to grow through experiences and reflection. **Work will NOT be accepted after the assigned deadline unless an emergency situation.**

Components of Grades

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

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95%</td>
<td>A</td>
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<tr>
<td>90</td>
<td>A-</td>
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<tr>
<td>85%</td>
<td>B+</td>
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<td>80</td>
<td>B</td>
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<td>75%</td>
<td>B-</td>
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<td>C+</td>
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<td>60</td>
<td>C</td>
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<tr>
<td>55</td>
<td>C-</td>
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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. Reflection is the act of reviewing events with an eye to extracting meaning. 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, films, guest speakers, exercises/activities, creativity experience, Daily OM, 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 two weeks and randomly three other times during the semester. The entries are to be submitted to the course dropbox.

NOTE: Select at least two quotes from every reading, speaker, film, or 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 listen to others and to share what you are thinking. To do this, we will use “talking sticks” where only the person with the stick will be talking. When the sharing is done, silence should emerge.

I am going to refer to class participation as a dialogue with others. A mutually supportive dialogue with others pushes the boundaries of knowledge, attitudes and values. It enhances self-awareness and develops empathy. Through this dialogue, we are exposed to different perspectives, people expand their understanding of issues, and gain an understanding about how these issues affect others. Listening to the views of others helps to develop multiple perspectives. Learning to base opinions on valid information and fact rather than myths and incorrect assumptions takes courage. 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?
A dialogue is a collaborative interaction, a frank and open discussion of ideas and experiences, which seeds mutual understanding or resolution. It is the sharing of ideas with the goal of 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 (Mandatory)
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? 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 (Mandatory)
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 …*

Leadership Interviews (Mandatory)
You can increase your leadership skills, confidence, and knowledge by interviewing successful leaders. The objective is two-fold: 1) learn from the experiences of two people to ground and better understand theories and readings from the course; and 2) Identify the individuals interviewed, position and company and why these people were selected. Journal about the interview in order to share lessons learned with the class.

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 (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. A handout outlining the details of this exercise will be posted on ICON and explained in a few weeks.

Leadership Learning Plan (250 points)
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 a 1) self-assessment (SWOT) 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 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 everyone in the class.

Creativity Experience (Mandatory)
During the semester, you are to identify some activity that is “creative” and devote some time to it. This might be something that you used to do and want to do more of or something that you would like to learn. Almost everything can is eligible: reading, exercise, art, music, cooking, book group, volunteering. The purpose is to allocate time in your life to “create” something that is meaningful to you of your choosing. Then reflect on the experience in your journal. What value is this adding to your life? Can you tell a difference? Why or why not?

Eulogy (Mandatory)
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. This is to be read out loud and shared with classmates. It might be beneficial to talk with someone you trust and value about this exercise. Examples will be posted online.

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

**TWM** = Tuesdays with Morrie  
**LWW** = Leading with Wisdom  
**SL** = Self-Leadership  
**BRL** = Becoming a Resonant Leader  
**ICON** = Posted on ICON

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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</table>
| August 21  | What is leadership? What does it mean to be a leader? Who is a leader?  
*Hopes and Fears*  
*In Search of Sages—Study and Book*  
TWM=Tuesdays with Morrie  
Where are we now? HERE  
What time is it? NOW  
Structured Dialogue: Talking stick |
| August 28  | What is Leadership?  
*Myers-Briggs: personalitytype.com*  
SL: Ch. 1  
LWW: Ch. 1  
TWM: Page 33 |
| September 4| LABOR DAY HOLIDAY  
NO CLASS |
| September 11| Self-Leadership  
Explain Personal Development  
ICON: Rock of Sages  
SL: Ch. 2 and Ch. 8  
LWW: 2  
BRL: Ch. 1  
TWM: Page 55  
Opinion Topic Due |
| September 18| Emotional Intelligence (EQ)  
TWM: Page 80  
ICON: What They Don’t Teach in Business School  
ICON: What Makes A Leader  
*Explain Eulogy assignment*  
*Journal 1 due* |
| September 25| Leaders Connect with Empathy and Compassion  
Explain Leadership Learning Plan  
SL: Ch. 3  
LWW: Ch. 4  
BRL: Ch. 2  
Opinion editorial to reviewer |
| October 2  | Sharing of leadership interviews  
ICON: Parables of Leadership  
ICON: Manage Oneself  
LWW: Ch. 5 |
| October 9  | Sharing of Opinion Editorials  
BRL: Ch. 3  
TWM: Page 100  
*Opinion editorial 1 due* |
| October 16| Leadership Embrace Community  
SL: Ch. 4  
LWW: Ch. 6  
TWM: Page 115  
ICON: Leaders Build Community Training  
ICON: Level 5 Leaders |
| October 23| Positive Leadership  
SL: Ch. 5  
BRL: Ch. 4 and 5  
ICON: On the Folly of Rewarding A  
*Opinion Topic Due*  
*Journal 2 due* |
| October 30| In advance: 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 |
| November 6| Team Self-Leadership  
SL: Ch. 6  
ICON: The Learning Executive  
BRL: Ch. 6-7 |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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<tbody>
<tr>
<td>November 13</td>
<td>Self-Leadership and Resilience</td>
<td>SL: Ch. 7</td>
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<td></td>
<td></td>
<td>LWW: Ch. 3 and 7</td>
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<td></td>
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<td>TWM: Page 142</td>
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<td>ICON: When Good Leaders Go Bad</td>
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<td></td>
<td></td>
<td>Personal Development Assignment Due</td>
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<td>November 20</td>
<td>Thanksgiving Holiday</td>
<td>NO CLASS</td>
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<tr>
<td>December 4</td>
<td>Sustaining the Leader</td>
<td>SL: Ch. 9</td>
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<td></td>
<td>Sharing of Eulogies</td>
<td>LWW: Ch. 8, 9</td>
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<td>TWM: Page 179</td>
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<tr>
<td>December 11</td>
<td>Closure and wrap-up</td>
<td>Leadership Learning Plan Due</td>
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<tr>
<td></td>
<td>Sharing of Leadership Learning Plans</td>
<td>Journal 3 Due December 13th @ 5:30pm</td>
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<td>Talent Show</td>
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