Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. __X__New Course or _____Revision of Existing Course

2. **Course prefix and number:** ____CMN 5190_____

3. **Short title:** _____Leadership Comm._____

4. **Long title:** _____ Leadership Communication_____

5. **Hours per week:** __3_ Class   __0_ Lab   __3_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   _X__ On demand

7. **Initial term**: __X_ Fall   ___ Spring   ___ Summer   Year: __2018____

8. **Catalog course description:** This course develops students' understanding of effective leadership by approaching leadership as a communication-based endeavor. It provides students with the knowledge necessary to establish or enhance their leadership communication abilities. Students will be exposed to multiple leadership theories and discuss the role effective communication plays in their application across multiple contexts, including organizational, professional, and team environments.

9. **Course attributes:**

    General education component: ____N/A_____

    ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    __X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _X__ Face to Face   _X__ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. _____None_____

12. **Equivalent course(s):** None

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   ___ No

13. **Prerequisite(s):** _____None_____

    a. Can prerequisite be taken concurrently? ___ Yes   ___ No

    b. Minimum grade required for the prerequisite course(s)? ___

    c. Use Banner coding to enforce prerequisite course(s)? ___ Yes ___ No

    d. Who may waive prerequisite(s)?

       ___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): _____None_____

15. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: Graduate Students

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _Undergraduates___

16. Repeat status: _X__ May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _3__

18. Grading methods: __X_ Standard ___ CR/NC __ Audit ___ ABC/NC

19. Special grading provisions:

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> count in hours toward graduation.

    ___ Grade for course will be removed from GPA if student already has credit for or is registered in:
    _____

    ___ Credit hours for course will be removed from student's hours toward graduation if student
    already has credit for or is registered in: _____

20. Additional costs to students:

    Supplemental Materials or Software_____

    Course Fee _X__No ___Yes, Explain if yes_____

21. Community college transfer:

    ___ A community college course may be judged equivalent.

    __X_ A community college may <u>not</u> be judged equivalent.

    Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the
    content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. _X_ Course is required for the major(s) of MA in Communication Studies (Leadership option)___

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    _X__ Course is used as an elective in MA in Communication Studies (all other options)_____

2. **Rationale for proposal**: CMN 5190 is being created as a part of the new online Communication Studies MA program. There is significant demand in the field of communication for coursework aimed at examining the role communication plays in various leadership styles and furthering our understanding of how effective leaders communicate. This course fills that role in the new online MA in Communication Studies option.

3. **Justifications for (answer N/A if not applicable)**

    Similarity to other courses:

    While there is not an equivalent course on campus there are a number of courses at Eastern that involve teaching aspects of leadership or content related to leadership theory. The majority of these courses are taught at the undergraduate level. The most similar graduate level course is PLS 4793: Civic and Nonprofit Leadership. While the two courses share a distinct interest in leadership, the political science course focuses on administrative structures, processes and behavior in government bureaucracies and community non-profit organizations. CMN 5190's focus is on leadership communication and the role communication plays in various leadership styles and theories. The course's focus on communication also transcends organizational type and it does not emphasize the particular organizational structures found in PLS 4793. Moreover, the PLS class has a focus on politics and policy making that will be notably absent from the CMN course. Graduate students would have vastly different experiences in the two courses.

    Perhaps the most similar course on campus is OPD 4700: Leadership in Organizations. But whereas OPD 4700 is a general overview of leadership theories, the CMN class pays specific attention to the role communication plays in leadership and attempts to enhance students' abilities to be effective communicators once they find themselves in leadership roles. CMN 5190 is also a graduate level seminar with an emphasis on understanding current research on leadership communication and guiding students' in the production of their own communication research, something that is not found in OPD 4700.

    Prerequisites: N/A

    Co-requisites: N/A

    Enrollment restrictions: This course is designed for students with an interest and background in studying communication at the graduate level.

    Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

    General education component: N/A

    Curriculum: N/A

    Instruction: N/A

    Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course is being offered as an online course in response to increased demand for digitally delivered courses and programs. It will be offered as a part of the online Communication Studies masters degree.

Instruction: Course content will be delivered online in a variety of media such as audio/visual recorded lectures, textual conversations, and multi-media components as appropriate and hosted on the University's online learning management system. The evaluation methods would rely on class activities and written analyses, particularly research papers. All online instructors must complete OCDi training or the equivalent before teaching the course.

Integrity: Several mechanisms will be in place to ensure the integrity of the course. Any exams or quizzes will be administered through the learning management system and must be completed within a pre-determined time limit. All written assignments will be submitted online using plagiarism detecting software. Students will work with the instructor to agree upon project topics so the instructor may ensure the project is the student's original work.

Interaction: The course will utilize formats such as email, chat rooms, and discussion board participation so students can simultaneously interact with each other and engage with the material and instructor. Instructors may hold virtual office hours so students may pose questions in real-time and ask for further clarification if needed. Instructors will regularly communicate with students through email and announcements via the learning management system.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

   CMN 5190: Leadership Communication

2. Catalog description

   This course develops students' understanding of effective leadership by approaching leadership as a communication-based endeavor. It provides students with the knowledge necessary to establish or enhance their leadership communication abilities. Students will be exposed to multiple leadership theories and discuss the role effective communication plays in their application across multiple contexts, including organizational, professional, and team environments.

3. Learning objectives.

At the end of this course, graduate students should be able to:
1. Differentiate between various approaches to leadership (Graduate learning goals: Depth of content knowledge)
2. Explain the role communication plays in different approaches to leadership (Graduate learning goals: Depth of content knowledge, Effective oral and written communication)
3. Critique messages from leaders to determine their effectiveness (Graduate learning goals: Effective critical thinking and problem solving, Effective oral and written communication)
4. Implement communication strategies that enhance leadership effectiveness (Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication)
5. Produce original scholarship that examines the role of communication in leadership (Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication, Advanced scholarship through research and creative activity)

4. Course materials.

Hackman, M. Z. & Johnson, C. E. (2013). Leadership: A communication perspective (6th ed.). Prospect Heights, Illinois: Waveland Press.

Northhouse, P.G. (2016). Leadership: Theory and practice (7th ed.). Thousand Oaks, CA: Sage.

Additional readings will be posted on the LMS

5. Weekly outline of content.

Week	Topic	Readings
Week 1	Defining leadership	• Northhouse: Chapter 1 • Mayfield & Mayfield (2017) - Leadership communication: Reflecting, engaging, and innovating. *International Journal of Business Communication, 54,* 3-11 • Hackman (2010) – What is this thing called leadership? In N. Nohria & R. Khurana (Eds.) *Handbook of Leadership Theory and Practice,* (pp. 107-118)
Week 2	Viewing leadership from a communication perspective • Communication dimensions of leadership • Leadership communication competencies	• Hackman & Johnson: Chapter 1 • Mayfield & Mayfield (2017) – "What's past is prologue": A look at past leadership communication research with a view towards the future. *International Journal of Business Communication, 54,* 107-114 • Ruben & Gigliotti (2017) – Communication: Sine qua non of organizational leadership theory and practice • De Vries, Bakker-Pieper, & Oostenveld (2010) – Leadership = communication? The relations of leaders' communication styles with leadership styles, knowledge sharing and leadership outcomes. *Journal of Business & Psuchology, 25,* 367-380.
Week 3	Leadership and followership communication styles • Dimensions of leadership communication • Follower communication styles	• Hackman & Johnson: Chapter 2 • Robertson (2003) – Using leadership to improve the communication climate. *Strategic Communication Management, 7,* 24-28. • Murthy & McKie (2006) – Interdisciplinary communication for environmental effectiveness: Forward-looking lessons from leadership, followership, and strategic entrepreneurship. *Australian Journal of Communication, 33,* 21-34. • Madlock (2008) – The link between leadership style, communicator competence, and employee satisfaction. *Journal of Business Communication, 45,* 61-78.
Week 4	Trait approaches to leadership • Understanding traits • How traits influence leadership communication	• Hackman & Johnson: Chapter 3 • Northhouse: Chapter 2 • Limon & France (2005) – Communication traits and leadership emergence: Examining the impact of argumentativeness, communication apprehension, and verbal aggressiveness in work groups. *Southern Communication Journal, 70,* 123-133. • Sims (2017) – Do the big-five personality traits predict empathic listening and assertive communication? *International Journal of Listening, 31,* 163-188.
Week 5	Behavioral approaches to leadership • Understanding how behavioral theories work • Communication in behavioral theories	• Northhouse: Chapter 4 • Mikkelson, York, & Arritola (2015) – Communication competence, leadership behaviors, and employee outcomes in supervisor-employee relationships. *Business & Professional Communication Quarterly, 78,* 336-354. • Popescu (2016) – Effective servant leadership behavior in organizations. *Linguistic & Philosophical Investigations, 15,* 239-245. • Glynn & DeJordy (2010) – Leadership through an organization behavior lens: A look at the last half-century of research. In N. Nohria & R. Khurana (Eds.) *Handbook of Leadership Theory and Practice,* (pp. 119-158)
Week 6	Transformational leadership	• Hackman & Johnson: Chapter 4

	• Characteristics of transformational leaders • Charismatic leadership • Communication processes that influence transformational leadership	• Northhouse: Chapter 8 • Brandt & Uusi-Kakkrui (2016) – Transformational leadership and communication style of Finnish CEOs. *Communication Research Reports, 33,* 119-127. • Men (2014) – Why leadership matters to internal communication: Linking transformational leadership, symmetrical communication, and employee outcomes. *Journal of Public Relations Research, 26,* 256-279.
Week 7	Leader-member exchange theory • How LMX theory works • In group/out-group communication styles	• Northhouse: Chapter 7 • Madlock, Martin, Bogdan, & Ervin (2007) – The impact of communication traits on leader-member exchange. *Human Communication, 10,* 451-464. • Lloyd, Boer, & Voelpel (2017) – From listening to learning: Toward an understanding of supervisor listening within the framework of leader-member exchange theory. *International Journal of Business Communication, 54,* 431-451. • Walker & Walker (2013) – Working together: Examining forensic leadership through LX theory. *National Forensic Journal, 31,* 27-40.
Week 8	Path-goal theory • Leader behaviors • Communication in path-goal theory	• Northhouse: Chapter 6 • Sarin & O'Connor (2009) – First among equals: The effect of team leader characteristics on the internal dynamics of cross-functional product development teams. *Journal of Product Innovation Management, 26,* 188-205. • Lorsch (2010) – A contingency theory of leadership. In N. Nohria & R. Khurana (Eds.) *Handbook of Leadership Theory and Practice,* (pp. 411-432)
Week 9	Leadership and power • Types of power • Using different type of power • How power impacts leadership communication	• Hackman & Johnson: Chapter 5 • Lopez, Green, Carmody-Bubb, & Kodatt (2011) – The relationship between leadership style and employee stress: An empirical study. *International Journal of Interdisciplinary Social Sciences, 6,* 170-181. • Tompkins & Cheney (1985) - Communication and unobtrusive control in contemporary organizations. In R. D. McPhee & P. K. Tompkins (Eds.), *Organizational communication: Reviews and new directions* (pp. 179-210). Beverly Hills, CA: Sage. • Deetz & Mumby (1990) - Power, discourse, and the workplace: Reclaiming the critical tradition. *Communication Yearbook, 13,* 18-47.
Week 10	Leadership and persuasion/influence • The role of persuasion in leadership • Persuasive strategies • Developing argumentative competence	• Hackman & Johnson: Chapter 6 • Sun, Pan, & Ho (2016) – Does motivating language matter in leader-subordinate communication? *Chinese Journal of Communication, 9,* 264-282. • Clifton (2012) – A discursive approach to leadership: Doing assessments and managing organizational meanings. *Journal of Business Communication, 49,* 148-168. • Mayfield & Mayfield (2012) – The relationship between leader motivating language and self-efficacy: A partial least squares model analysis. *Journal of Business Communication, 49,* 357-376.
Week 11	Leadership in organizations • The impact of organizational structure on leadership communication • Leader as culture maker • Leader as sensemaker	• Hackman & Johnson: Chapter 8 • Men & Hua (2016) – Cultivating quality employee-organization relationships: The interplay among organizational leadership, culture, and communication. *International Journal of Strategic Communication, 10,* 462-479.

		• Hall (2011) – Sensing the vision: Sense making and the social construction of leadership in the branch office of an insurance company. *Atlantic Journal of Communication, 19,* 65-78. • Mayfield & Mayfield (2016) – The effects of leader motivating language use on employee decision making. *International Journal of Business Communication, 53,* 465-484.
Week 12	Leadership in teams • Emergent leadership • Group decision making	• Hackman & Johnson: Chapter 7 • Northhouse: Chapter 14 • Reid & Giles (2005) – Intergroup relations: Its linguistic and communicative parameters. *Group Processes & Intergroup Relations, 8,* 211-214. • Choi & Schnurr (2014) – Exploring distributed leadership: Solving disagreements and negotiating consensus in a "leaderless" team. *Discourse Studies, 16,* 3-24.
Week 13	Gender and diversity • Understanding difference • Fostering diversity	• Hackman & Johnson: Chapter 10 • Northhouse: Chapter 15 • Winter, Neal, & Waner (2001) – How male, female, and mixed-gender groups regard interaction and leadership differences in the business communication course, *Business Communication Quarterly, 64,* 43-58. • Aritz & Walker (2014) – Leadership styles in multicultural groups: Americans and East Asians working together. *International Journal of Business Communication, 51,* 72-92.
Week 14	Ethic issues in leadership • Ethical challenges of leadership • Ethical perspectives	• Hackman & Johnson: Chapter 11 • Northhouse: Chapter 13 • Mulki, Jaramillo, & Locander (2009) – Critical role of leadership on ethical climate and salesperson behaviors. *Journal of Business Ethics, 86,* 125-141. • Fairhurst (2016) – Reflections on leadership and ethics in complex times. *Atlantic Journal of Communication, 24,* 61-69.
Week 15	Leadership development • Internal and external development processes • Learning how to communicate	• Hackman & Johnson: Chapter 12 • Hackman & Johnson (1994) – Teaching leadership from a communication perspective. *Journal of the Northwest Communication Association, 22,* 48-64. • Sigmar, Hynes, & Hill (2012) – Strategies for teaching social and emotional intelligence in business communication. *Business Communication Quarterly, 75,* 301-317. • Carroll & Levy (2010) – Leadership development as identity construction. *Management Communication Quarterly, 24,* 211-231.
Week 16	Final drafts of original research paper	

6. Assignments and evaluation, including weights for final course grade.

Discussion board leader	10%
Discussion participation	5%
Synthesis papers (3 @ 10% each)	30%
Midterm	25%
Original research paper	30%

7. Grading scale.
   A = 100% - 90%

B = 89.9% - 80%
C = 79.9% - 70%
D = 69.9% - 60%
F = Below 60%

8. Correlation of learning objectives to assignments and evaluation.

	Discussion board leader and participation (15%)	Midterm (25%)	Synthesis papers (30%)	Research Paper (30%)
Differentiate between various approaches to leadership (Graduate learning goals: Depth of content knowledge)	X	X	X	X
Explain the role communication plays in different approaches to leadership (Graduate learning goals: Depth of content knowledge, Effective oral and written communication)	X	X	X	
Critique messages from leaders to determine their effectiveness (Graduate learning goals: Effective critical thinking and problem solving, Effective oral and written communication)	X	X	X	
Implement communication strategies that enhance leadership effectiveness (Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication)	X	X	X	
Produce original scholarship that examines the role of communication in leadership (Graduate learning goals: Depth of content knowledge, Effective critical thinking and problem solving, Effective oral and written communication, Advanced scholarship through research and creative activity)				X

Date approved by the department or school: November 13, 2017
Date approved by the college curriculum committee: 11/29/2017
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: 01/16/2018