

**Bachelor of Applied Arts (Media Studies)
Diploma in Media Communications**

Winter 2019

Section(s): 01

MDST 3310: Media Organizational Leadership

Instructional Support

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Course Details

Pre-requisites:	AHSS*1060, AHSS*1080, AHSS*2190, MDST*2020
Co-requisites:	None
Restrictions:	Registration in B.A.A. (MS) program Media Business Specialization
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Interactive Lecture and Discussion)

Calendar Description

In this course, students will examine a number of theories pertaining to leadership as well as

describe and evaluate specific leadership styles. Through and case studies, students will analyze different perspectives on how leadership is evolving in a variety of large, small, and corporate media organizations within Canada and internationally.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Compare and contrast the major approaches to the theories of leadership and what it means to be a leader in a media industry
2. Define and explain the meaning of both leadership and management and how they are similar in some respects but very different in other respects
3. Identify the differences and similarities of leadership in media compared to other industries
4. Identify and discuss classic and evolving studies of leadership theory and practices by examining traits, behaviours and relationships
5. Discuss how managing the context of a situation affects the type of leadership required to effectively plan, lead, organize and control
6. Examine and evaluate the personal side of leadership as embodied in personality, values, and attitudes
7. Explain the value of courage and moral leadership and how to build an ethical culture in a media organization
8. Discuss the importance of followership, styles of followership and the leader's role in developing effective followers
9. Critically assess the leader's role as a relationship builder and what this means in respect to motivation, empowerment, communication, leading teams, developing diversity and how this translates into leadership power and influence
10. Argue the case for recognizing the leader as a social architect in the creation of vision and strategic direction, shaping culture and values, designing and leading a learning organization and leading change.
11. Discuss how celebrity status can affect leadership
12. Critically assess media leadership on a global basis

Learning Resources

Required Textbook(s)

Title: The Art of Leadership
Author: George Manning and Kent Curtis
Edition: 6th Ed.
ISBN: 978-1-26-019250-6
Publisher: McGraw Hill

Supplementary Text/Other

The Globe & Mail “Report on Business” or The National Post “Financial Post”.
Read on a daily basis, either the hardcopy or online version as current topics will be discussed in class.

Any additional readings beyond the above will be posted by Professor on ARES or CourseLink

Course Schedule

Lesson/ Week	Topic	Readings/Activities
1 Jan. 8	Introduction. Course Objectives. Expectations. Grading. The Course Outline. Course Book & Exercises Management Review The Importance of Leadership	* Each class will typically have an individual/group exercise conducted and evaluated in class Management Course Ch. 1
2 Jan. 15	Part 1: Leadership Variables - The Leadership Equation - Leadership Qualities, Follower Characteristics, and Situational Factors	Ch. 2 Ch. 3
3 Jan. 22	Part 2: The Power of Vision - Importance of Vision & the Motive to Lead - Organizational Climate	Ch. 4 Ch. 5
4 Jan. 29	Part 3: The Importance of Ethics - Leadership Ethics - The Role of Values & Ethics at Work	Ch. 6 Ch. 7
5 Feb. 5	Part 4: The Empowerment of People - Leadership Authority - Empowerment in Workplace & Quality Imperative	Ch. 8 Ch.9
6 Feb. 12	Midterm Exam	1 st half of class 2 nd half of class - in class exercise
	WINTER BREAK	WINTER BREAK
7 Feb. 26	Part 5: Leadership Principles - Effective Leadership & Human Relations - The Team Concept	Ch. 10 Ch. 11
8 March 5	Part 6: Understanding People - Human Behaviour & The Art of Persuasion - The Diversity Challenge	Ch. 12 Ch. 13

Lesson/ Week	Topic	Readings/Activities
9 March 12	Part 7: Multiplying Effectiveness - Effective Delegation & Assignment of Work - The Role of Personality	Ch. 14 Ch. 15
10 March 19	Part 8: Developing Others - The Leader as Coach - Helping People thru Change & Burnout Prevention	Ch. 16 Ch. 17
11 March 26	Part 9: Performance Management - Managing Performance - Professional Performance & Sustaining Discipline	Ch. 18 Ch. 19
12 April 2	Review	TBA
Final Exam (to be scheduled within final exam period)		

Evaluation and Due Dates

Evaluation	Weighted Total (of final grade)	Due Date
Learn Smart Connect	10%	Mondays @ midnite Ongoing
Midterm Exam	25%	Feb. 12
Special Case Studies / Exercises	25%	Ongoing
Class Contribution	10%	Ongoing
Final Exam	30%	TBA
Total:	100%	

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services.
[All final exam schedules are available on the University of Guelph-Humber website.](#)

Assignment Details

See Appendix A

Late Assignment Policy

Where there is a due date on any assignment to be submitted and that date is not met, there shall be a penalty of 5% per day, beginning with the due date, for every day the assignment is still outstanding.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Plagiarism Detection Software

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Turnitin

In this course, your instructor may use Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The Turnitin tool is used in this course and is integrated with the **Dropbox** tool. To learn more about [Turnitin’s privacy pledge](#) and [Turnitin’s commitment to accessibility](#), please visit their website.

http://turnitin.com/en_us/about-us/privacy

http://turnitin.com/en_us/about-us/accessibility

Recording of Materials

Presentations which are made in relation to course work—including lectures—should not be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

[Students are encouraged to review the policy, as stated within the University of Guelph-Humber Undergraduate Calendar.](#)

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. [These policies can be found on the University of Guelph-Humber website.](#)

Appendix A

There will be ongoing experiential exercises conducted during parts of class time to explore / emphasize concepts of leadership. These may be assigned via Courselink in advance or may come up unannounced in class. You should expect some form of exercise to occur in every class.

LECTURES

My goal is to create a learning environment where students can interact with the instructor, each other, and course material to explore and discuss relevant current events concerning management and leadership. Classroom learning may include lecture, discussion questions, cases, videos, exercises and activities. I believe that learning occurs when there is creation of value and when there is a need to ask questions that challenge our assumptions. I expect students to engage in the learning of course material through critical analysis and use multiple perspectives in their exploration of the course topics and issues. The course is based on an active 12-week semester. In my view the most effective and efficient use of classroom time aims at reinforcing or clarifying what the student has tried to learn on an individual basis before entering the classroom. For this reason, it will be assumed that the student has carefully read the assigned material **PRIOR** to the class.

In this course, some of your time will be spent in group interaction. This enables you to share ideas, improve communication skills and your ability to work with a team. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to business and society problems. To achieve effective interaction, I have three expectations:

1. ATTENDANCE:

Because interaction is central, and a significant portion of the learning in this course occurs in class, you need organize your schedule to allow you to attend every class. Valid reasons for absence are provided in the academic considerations section (under university policies). For example, studying for exams or completing assignments are not valid reasons to miss class.

2. PREPARATION:

You are expected to read assigned material in advance and to be fully prepared for class discussion. You may be called upon to begin the class and to contribute to discussion at any time. Unsupported opinion will not substitute for informed discussion. The Learn Smart Connect feature of your textbook will help you immensely with this.

3. CONTRIBUTION:

This course is highly interactive and you will be asked to participate both inside and outside of classtime in activities and exercises which may include research, role plays, case studies and presentations. To enhance learning and application, students are expected to go beyond the course material and integrate knowledge from events in the media, readings, their own work and life experiences, and other related and relevant resources.

CONTRIBUTION TO LEARNING

Your grade here will be based on preparation for class evidenced by your ability to provide answers when called upon demonstrating analytical skills as well as comprehension, synthesis and application of the course material (value-added input which enhances the learning of the class). It will also be based on your contribution for each class where there is an exercise, either individual or within a group, for that class day.

SPECIAL CASE STUDIES / EXERCISES

There will be special assignments (cases, roleplay, exercises) assigned via Courselink to be read or prepared prior to some classes where the group/individual will be required to present during class time. Each of these will carry a special set of potential points available to be earned. The points ultimately earned will depend on what is submitted/performance.

GENERAL

Irrelevant comments, use of electronics or negative actions which distract the professor or the class will detract from your grade. Attendance is not the equivalent of participation. You are expected to contribute to the learning experience of yourself and others throughout the term.