J4244/J7244: Organizational Culture and Leadership Syllabus
11 am – 12:15 pm
Lee Hills 101A
3 Credit Hour Course

COURSE OVERVIEW

The course focuses on the role and structure of culture and communication in organizational performance, management and leadership. Rooted in the principles of ethical leadership and strategic communication, it is designed to help students develop self-awareness, individual skills and abilities that contribute to organizational and team success and a mindset that emphasizes the importance of taking people with you to achieve big goals. The course is distinctly different from traditional organizational studies because it focuses on insight-driven approaches in leading organizations. Based on the experience and writings of retired Chairman and CEO of Yum! Brands, David Novak (BJ, 1974), this is one of several courses offered through the MU School of Journalism's Novak Leadership Institute.

In the first part of the course, you will be introduced to David Novak's principles and tools to aid in self-reflection and your personal development as a leader. You will be challenged to think about your role as a leader within organizations and we will ask you to develop a plan for accomplishing a big goal within one of those organization. We will review theories and frameworks to analyze organizational culture, focusing on the extraordinary contributions of Professor Edgar Schein in deepening our understanding of why culture has such a powerful influence on group behavior and how leaders can affect cultural dynamics. We will explore how leaders effectively create culture, develop visions and values, communicate key messages and overcome barriers to change. During this part of the course, you will be introduced to your Leadership Development Teams (small teams of 4-5), which will become a central part of your course discussion, case analyses and ethnographic research. You also will be asked to participate in full class discussion and post responses to online discussion questions.

The second part of the course is grounded in the case method approach. You will work in your LDTs to analyze two distinctly different organizational cultures. These real world cases will give you the opportunity to apply your knowledge in analyzing situations, diagnosing leadership, management and cultural factors and making recommendations to improve performance and communication. The expectation is that your team will apply the analytical theories, frameworks and leadership practices that you have encountered through the course lectures and readings.

In the final part of the course, you will conduct ethnographic research in your LDTs that will require extensive exploration of an organization's culture and communications practices. This will involve a range of research approaches, both qualitative and quantitative. Ethnographic research will sensitize you to the role of culture and finetune your ability to observe, interpret and analyze how the various stakeholders (management, employees, customers, etc.) understand and interact in the context of their organization. You will present your research approach, findings and recommendations in the form of formal presentation and final written report.

COURSE PROFESSORS

Margaret Duffy (Ph.D., University of Iowa) is a professor in the Strategic Communication Faculty at the Missouri School of Journalism and directs two student-staffed agencies. She is Executive Director of the Novak Leadership Institute. An author and consultant, Duffy conducts research and advises media organizations around the world. Her diverse consulting clients include Estee Lauder and the U.S. Army and she has obtained grants from the Pew and Knight Foundations. A respected scholar, Duffy research focuses on organizational communication, visual communication, narrative, digital media, news, and persuasion ethics. Recent research appears in the *International Journal of Business Communication* on The Effect of Respect: Respectful Communication at Work Drives Resiliency, Engagement, and Job Satisfaction among Early Career Employees. She is author of *Visual Communication: Insights and Strategies*, which explores visual imagery in advertising, news coverage, political discourse, popular culture, and digital and social media technologies. She serves on the board of the Institute for Advertising Ethics.

Eleanor V. Farnen (BJ, BA, MA, Ph.D. candidate, University of Missouri) is founder and president of Strategists LLC, a media and marketing consulting firm based in Columbia, MO. She has taught graduate and undergraduate level courses in the Missouri School of Journalism since 1998, including mass communication theory, quantitative research methods and new media business models. Farnen began her career as chief of public affairs for the Rhode Island Department of Environmental Management, assisting in the development of regulations governing air, land and water resources, conservation initiatives and corporate compliance. She is a former sales and marketing executive for Honeywell International's Automotive Sector overseeing national account sales for the FRAM, Bendix and Autolite consumer/DIY brands and NASCAR/NHRA motorsports sponsorship programs. Before returning to the School of Journalism, she served as vice president and group manager for Ketchum Communications in Washington, D.C., in charge of corporate and environmental accounts. As a consultant, her clients have included Verizon Wireless, Walmart, Hasbro, Southwest Greens, Commerce Bank, The Missouri Press Association, MFA Oil and former and sitting U.S. Senators and Governors. She was inducted into MU's Rollins Society in 2004 and is currently advisor and past president of the board of directors of the Odyssey Chamber Music Festival and The Plowman International Chamber Music Competition. She currently sits on the board of the Friends of the MU Libraries.

Catey Heller Terry (MA, University of Missouri) is the Director of Outreach for the Novak Leadership Institute. She a communications professional with more than 20 years of experience in New York City, St. Louis and Columbia, MO. She served as press secretary to a state senator in New York before moving back to the Midwest. In Columbia, she worked at the Missouri School of Journalism first for the Multicultural Management Program and later as Director of Development, raising more than $30 million for the school, including Lee Hills Hall and seven endowed chairs. Most recently, she was the Executive Director of Advancement Creative Services and Donor Relations at Mizzou. She has been with the Novak Leadership Institute since its founding and has helped teach the Strategic Leadership and Organizational Culture classes.

COURSE OBJECTIVES

1. To apply leadership principles from David Novak's *Taking People with You* (TPWY) leadership program, and from other top leaders and researchers.
2. To apply the principles of strategic communication, including insight-driven thinking and creativity, to the assessment of organizational leadership and success.
3. To identify the role of organizational culture and the system dynamics that influence both productivity and dysfunctions.
4. To link key concepts of management, power, relationships, and communication, providing a practical way to understand, participate, and lead dynamic organizations.
5. To identify the crucial role of research and evidence-based decision making in diagnosing organizational opportunities and problems.
6. To describe how alignment of organizational strategy, design, and leadership are crucial elements for success.
7. To discern issues of diversity and potential implicit bias that may impede individual and organizational success.
8. To develop proficiency in conducting sophisticated and practical communication and culture audits.
9. To apply interpersonal and organizational communication and identify potential barriers to effective communication.
10. To demonstrate presentation skills to target audiences and enhance persuasiveness.
11. To apply ethical principles in leading and managing organizations in developing healthy cultures and in guiding them through cultural change.

COURSE MATERIALS

Novak, David. (2013) *Taking People With You* (supplied)
Novak, David. (2013) *Taking People With You* workbook (supplied)
Schein, E.H. (2016) *Organizational Culture and Leadership*. Wiley, 5th edition.
(PDF in Canvas)
Note: You will also be responsible for additional readings available in PDF format on Canvas.

COURSE REQUIREMENTS

- Attendance at all class meetings
- Active participation in discussion (full class, LDTs, online DQs)
- Completion of weekly readings and assigned exercises
- Active participation and completion of case studies in your LDTs
- Active participation and completion of the final ethnography project, including research, analysis and preparation of the final team presentation and report
- Completion of peer evaluations
- Submission of final project (ethnography) reflection

COURSE STRUCTURE AND COMPONENTS

Canvas Course Schedule (Modules by Topics)

Module/Week 1:
Welcome to Novak Leadership and J4244 Organizational Culture
Introduction to Organizational Culture
David Novak on Culture and Recognition

Module/Week 2:
Cultural Analysis &v Observation
Definition and Structure of Culture
External Adaptation/Internal Integration (Psychological Safety)
Acute Observers

Module/Week 3:
Dimensions of Culture
Cultural Intelligence: Understanding Macro Cultures
Emotional Intelligence: Knowing Yourself

Module/Week 4:
Leadership in Organizations (Part1)
The Role of the Founder/How Leaders Embed and Transmit Culture

Module/Week 5:
Leadership in Organizations (Part 2)
The Culture of Inclusion, Diversity & Equity

Module/Week 6:
The Narrative/Dramatic Theory & Storytelling
The Power of Communication in Leadership

Module/Week 7:
Ethnographic Research

Module/Week 8:
Introduction to Case Studies
How To Conduct a Case Analysis

Module/Week 9:
Case Studies in Organizational Culture (Uber)

Module/Week 10:
Case Studies in Organizational Culture (Patagonia)

Modules/Weeks 11-14
Ethnography Research/LDT Work Sessions

Module/Week 15
Final Project Presentations

COURSE REQUIREMENTS

Weekly Readings and Discussion

Each week, you will have required readings based on the course schedule. Readings may consist of chapters from David Novak's books, excerpts from other texts, including Edgar Schein's Organizational Culture and Leadership, and relevant articles appearing in scholarly journals and professional and practical publications. There will be four (4) Discussion Questions, each worth 50 points. They must be completed and posted to Canvas by Sunday of the week in which they are assigned. You will also be responsible for two (2) responses to your colleagues' posts by the following Tuesday. Your DQ post should be 300-500 words in length and list sources.

Discussion Question Grading Criteria

- Your post demonstrated thoughtful analysis of the topic and readings and provided strong points that were supported with clear examples. (40 points)
- Commented on two (2) of your colleagues' posts. Comments demonstrated thoughtful understanding of their point of view and added insight to their thinking on the subject.
  (5 points per comment)

Case Studies

LDTs will complete two (2) case studies during the semester. Case studies are based on real-world challenges facing organizations in the areas of culture, leadership, diversity, ethics, social responsibility, innovation and technology. These cases give you the opportunity to analyze complex situations, diagnose management and cultural factors and make recommendations to improve performance and communication. Case study deliverables are broken up into two parts: presentation and discussion.

Upon receiving the case scenario, your LDT will work together to research, analyze and discuss the issues presented in the case to develop a thorough, critical understanding of the facts and principles of leadership and culture that are operating in the case. Teams will also identify best practices and develop recommendations. The case analysis will be presented to the class in the form of a PowerPoint presentation deck. Teams will have 20 minutes to present their case analysis to the class and lead a class discussion.

Grading: Each case study is worth a total of 150 points. You are also asked to evaluate your team members based on their contributions to the project.

Ethnographic Research Project

For the final project, your LDT team will conduct extensive ethnographic research on an organization, its leadership and culture. Each team will use a variety of research and diagnostic tools to analyze the culture of the organization and how it approaches the questions of internal integration and external adaptation—how it deals with employees, customers and other important stakeholders. The project must include the following research elements: extensive secondary research on the organization and business category; observation and the compilation of field notes; a combination of survey research, interviews and focus groups.

Your professors will identify and obtain approval from the partner organizations for this project. Prior to conducting research, your team with provide a research and analysis plan for approval. This will include the goals and components of your research and a workplan schedule.

Your final project will include the following:

- A final report and PowerPoint presentations that outlines your approach, research findings, interpretation, analysis and recommendations.
- Your report will also include a complete set of field notes of your observations and all data compiled during the course of the project.
- Evaluation of your team members and their contributions to the success of the project.
- Note: Your report, PowerPoint presentation and all data and field notes will remain confidential and only shared with your partner organization.

Grading: Ethnography Project is worth 250 points; peer evaluations are worth 100 points.

Reflection (Final Project)

We ask you to reflect on your experience in your LDT for the final project in this course. Specifically, we would like to know what insights you gained about yourself and your study of organizational culture & leadership as a result of this assignment? What will you take away? The final project reflection is worth 50 points.

Attendance and Participation

Attendance: You will be allowed two excused absences, but you must email one of your professors before the missed class or it will be unexcused. Unexcused absences will receive minus 10 points for participation. Students who have five (5) or more absences may be

asked to drop the course. All formally announced outside of class activities are mandatory and subject to the same policy as stated above.

Participation: You will be graded on your participation in class discussions, demonstrating an understanding of the readings and exercises that have been assigned for the week. You will be graded on your contribution to and participation in your Leadership Development Teams. Grades are calculated based on attendance reports and your professor's evaluation of your participation/professionalism during the course.

Submitting Work

This course relies heavily on Canvas for assigning and submitting work. It is important for you to familiarize yourself with the Canvas platform. Save files often and back up your work. If you are having problems with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000.

GRADING

Your acceptance into the Novak Leadership program is an indication that you have already demonstrated a standard of excellence in your academic program. It is assumed that you will continue to perform at this level. Your grade will be Tbased on the combination of your individual efforts and how you contribute to your Leadership Development Team on the case study and final ethnography components of the class. In addition to receiving feedback from your professors, you will also submit peer evaluations for each of your team members for your case studies and the ethnography project. This helps to ensure that each team member contributes equitably.

4 Online Discussion Questions (50 points each)	200
2 Case Studies (150 points each	300
Final Project—Instructor/Client Evaluation	250
Final Project—Peer Evaluation	100
Final Project—Reflection	50
Attendance/Participation	100
Total Points Possible:	1,000

NOTE FOR GRADUATE STUDENTS TAKING THE COURSE: Graduate students must complete one additional project worth 200 points and are graded on a 1200-point scale. Graduate students will complete a series of 5 webinars or online conferences on organizational culture and leadership approved by the professors. Leadership podcasts are also a possibility for this project. The final deliverable will take the form of a summary/notes for the webinars or online conferences. For podcasts, it will take the form of a summary and critical analysis. For graduate students, any grade of 69.9% or less is not considered a passing grade.

Grading Percentages and Definitions

	Percentage	Definition
A	94-100%	A = **Outstanding work.** Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it also demonstrated independent thinking and creativity.
A-	90-93.9%	A- = **Excellent work.** Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory and demonstrated independent and creative thinking.
B+	87-89.9%	B+ = **Near excellent work.** Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory and demonstrated independent thinking.
B	84-86.9%	B = **Very good work.** Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements.
B-	80-83.9%	B- = **Good work.** Achievement at a level just above that necessary to meet course requirements. Performance was notable.
C+	77-79.9%	C+ = **Slightly above satisfactory work.** Achievement that meets the course requirements. Slightly above adequate.

C	74-76.9%	C = **Satisfactory work.** Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C = adequate. For graduate students: C = inadequate).
C-	70-73.9%	C- = **Slightly below satisfactory work.** Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality. *(Lowest permissible grade for a graduate student)*
D+	67-69.9%	D+ = **Passing work.** Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.
D or D-	60-66.9%	D = **Minimum passing work.** Achievement is barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.
F	59.9% or less	F = **Failed – no credit.** A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

- Grades carrying credit are: A+/-, B+/-, C+/-, D+/-, and S.
- Grades calculated in the grade point average are A+ (4.00), A (4.00), A- (3.7), B+ (3.3), B (3.00), B- (2.7), C+ (2.3), C (2.00), C- (1.7), D+ (1.3), D (1.00), D- (0.7), and F (0).
- The grades of S, U, NR, and W are not incorporated in the grade point average.

COURSE POLICIES

Canvas
Instructor will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to access the Modules, regularly check the course Canvas site for Announcements and to monitor your grade for the course. If you think a grading mistake has been made, please contact me. Official emails will be sent only to your Paw Print email account. If you would like in-depth tutorials on how to use Canvas, please visit guides.canvaslms.com

University Policies
Every student at the University of Missouri is expected to abide by all University of Missouri System Collected Rules and Regulations and to uphold the Standard of Conduct for the University of Missouri. The purpose of the Standard of Conduct is to maintain a safe campus community, one where students can learn and be successful. A student enrolling in the university also assumes an obligation to behave in a manner compatible with the university's function as an educational institution. https://accountability.missouri.edu/accountability/university-policies/

Academic Integrity
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author w/o citation or attribution
- Use of verbatim materials from another author w/o citation or attribution
- Extensive use of materials from past assignments w/o permission of your instructor
- Extensive use of materials from assignments in other classes w/o permission of instructor
- Fabricating information in news or feature stories, whether for publication or not
- Fabricating sources in news or feature stories, whether for publication or not
- Fabricating quotes in news or feature stories, whether for publication or not
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU's Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

Professional Standards and Ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Copyright in course materials

The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the Teach Act , and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Student work and copyright

Just like materials created by your instructor are protected by copyright, the things you create as a student are owned by you. For example, if your instructor uses TurnItIn to check for plagiarism in student papers, the University has an agreement with TurnItIn so that no papers are shared with that company and are only used to cross-reference.

Audio and Video Recordings of Classes

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. *In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member.* However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Office for Civil Rights & Title IX Information
University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the Office for Civil Rights & Title IX and the RSVP Center can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

Students with Disabilities
If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays
Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict. For more information on the University's commitment to religious diversity, please visit https://diversity.missouri.edu/religions/

Intellectual Pluralism
The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); the MU Equity Office, or

. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.