MLS 5331: Leadership Communications—Media and Message Strategies
(CRN: 18734)

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Class dates: October 20—December 15, 2016
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Course Syllabus

Course Purpose

The purpose of this course is to study the communication channels used in the process of exercising leadership in relation to the various audiences and contexts encountered by leaders. Students will develop and analyze messages used in the processes of leadership, including but not limited to, motivation, inspiration, and decision-making. In this context, media refers to the different formats used to communicate with others, including interpersonal communication, email, technical reports, press releases, and so forth. We will also examine the contexts in which leadership communication takes place as well as the actors involved in leadership communications.

Learning Outcomes

At the end of this course, students will be able to:

--Analyze audiences and contexts in selected communication situations
--Develop messages to an identified audience that motivates change agents, creates a context for decision-making; inspires organizational members to work toward identified goals
--Identify optimal media for communicating context-specific messages.

Required Texts


Other required readings, videos, PDFs, and other media will be available via our course’s Blackboard shell, the UTEP Library webpage, or other online outlets. These postings will NOT include the textbooks noted above. You must purchase or otherwise obtain a copy of those required texts.
Instructor’s Online Presence: Like you, I am committed to this class and will be online a minimum of 5 days per week. I check my UTEP email several times a day, so if you need to reach me and I am not online, please email me: fperez1@utep.edu. I am also available via telephone. If you want to reach me on my personal phone, please do not call prior to 9:00 a.m. or later than 9:00 p.m. Texting works better than phone calls, particularly during the work day when I am likely in class or meetings. I will usually post replies to several folks’ discussion board comments each time I am online. Whether or not I post a response to your work, please know that I READ EVERY POST/COMMENT.

Student’s Online Presence: Students must actively participate in online discussions and may visit a section established exclusively for them to share ideas, ask questions, or voice concerns. The Leadership Café (students only forum) is an online space where you can discuss ideas, ask questions, and share concerns with your class peers. Although I am also here to help (and am very glad to do so), I respect students’ right to work with peers without instructor input. If there is a topic that surfaces in the café and that needs to be addressed by me, please feel free to email or let me know in class. We can turn such topics into discussion questions or devote class time to them. I will NOT read anything posted in the Leadership Café – now or even after class ends. It is your area!

Because I recognize the compressed time table for this class, you will be expected to participate in discussions by posting a response to every question posted in the discussion board section, as well as to comment on at least two persons’ comments per question. Many of the discussion topics will be tied to the readings, TED Talks, supplemental readings, or case studies we cover; as such, you will need to invest some time for these activities. Your posts can be of varying lengths. Ideally, I’d like to see some lengthy, some average, and some short in length. Short means a few sentences. Simply posting terms such as “Yep” or “I agree” will not suffice as short replies. The discussion board serves to create dialogue and to get us thinking about the course materials. If everyone posts at the last minute, our opportunity for thoughtful discussion will be lost. Thus, anyone who consistently posts on the last day for any topic will lose points.

If you participate more, I will appreciate the effort.

Finally, in short-term classes I believe in “quality” not quantity. While the class will keep you busy, the reading and written workload is, I think, reasonable. You will have to read the two textbooks, an additional book for the book review, and some additional materials that will be available to you via Blackboard. I will assign no additional books or an excessively large amount of supplemental readings. In terms of your papers, I prefer well written, well researched work to anything that appears rushed. A short but well written paper is far better than a long, rambling piece that suggests you were merely focused on meeting the minimum page limit.
INSTRUCTOR RESERVES THE RIGHT TO ALTER THE COURSE SCHEDULE

Grading Scale and Related
All assignments and your final grade are based on a 100-point scale. Instructions for all assignments are in the “Assignments” folder on Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Online class introduction – Video or brief bio with a photo</td>
<td>5</td>
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<tr>
<td>Audience paper I (2-3 pages) – Due in class on the third Thursday of class</td>
<td>15</td>
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<tr>
<td>Audience paper II (8-10 pages) – Due the last Thursday of class</td>
<td>30</td>
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<tr>
<td>Book Review (3-4 pages) – Due dates vary, see below</td>
<td>15</td>
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<td>Online quizzes (5 points each x 4 quizzes)</td>
<td>20</td>
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<td>Quizzes will be posted the Friday after class by noon and will be available until 4:30 p.m. the following Thursday, a half-hour before we start class.</td>
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<td>- Quiz One: The Syllabus and more</td>
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<td>- Quiz Two: Denning Preface through Chapter 4</td>
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<td>- Quiz Three: Denning Chapters 5-9</td>
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<td>- Quiz Four: Fairhurst Chapters 1-8</td>
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<tr>
<td>Presentation of Final Paper (10 minutes with up to 5 PowerPoint slides last day of class)</td>
<td>5</td>
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<td>Online participation – Throughout entire class (online and in class discussions)</td>
<td>10</td>
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Total possible points 100

Grading Scale:
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 or lower

Assignments are graded on a 100-point scale and each assignment is worth from 5 to 30% of your final grade. For example, assignment one is graded using a scale where 90 – 100 is an “A”. If you earn a 100 you on an assignment worth 30% of your final grade, you will receive 30 points toward your final class grade.

A Few Words on Assignments
All assignments must be completed in APA format, using Times New Roman (or similar font for Apple computers) in 12-point font. Also, submit ALL assignments in hard copy directly to the instructor. Do NOT submit any assignments via email or Blackboard.
Students with Disabilities
Students with disabilities please see me at your earliest convenience and I will make any and all adjustments within my abilities. Please also register with UTEP’s Center for Accommodations and Support Services: cass@utep.edu to ensure your needs are met throughout your time at UTEP.

Course Topics

Week One — Introductions, Diffusion of Innovations, and Transformational Leadership
- Tuesday: Class introductions in person (and online, see below)
- Course overview
- Diffusion of Innovations as starting point to leadership studies and The Last Conquistador (if possible)
- For next week: Read Denning (2007) p. vii through Chapter 2 and review Modules 1.0 – 2.0 on Blackboard. NOTE: Modules contain supplemental material that will be on quizzes, form part of online discussions, etc.

Quiz 1: The Syllabus and More (available Oct 24-31, 2016 on Blackboard)

Week Two — Denning Continued - 12 Angry Men (1959; if possible)
- Discussion of Denning from p. vii through Chapter 2
- For next week read Denning Chapters 3 – 5 and Review Modules 3 – 5 on Blackboard

- Quiz 2: Denning Chapters Preface through Chapter 4

Week Three – Denning Continued
- Due: Audience Paper
- Discussion of Denning Chapters 3 – 5
- For next week read Denning Chapters 6 – 9 and review Modules 6 – 9 for next week

- Quiz 3: Denning Chapters 5-9

Week Four – Denning Continued
- Discuss Denning Chapters 6-9
- For next week read Denning Chapters 10–12 for next week and review Module 10-12 on Blackboard

Week Five – Denning Conclusion and Book Reviews, Part I
- Class discussion – Denning Chapters 10–12
- The Longorie Affair (PBS Video)
• Book Review Presentations, Part I
• For next week read Fairhurst Chapters 1 – 4 and review Modules 1 – 4

Week Six Fairhurst Part I and Book Reviews Part II
• Class Discussion Fairhurst Chapters 1-4
• Book Review Presentations, Part II
• Read Fairhurst Chapters 5-8 for next week and Modules 5-8 on Blackboard

Week Seven (October 13)
• Discussion of Fairhurst Chapters 5-8
• Quiz: Fairhurst – Chapters 1-8

Week Eight (October 20)
• Presentation of Final Papers
• Final Papers are due today no later than 5:15 p.m. (a.k.a. – start of class)