



Lincoln University

SPRING 2018

BA 370- Communications in Leadership and Negotiation

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Class schedule: Tuesdays, 9:00 am -11:45 am

Credit: 3 Units (45 hours) / 15 weeks

Level: Mastery 1 (M1)

Prerequisite(s): None

Co-requisites: None

Office hours and location: Tuesday, and Thursday from 11:45 AM to 12:30 PM and
by arrangement in room 308

Instructor Lincoln University email: sysr@lincolnuca.edu

Course-related email for the semester: profsylvia@gmail.com

Course blog and other content to be announced in class.

INSTRUCTIONAL MATERIALS AND REFERENCES

REQUIRED TEXTS:

Barrett, D. J. (2013). Leadership communication. (4th. Ed.) New York: McGraw-Hill.

ISBN-13: 978-0073403205 ISBN-10: 007340320

Lewicki, R. J., et al. (2016). Essentials of negotiation (6th Ed.). New York: McGraw-Hill.

E-text: ISBN-10 1259298981, ISBN-13 9781259298981

Print: ISBN-10 0077862465, ISBN-13 978007786246

RECOMMENDED TEXT:

Business Communication Handbook.

COURSE TEXTS COMPANION SITES

Leadership Communication Text:

http://highered.mheducation.com/sites/0073403202/information_center_view0/index.htm

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Negotiation Text Link:

http://highered.mheducation.com/sites/0077862465/information_center_view0/sample_chapter.html

INSTRUCTIONAL METHODS

The course sessions will include lectures, A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

This is a direct classroom instruction course.

TOPICAL OUTLINE AND ASSIGNMENTS

The scope of the course involves applying and extending communication skills relevant to managerial discourse, leadership and negotiation, including the theoretical foundation and technological extensions of business communications.

For each of the units (as well as additional assignments given in class), students will do the following by the date listed on the schedule below:

Read assigned materials with care and understanding.

Respond to the main points of each chapter assigned by listing three or four key questions with answers (no more than two or three sentences each).

Reflect on the unit in writing (a brief paragraph or two).

Email your unit and chapter assignments to me at profsylvia@gmail.com, before the date on the schedule.

For midterm and final review assignments, students will present ePortfolios/PPTs adapted from the weekly assignments as individual or team projects.

STUDENT RESPONSIBILITIES

Students are expected to attend class, to participate in individual and group work in a productive manner, to complete assignments according to schedule and at a level appropriate to university rubrics, and to take personal responsibility for meeting the objectives of the course.

Assignments are due on the dates indicated in the schedule below. Additions/revisions to the schedule will be announced in class as needed. Class attendance is mandatory for content, interactions, and presentations. Researched materials must be documented using a consistent style for both in-text and end-text citations of sources using the published standards of the most recent subject-appropriate style guide, such as APA (social sciences) or MLA (humanities), for example.

CATALOG DESCRIPTION

BA 370 - COMMUNICATIONS IN LEADERSHIP AND NEGOTIATIONS

This course concentrates on critical communications skills, particularly those needed for intelligent, face-to-face interactions, for effective tactics to achieve cooperation and gain consensus. There is emphasis on various strategies used in negotiating, for both individuals and leaders. Written and oral assignments are involved. (3 units)

EDUCATIONAL OBJECTIVES

Primary objectives are to:

- Improve your ability to comprehend and produce effective written and oral business communications for leadership and negotiation purposes,
- Evaluate business communications within appropriate contexts, and
- Apply systematic communicative language processing strategies for critical thinking, problem-solving, conflict resolution, decision making, goal setting and attainment.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

Analyze the communicator, audience, purpose, context, and strategies of business communications in functional settings. Select appropriate content, style and organization for various contexts

| | Course Learning Outcome | Program Learning Outcome | Institutional Learning Outcomes | Assessment |
|---|---|---------------------------------|--|---|
| 1 | Demonstrate appropriate applications of primary and secondary research and analytical techniques and tools to manage and apply information in support of problem-solving, | PLO 3 | ILO 2b, ILO 7b | Completed written work Oral presentations Peer evaluation Instructor evaluation ePortfolios |

| | | | | |
|---|--|-------|----------------|---|
| | conflict resolution, decision-making, and goal attainment | | | |
| 2 | Apply analytical skills to formulate and implement strategic responses to changes in external and internal environment | PLO 3 | ILO 2b, ILO 7b | Completed written work Oral presentations Peer evaluation Instructor evaluation ePortfolios |
| 3 | Demonstrate ability to garner and evaluate potential global business situations, opportunities and risks relevant to current and future leadership applications and communicative contexts | PLO 5 | ILO 4b, ILO 5b | Completed written work Oral presentations Peer evaluation Instructor evaluation ePortfolios |
| 4 | Define and apply leadership and communication business objectives for shared growth and development | PLO 5 | ILO 4b, ILO 5b | Completed written work Oral presentations Peer evaluation Instructor evaluation ePortfolios |
| 5 | Manage responsibly local and global business interaction and development within relevant ethical, social, and economic criteria. | PLO 6 | ILO 33b | Completed written work Oral presentations Peer evaluation Instructor evaluation ePortfolios |

CLASS SCHEDULE

| # | Date | Unit | Chapter- Read, Reflect, Respond – Email due by date on this schedule L: Leadership Communicationn N: Essentials of Negotiation |
|---|-----------|--|---|
| 1 | 1/16/2018 | Introduction | L01: What is Leadership Communication? N01: Nature of Negotiation |
| 2 | 1/23/2018 | Strategy | N02: Strategy and Tactics of Distributive Bargaining N03: Strategy and Tactics of Integrative Negotiation |
| 3 | 1/30/2018 | Document Language | L02: Leadership Communication Purpose, Strategy, and Structure L03: The Language of Leaders |
| 4 | 2/6/2018 | Strategy, Ethics, and Perception | N04: Negotiation: Strategy and Planning N05: Ethics in Negotiation |
| 5 | 2/13/2018 | Leadership Presentations | L04: Using Social Media and Creating Other Leadership Correspondence L05: Creating Leadership Documents and Reports L06: Leadership Presentation in Person and Online L07: Graphics with a Leadership Edge |
| 6 | 2/20/2018 | Perception, Cognition, and Communication | N06: Perception, Cognition, and Communication N07: Communication |
| 7 | 2/27/2018 | Power, Relationships. Emotional Intelligence ePortfolio I | N08: Finding and Using Negotiation Power N09: Relationships in Negotiation L8: Emotional Intelligence and Interpersonal Skills for Leaders ePortfolio I |
| 8 | 3/6/2018 | Midterm | |
| | 3/13/2018 | Spring Recess | |

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|----|-----------|--------------------------------------|--|
| 9 | 3/20/2018 | Teams | N10: Multiple Parties and Teams L10: High Performance Team Leadership L11: Meetings: Leadership and Productivity |
| 10 | 3/27/2018 | Strategic Internal Communication | L12: Leadership Communication in an Organizational Context |
| 11 | 4/3/2018 | Global Negotiation | L9: Diversity and Intercultural Communication N11: International and Cross-Cultural Negotiation |
| 12 | 4/10/2018 | Internal Relations | L13: Transformational Leadership through Effective Internal Communication |
| 13 | 4/17/2018 | External Relations | L14: Leadership through Effective External Relations |
| 14 | 4/24/2018 | Best Practices Review - ePortfolio 2 | N12: Best Practices in Negotiation Review - ePortfolio 2 |
| 15 | 5/1/2018 | Final | |

ASSESSMENT CRITERIA & METHOD OF EVALUATING STUDENTS

Students will demonstrate their level of achievement through appropriate and accurate application of classic and contemporary principles and best practices in communication for leadership and negotiation. Students attaining the higher levels of course goals will show successful application of critical and creative communication skills in approaching and solving academic and real-world examples, individually and as group participants. The following tables quantify assignment areas and grade distribution scales.

GRADING GUIDELINES

| Items | Points |
|---|--------|
| Exercises / Daily Assignments: Oral and Written | 10 |
| Midterm | 30 |
| ePortfolio I, II | 10 |
| Presentation of Assignments | 10 |

| | |
|--------------|------------|
| Final Exam | 40 |
| Total | 100 |

| | |
|---------|----|
| 100-95 | A |
| 94-90 | A- |
| 89-87 | B+ |
| 86-84 | B |
| 83-80 | B- |
| 79-77 | C+ |
| 76-74 | C |
| 73-70 | C- |
| 69-65 | D+ |
| 64-60 | D |
| 59 or < | F |

PLEASE NOTE:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Required textbooks should be obtained as soon as possible and brought to class for each session. Class participation is encouraged for enhanced learning through applied content, group interactions, and individual and small group presentations. Plagiarized content is strictly prohibited: Researched materials must be documented using a consistent style for both in-text and end-text citations of sources using the published standards of the most recent subject-appropriate style guide, such as APA (social sciences) or MLA (humanities), for example. Missed exams and assignments require certified excuses (signed documentation by an appropriate medical or other official representative). With documentation, a makeup exam may be scheduled. Electronics are not allowed during exams. Cell phones should not be active during class sessions.

Syllabus Reviewed- January 2018

APPENDIX A. PROGRAM AND INSTITUTIONAL LEARNING OUTCOMES

| Institutional Learning Outcomes (ILOs) | |
|---|---|
| <i>MBA Graduates of Lincoln University should be able to:</i> | |
| 1b | Recognize and be able to work with the components of reasoning and problem solving; understand concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference. |
| 2b | Gather and assess relevant information, using abstract ideas to interpret it effectively; to develop well-reasoned conclusions and solutions, and test them against relevant criteria and standards |
| 3b | Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare |
| 4b | Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same. |
| 5b | Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values. |
| 6b | Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace. |
| 7b | Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline. |

| Program Level Outcomes (PLOs) | |
|---|---|
| <i>Students graduating our MBA program will be able to:</i> | |
| 1 | Develop and exhibit applied and theoretical knowledge in the field of management and business administration |
| 2 | Use theoretical knowledge and advanced problem-solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management |
| 3 | Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters |
| 4 | Demonstrate autonomy, creativity, and responsibility for managing professional practices |
| 5 | Demonstrate leadership and set strategic objectives for team performance |
| 6 | Identify ethical issues/problems in business organizations and reach decisions within ethical framework |

| Institutional Learning Outcomes (ILOs) | |
|---|--|
| <i>DBA Graduates of Lincoln University should be able to:</i> | |
| 1c | Incorporate various modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, and moral thinking. |
| 2c | Operate within alternative systems of thought, recognizing and assessing the needs, with related assumptions, implications, and practical consequences; and being able to communicate results effectively with others in figuring out solutions to complex problems |
| 3c | Act as exemplary business professionals, minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; to be able to assess the likelihood and physical and social consequences of any developed product's harm to others. |
| 4c | Integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example. |
| 5c | Have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make timely appropriate changes in thinking, plans, and methods in achieving organizational goals. |
| 6c | Set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees. |
| 7c | Formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems. They should be able to apply current research, scholarship and or/techniques in the field. |

| Program Level Outcomes (PLOs) | |
|---|--|
| <i>Students graduating our DBA program will be able to:</i> | |
| 1 | Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration. |
| 2 | Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results. |
| 3 | Create and present advanced forms of oral and written communications, including teaching and advising. |
| 4 | Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management. |
| 5 | Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields. |

APPENDIX B. CLASSIFICATION OF LU CURRICULUM COURSES:

| Code | Classification | Description |
|---|------------------------------|---|
| Courses 300 level w/o graduate prerequisites | Mastery 1 (M1) | Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences. |
| Courses 300 level with graduate prerequisites | Mastery 2 (M2) | Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study. |
| Courses 398, 399 | Mastery 2 / Assessment (M2A) | Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes. |
| Courses 400 level | Mastery 2 / Research (M2R) | Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs. |
| Courses 500 level | Doctorate Assessment (DA) | Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program. |