T54 PRJM 584 Communication Excellence for Influential Leadership, Fall 2019

Course Syllabus

The Henry Edwin Sever Institute | McKelvey School of Engineering at Washington University in St. Louis

Class Meeting: Umrath 140
   Wednesdays 6:00-8:50 pm

COURSE OVERVIEW

Compelling, clear and engaging communication is the most important key to great leadership. The focus of this course is the practical application of leadership communication strategies expressed through the virtues of spirited leadership. Through a critical-thinking framework that includes content, listener analysis, objectives of a communicative exchange, and desired business outcomes, students will learn how to inspire, motivate, and influence listeners. Students will engage in individual and group activities to make technical messages easy to understand and act upon, including: nonverbal communication, listening, storytelling, vocal leadership, the language of leaders, speaker preparation, message themes and functional visuals. Each topic in the class will be linked to being an Influential Leader.
INSTRUCTOR OVERVIEW

Thomas Gregory, M.A, Adjunct Professor
tgregory@wustl.edu | 314-614-5008

Thomas has 23 years experience in business consulting and executive coaching, with the ultimate objective of developing exceptional leaders who are extraordinary, spirited leaders.

Thomas has been an Adjunct Professor at Washington University in St. Louis, in the McKelvey School of Engineering since the Fall of 2017.

Thomas is sought after for his ability to guide others in finding their "Way of Proceeding".

Thomas serves on the Board of Directors, Catholic Charities and serves as the Chair for the Mission Integration and Advocacy Committee. He is also Past President of the Board of Directors, Nurses for Newborns Foundation.

He is a graduate of Leadership St. Louis, Class of 2009-2010 and is passionate about servant leadership. He is also a graduate of Focus St. Louis' Diversity Leadership Fellowship.

He is a member of the American College of Healthcare Executives, and was the recipient of its Senior Executive Leadership Award.

Thomas serves on the Advisory Board of Directors for St. Louis Confluence. He is also a Senior Facilitator for TEDxGateway Arch in St. Louis.

He received his B.A. from DePauw University, Greencastle, Indiana and a Master's in Strategic Communication and Leadership from Seton Hall University, South Orange, New Jersey.
Leah C. Lorendo, Ph.D., CCC-SLP, Adjunct Professor
lorendo@wustl.edu | 314-479-7524

Leah has 23 years experience as an executive coach, working with senior leaders from various industries in Fortune 500 companies. She guides her clients to focus on elements of communication that result in immediate changes in presence and influence, and long-term enhancements in leadership capabilities.

Leah has been an Adjunct Professor at Washington University in St. Louis, in the McKelvey School of Engineering since the Fall of 2017. She is also an Instructor in the Washington University in St. Louis, McKelvey School of Engineering, Technology and Leadership Center.

As a certified and licensed Speech-Language Pathologist, and a member of the American Speech-Language-Hearing Association. Leah has unique skills to coach professionals to utilize their most influential leadership voice.

She is a Senior Facilitator for TEDxGateway Arch in St. Louis.

Leah holds a Ph.D. in Health Care Administration from the University of Mississippi, as a Phi Kappa Phi scholar, and a Master's in Organizational Development and Leadership from Regis University, with Honors. She also holds a Master's in Speech-Language Pathology, from Auburn University, where she was recognized as one of 400 Women of Excellence on the 100th anniversary of the admission of women.
COURSE LEARNING OBJECTIVES

Students who complete this course successfully will:

• Increase self-awareness and the resultant ability to consistently demonstrate desired communication style and delivery communication behaviors in a variety of communication situations.

• Strengthen the ability to influence listeners through compelling storytelling with exceptional style and delivery focused on engaging the listeners and achieving desired outcomes for listeners.

• Develop messages and stories using exceptional language to create vivid, experiential storytelling themes.

• Intentionally use various elements of spoken communication and nonverbal language to influence listeners and achieve desired leadership outcomes.

• Make exceptional use of the leadership quality of Vocal Distinction℠ - how the communication components of vocal tone, quality, emphasis and intonation affect listener impressions and story impact, and demonstrate leadership strength.

• Feel, hear and see how to manage the impression of listeners by making small, intentional modifications in content, word choice, nonverbal language and vocal behaviors that create a compelling executive leadership presence.

• Create an individualized leadership legacy to sustain the ability to implement and maintain communication and leadership elements practiced in this course; and, to adapt communication behaviors to a variety of contexts, messages and listeners relevant to student’s daily communication interactions.

• Ask for useful feedback from peers and to provide coaching and feedback to help peers continue their personal and professional leadership growth.
REQUIRED CLASS TEXTS / MATERIALS / TOOLS

Available at the WUSTL Bookstore or online:

  ISBN: 9780321811981

Available online only:

  ASIN: B00MW962MM

  Kindle Edition: https://www.amazon.com/Topline-Summary-Chip-Heath%E2%80%99s-Stick-ebook/dp/B00MW962MM/ref=sr_1_2?ie=UTF8&qid=1503181538&sr=8-2&keywords=made+to+stick

Available at amazon.com:


Available from the publisher:

  ISBN: 978-0-9997109-5-1

  Available at www.EOSCG.com

**Required:** Weekly access on CANVAS. Modifications to the syllabus, assignments, homework, announcements, class notes, speaker updates, and article links will be posted on Canvas throughout the course.
GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Major Coursework Components</th>
<th>Component Proportion</th>
<th>Coursework Sub-component</th>
<th>Sub-component Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Talks - each Talk is worth 100 points</td>
<td>75%</td>
<td>Talk #1</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talk #2</td>
<td>10%</td>
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<tr>
<td></td>
<td></td>
<td>Talk #3</td>
<td>15%</td>
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<td></td>
<td></td>
<td>Talk #4</td>
<td>20%</td>
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<tr>
<td></td>
<td></td>
<td>Talk #5</td>
<td>25%</td>
</tr>
<tr>
<td>Homework &amp; Class Participation</td>
<td>25%</td>
<td>Homework Final Project = 35 points</td>
<td>12.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation = 65 points</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

COURSEWORK COMPONENTS DESCRIPTIONS

Class Participation

We request you do not use electronic devices during class time.

Class participation is an essential requirement of this class, and part of your grade is based on your active participation. Class participation involves your active involvement in class discussions. You will not receive a full automatic class participation score for attending class.

Participation includes: punctuality (class begins promptly at 6:00 pm); initiating class discussions (not waiting to be called on by the instructors); engaging in discussions on topics; asking questions; relating personal stories; responding to questions to demonstrate completion of reading assignments; completing impromptu talks while demonstrating communication practice; not using any technology during class, and, providing peer feedback on class presentations.

It is expected that you will improve your ability to request feedback on your work and provide useful feedback as you progress through the course. Your participation will be assessed by instructor comments, and on the usefulness of your feedback to your classmates.
All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. We encourage you to speak to us, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.

**In-Class Presentations/ Prepared Talks and Impromptu Talks**

Detailed information is provided on Canvas for each in-class talk. You will also complete impromptu talks in class, where you will deliver a presentation when given a topic, or, asked a question by the instructor, or, a classmate. Impromptu talks are part of your participation grade. You will be expected to practice the leadership and communication behaviors in impromptu talks, just as you do in a prepared talk. Speaking well spontaneously is a strong leadership skill.

**Homework**

Homework assignments consist of reading articles, book chapters, preparing content for your presentations, and practicing assigned aspects of your leadership communication style and delivery in your everyday communication exchanges. You will be expected to answer questions and discuss assigned reading in class, and be able to deliver impromptu talks based on the assigned readings, as part of your participation grade.

**Disclaimer on Syllabus and Canvas Modifications**

The Instructors reserve the right to make modifications to the information in this Syllabus and on Canvas throughout the semester. Students are responsible for reviewing Canvas weekly to learn about schedule and topic adjustments.

**GRADING POLICIES**

- **Policies on Missed Presentations & Assignments**
  - If you miss a presentation, you will be expected to deliver that presentation at the beginning of the next scheduled class.
  - If you miss more than one scheduled presentation, your grade for that scheduled talk will be lowered.
  - Each class builds upon the prior one. Therefore, your efforts are cumulative. Missing a class will interfere with the natural progression of the coursework for both you and your classmates.

- **Attendance**
  - Attendance is required and necessary for successful completion of the course requirements. If you are going to miss a class, you must notify both instructors by email at least one hour **prior to the start of that class.** You are responsible for making up any work missed during a class.
### Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
<th>Points Toward GPA</th>
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<tbody>
<tr>
<td>A+</td>
<td>≥ 97%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93% - 97%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>65% - 66%</td>
<td>1.0</td>
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<td>F</td>
<td>&lt; 65%</td>
<td>0.0</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Themes / Topics</td>
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</tr>
<tr>
<td>1</td>
<td>8-28-19</td>
<td>Complete course Pre-Work prior to this class. Be prepared to deliver your first recorded 3-5 minute talk - Talk # 1.</td>
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<tr>
<td>2</td>
<td>9-4-19</td>
<td>Discuss self-assessments of first talk. Foundations of Leaders of Influence.</td>
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<tr>
<td>3</td>
<td>9-11-19</td>
<td>Discuss assigned readings from Presentation Zen. Discuss importance of content and preparation. Impromptu speeches.</td>
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<tr>
<td>6</td>
<td>10-2-19</td>
<td>Discuss assigned readings. Aligning content with delivery. Leadership Listening. Chapters 1-7 “What Anyone Can Do.”</td>
</tr>
<tr>
<td>7</td>
<td>10-9-19</td>
<td>Talk # 3 with visuals. Chapters 8-12 “What Anyone Can Do,” and the development of your People Plan. Discuss Readings.</td>
</tr>
<tr>
<td>8</td>
<td>10-16-19</td>
<td>Guest Speaker - Leo Bottary. Discuss assigned readings.</td>
</tr>
<tr>
<td>9</td>
<td>10-23-19</td>
<td>Practice Talks with impromptu leadership topics. Leadership and Communication discussions.</td>
</tr>
<tr>
<td>11</td>
<td>11-6-19</td>
<td>Guest Speaker - Conrad Franey. Read “The Elements of Success” before class.</td>
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<tr>
<td>12</td>
<td>11-13-19</td>
<td>Talk # 4.</td>
</tr>
<tr>
<td>14</td>
<td>11-27-19</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>15</td>
<td>12-4-19</td>
<td>Talk # 5 - Final Presentation. Last Class</td>
</tr>
</tbody>
</table>

Final Project due week of December 9-13, 2019.
I. **CLASS POLICIES**

**Use of Laptop Computers and Electronic Devices in the Classroom**

Laptop & tablet computers, smart phones and other electronic devices can be helpful in taking notes, providing tools for course exercises and referencing course related materials. However, they can also be distracting when used for non-course related activities such as emailing & texting, posting on social media, reading news sites, shopping online, or looking at YouTube videos. Some students have even been observed working on class assignments for the same or other courses. A March 2013 study by Faria Sana, Tina Weston and Nicholas J. Cepeda confirmed, students who are multitasking during class have less understanding and recall of what’s being discussed. The study also found that “participants who were in direct view of a multitasking peer scored lower on a test compared with those who were not.” *

This course is part of a professional, graduate program. Consequently, it is expected that students conduct themselves in a professional manner. This includes being engaged in the class proceedings, by attentive listening, critical thinking, asking appropriate questions and participating in active discussion. Your attendance and participation in class is important for the class and is expected to be more than just physical attendance. Engaging in non-class related activities during class time is not acceptable and disrespectful of the lecturer and other students.

* Reference the Wall Street Journal article: I'm Banning Laptops from My Classroom, July 10, 2016 by Stuart Green
* Reference the WashU Teaching Center Article https://teachingcenter.wustl.edu/resources/course-design/developing-course-policies-on-laptops-mobile-devices/

**Privacy and Security**

Recording of class sessions either audio or video is prohibited without permission from the instructor and the other class members.

**Collaboration**

With the exception of your team projects, all assignments are to be completed on your own. You are encouraged to discuss ideas and techniques broadly with other class members, but all written or presentation work, whether in preliminary or final form, is to be generated by you working alone. If in doubt - ask.

**Language Sensitivity**

When in the classroom, all students should speak English at all times. While meeting with classmates on a classroom project, speak a language that every student present (in your group) understands, without exception.
Professionalism

You are part of a professional, graduate program. Consequently, it is expected that students conduct themselves in a professional manner. This includes being on time for classes and meetings, being prepared, and participating in class discussions, group activities, projects, etc. The level of professionalism you exhibit throughout the course will impact your final grade. It directly affects the participation portion of the grade but is also taken into consideration in all other aspects of the course as it reflects the overall quality of professional performance.

II. SEVER/UNIVERSITY POLICIES

Ethics of Academic Integrity (SEAS)

All students in the McKelvey School of Engineering are expected to conform to high standards of conduct. This statement on student academic integrity is intended to provide guidelines on academic behaviors which are not acceptable.

Selected courses have problem sets assigned as homework. You are not allowed to collaborate when solving homework problems, performing lab experiments, writing or documenting computer programs, or writing reports unless the instructor specifically states otherwise.

It is dishonest and a violation of academic integrity if:

1. You turn in work which is represented as yours when in fact you have significant outside help. When you turn in work with your name on it, you are in effect stating that the work is yours, and only yours.
2. You use the results of another person’s work (exam, homework, computer code, lab report) and represent it as your own, regardless of the circumstances.
3. You request special consideration from an instructor when the request is based upon false information or deception.
4. You submit the same academic work to two or more courses without the permission of each of the course instructors. This includes submitting the same work if the same course is retaken.
5. You willfully damage the efforts of other students.
6. You use prepared materials in writing an in-class exam except as approved by the instructor.
7. You write on or make erasures on any test material or class assignment being submitted for re-grading.
8. You collaborate with other students planning or engaged in any form of academic dishonesty.
9. You turn in work, which is represented as a cooperative effort, when in fact you did not contribute your fair share of the effort.

10. You do not use proper methods of documentation. For example, you should enclose borrowed information in quotation marks; acknowledge material that you have abstracted, paraphrased or summarized; cite the source of such material by listing the author, title of work, publication, and page reference.

III. WASHINGTON UNIVERSITY IN ST. LOUIS SUPPLEMENTAL RESOURCES

Disability Resources

If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

English writing support

For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. < The Engineering Communication Center http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters>

English competence

Students are encouraged to check their grammar and spelling before submitting their written works. Although, students are free to choose whatever the tools that best fit their need, some of the common tools for grammar & spelling checking, citation making in different writing styles can be found in the list below.


d. http://www.citationmachine.net – Citation Machine [Free & Paid Service]
Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

ENGLISH SUPPORT

https://wustl.box.com/s/pw1w25b9tmp62fmxj9g02uds68uz5y9c

UNIVERSITY POLICIES / RESOURCES

https://wustl.box.com/s/6tfoyqr3dhjo5kim2bd8tehbboyraoh8

Reporting Sexual Assault

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director, at (314) 935-3118, jwkennedy@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

Academic Accommodations

Disability Resources - At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: https://students.wustl.edu/disability-resources/

Sexual Assault Resources - The University is committed to offering reasonable academic accommodations (e.g., no contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you need to request such accommodations, please contact the Relationship and Sexual Violence Prevention Center (RSVP) at rsvpcenter@wustl.edu
or 314-935-3445 to schedule an appointment with an RSVP confidential, licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty. See: RSVP Center

**Bias Reporting**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

**Mental Health**

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: https://students.wustl.edu/mental-health-services/

**Center for Diversity and Inclusion (CDI)**

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: https://diversityinclusion.wustl.edu/

**Preferred Name and Gender Inclusive Pronouns**

In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: https://students.wustl.edu/gender-pronouns-information/, https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/

**Military Service Leave**

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: https://veterans.wustl.edu/policies/policy-for-military-students/.
Accommodations based upon sexual assault:

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Center for Diversity and Inclusion (CDI):

The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/