

Novak Leadership Institute
J7242 – Strategic Communication Leadership
8-week/3 credit hour asynchronous online course

COURSE OVERVIEW

The course is designed for students who are eager to develop their skills and abilities in management and leadership with the likely outcome that they will be leaders in corporate and non-profit organizations or become successful entrepreneurs. Rooted in principles of strategic communication and ethical persuasion, it will help students develop individual skills and abilities and the mindset of helping others achieve their goals. This course calls on students to commit to the process of their own growth and self-discovery and to help foster the growth and development of fellow learners. Students work in leadership development teams throughout the semester to discuss readings and complete exercises. Inspired by the experience and writings of former Yum! Brands CEO David Novak (Strategic Communication alumnus 1974), this is the one of five leadership courses offered through the Novak Leadership Institute.

COURSE OBJECTIVES

1. To understand and apply leadership theories and principles that will help you be an effective and ethical leader, including the work of David Novak in *Taking People with You* (TPWY) and other to leaders and researchers.
2. To develop self-awareness about your own strengths and weaknesses in leadership and commit yourself to a plan for constant improvement.
3. To understand how principles of strategic communication, including insight-driven thinking and creativity, contribute to effective leadership.
4. To enhance your knowledge and skills in interpersonal and organizational communication and understand potential barriers to effective communication.
5. To understand and apply the power of culture and recognition to motivate and empower others.
6. To understand persuasiveness and its role in motivating organizations and teams to achieve challenging goals.
7. To understand and learn how to address issues of diversity and potential implicit bias that may impede individual and organizational success.
8. To identify and understand the importance of evidence in developing fact-based decision-making processes.
9. To develop greater sensitivity to potential ethical breaches and issues, and to strengthen skills in applying ethical principles.
10. To apply the attributes and experiences of the leaders in Leadership in Turbulent Times in dealing with adversity and challenges in organizational settings and in everyday life.

PROFESSORS

Lead Instructor

Eleanor Farnen (BJ, BA, MA, Ph.D. candidate, University of Missouri) is founder and president of Strategists LLC, a media and marketing consultancy headquartered in Columbia, MO. She has taught graduate and undergraduate level courses in the Missouri School of Journalism since 1998, including organizational culture and leadership, mass communication theory, quantitative research methods and new media business models. Her research focus has examined media investment practices and the

effect of public ownership on newspaper profitability. She is currently researching leadership models and methods of assessing leadership development.

Farnen began her career as chief of public affairs for the Rhode Island Department of Environmental Management, assisting in the development of regulations governing air, land and water resources, conservation initiatives and corporate compliance. She is a former marketing and sales executive for Honeywell International's automotive sector, overseeing national account sales for the FRAM/BENDIX/AUTOLITE consumer/DIY brands and the company's NASCAR motorsports programs. She also served as vice president and group manager for Ketchum Communications in Washington, DC, in charge of corporate and environmental accounts. As a consultant, her clients have included Verizon Wireless, Wal-Mart, Southwest Greens, Fleet Financial Group, Commerce Bank and the Missouri Press Association. She has served as a policy advisor to former RI Governors J. Joseph Garrahy and Bruce G. Sundlun, former U.S. Senator Claiborne Pell and U.S. Senator Jack Reed. She was inducted into MU's Rollins Society in 2004 and is currently advisor and past president of the board of directors of the Odyssey Chamber Music Festival and The Plowman International Chamber Music Competition.

Margaret Duffy (Ph.D., University of Iowa) is professor of Strategic Communication at the Missouri School of Journalism and Executive Director of the Novak Leadership Institute. An author and consultant, Duffy conducts research and advises media organizations around the world. Her diverse consulting clients include Estee Lauder and the U. S. Army and she has obtained grants from the Pew and Knight Foundations. A respected scholar, Duffy's research focuses on organizational communication, visual communication, narrative, digital media, news, and persuasion ethics. Recent research appears in the *International Journal of Business Communication* on The Effect of Respect: Respectful Communication at Work Drives Resiliency, Engagement, and Job Satisfaction among Early Career Employees. She is author of *Visual Communication: Insights and Strategies*, which explores visual imagery in advertising, news coverage, political discourse, popular culture and digital and social media technologies. She serves on the board of the Institute for Advertising Ethics.

Catey Heller Terry (B.A. Skidmore College, MA, University of Missouri School of Journalism) is the outreach director and an instructor for the Novak Leadership Institute. She is a communications professional with more than 20 years of experience in New York City, St. Louis, and Columbia, MO. Terry served as a press secretary for a state senator in New York City before moving back to the Midwest. In Columbia, she worked at the Missouri School of Journalism, first for the Multicultural Management Program and later as director of development. She also served as senior director at Washington University in St. Louis in the development communications office and at Stephens College where she was in charge of grants and research. Most recently, Catey served as Executive Director for Advancement Creative Services and Donor Relations at Mizzou prior to joining the Novak Leadership team. Terry's credentials include certification in the DISC behavioral assessment.

COURSE MATERIALS

Taking People with You, David Novak
Leadership in Turbulent Times, Doris Kearns Goodwin

NOTE: Students will be responsible for purchasing *Taking People with You* and *Leadership in Turbulent Times*. In addition to the print version, *Turbulent Times* is available on audiobook.

You will also be responsible for additional readings available in PDF format on Canvas. If you have difficulty logging in to the course or you do not see the course listed, please contact the Mizzou IT Help Desk at 573-882-5000.

COURSE SCHEDULE

- Week 1/Module 1: Course Overview and The Power of Insight (leading self)
- Week 2/Module 2: Self-Awareness & Feedback (leading self)
- Week 3/Module 3: Emotional Intelligence & Goal Setting (leading self)
- Week 4/Module 4: Leading with Influence (leading others)
- Week 5/Module 5: Culture and Recognition (leading others)
- Week 6/Module 6: Inclusion, Diversity & Equity (leading others)
- Week 7/Module 7: Evidence & Experimentation (leading others)
- Week 8/Module 8: Ethical Leadership (leading self and others)

OPTIONAL ZOOM SESSIONS

There will be two **optional** zoom sessions during the course. The first zoom session will be scheduled for the second week of the course to get to know each other and to review your DISC assessment results. The second zoom session will be held during the last week of class to discuss Leadership in Turbulent Times and its application to the challenges leaders face today. Again, these are optional sessions, but we hope you will be able to join us. The sessions will be recorded and posted in modules.

COURSE REQUIREMENTS

- Active participation in the course through online discussion, your leadership development teams and the submission of a final paper based on scholarly research in the field of leadership and management
- Lead discussion and participate in Leadership Development Team (LDT) meetings; submission of one LDT report
- Completion of personal leadership development exercises and related assignments
- Completion of weekly readings and individual online Discussion Questions (DQs)
- Completion of reading and discussions of *Leadership in Turbulent Times*
- Completion of a scholarly final paper with annotated bibliography

COURSE STRUCTURE & COMPONENTS

Leadership Development Teams and LDT Guide Reports (100 Points)

A crucial element of the course will be your Leadership Development Team (LDT). You will be working in small teams with the primary goal of developing your leadership communications skills and helping your team members in their own leadership development process by sharing your goals, concerns, and insights, including the results of assigned assessments and exercises. Each week, a different member of your LDT will serve as a *guide* to help facilitate your team's discussion. The guide will also be responsible for submitting a summary report of that week's session. At the start of

the semester your team will create a LDT Guide Schedule so you will be able to prepare in advance to lead discussion for your assigned week.

LDT Guide Reports must include the following:

- One paragraph reflection on your role as the LDT Guide (What did you observe regarding group dynamics? What tactics did you use to help facilitate discussion?)
- Three to five highlights or themes from your LDT's discussion
- One key takeaway you will apply to your personal development as a leader

Note: LDT Guide Reports must be submitted via Canvas by Sunday (11:59 p.m.) during assigned week. Each Guide receives an individual grade.

Leadership Development Exercises (No Grade)

Exercises offer a hands-on way to apply the principles and ideas from course lectures and readings. You will share your completed exercises with your Leadership Development Team and receive feedback. *Note: Personal exercises will be posted on Canvas and will not be graded, but active participation is required.*

Weekly Readings and Discussion Questions (60 Points Each/240 Points Total)

Each week, you will have required readings based on the course schedule. These readings will be the subject of the Discussion Questions (4 in total). Readings may consist of chapters from David Novak's books, excerpts from other books, relevant articles from credible online or print publications and scholarly journal articles.

Discussion Questions (DQs) must be completed on Canvas by Sunday at 11:59 p.m. the week they are assigned. Peer responses (2) must be completed by Tuesday at 11:59 p.m.

Discussion Question Grading Criteria

- Response demonstrated thoughtful analysis of the unit and topic, showed critical reflection, and provided strong points, supported with clear examples.
- Peer responses added insight to thinking on the subject.

Leadership in Turbulent Times Discussion (210 Points)

You will be asked to read and discuss *Leadership in Turbulent Times* by Doris Kearns Goodwin as part of your discussion assignments. You will have 2 online DQs worth 60 points each and a final DQ worth 90 points.

Final Paper/8-10 pages in length with annotated bibliography (250 Points)

Students will research and write a final paper on a leadership question or leadership topic of interest. Proposed topics must be approved by the professor and include an initial list of academic and practical articles to support further research and analysis of the topic. Your final paper should include a review and analysis of at least 5 scholarly articles that relate to your subject area. You may supplement your scholarly sources with articles that have appeared in business and professional publications and books. Your annotated bibliography will include a list of citations followed by a brief (usually about 150-200 words) descriptive and evaluative paragraph of the article, book or document. Your annotated bibliography is not included in the 8-10 page length of your paper. Examples of academic journals include: *Journal of Leadership & Organizational Studies, Management*

Communication Quarterly, The Leadership Quarterly, Strategic Management Studies, Journal of Interactive Advertising, Journal of Advertising, Journal of Advertising Research, Journal of Current Issues & Research in Advertising, Journal of Interactive Marketing, Journalism & Mass Communication Quarterly, etc. Examples of professional publications include *Harvard Business Review, Ad Age, Marketing News, Forbes* and the *Wall Street Journal* and practical books that provide leadership and management advice. We encourage you to consult with Journalism Library staff for assistance and take advantage of the Novak Leadership Collection.

Participation (100 points)/Reflection (100 points)

Participation in an online course is critical in understanding the material, asking questions, sharing your thoughts and opinions with your instructor and peers on the discussion board and presenting your work. The grade for participation is based on the instructor’s evaluation of your contribution to the class and professionalism. At the end of the course, you will be asked to reflect on your experience in the course.

Submitting Work

This is an online course taught on the Canvass platform. It is important that you familiarize yourself with its various functions, including accessing readings and submitting assignments. It is wise to save often and back up your work on another hard drive or other device. If you are having trouble with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000.

GRADING (1000 possible points)

4 Online DQs Weekly Readings (60 points each)	240
LDT Guide Report	100
2 Online DQs <i>Leadership in Turbulent Times</i> (60 points each)	120
1 Final Online DQ of <i>Turbulent Times</i> (Optional Zoom)	90
Scholarly Leadership Paper with Annotated Bibliography	250
Reflection	100
Participation	100
Total Points Possible	1000

A	90-100%	A = Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student’s performance clearly and significantly above satisfactory, it was also of an independent and creative nature.
----------	----------------	---

B	80-89%	B = Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements.
C	70-79%	C = Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality.

COURSE POLICIES

Canvas

Instructor will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to regularly check the course Canvas site for new developments and to monitor your grade for the course. If you think a grading mistake has been made, please contact me. Official emails will be sent only to your Paw Print email account. If you would like in-depth tutorials on how to use Canvas, please visit guides.canvaslms.com

University Policies

Every student at the University of Missouri is expected to abide by all University of Missouri System Collected Rules and Regulations and to uphold the Standard of Conduct for the University of Missouri. The purpose of the Standard of Conduct is to maintain a safe campus community, one where students can learn and be successful. A student enrolling in the university also assumes an obligation to behave in a manner compatible with the university’s function as an educational institution. <https://accountability.missouri.edu/accountability/university-policies/>

Academic Integrity

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author w/o citation or attribution
- Use of verbatim materials from another author w/o citation or attribution
- Extensive use of materials from past assignments w/o permission of your instructor
- Extensive use of materials from assignments in other classes w/o permission of instructor
- Fabricating information in news or feature stories, whether for publication or not
- Fabricating sources in news or feature stories, whether for publication or not
- Fabricating quotes in news or feature stories, whether for publication or not
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU's Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

Professional Standards and Ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Copyright in course materials

The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the [Teach Act](#) , and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Student work and copyright

Just like materials created by your instructor are protected by copyright, the things you create as a student are owned by you. For example, if your instructor uses TurnItIn to check for plagiarism in student papers, the University has an agreement with TurnItIn so that no papers are shared with that company and are only used to cross-reference.

Audio and Video Recordings of Classes

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. *In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member.* However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Office for Civil Rights & Title IX Information:

University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the [Office for Civil Rights & Title IX](http://civilrights.missouri.edu) and the [RSVP Center](http://rsvp.missouri.edu) can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the [MU Disability Center](http://mu-disability-center.com), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays

Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict. For more information on the University's commitment to religious diversity, please visit <https://diversity.missouri.edu/religions/>

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); the MU Equity Office, or equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.