

# POINT LOMA NAZARENE UNIVERSITY

## Department of Communication & Theatre

### *COM345: Management Communication*

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#### Required Text:

Hackman, M.Z., & Johnson, C.E. (2000). *Leadership: A communication perspective* (5<sup>th</sup> ed.). Prospect Heights, IL: Waveland. [ISBN: 1-57766-579-1]

#### Recommended Texts:

Johnson, C.E. (2001). *Meeting the ethical challenges of leadership: Casting light or Shadow* (3<sup>rd</sup> ed.). Thousand Oaks, CA; Sage. [ISBN: 978-1-4129-6481-4]



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## **Additional Readings**

Buzzanell, P. (et al) (1997). Leadership processes in alternative organizations: Invitational and dramaturgical leadership. *Communication Studies*, 48, 285-310.

Czech, K., & Forward, G. L. (2010). Leader communication: Faculty perceptions of the department chair. *Communication Quarterly*, 58, 431-457.

Forward, G. L., & Czech, K. (2008). Mayor, cheerleader, lawyer, or juggler? An Exploratory study of CAO leadership metaphors and challenges. *Human Communication*, 10, 181-198.

## **I. COURSE OBJECTIVES**

To gain an understanding and appreciation of management as a communication phenomenon.

To continue the study of organizational communication by focusing specifically on issues of leadership, communication ethics, decision-making, and conflict management.

To develop a personal philosophy of leadership and learn to analyze organizational issues in terms of that philosophy.

To provide opportunities to improve written and oral communication, interpersonal skills, and conceptual and analytical thinking.

## **II. ASSIGNMENTS**

(1). ABSTRACT GUIDELINES (25 pts.):

Objectives: To improve your understanding of a particular aspect of management communication.

To provide an opportunity for you to determine the main points and fundamental arguments of a particular author's perspective.

To assist you in making logical connections between an "outside" reading, text readings, and class lecture and discussion.

Choose an article from an academic **communication** journal (e.g., *Management Communication Quarterly*; *Journal of Applied Communication Research*; *Journal*

*of Communication & Religion, etc.*), which relates to one of the four topics covered in this class. The only requirements are that: (1) the topic area must have a direct relationship to management communication; (2) the article must be from an academic journal and be empirically based (it will report original data and analysis); (3) it must be at least 10 pages in length, exclusive of bibliography and appendices; and (4) it should be an article published within the last 10 years.

At the top of the page, after your name, class, date, and assignment, please include all of the following: Author of the article, year, title of the article, title of the journal, volume number, and page numbers in proper APA format. (Check the examples provided in the syllabus or look for the APA manual in the reference section of the library).

The body of the abstract should include the following:

- (a) Present the central idea, thesis or central problem(s), which the author is attempting to address. Why is the thesis or central idea important to the study of management communication?
- (b) Describe the way the study was carried out. Who were the subjects?
- (c) Clearly summarize the findings/results presented by the author in response to the hypothesis, research question, or problem(s) presented. What conclusions did the author draw? **BE VERY SPECIFIC IN PRESENTING THE FINDINGS OF THE STUDY.** This should be the major section of your abstract.
- (d) Does the author do an adequate job of addressing the problems(s)? Why or why not? What practical difference does (could) this make? Does the author effectively meet the criteria that should be satisfied in each section of the paper (see the *Evaluation Checklist* handed out in class).

Please organize your abstract in four parts corresponding to the four issues noted above. Clearly indicate the structure of your essay by including the letters A, B, C, and D at the beginning of the appropriate segment.

Make a complete and clearly readable photocopy of the article on 8 ½" X 11" sheets. Your abstract should be typed, double-spaced and about two pages in length. This should be stapled on top of the copy of the article.

***“Most people work for someone with poor leadership skills.” --W. B. Johnson (1999).***

- (2). BOOK REVIEW (50 pts.).

Each student will be responsible for selecting and reviewing one book related to leadership. The goal of your review is to concisely summarize and evaluate the book. Book reviews generally follow this format:

- an introduction that captures the reader's attention and provides background on the writer and the book;
- a summary of the major parts/sections of the book;
- an evaluation of the book (strengths/weaknesses, likes/limitations);
- a cogent conclusion (often focusing on how the book can be used).

Your review should be 3-4 pages in length (approximately 800-1000 words), typed with appropriate heading in the upper left corner followed by full bibliographic citation in APA style (please – no cover page).

(3). ETHICAL ANALYSIS (50 pts.):

Select and analyze any ethical issue relevant to contemporary organizational life using the concepts, theories, and language presented in text and lecture. Topics include (but are not limited to) privacy and employee rights, free speech and employee voice, whistleblowing, organizational responsibility, product liability, philanthropy, environment, stakeholder issues, advertising, or organizational change. Be sure and clear your topic with the instructor. You will write a brief (3-4 page) essay, which defines the ethical issue you are analyzing, applies ethical theory and includes a concrete example of your topic (again – no cover page). The major portion of this essay should be focused on the use of ethical theories, perspectives, and principles in describing why a proposed course of action is ethical or unethical. In other words, what tools do you suggest to help someone come to an ethical conclusion on your topic...BE VERY SPECIFIC in your use of theories.

Your outline should follow this format:

Introduction (attention-getting, identify topic, preview)

Define (explicate) the topic (what are the relevant issues and major claims made by proponents of certain outcomes)

Ethical Theories (what theories inform the choice to be made)

Proposed Solution

Conclusion

(4). LEADERSHIP CURRENT EVENT PRESENTATION (50 pts.).

Each small group will select a current organizational issue relating to leadership and prepare and deliver a 20 minute workshop on the case to the rest of the class. The issue / event you select should be directly related (focused) on leadership and the topics covered by this course. It's always a good idea to have your case approved in advance by the instructor before you proceed.

Your presentation must utilize presentation software (PowerPoint, Prezi, etc.) in some way and should cover the following:

- Brief summary of the event / issue.
- Engage your audience in grappling with the questions raised by the case.
- Highlight issues pertaining to leadership, ethics, decision-making and/or conflict in your discussion of the case.
- Make specific recommendations concerning leadership and the outcome of the event / issue (e.g., what could/should be done to address the issues).

Prepare a two-page summary of your presentation and make copies for each class member. In addition, incorporate multi-media (video, music, etc.) and find some way to involve the whole class in your session. A workshop is different from a lecture in that you will present material no more than half of the time and directly involve the class the remainder of the time. Lastly, remember that creativity and appearance ALWAYS counts.

(5). FINAL EXAM (50 pts.):

In this critical essay you will analyze and synthesize material from text(s), lecture, readings, and outside materials, combined with your own experience and original thought, in order to create your own philosophy of leadership. In this 3-4 page essay it will be necessary for you to include the following:

- Your definition of leadership (which may be borrowed, modified, or original) and the relationship between leadership and communication;
- An explication of the theoretical position you most closely identify with and why this is preferable to other perspectives;
- How your leadership style manifests itself in terms of ethics, values, decision-making, and conflict management.

***“There is an evil I have seen under the sun, the sort of error that arises from a Ruler: Fools are put in many high places...”***

***---Ecclesiastes 10:5-6a***

***DEPARTMENT OF COMMUNICATION & THEATRE***



**COMMUNICATION 345**  
**BOOK REVIEW (50 POINTS)**

Name: \_\_\_\_\_ I.D.# \_\_\_\_\_

**Grading Scale:**

- 1 = Missing, not relevant to the assignment
- 2 or 3 = Improvement needed, not upper-division level work as presented
- 4, 5 or 6 = Good, average work, satisfies req. of assign. and upper level expectations
- 7 or 8 = Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis and insight.
- 9 = Exceptional Scholarship in every regard, far exceeds expectations

INTRODUCTION 1 2 3 4 5 6 7 8 9

- Attention-getting
- Background/Context
- Preview & Transition

SUMMARY 1 2 3 4 5 6 7 8 9

- Clear/Cogent
- Comprehensive

EVALUATION 1 2 3 4 5 6 7 8 9

- Strengths/Limitations
- Deep Analysis
- Relevance

CONCLUSION 1 2 3 4 5 6 7 8 9

- Finality/Closure
- Memorable

MECHANICS 1 2 3 4 5 6 7 8 9

- Language, Writing Style
- Spelling, Grammar, Format
- APA, Pagination, 1-inch Margins  
12-pt. font, Times New Roman

COMMENTS: TOTAL \_\_\_\_\_

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NAME: \_\_\_\_\_ I.D.#: \_\_\_\_\_

**Grading Scale:**

- 1 = Missing, not relevant to the assignment
- 2 or 3 = Improvement needed, not upper-division level work as presented
- 4, 5 or 6 = Good, average work, satisfies req. of assign. and upper level expectations
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- 9 = Exceptional Scholarship in every regard, far exceeds expectations

**INTRODUCTION** 1 2 3 4 5 6 7 8 9

- Attention-getting
- Context
- Preview/Transition

**QUALITY OF MATERIAL** 1 2 3 4 5 6 7 8 9

- Clear Description
- Issues Identified
- Conclusions Presented

**USE OF MULTI-MEDIA** 1 2 3 4 5 6 7 8 9

- Content/Format/Usefulness
- Video/Music/etc.

**USE OF TIME/INVOLVEMENT** 1 2 3 4 5 6 7 8 9

**HANDOUT** 1 2 3 4 5 6 7 8 9

- Content/Usefulness
- Spelling/Grammar

**DELIVERY** 1 2 3 4 5 6 7 8 9

- Energy Level/Fluency
- Eye Contact/Interaction
- Movement/Gestures

**OVERALL IMPACT** 1 2 3 4 5 6 7 8 9

- Originality/Creativity
- Professional Appearance
- Compelling

**TOTAL** \_\_\_\_\_

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**COMMUNICATION 345**  
**CRITICAL LEADERSHIP ESSAY (FINAL EXAM)**

Name \_\_\_\_\_ I.D.# \_\_\_\_\_

**Grading Scale:**

- 1 = Missing, not relevant to the assignment
- 2 or 3 = Improvement needed, not upper-division level work as presented
- 4, 5 or 6 = Good, average work, satisfies req. of assign. and upper level expectations
- 7 or 8 = Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis and insight.
- 9 = Exceptional Scholarship in every regard, far exceeds expectations

RELEVANCE/SIGNIFICANCE OF DEFINITION      1   2   3   4   5   6   7   8   9

DEPTH OF ANALYSIS      1   2   3   4   5   6   7   8   9

CONNECTION TO COURSE MATERIAL      1   2   3   4   5   6   7   8   9

MECHANICS      1   2   3   4   5   6   7   8   9

- Spelling, Grammar
- Writing Quality
- Organization

COMMENTS:

TOTAL: \_\_\_\_\_

**COURSE GRADING:**

(A) GRADING DISTRIBUTION

Assignment	DUE ON:	Points	Your Score
Abstract	_____	25	_____
Book Review	_____	50	_____
Ethical Analysis	_____	50	_____
Current Event Presentation	_____	50	_____
EXAM 1	_____	100	_____
Critical Essay (Final)	_____	50	_____
EXCESS Absences			(-        )

Total Points Possible ..... 325

(B) GRADING SCALE FOR RAW SCORES

	25 Points	50 Points	75 Points	100 Points
A	23-25	45-50	68-75	90-100
B	20-22	40-44	60-67	80-89
C	18-19	25-39	53-59	70-79
D	15-17	30-34	45-52	60-69
F	14-	29-	51-	59-

(C) GRADING SCALE

A (90 – 100%) Exceptional Scholarship – initiative exceeding assignments, outstanding achievement.

B (80 – 89.9%) Superior Scholarship – some initiative, work completed in superior manner, timely, effective.

C (70 – 79.9%) Good Average Scholarships – work completed in satisfactory manner, consistent with requirements.

D (60 – 69.9%) Passing Grade – but work does not meet all requirements in acceptable manner.

(D) GRADING POLICY

Please understand that I do not give you a grade, you earn a grade based on your performance, skills, abilities, and hard work. You are responsible for your own success. You should keep track of your grades (previous page) throughout the semester and talk to me if you have any concerns.

The grading scale indicated above represents a baseline for evaluation. Although grading criteria will never be more stringent than the percentages printed here, I may choose to adjust points upward if circumstances warrant.

(E) GRADING CHALLENGES

If you believe an error has been made in a written assignment, presentation, or exam, which adversely affects your grade, do not hesitate to bring it to my attention. However, in an effort to avoid confusion, and/or emotional reactions that just create more problems you must observe a “24 hour” waiting period before coming to me about a grade/evaluation. During this period of time you must (a) document the error in writing, (b) state why you think it is an error, and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). Lastly, you must bring the assignment, and any feedback provided by me, to the meeting.

In addition, this must be done within 1 week of an assignment/exam/evaluation being returned. These matters will be dealt with promptly and fairly. (If an error has been made which benefits you, it does not need to be reported).

(F) ACADEMIC MISCONDUCT

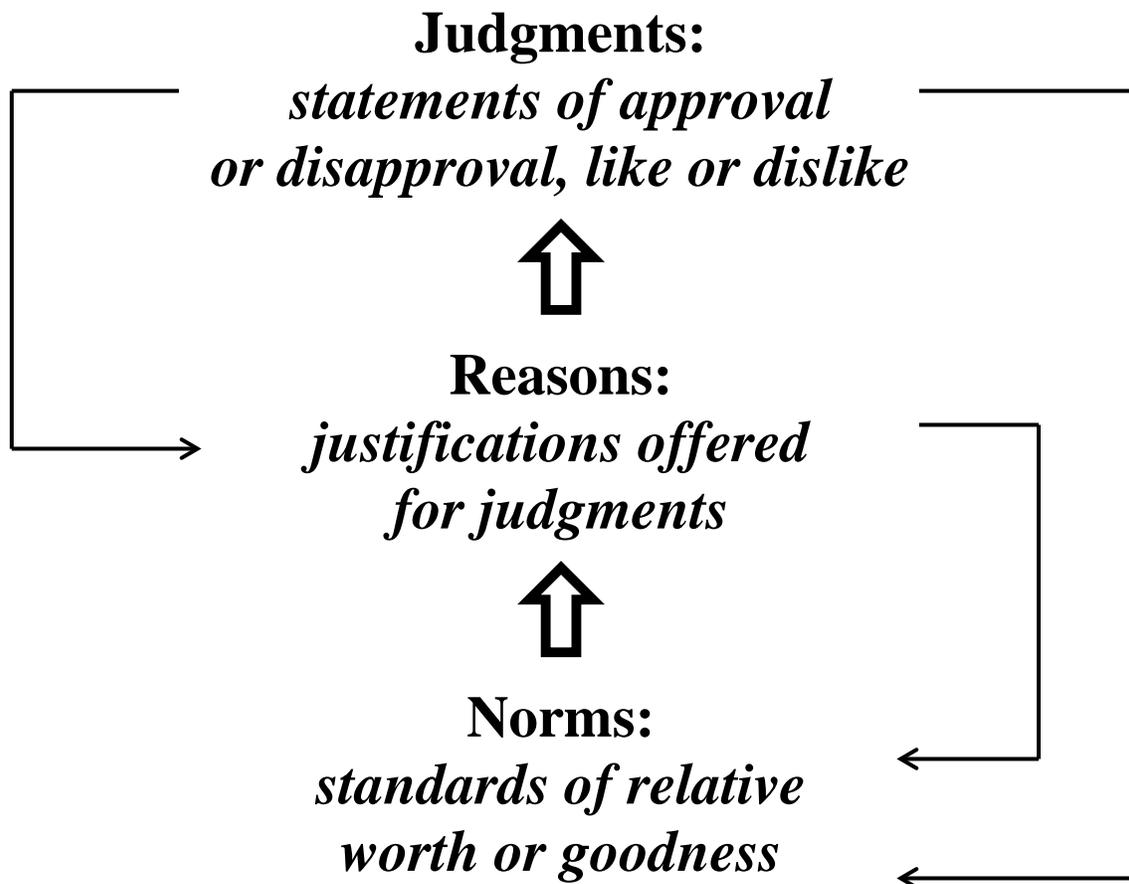
Please be aware that I consider cheating/plagiarism of any kind to be a serious breach of academic and moral norms. I will (and have) reported students I believed to be guilty of cheating. Every effort will be made to protect the integrity of the academic enterprise. If you are unsure about what activities are acceptable or unacceptable, please consult with the instructor.

### III. GENERAL POLICIES:

- (A) All assignments must be typed (double-space, 8 ½” X 11” paper, 12 point font in Times New Roman only) unless otherwise instructed. Use the APA style guide where necessary. In addition, **assignments are due at the beginning of class on the appropriate day**. Assignments turned in past due will be accepted but will be penalized for lateness (usually 10% per day). Papers should be secured with a staple or binder clip in the upper left corner (no covers or folders, please).
- (B) **Attendance will be taken in every class (you are permitted 1 absence without penalty)**. This means excused and unexcused. If you have an urgent medical or personal need to miss class, you should inform the instructor, otherwise, you are free to arrange your schedule according to your own priorities (e.g. if you are sick and miss 2 classes, there is no problem, no penalty. If you have not missed any classes and decide you just don't feel like getting up that day, again no penalty unless you miss more than 2 classes total). Classes in which you come late or leave early will count as a 1/2 absence. If you arrive after the roll is called, be sure to inform the instructor after class. Ten points will be deducted from your end of semester point total for every absence beyond those allowed.
- (C) You must be present in class when you are scheduled in order to receive credit for the assignment – no exceptions so please do not ask (barring serious illness or tragedy, of course). Also, please note that appearance always counts when you present and is an integral aspect of perceptions of credibility. Dress as though you expect to be taken seriously.
- (D) Never turn in your only copy of anything – always keep a copy!!!
- (E) For a three credit class the professor has a right to expect a minimum of 1 to 2 hours preparation outside of class for each hour in class. You are encouraged to “own” your own educational process, plan your schedule carefully, and consult with the instructor frequently.
- (F) Academic Accommodations: All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class and provide approved documentation and verification of need. The Academic Support Center is available to students for a variety of tutorial needs.
- (G) **Technology in the classroom: The use of technology during class (including but not limited to laptops, cell phones, IM, etc.) is NOT permitted without prior approval (and then only for class-related**

purposes). Those using technology for personal reasons will be marked absent for that class.

# A Model of Critical Judgment



# Communication 345

## Book Review Suggestions

*I want you to take a “critical stance” in the evaluation of the book you read for this assignment. “Tear” into the book by focusing on things like the following:*

1. Is this book prescriptive or descriptive? If it is prescriptive how many different factors are taken into consideration by the author or does it represent wishful thinking more than the real world? Do real human beings behave this way and/or should we expect them to behave this way?
2. Does the author rely on empirical data for his/her assertions or is the book based on “deep thoughts” that occurred to the author? On what does the author base his/her credibility?
3. If this book is based on the author’s own experiences and/or assumptions about leadership and organizational behavior, how much self-insight and awareness do they exhibit about their own strengths and weaknesses?
4. Is the author truly an expert on leadership or primarily an expert on promotion and marketing (e.g., many of the “top” leadership authors are “brands” created by clever marketing and do not write most of the material published under their name)?
5. Is this book grounded in academically sound theory or is it a-theoretical? What theory(ies) of leadership best represent the thrust and basis of the claims made in this book?

# *ComAbstracts*

The ComAbstracts database (which can be accessed through our library's reference data bases) contains abstracts of articles published in the primary professional literature of the communication(s) field. No other electronic resource on the World Wide Web provides more comprehensive coverage of the communication discipline's scholarship. The full text of the ComAbstracts database can be searched; that is, abstracts may be searched by word, phrase, or author. The search system supports full Boolean search logic (AND, OR, NOT, XOR), proximity searching, wildcard searching, and word conflation (which finds alternative forms of words based on common linguistic roots).

Synonyms are available for many clusters of terms and are included automatically in searches unless they are explicitly overridden in the search specification (for example, a search for 'YOUTH' will also match 'TEEN' and 'ADOLESCENT'). The database may also be searched using a keyword system consisting of menus of prepared subject terms and search specifications.

Argumentation and Advocacy	Journal of Broadcasting and Elec. Media
Asian Journal of Communication	Journal of Communication
Australian Journal of Communication	Journal of Communication and Religion
Canadian Journal of Communication	Journal of Family Communication
Communicatie	Journal of Mass Media Ethics
Communication Education	Journal of Media Economics
Communication Law and Policy	Journal of Public Relations Research
Communication Monographs	Journal of Social & Personal Relationships
Communication Quarterly	Journalism
Communication Reports	Journalism History
Communication Research	Journalism & Communication Monographs
Communication Review	Journalism & Mass Communication
Communication Studies	Quarterly
Communication Theory	Management Communication Quarterly
Communication Yearbook	Mass Communication & Society
Convergence	Media Psychology
Critical Studies in Media Communication	Media Studies Journal
Discourse Processes	New Media and Society
Discourse and Society	Political Communication
Electronic Journal of Communication	Public Opinion Quarterly
European Journal of Communication	Public Relations Review
Health Communication	Quarterly Journal of Speech
Howard Journal of Communication	Research on Language & Social Interaction
Human Communication Research	Rhetoric and Public Affairs
Information Communication & society	Southern Communication Journal
International Journal of Listening	Western Journal of Communication
Journal of Applied Communication	Women's Studies in Communication
Research	Written Communication

# GENERAL NOTES ON PUBLIC PRESENTATIONS

**APPEARANCE:** Your physical appearance ALWAYS counts. You should be clean, neatly groomed, and dressed in a way that suggests you expect to be taken seriously. At a minimum this means a plain shirt (white), tie, and dress slacks for men and dress, skirt, or dress slacks and blouse for women. Obviously, no hats, tennis shoes, shorts, gum chewing, etc.

**DELIVERY:** The key to good delivery is PRACTICE both for yourself personally and your partner(s) if you are presenting as a team. Try to be aware of any tendency toward nonfluencies (um, aha, like, you-know) that interrupt the flow of your speaking and draw attention (negative) to themselves and work hard to minimize them.

Practice an extemporaneous type of delivery and do not read to your audience.

You want an easy, efficient flow between you and your partners that can only be achieved by much practice.

**VISUAL AIDS:** Use them! Video/audio clips should be carefully cued so that there is a minimum of “dead air.” Also, set up (explain) why you are using the clip and/or what it will illustrate.

Familiarize yourself with all of the equipment that you will use including overhead projector, TV/VCR, laptop computer, Proxima projector, CD player and/or any other electronic equipment that may be a part of your presentation. Note: It is your responsibility to make sure that all necessary equipment has been reserved either by checking with the professor or directly contacting I.M.C.

Make sure that all projected images are CENTERED on the screen and that lighting and window shades are modulated to create the correct amount of ambient light in the room.

Overhead transparencies or PowerPoint slides should contain as few words as possible (do not simply make transparencies of handouts, which contain too much prose). Key words or phrases are ideal for use on overheads. Every overhead should have a title (minimum of 36 - 48 pt. font) and the remaining text should utilize 18 - 24 pt. font. Remember the “6 X 6 rule” – six words across and 6 lines down. Eliminate all extraneous material and use color, if appropriate, when copying something from a magazine or book for use on a transparency.



# ABOUT YOUR INSTRUCTOR

G. L. Forward, Ph.D. is Professor and former Chair of the Department of Communication & Theatre at Point Loma Nazarene University. He is a native of Boston, MA. (North Shore) and graduated from college magna cum laude in 1974. After graduation he worked as a college recruiter, managed a small retail store, and served as a pastor in the Church of the Nazarene. Since 1989 Forward has been a communication teacher, author, and consultant.

He has earned two master's degrees including a Master of Divinity from Nazarene Theological Seminary, Kansas City, MO. and a Master of Arts in Business & Organizational Communication from Emerson College, Boston, MA. He was awarded a Doctor of Philosophy (Ph.D.) degree in Small Group & Organizational Communication Theory in 1994 from The Ohio State University. He is a certified SYMLOG (Systematic Multiple Level Observation of Groups) consultant focusing on leadership development and group dynamics.

Dr. Forward's research interests focus on organizational assimilation, newcomer information-seeking, stress and social support, leadership, and organizational identity. He has authored and delivered a score of competitively selected conference papers and published several theoretical and research-based articles. Three recent articles in the *Journal of Communication & Religion* and *The New Jersey Journal of Communication* have allowed him to combine his dual interests in communication and clergy experiences in organizational life. In addition, Dr. Forward has done occasional corporate (*Arizona Republic* Newspapers, Hill Partner's Property Management, U.P.S., Nationwide Insurance, Ohio Hospital Insurance Corporation, R. P. Scherer Company) and non-profit training and consulting (churches, clergy, educational administrators) on topics relating to leadership and communication.

Dr. Forward's interests include old movies (almost anything with Humphrey Bogart), murder mysteries, and trips to the mountains (Big Bear, CA). Forward describes himself as a "hopeful cynic" and also suffers from chronic ECBD (East Coast Behavioral Disorder) for which there is no known cure. Friends say he is anal-retentive, task-oriented, and finds humor in (almost) everything! He also loves interaction with students, loves his job, and plans to stay at PLNU for a long time (unless they replay that old episode of *America's Most Wanted*).