

**COURSE TITLE:** LEADING WITH PURPOSE – J4146/J7146

**Meeting Dates/Time**

March 4 – April 28  
Wednesdays 4:30-5:45pm\*  
317 Switzler Hall

**Credit**

This is a 1 credit-hour course  
Open to upper-level students in the MU School of Journalism and College of Business.

**Professors**

Dr. Latha Ramchand, Provost, University of Missouri  
Dr. Margaret Duffy, Executive Director, Novak Leadership Institute

**Course Description**

Taking People With You: Leading with Purpose gives you the opportunity to learn with two of our University's outstanding leaders, Provost Latha Ramchand, and Professor Margaret Duffy. This course is an exciting experiment in leadership education and you have the opportunity to be part of it and to help future students have meaningful experiences.

Leading with Purpose is aimed at students eager to develop their leadership skills and make meaningful contributions to society and the organizations they may join. Research shows that individuals who help others, who are collaborative, and who have a sense of higher purpose in their work are more successful in almost every measure of success, personally and professionally. In the coming weeks, you'll learn to put this into practice. In the process, you'll find greater joy and fulfillment in your day-to-day interactions with others and prepare for career success.

Rooted in principles of ethical persuasion and strategic communication, Leading with Purpose will help you develop individual skills and abilities and the mindset of helping others achieve their goals. It calls on you to commit to the process of your own growth and self-discovery and to help foster the growth and development of fellow learners. Inspired by the experience and writings of CEO and world-renowned leader David Novak (School of Journalism Strategic Communication alumnus 1974), this one-hour course is offered under the auspices of the Novak Leadership Institute.

*A crucial element of this course is your commitment to contribute to the course, provide ideas on how it might be improved, and provide authentic and constructive feedback to fellow learners.*

**About the Professors**

**Latha Ramchand** (Ph.D. Northwestern) was appointed Executive Vice Chancellor and Provost at the University of Missouri (MU) in August 2018. Dr. Ramchand came to MU from the University of Houston where she served as dean of the C.T. Bauer College of Business. She began her deanship in 2011, prior to which she served as associate dean for five years, managing programs and administration, budgets and faculty affairs. During her tenure as dean, Bauer College grew enrollment to over 6,400 students, increased retention and graduation rates, raised over \$73 million in funds, and established and named three endowed Centers of Excellence.

**Margaret Duffy** (Ph.D. Iowa) is Professor of Strategic Communication and co-founder and Executive Director of the [Novak Leadership Institute](#). She led the effort to obtain a \$21.6 million gift to endow the Institute from David Novak, alumnus of the Missouri School of Journalism advertising program. Mr. Novak is the retired CEO of YUM! Brands (Pizza Hut, Taco Bell, and KFC) and credits his education in advertising as the catalyst for his leadership success. Until 2016, Dr. Duffy chaired the Strategic Communication Faculty at the Missouri School of Journalism and grew the program from approximately 180 undergraduates to almost 600 today. She also served as associate dean for graduate studies. Dr. Duffy directed the Missouri School of Journalism's [Online Master's Program](#) from 2001-2016 and is the founder of the student-staffed fee-based ad agency [Mojo Ad](#) specializing in the youth market for major brands. An award-winning scholar, her research focuses on leadership, organizational communication, visual communication, and persuasion ethics. She co-edited the book [Persuasion Ethics Today](#) with Esther Thorson and co-wrote *Advertising Age: The Principles of Advertising and Marketing Communication at Work*, also with Dr. Thorson. Dr. Duffy is a founding board member of the Institute for Advertising Ethics and an inaugural fellow at the Donald W. Reynolds Journalism Institute. She is a former marketing executive and earned her Ph.D. from the University of Iowa. An author and consultant, Dr. Duffy conducts research and advises media companies and brands around the world with clients as varied as Estee Lauder and the U. S. Army.

### 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 address issues of diversity and potential implicit bias that may impede individual and organizational success.
3. To explain the power of recognition and learn how to motivate and empower colleagues, other leaders, and fellow students.
4. To explain how principles of strategic communication, including insight-driven thinking and creativity, contribute to effective leadership.
5. To reflect on your own strengths and weaknesses in leadership and interpersonal interactions.
6. To explain how success as a leader or member of an organization requires that we all need people to help us along the way—and we need to help them.
7. To be able to diagnose and identify givers, takers, and matchers in organizational settings.
8. To recognize your knowledge and skills in interpersonal and organizational communication.
9. To recognize potential barriers to effective communication.
10. To evaluate potential ethical breaches and issues, and to strengthen skills in applying ethical principles.

### Course Schedule

Wednesdays (March 4, March 11, March 18, April 1, April 8, April 15, April 22) – in 317 Switzler Hall  
\*Tuesday April 28 (Tuesday) – in Tucker Forum

### Instructional Methods

To accomplish these goals, we'll have introductory mini-lectures. It'll be especially important that you do the readings because most of the classes will focus on discussions and your assessments of the readings and other learners' contributions.

## Assignments

1. Core Readings: *Taking People with You*; *Give and Take* (provided). 5 posts total.
  - a. Post your responses to assigned chapters of TPWY on the Discussion Board each week.
  - b. Post your responses to assigned chapters of G&T on the Discussion Board each week.
  - c. Your posting will be approximately 200-300 words providing the top THREE concepts you learned from the reading. Linking concepts to the core readings will be a plus.
2. Book Club – 1 Report

In a class lottery, you'll get one of the books below and offer your critical analysis of the book in a one- to two-page report and PowerPoint presentation to the class. In the lottery, you'll get the book and a due date for your report and presentation. (And you'll get to keep the book!) Books that are longer will be slotted for later in the course to allow more time for preparation and each book's complexity and length will be factored into grading. For top grades, be sure to immerse yourself in the readings and think critically. No one will be penalized based on the length or difficulty of the book—your thoughtful responses are the key to success.

For your book club presentation, you and a partner will collaborate and assist each other in creating your reports and presentations. You each will provide feedback to make sure the reports and presentations are as strong as possible and show good critical thinking and analysis.

The fifteen-minute report and presentation should cover the following areas:

- A. What was the main point of the book?
- B. What points were related to concepts from *Give and Take* and *Taking People With You*?
- C. Did you find that the ideas and concepts presented were well-stated and supported by evidence?
- D. Did you disagree with some aspects of the book's perspectives? In what ways?
- E. How could the concepts and insights in the book apply to your own life? How could you apply them in understanding how others act and interact in organizations?
- F. How do elements of the book relate to our theme of "leading with purpose?"
- G. On a scale of five stars, how would you rate its usefulness?

The Books:

- Related to personality: [\*Quiet\*](#); [\*Blind Spot\*](#); [\*Biased\*](#); [\*The Memo: What Women of Color Need to Know to Secure a Seat at the Table\*](#); [\*Talent is Overrated\*](#)
- Related to motivation: [\*Dare to Lead\*](#); [\*Drive\*](#); [\*Finding Flow\*](#); [\*Grit\*](#); [\*Start with Why\*](#); [\*Creative Confidence\*](#); [\*Seven Habits of Highly Effective People\*](#)
- Related to relationships and influence: [\*Pre-suasion\*](#); [\*Lean In\*](#); [\*Tribes\*](#); [\*O Great One\*](#); [\*Speed of Trust\*](#); [\*How to Win Friends and Influence People\*](#); [\*Multipliers\*](#); [\*The Mindful Leader\*](#); [\*Leadership in Turbulent Times\*](#)

Order of Reports

1. O Great One!
2. Start with Why
3. Tribes
4. Lean In
5. Blind Spot
6. The Memo
7. How to Win Friends and Influence People
8. Dare to Lead
9. Biased
10. Pre-Suasion
11. Creative Confidence
12. Leadership in Turbulent Times

13. Finding Flow
14. Multipliers
15. The Mindful Leader
16. The Speed of Trust
17. Talent is Overrated
18. Quiet
19. Grit
20. Seven Habits of Highly Effective People
21. Drive

3. Give and Take Journal (five posts)

On the course Canvas site, you'll see a place for you to create a personal "give and take journal." Set a goal for yourself to post five times per week. You may identify when someone has shared or helped you, when you've shared or helped others, and when you've observed giver, taker, and matcher behaviors. You can also post goals and hopes. Refer to Actions for Impact in *Giving and Taking* starting on p. 261 for ideas. Postings can be short—even just few lines. You'll have the opportunity to respond encouragingly to others' posts and make positive suggestions based on your own experience.

4. Course Reflection Memo

At the completion of the course, we'll ask you to reflect on the course and what you've taken from it, what was most useful and what you wish could have been included. We'll also ask for your permission to stay in touch and ask for regular updates on your career and experiences. Read "How Will You Measure Your Life" by Clayton Christensen as part of this assignment.

5. Participation and attendance

We know from neuroscience that the best learning is "social learning," a fancy way to say that through discussion and application of ideas, concepts stick with us more effectively. That means that your thoughtful and quality contributions to the discussions and ideas are crucial to *everyone's* success in the class. It's important that you be here so we all can hear from you. As for class guidelines, the three most important are be kind, be brave, and have fun.

**Be kind.** We can have differences of opinion, but we want to keep them problem-centered, not person-centered. Be a great listener and respond thoughtfully to your fellow learners' idea and perspectives. Build on others' comments and be open minded to concepts you may not have encountered before.

**Be brave.** You have unique life experiences as do your classmates. Be brave enough to give us your opinions, beliefs, and comments. If you feel uncomfortable talking in class, come see us and we'll talk about how to manage that.

**Have fun.** Batting ideas around with other smart and engaged people can be a lot of fun and you're going to hear a lot of new ideas. We'll have a relaxed and informal class.

**Submitting Work**

This course relies heavily on Canvas for assigning and submitting work. It is important that you familiarize yourself with the Canvas platform. Please don't use excuses such as "I lost my file" or "Canvas wasn't working" or the "Internet was down." Save files often and back up your work on the J-School drive, on another hard drive, or other device. If you are having trouble with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000.

**Laptop & Mobile Device Policy**

We understand that many of you will want to use your laptop to take notes during class lectures, discussions or breakout sessions. Please exercise professionalism and show respect to your classmates and instructors when using your laptop. Using your laptop or mobile devices for unrelated tasks is both disrespectful and distracting to your peers and instructors. Use of laptops is permitted with the following constraints:

- Using social media or messaging apps during class is prohibited
- Surfing the web during class is prohibited
- Laptops must be used for the sole purpose of taking notes or accessing information relevant to the classroom or LDT discussion
- Cell phones must be silenced and put away during classroom and LDT discussions. Cell phones may be used during class only for LDT conference calls or phone interviews related to the service project
- Students will receive (1) written warning if the above policy is violated
- 20 points (2% of your overall grade) will be deducted from your participation grade for each instance following a warning

**Grading**

Your acceptance into this Novak Leadership course is an indication that you have already demonstrated a standard of excellence during your time as a Missouri student. It is assumed that you will continue to perform at this level. Your grade will be based on the combination of your individual efforts, and how you contribute to the class.

1. Readings – 5 posts	200
2. Book Club Report/Presentation	300
3. Give and Take Journal (weekly posts – 5 total)	100
4. Reflection Paper (your feedback on the course, one to two pages)	200
5. Attendance/Participation	200
<b>Total Points Possible:</b>	<b>1000</b>

\*Note: Graduate students ONLY must complete one report worth 200 points and are graded on 1200-point scale (see “Graduate Student Project” section below). For graduate students, any grade 69.9% or less is not considered a passing grade.

Letter Grade	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 was also of an independent and creative nature.
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 was creative and independent.
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 was creative and independent.
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 (For undergraduate students: B = meritorious. For graduate students: B = adequate).
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. Performance was slightly more than 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. <i>(Lowest permissible grade for a graduate student)</i>
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).

### Graduate Student Project

Graduate students will prepare a report on an additional leadership/communication book as a required additional assignment. Graduate students will meet with the professor individually and propose a book that meets the course requirement. The graduate assignment is worth an additional 200 points on top of the regular total points for the course. Graduate students will be graded on the same grade scale outlined above.

Once the professor approves the topic, graduate students are to read the agreed upon book and write a three-page book review.

### Canvas

Instructors will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to regularly check the course Canvas site for new developments and to monitor your grade for the course. If you think a grading mistake has been made, it is your responsibility to contact us within one calendar week of posting. After one calendar week, all grades are final. 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](http://guides.canvaslms.com)

### University Policies

Within the Syllabus tab of the Canvas course site, students will find links to various university policies on academic issues, copyright and acceptable use, as well as a statement of nondiscrimination. Additionally, here are policies related specifically to this course and the Missouri School of Journalism.

### 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.

### **Classroom Misconduct**

Classroom misconduct is defined by the [University of Missouri's collected rules](#) and regulations are also outlined in the [M-Book Student Code of Conduct](#).

Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed. Classroom misconduct can also include misuse of computing resources, harassment, bullying, physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

**IMPORTANT:** Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

### **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 are 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](http://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](mailto:rsvp@missouri.edu) or 573-882-6638, or go to [rsvp.missouri.edu](http://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](mailto:title9@missouri.edu) or 573-882-3880, or go to [civilrights.missouri.edu](http://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 [equity@missouri.edu](mailto:equity@missouri.edu). 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.