

The Global Leadership Summit Certificate
Endorsed by Wheaton College
COMMUNICATION AND LEADERSHIP
2018

This syllabus may be changed or updated at any time. Please follow the course announcements in GLSx on WheatonX so that you can see if the syllabus has been updated.

Professors

GLS Faculty (Thursday and Friday) plus
Dr. Ed Stetzer
Dr. Eric Geiger
Dr. Rochelle Scheuermann
Dr. Nicholas Pearce

Dates

August 9-10: The Global Leadership Summit portion of the certificate
August 11: Wheaton College portion of the certificate. Post-Summit work also required.

Course Description

This course exposes students to the dynamics of communication in relation to leadership in contemporary contexts. In particular, communication concepts and best practice will be applied to the tasks of leadership; like communicating vision, leading teams, intercepting entropy, and other challenges of organizational leadership.

Specific Goals for this Course:

By the end of this course, students will be able to identify suitable communication methods for leading and influencing by demonstrating they are able to...

1. Develop a philosophical framework for utilizing communication for leadership and influence.
2. Demonstrate the ability to critically assess and evaluate the leadership communication methods of others with the goal of steadily improving their personal quality of communication.
3. Craft and deliver an inspirational and structurally sound presentation.

Students will be evaluated on the degree to which these goals were accomplished in the course assignments.

Reading List

Note: Students are encouraged (but not required) to read these books before the August course dates so that they can integrate their learning about communication concepts into the assignments. You can often find best prices for books at a site like <https://www.textsurf.com/>.

Geiger, Eric and Kevin Peck. 2016. *Designed to Lead: The Church and Leadership Development*. Nashville: B&H Publishing Group.

Pollard, Tim. 2016. *The Compelling The Communicator: Mastering the Art and Science of Exceptional Presentation Design*. Washington D.C.: Conder House Press.

Sinek, Simon. 2011. *Start with the Why: How Great Leaders Inspire Everyone to Take Action*. London: Penguin Group.

Wiseman, Liz. 2017. *Multipliers: How the Best Leaders Make Everyone Smarter*. New York: HarperBusiness.

Assignments – All assignments must be submitted in a PDF

A. Presentation Assessment: (30% of the grade)

1. Attend all three days of the course. As you listen to each GLS faculty and Wheaton College faculty presentation, journal your reflections, using the following as a guide. For each entry, be sure to note the speaker's name and title of each presentation.
 - How did the speaker draw listeners in?
 - What main human question or need did the message address?
 - What was the structure of the message?
 - What was the goal of the message (i.e. to get us to change our attitude, do something, think differently about something, etc.)
 - How did the non-verbals compliment and/or distract from the verbal communication?
 - What one critique of the message would you make?
 - What one thing would you apply to your personal or professional life?

2. Write a 2-page, double-spaced reflection paper summarizing your learning about communication and leadership from the faculty presentations.
 - Reference some of your journal reflections.
 - Include two personal applications for your own communication as a leader/influencer. Explain why you chose these.

3. Submit in WheatonX by September 28, 2018
Upload either a type written version of your journal or a scanned copy of the pages in a hand-written journal, as well as your 2-page reflection paper.

Assignment #1 - Grading Rubric	
Points	Description
60	points for listening and journaling about the presentations
40	points for the 1-2 page reflection paper

B. Integration Paper: (30% of the grade)

- Write a 10-page, double-spaced paper exploring your philosophy and approach to communication and its use for leadership and influence. This paper should integrate what you learned in the course including the reading and lectures, as well as outside sources and personal experience.
 - Make clear connections to communication concepts from your texts book (and cite the book and page numbers which you reference) and to the faculty presentations. Seek to integrate the different perspective. How does using one approach support, challenge, balance, etc. another approach?
 - Identify the benefits and drawbacks of this philosophy and approach.
 - Identify where and when this approach might be the most contextually helpful. Include both corporate and individual applications.
 - Summarize how your thinking about communication has been influenced by your research and participation in this course.
- Submit in WheatonX by September 28, 2018.

Assignment #2 - Grading Rubric	
Points	Description
40	points for a clearly articulated philosophy and summary
20	points for application
20	points for benefits and drawbacks
20	points for writing quality

C. Final Communication Project (40% of the grade)

- Record a seven-minute (maximum) video presentation that utilizes your learning about effective communication from the class. Use the website and code that comes with the Compelling Communicator book (messagearchitectapp.com) to guide your writing process.
 - Speak as if you were talking to a team of people who you hope to lead/influence.
 - Present a vision, strategy, and case for an organization or ministry's future.
 - It is recommended that your philosophy and approach to communication be reflected in the style and substance of the presentation.

- Watch the presentation yourself, looking for 2-3 strengths of your communication and 1 area for further growth.
2. Provide a 1-page written overview of your presentation.
 - Describe of the setting for the presentation and outline your basic talking points.
 - Comment about your communication strengths and area for growth.
 - Include the link to your uploaded presentation.
 3. Upload the presentation to YouTube. Submit the overview with the YouTube link via WheatonX by September 28, 2018. To upload your video, go to your account and look for the icon on the upper right of the page. When you upload your video, make it UNLISTED and copy the link so you can share it with the class. **(YouTube Icon)** 

Assignment #3 - Grading Rubric	
Points	Description
30	points for quality of presentation style (method and approach)
30	points for quality of substance (information and structure)
20	points for written overview of the presentation
20	points for personal assessment of the presentation

Grading

This course is Pass/Fail.

A Passing grade is 76% or higher.

Attendance

Attendance is required at both days of the GLS portion of the course and the one Wheaton College Day portion of the course. Attendance will be verified by reviewing the journal entries for each presentation. Students must journal on a minimum of 14 presentations. A grade reduction of 5% will be assessed for every presentation less than 14. (Example: submitting 12 journal entries = 10% grade reduction.)

Cheating and Plagiarism

Cheating (the presentation of someone else's work which the student ought to have done personally) or plagiarism (the use of ideas and information from a specific source without giving credit in some manner to the source) will result in the disqualification (including a grade of 0) of the unit of the course affected by it. Academic honesty will be expected.

Wheaton College Policy on Inclusive Language

For academic discourse, spoken and written, the faculty expects students to use gender inclusive language for human beings.