I. INTRODUCTION

A. This course is an analysis of personal and group dynamics in an emergency management setting. Examines and interpretation of the spoken and unspoken word and the effective utilization of public information processes of print, radio, and television media. This course is equivalent to the Texas Department of Emergency Management and the Federal Emergency Management Agency courses G240 and G242.

B. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.

C. This course is occupationally related and serves as preparation for careers in: Homeland Security and Emergency Management.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Leadership and Effective Communication, the student will be able to:

A. Define Leadership

B. Describe the leader’s ethical responsibilities

C. Explain the leader/follower relationship

D. Analyze the impact thoughtfulness plays in leading

E. Distinguish among paradigms that promote or impede perceptual acuity in leaders

F. Describe the process of listening like a leader

G. Explain the role storytelling plays in the exercise of leadership

H. Demonstrate the power of nonverbal communication in leadership

I. Analyze the leader’s role in diffusing conflict
J. Describe how leaders use power
K. Identify the role collaborative problem solving plays in leadership
L. Explain techniques effective leaders use to influence and inspire. Explain the role of diversity in leadership
M. Identify techniques the leader can use to encourage innovation
N. Identify how social networking and technology function as leadership tools.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS:

A. Class preparation:
Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to E-mail the instructor if time is of the essence.

Reading Assignments:
Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.

Homework:
Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.

B. Project:
Students may be required to submit one individual and one collaborative project. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.
C. **Class Performance:**
If a class is missed, it is students’ responsibility to obtain the information missed during the class. The teacher will not repeat instructions or lessons for the classes the student misses. It is the student’s responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.

D. **Class Participation:**
The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.

**Class Business / Personal Blog**
Please note that at the beginning of every class we will devote approximately five minutes for sharing information about leadership you have gleaned from reading this week’s news. When you see an article, first blog about it, then be prepared to talk about it in class.

**On Line Discussion Forum**
This course includes an ongoing online discussion forum. Each week we will have a question to discuss related to the week’s focus. You are expected to enter the discussion at least three times over the week registering your thoughts and replying to comments from your classmates.

V. **EXAMINATIONS**
A. There will be at least one proctored exam or term paper. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made due to valid reasons.

B. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. **SEMESTER GRADE COMPUTATIONS**
A. Your course grade is determined by your performance on assignments, projects, and exams. See Instructor’s Notes.

B. The possible grades for this course are A, B, C, D, or F. In order to receive transferable for this course, a grade of C or above must be earned. As a rule, D's
will not transfer to other colleges. Grading criteria will be based on the http://www.ctcd.cc.tx.us/grades.htm:

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VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. **Cellular Phones and Beepers:** Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.
E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. American’s with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

G. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

H. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. Unit 1: Understanding the Leader in You

1. Lesson Outline:
   
   a. Questions on Leadership
   b. Thoughts about Leadership
   c. The Leader and Leadership
   d. The Leadership/Communication Interface
   e. Can we learn to lead?
   f. Leading versus Managing
   g. The Control Factor
   h. Goals and Opportunities

2. Assignments and Learning Activities:
   
   a. Reading Assignment: Chapter 1
   b. Writing Assignment: Theory into Practice
   c. Online Discussion Forum Question:

   What factors do you believe most influence a person’s chances of leading an organization successfully? Describe your best and worst leadership moment.
B. Unit 2: Understanding the Leader’s Ethical Responsibilities

1. Lesson Outline:
   a. Ethical Matters
   b. It is a question of value
   c. Positions matter: Questions to Consider
   d. The Distribution of Responsibility
   e. Do you know unethical behavior when you see it?
   f. Analyzing Ethical Rationales
   g. Choosing to lead ethically.

2. Assignments and Learning Activities:
   a. Reading Assignment: Chapter 2
   b. Writing Assignment: Theory into Practice
   c. Online Discussion Forum Question:
      What does being ethical mean to you? Provide an example of a leader who suffered an ethical lapse? What characteristics distinguish ethical leaders from unethical ones? Why are unethical leaders sometimes successful?

C. Unit 3: Understanding the Leader/Follower Relationship

1. Lesson Outline:
   a. Leaders and their Constituents
   b. Matching Leader Style to Follower Experience
   c. Path Goal theory
   d. Responding to the Situation
   e. The Reciprocal nature of the Leader/Follower relationship
   f. Are Followers in or out? Are Leaders liked or disliked?
   g. Vertical dyad linkage model
   h. Leader member Exchange theory
   i. Quality Counts

2. Assignments and Learning Activities:
   a. Reading Assignment: Chapter 3
   b. Writing Assignment: Imagineering a Better Way
   c. Online Discussion Forum Question:
      What advice would you give a leader regarding what she or he should do to establish a productive relationship with followers? What makes a follower or leader exemplary? What theories in this chapter can you use in support of your responses?

D. Unit 4: Thinking Like a Leader: The Power of Thoughtfulness

1. Lesson Outline:
   a. Thinking about how leaders Think
   b. Replace “or” with “and” Thinking
   c. Balance Certainty and Uncertainty
d. The value of a Systems Orientation

e. Climate, Culture, and the Leader

f. Leadership Style

g. Dominant styles of leadership

h. Theory X and Y leaders

i. Balancing concern for task and workers

j. Transactional leaders

k. Transformational leaders

2. Assignments and Learning Activities:

a. Reading Assignment: Chapter 4

b. Writing Assignment: Imagineering a Better Way

c. Online Discussion Forum Question

Have you worked for an “X” leader and/or a “Y” leader? Describe your experience(s). Under whose leadership do you think you perform better? Provide examples of leaders who appear to be more concerned about the task than the follower. What are the benefits and consequences of the “X” and “Y” orientations?

E. Unit 5: Perceiving the organization like a leader

1. Lesson Outline:

a. The Leader’s “I”

b. Stages of perception

c. Perceptual realities

d. Perceptual barriers

e. Your past

f. I know it all

g. Blindering

h. Fact/Inference confusion

i. See it my way or no way

2. Assignments and Learning Activities:

a. Reading Assignment: Chapter 5

b. Writing Assignment: Working It Out: Alone

c. Online Discussion Forum Question:

In your opinion is it possible for someone who works with a leader to change the leader’s perceptions? In your opinion, is it possible for a leader to change a follower’s perceptions? Give examples of what a person would have to do to accomplish either objective.

F. Unit 6: Listening Like a Leader

1. Lesson Outline:

a. The listening leader

b. Styles of listening

c. Listening practices of leaders

d. The decentered leader
e. The egocentric leader
f. Fraudulent listening
g. Monopolistic listening
h. Completive listening
i. Selective listening
j. Avoidant listening
k. Defensive listening
l. Attackers
m. Feedback: the response connection
n. Feedback defined
o. Types of feedback
p. Coaching through feedback
q. Listening rules

2. **Assignments and Learning Activities:**
   a. Reading Assignment: Chapter 6
   b. Writing Assignment: Imagineering a better way
   c. Online Discussion Forum Question
      *What would you teach a budding leader about listening?*

**G. Unit 7: Storytelling Like A Leader: The Power of Words**

1. **Unit Outline:**
   a. Finding your voice
   b. The leader’s story
   c. The leader’s language
   d. Language tools

2. **Assignments and Learning Activities:**
   a. Reading Assignment: Chapter 7
   b. Writing Assignment: Imagineering a better way
   c. Online Discussion Forum Question
      *Share stories told by leaders have that you believe caused people to respond favorably and unfavorably? What guidelines would you advise a leader keep in mind when deciding what story to tell?*

**H. Unit 8: Presenting Yourself Like a Leader**

1. **Lesson Outline:**
   a. The power of nonverbal communication
   b. Nonverbal goals
   c. How nonverbal messages function
   d. Characteristics of nonverbal communication
   e. Using Nonverbal to project leadership
   f. Power and appearance
   g. Kinesics
   h. The leader’s voice
i. The leader’s space
j. The office
k. Leading colors
l. Use of time
m. Violating expectations
n. Deception and immediacy

2. **Assignments and Learning Activities:**
a. Reading Assignment: Chapter 8
b. Writing Assignment: Imagineering a better way
c. Weekly Discussion Board

*Select photos from the news that you believe either strengthen or weaken the subject’s leadership image. Copy and post them in the discussion board. Discuss the nonverbal cues visible in the photos and the messages you believe they impart. You also should comment on the photos posted by your classmates.*

I. **Unit 9: Leading the Way Through Conflict**

1. **Lesson Outline:**
   a. Thinking about Conflict
   b. Perspectives on Conflict
   c. Handling Conflict
   d. The Conflict Grid
   e. Conflict and Interaction
   f. Groupthink

2. **Assignments and Learning Activities**
   a. Reading Assignment: Chapter 9
   b. Writing Assignment: Imagineering a Better way
   c. Weekly Discussion Board

*How do you feel when in a conflict situation? Identify examples of leaders whom you believe have handled conflict effectively and ineffectively? What approaches and behaviors set those you believe effective apart from the members in the ineffective group?*

J. **Unit 10: Establishing and Sharing Power**

1. **Lesson Outline:**
   a. Looking for Power
   b. Where does Power come from?
   c. Power has Costs and Benefits
   d. When Power is Unequal
   e. Empowerment
   f. Self-Leadership
2. **Assignments and Learning Activities:**
   a. Reading Assignment: Chapter 10
   b. Writing Assignment: Imagineering a better way
   c. Weekly Discussion Board
   
   *How much power do you perceive yourself to have? How does your power fluctuate based on whom you are with and the setting you are in? Give examples of how you have used your power with friends, family, and peers. How would you evaluate your effectiveness at using power?*

K. **Unit 11:** Promoting Collaborative Problem Solving

1. **Lesson Outline:**
   a. What do we mean by “Team”?
   b. Why use a Team?
   c. Team Development
   d. The Leader’s Role in Teambuilding
   e. Characteristics of successful Teams
   f. What makes some team members more effective?
   g. What makes some teams more effective?

2. **Assignments and learning Activities:**
   a. Reading Assignment: Chapter 11
   b. Writing Assignment: Imagineering a Better Way
   c. Weekly Discussion Board
   
   *How do you feel about working in teams? What do you do to encourage the best from others on your team? How do you believe the leader and the team should respond when someone on the team does not perform as expected?*

L. **Unit 12:** Influencing and Inspiring Others

1. **Lesson Outline:**
   a. Beyond Power: Credibility
   b. Acquiring Star Power
   c. Beyond my way
   d. Negotiating to Succeed
   e. Leaders and Charisma

2. **Assignments and learning Activities**
   a. Reading assignment: Chapter 12
   b. Writing Assignment: Imagineering
   c. Weekly discussion Board
   
   *Who is the most inspiring leader you have ever heard speak? What did he or she do to inspire you?*

M. **Unit 13:** Valuing Culture and Diversity

1. **Lesson Outline:**
   a. Glocal and Global Realities
   b. The Culture and Communication Interface
c. Understanding how cultures differ  
d. The Globe studies  
e. Cultural difference effect  
f. Men and Women leaders  
g. Capitalizing on Diversity

2. **Assignments and Learning Activities:**  
a. Reading Assignment: Chapter 13  
b. Writing assignment: Imagineering a better way  
c. Weekly Discussion Board  

*How diverse is your personal network? What about the school you attend or the company you now work for or have worked for in the past? What role do you believe diversity plays in leadership? What advantages/disadvantages do you see diversity bringing to organizations?*

N. **Unit 14: Innovating**

1. Lesson Outline:  
a. Change  
b. Meet resilience  
c. Change making  
d. Change managing  
e. Creativity  
f. The key to innovation

2. **Assignments and Learning Activities:**  
a. Reading Assignment: Chapter 14  
b. Writing Assignment: Observation: Watch & Learn  
c. Weekly Discussion Board  

*How creative do you perceive yourself to be? What seems to be key in the releasing of creative talent? What behaviors and mindsets distinguish the most creative and innovative people you know from the least creative and innovative?*

O. **Unit 15: Social Networking and Technology**

1. Lesson Outline:  
a. The Sharing Leader  
b. Leading by engagement  
c. Do you care what you share?  
d. The Benefits of Sharing.  
e. Growth  
f. Conversation  
g. Problem Alerts  
h. Accomplishing of Change  
i. Limiting Risks of Sharing  
j. Communicating Authenticity  
k. Establishing ground rules  
l. Acquiring Authenticity
m. Leading Virtual Teams
n. e-leadership tools and strategies
o. Special challenges facing virtual leaders.

2. Assignments and Learning Activities
   a. Reading Assignment: Chapter 15
   b. Writing Assignment: Imagineering
   c. Weekly Discussion Board

   What role do you perceive sharing information online plays in your life? What role do you believe it plays in your leadership life? What problems do you envision leaders facing as they try to manage virtual groups?