Welcome to COMM 531. This course addresses the role of culture in the communication behaviors of leaders. We will briefly study leadership characteristics and communication and then move on to issues of culture and various methods for assessing cultural influences on communication among individuals in leadership roles.

In contemporary life we have an overabundance of information readily available on almost any topic, including communication, leadership, and culture. The intent of this class lies in gaining understanding of how to access and assess the multitude of information relating to our topics. We will focus on the theories and principles of communication, leadership, and culture and then address interesting and different methods for assessment of these behaviors in specific leaders from around the globe. When you have completed this class, I hope you will feel better qualified to recognize the multiple influences of culture in communication behaviors in general and specifically among people in leadership roles.

Course Goals:

I. To understand the role of culture in the communication behaviors of leaders across the globe.
II. To practice and gain expertise at identifying significant information relevant to the topic.
III. To practice and gain expertise at assessing information and applying it to real life situations.
IV. To gain experience and expertise at communicating, verbally or in writing, information and materials appropriate for an educated audience.

Because this is such a large class in numbers, we will approach this study in formats somewhat different from the usual graduate classes. I think it extremely important for all students to take an active role in developing and addressing the topics in the course. Your own research and experiences contribute greatly to the learning experiences of all the other students. So we need to have specific times when all students have the opportunity for recitation and exchange of information and analysis. Therefore, we will divide the class into three groups for recitation purposes and also meet together on other dates for lecture and group reports.

Because we will not have the usual number of classroom hours for all students, we will conduct more work via small groups and on-line activities. Please note carefully the assignments and due dates. Do not hesitate to talk with me if you see some discrepancy or error in the schedule.

Texts:
This course does not have a required textbook. I will post many documents on the BlackBoard under Course Documents with assigned dates. I expect you to read all these documents and prepare to discuss them or to write about them. Students will also have the responsibility of identifying, locating, and analyzing other information that relates to their assigned topics. Usually, the students will report on their outside readings on Blackboard and will also make reports to the other class members during class sessions.
Class Topics:

- Discussion of class plans, syllabus, assignments to groups, individual reports, etc.
- Discussion of leadership styles and characteristics.
- Discussion of culture-general concepts with relation to culture-specific assignments.
- Discussion of culture-related communication theory, especially as applied to leadership communication behaviors.
  - Assign countries/mechanisms to individual students.

Reading Assignment:

- View and practice Writing guidelines (Black Board, Course Documents)
- Read posted documents for this date in BlackBoard, Course Documents
- Consider your choice of country for your special individual research project (see options in BB under Assignments).

Weekend #1

(Please remember that you will meet only one four-hour class during this weekend session.)

Primary Topic: Communicating Leader’s Vision
Analysis Mechanism: Metaphors or Mythology (depending on section)

- Discussion of “vision” and leadership communication.
- Relationship of “vision” and culture.
- Assessment of “vision” through analysis of metaphors or mythology.
- Analysis of metaphors/mythology in culture-specific situations.
- Report on metaphors/mythology in leadership communication.

Reading Assignments:

- Read materials posted on Black Board for this date.
- Research your target country/culture in terms of mythology/metaphors.
- Develop outline of your report on a specific leader in your target culture.
- Read material assigned on mythology/metaphor as appropriate.

Weekend #2

Primary Topic: Communicating Leadership Power
Communicating Leadership Ethics
Analysis Mechanism: Paradoxes

- Discussion of “power” and its relationship to leadership.
- Discussion of “power” and its relationship to communication.
- Discussion of “power” and its relationship to culture.
- Discussion of paradoxes and their use in cultural analysis.
- Discussion on individual reports on leaders (posted on BB)
- Group reports on relationship of vision and power to mythology/metaphors.
- Begin discussion on “ethics” as related to leadership, culture, communication.
Assigned readings:

- Readings on BlackBoard assigned for this class.
- Outside readings by each student that relate to power, ethics and culture-specific topic.

**Weekend #3**

Primary topic: **Communicating Leadership Ethics (continued)**

*Analysis Mechanisms: Metaphors, Mythology, Paradoxes*

Continue discussion of ethics in global leadership communication.
Students provide examples from their chosen leader in their target country/culture.
Groups make report to class on their work related to regional groups.

Assigned readings:

Readings on BlackBoard assigned for this class.
Outside readings by each student that relate to ethics and culture-specific topic.

**Student Responsibilities**

**Writing:**

1. Two short written assignments. Papers of 3-4 pages on the following topic: Papers must follow APA guidelines exactly and students must submit them through turnitin.com. Do NOT send them to me via email!!! Follow writing guidelines (BlackBoard, Course Documents) exactly. Papers should clearly indicate the author and contain a Reference List of 3-5 references (minimum). Each paper counts 10 % of course grade; total **20%**.

   First short paper due: **September 2 (end of day)**. I will read and return the papers by 9/9.

   Second short paper due: **September 20 (end of day)**.

2. Individual term project. Written project on a topic related to culture and leadership communication. Please discuss your proposed topic with me as soon as possible after the class begins. This paper should include a review of literature on the topic, as analysis of the topic using either mythology, metaphor, or paradox as the analytic tool, and conclusions on the way(s) in which culture impacts leadership communication in the selected area/topic. This written project is due on 10/13 and **counts 25%** of course grade.

3. Leader Analysis. Each student will select a living (or recently deceased) leader from his/her target country and locate at least two public speeches or written works. The student will analyze those speeches/writings in terms of cultural factors and post a report on this communication activity to the BlackBoard page. Other students will read and comment on the analysis completed and make suggestions about the analysis. This Leader Analysis **counts 10 %** of the course grade. Students should post their analyses on BlackBoard by 9/25. Students should post their analysis reports on Black Board by 9/23.
Oral:

1. **Discussion Boards (3).** I will assign each student to three different discussion board groups. Students will have the responsibility of developing the assigned topic, searching for and posting appropriate information, analyzing the information posted, and collaborating with the others in the DB group to reach conclusions about the topic. I will review the DB postings and we will discuss the conclusions in the following class period. I have posted a rubric that I will follow in grading the DBs under Assignments. Students can find their assignments to the DBs in the Assignments tab in Blackboard. Each DB activity counts 5%, (total of 15% of course grade)

2. **Analysis Mechanism Reports:** Each analysis group will review the use of its assigned mechanism and make a report to the entire class about the functionality, usefulness, and clarity of the mechanism (myth, metaphor). This presentation should include a brief written outline but primarily have an oral presentation of approximately 15 minutes. **Counts 10%** of course grade. The three different groups which meet together on Sept 10, 11 will form these three groups. Due September 25 in class.

3. **Group Report:** Each student will join a “regional” group for the purposes of reviewing the ways in which culture impacts leadership communication in specific global regions (Asia and the Pacific Rim; Latin America; Europe; Middle East; Sub-Saharan Africa; US and Canada). Each group will make an oral presentation to the class and include a PowerPoint support to the presentation. Due October 16 in class. **Counts 15%** of course grade.

4. **Student Participation.** This class will follow a rather complicated format. Success of each student’s learning depends on his/her participation in class discussions and on sharing information and experiences with other students. Active and meaningful participation in the class will count as the final 5% of the course grade.

Timetable summary:

**First Class meeting**
- Discussion Board 1 begins
- First short paper due (turnitin.com)
- Discussion Board 1 ends
- Discussion Board 2 begins
- Return of 1st short papers

**Second class weekend** (meeting in groups for 4 hours each)
- Rewrites #1 due
- Second short paper due (turnitin.com)
- DB #2 ends
- DB #3 begins
Leader analysis due on Black Board

Third class meeting

Return second short paper

Analysis mechanism reports to class

DB #3 ends

Individual Term Projects due (turnitin.com)

Final Class meeting

Regional Group Presentations due in class

Department of Communication Graduate Program Attendance

“The Department of Communication Graduate Program develops student knowledge and skills through a varied curriculum in applied organizational communication. Our courses are special learning communities where professors and students join together to study course-specific literature in the Communication discipline. Students process and evaluate scholarly work through written and oral presentation of information and ideas. Therefore, attendance and active participation are essential for all students’ success.

Punctual attendance at each class is an obligation of the student. By registering for this course, you are indicating that you will be able to attend classes on time and without early departure on the dates published. A student missing a weekend class meeting or more than one semester-long class meeting should NOT expect to pass the course. Students should have their personal or professional schedules well in mind when they choose courses for the semester. If you know that you will not be available for any scheduled class meetings, do not sign up for the class. Graduate faculty may supplement this departmental attendance policy through specific announcements in each course.”
WRITING INFORMATION/GUIDELINES

Written communication follows patterns designed to meet specific needs or achieve definite goals. Academic writing fits such criteria; its rules and regulations reflect attempts to meet the needs of the readers for clarity, brevity, significant content, explanation, and contemplation. Academic writing differs from other types, such as creative, journalistic, etc., because the communicator intends to share information or ideas with the readers. These ideas extend concepts based on research data of various types or original thoughts which propose theoretical bases previously unknown. Creativity in academic prose comes from the content and analysis rather than from new and novel means of expression. When you write academically, please remember that the primary purpose of the exercise provides the reader with new information or new approaches to understanding existing information. In the class, I will ask you to follow these rules in the essays which you submit for credit.

1. Follow traditional grammar rules, i.e., subject-verb agreement, noun-pronoun agreement, no introductory relative pronouns, etc.
2. Create paragraphs which focus on a single topic, usually introduced in the first sentence. Every paragraph must have at least three sentences and should not run too long (a relative point but very important). For example, a single paragraph should rarely extend to an entire page.
3. Eliminate all forms of the verb “to be” from your writing (is, am, are, was, were, be, been, being). This precludes use of passive voice and forces the writer to use a direct style for expressing facts or opinions.
4. Develop a general introduction to the paper, introduce the various points you wish to make through the succeeding paragraphs, and finally, compose a closing section that summarizes your content and brings the reader to a feeling of satisfaction with the organization and content.
5. Remember that your purpose always lies attempting to present your ideas, facts, etc., to the reader (the instructor) in a clear, cogent, and convincing manner. Therefore, avoid overuse of stringing prepositional phrases, too many perfect tense verbs, distracting phrasing, etc. Never use the second person (you) in an essay, unless it comes in a direct quotation.
6. Follow APA style in writing (exceptions require personal discussion with the instructor). If you do not know the APA style, find a manual and follow it exactly in every situation.
7. Study word selection carefully. Choose precise words which will indicate/clarify your intended message. Take care with affect/effect and other such troublesome words. Always use a thesaurus when you write.

Painful as this may sound, following these guidelines will contribute greatly to your expertise as an academic writer, a result which forms one of the goals of this class!