

COMM 323: Leadership and Events Management
Old Dominion University
Fall 2013
Tuesdays: 4:20-7:00pm EST

Instructor: Prof. Alison McCrowell Lietzenmayer
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Required: Northouse, Peter G. (2013). *Leadership: Theory & Practice*. (6th ed). Sage Publications, CA. **ISBN13:** 9781452203409

Optional/Recommended: Raj R., Walters, P., Rashid, T. (2013). *Events Management: Principles & Practice*. (2nd ed). Sage Publications, CA. **ISBN13:** 9781446200728

Other readings are required & will be made available in Blackboard as PDF's.

Course Objectives: Upon completion of this course, students should be able to:

1. Plan an event (with applicable contingencies) geared towards a specified group (client, organization, etc)
2. Compare and thoughtfully choose a leadership style to suit the needs of an event.
3. Relate course theory (from both leadership & events management) to the planning & delivery of the event.
4. Produce written documentation at each stage of an event—Research, Design, Planning, Coordination, and Evaluation (to include coverage of logistical event needs, event coordination pre-launch, post-event evaluation and gain a foundational understanding of event marketing).
5. Critically assess the success of an event based on evaluation criteria rooted in Leadership & Event Management practices.

Writing Statement: Students can expect a significant portion of their Final Grade to be comprised of various writing assignments. These writings are designed to assist in learning the course objectives outlined above. In this course, we will adhere to Old Dominion's Quality Enhancement Plan (QEP): Improving Disciplinary Writing, which "*refers to disciplinary writing that demonstrates a reasoning process supported by research and reflection on a problem, topic or issue. Writing is a critical skill that goes beyond demonstrating proficiency with the mechanics and structure of writing per se. Writing is a means to communicate what has been learned.*" Employers constantly remark that entry-level workers 'don't know how to write'! Therefore, COMM 323 assignments have been designed to reflect the types of writings professionals (both in the field and in academia) might expect to encounter during their career. Students will have the opportunity to complete a variety of assignments to practice, improve and refine their writing abilities.

Communicating In COMM 323 Via Teletechnet/Video Streaming:

Since this course is taught through TELETECHNET, we have the opportunity to utilize various resources to maximize our communication with one another. The opportunities, if used, should help all of us to better understand the content of this course and individual perspectives, as well as assist us in developing and maintaining interpersonal rapport; however, with technological opportunities come the need for guidelines. **Please consider the following as we try to maximize our communication with one another:**

Students will be required to have and use an ODU email account. The instructors and will only respond to ODU email accounts. The instructor and instructor assistant will make every effort to respond to individual emails in a timely fashion. The Blackboard feature will be used to send out announcements as well as offer other supporting materials throughout the semester. **Students will be expected to regularly check the announcements provided on Blackboard. This means that students should plan to check Bb 1-2 times a week, in addition to at least once the day of class (before class time).**

Respect for Diversity: Our aim in this class will be to offer regard for varied and diverse perspectives, all of which should add to and enhance our understanding of professional communication. We will hopefully have a desire to be participative in class, to offer praise and criticism in tactful fashions, and to foster class cohesion, celebrating our similarities and differences. Please examine the course schedule as soon as possible; should there be any specific circumstances that the instructor needs to be aware of, such as a need for special services or a religious holiday conflict, **please provide such information immediately via email.**

GENERAL ATTENDANCE COMMENTS: While it may be easy for any student who is at a distance site to feel that his/her presence isn't necessary, please be aware that attendance and participation in this course is valued. Your in-class contributions will assist everyone in the course to understand and relate certain concepts we will discuss; your contributions escalate the learning of your peers. **It will be required that you Sign In & Sign Out at your various locations for each class period. It is your responsibility to sign-in & out each week, we do not add in names after the fact once they are received on campus.**

These attendance logs are filed on campus but the Instructor does not maintain a running log of absences, you do not need to check in with the Instructor if you are going to be absent—simply review the archived tape of lecture and let the Instructor Assistant know if you have any questions regarding course material from the missed session. **Do NOT email the Instructor or Instructor Assistant asking 'did I miss anything important'—e-mails of this nature will be ignored & deleted.** Prolonged absence due to illness or other personal matters will be handled with the help of Student Services. Please see 'Incompletes' for information on whom to contact.

STUDENT CONDUCT- EXPECTATIONS DURING CLASS:

- Make sure all cell phones and other communications devices are off.
- Refrain from cross talk during class discussions.
- Refrain from rifling through your bags.
- If the end of class is nearing, please refrain from packing up early.
- Refrain from doing other work.

The instructor comes to class on time, prepared with lecture materials, discussion questions, announcements, visual aids, and additional materials or information relevant to the course. It is expected that students will arrive on time and appropriately prepared to engage in an upper level

Communication course that encourages participation and dialogue.

This means the student should:

- have read the assigned reading
- have any questions prepared to ask at the end of class or during discussion
- printed notes in front of them if provided by instructor (it is not beneficial to be writing every single word instead of listening)
- be aware of the course requirements and expectations outlined in this syllabus

ASSIGNMENTS: Any changes to the syllabus, schedule, assignments or due dates will be made available to students via announcements in class, announcements on Blackboard, and e-mails from the Instructor. **Technical difficulties are not an acceptable excuse for why you did not ‘know’ about an assignment or an announcement made in class.** I recommend trading phone numbers and e-mail information with at least one other student in the class. *The student is advised to always keep a copy of assignments that are turned in via Blackboard. Emailing assignments to the Instructor, or Teaching Assistant is a last resort, but sometimes necessary—be diligent in your attempts to turn in writing assignments via Blackboard.*

The application of your class lecture notes & textbook will be required for successful completion of any written assignment. All citations should be APA formatted internally and in a 6th edition APA formatted Reference Page (see “Online Resources” in Blackboard for free APA formatting information). Abstracts are NOT necessary, though students should clearly include the Honor Code, their name, UIN & Site on any submission in this course. (Please see Class Schedule for due dates).

Assignment List:

Participation in Adobe Meetings	20%	(10% per meeting, 9/24 & 11/5)
Volunteer/Observation Responses (4):	40%	(10% each)
Midterm (Event Proposal):	15%	
Final Event Paper:	<u>25%</u>	
	100%	

LATE ASSIGNMENTS: Unless otherwise stated during class or via Blackboard, assignments are due **via Blackboard as a Word document** according to the Class Schedule. *As many of you know, Blackboard is not compatible with certain systems—please verify that you are using a Word document for your written assignments and submitting them via Mozilla Firefox or an earlier version of Internet Explorer. At this time I am unaware of any compatibility problems with Safari for Mac users. The same technical requirement is necessary for taking online exams, and this will be covered in class prior to the first exam.*

There will be penalties for any late work. The penalties are as follows: 10% off for each day an assignment is late; **nothing will be accepted after 7 days without formal documentation through Student Services (see ‘Incompletes’).** The class meeting time will serve as the ‘cut-off’ for submissions. (For example, if you are submitting something late, it must be turned in by class time on the 7th day to be graded, with the stated penalty applied).

Documentation serves as a basis for deciding whether or not the late work will be accepted beyond one week. Some situations call for good judgment on the behalf of the instructor, so **the instructor reserves the right to refuse to accept any assignments that are not handed in on time and to request documentation when necessary.** Just because a student provides documentation the instructor does not guarantee that the late work will be accepted. Please note that “day” means “calendar day” (i.e. weekends count).

Suggestion: provide “lead time” for yourself so that you are not pressed for time at the last minute. The circumstances leading to these choices indicate a lack of responsibility and/or poor judgment on the part of the student.

Make-up exams or assignments are only allowed within the given 1-week time period stated above and with formal documentation from a physician or Student Services as required by the Instructor. **Students should be in contact with the instructor AND S.O.S. within 5 business days if they have missed any assignment or exam.** Student Ombudsperson Services cannot validate extended absences beyond that time frame. The instructor will penalize late material per her discretion and as warranted by the situation. **In the case of a legitimate conflict, students may make arrangements to take an alternate test early. The instructor reserves the right to request documentation to approve such a request.**

LECTURE NOTES: The Instructor is pulling from various texts, case studies, and research—not all of which are covered in your assigned reading, so lecture notes will be an additional important resource for students. PDF Lecture Notes will be made at the Instructor’s discretion. Plan to exchange names/contact information with your classmates to study and get notes if you are absent from class.

NOTE: Grades are an alphanumeric assessment of your mastery of material throughout the course. **I do not reconsider grades**, unless you can demonstrate a mathematical error. **Requests to round grades to the next higher level will also go unanswered.** Your grade for the course is based on work completed during the semester. **Should you find that you are having trouble with the material it is your responsibility to contact the Instructor’s Assistant or the Instructor to ask for help sooner rather than later—we are here to assist in your learning and are MORE than happy to do so.** We will not respond to statements such as “I tried really hard” or “I’m having a hard semester”—these are insignificant after the fact. **Participating in class, asking questions, utilizing the out of class communication methods made available to you, reviewing feedback from Instructors and thorough studying will practically ensure success in this course.**

GRADE SCALE

FINAL Numerical Grade	Letter Grade	Grade Points
93-100	A	4.00
90-92.9	A-	3.70
87-89.9	B+	3.30
83-86.9	B	3.00
80-82.9	B-	2.70
77-79.9	C+	2.30
73-76.9	C	2.00
70-72.9	C-	1.70
67-69.9	D+	1.30
63-66.9	D	1.00
60-62.9	D-	0.70
Below 60	F	0.00

NOTE (Department Policy): All COMMUNICATION Majors/Minors Must Earn a Grade of “C” or Better.

The Honor System:

Please note that as a student of Old Dominion University, you have signed a pledge accepting responsibility to abide by the Honor Code. This is an institutional policy approved by the Board of Visitors and enforced in this class. Your work in this class is expected to be original, reflecting your own thought, research, and expression. You will have committed plagiarism if you reproduce someone else's work without acknowledging the source. **All work submitted for academic credit must include "Honor Pledge" with your signature** (this means outlines, papers, and tests).

SPECIAL NEEDS: Please inform the instructor as soon as possible if you have any special needs or considerations for testing (ex. being registered with Disability Services/Educational Assessment or having a religious holiday celebration in conflict with a test day); every effort will be made in this class to respect our diversity. **Students required Disability Services (Educational Accessibility) exams are asked to contact the Instructor no later than the third week of class so that appropriate preparations can be made.** If you have a circumstance that will prevent you from completing assignments or taking tests for an extended amount of time, you will need to contact Stella Mims in Student Services at 683-3442. Student Services will evaluate your situation and act on your behalf if necessary.

INCOMPLETES: Evaluation periods and assignment deadlines are fixed. Documented illnesses, deaths in the family, car accidents, or other traumatic occurrences call for flexibility and good judgment on the part of the student and instructor. **These situations are rare and are handled on case-by-case bases.** If you are unable to take an exam, you must contact the Instructor **AS SOON AS POSSIBLE**. Contacting the instructor after the fact is not acceptable.

You are ultimately responsible for all lectures, readings, assignments, and in and out of class activities when you are absent. If you have a circumstance that will prevent you from completing assignments or taking tests for an extended amount of time, you will need to contact Stella Mims in Student Services at 757-683-3442. **Student Services will evaluate your situation and act on your behalf if necessary.**

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OTHER STUDENT RESOURCES:

Technical Support: 757- 683-3192 or Toll Free: 877-348-6503, occshep@odu.edu

Counseling Services: 757-683-4401; Webb Center <http://web.odu.edu/~counsel>

Student Health Services: 757-683-3132; 1007 Webb Center

Career Management Center: 757-683-4388; 2202 Webb Center www.odu.edu/cmc

Women's Center: Services are open to women & men- 757-683-4109

www.odu.edu/womenscenter

Writing Tutorial Services: 757-683-4013, <http://al.odu.edu/wts/>

DISCUSSING A GRADE: You are encouraged to contact the Instructor and Instructor's Assistant throughout the semester as your work progresses so that we may provide guidance when possible. In the event that you would like to discuss a grade that you have earned, please follow the following procedures:

- Wait 24 hours after receiving an evaluation before contacting the Instructor or Instructor Assistant with a concern.

- If, after thoroughly reviewing the comments and the course/assignment criteria, you feel a discussion is warranted, schedule a meeting with the Instructor or Instructor Assistant no later than one week after you receive that grade. (It is expected that these meetings would be conducted over the phone for any Distance student).
- At least 24 hours before the scheduled meeting, electronically submit a letter addressing 1) what you would like to discuss in the meeting and 2) the ways in which your work achieved all the assignment criteria.
- Arrive at the meeting ready to discuss your evaluation in a reasonable manner.

NOTE: Any student taking this class for Grade Forgiveness (or a second time for any reason) is expected to produce new and relevant course material for this particular semester. You may not re-submit materials prepared for a different semester, regardless of the instructor.

By attending the second class of this term I will understand that to mean you agree to put forth your best effort in this class and that you further understand the requirements of this course and expectations of the instructor.

~ *Alison McCrowell Lietzenmayer*

About Plagiarism: A Guide for College of Arts and Letters Students¹

What is plagiarism?

The ODU *Catalog* defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.”

Hints for Avoiding Plagiarism:

* *More than three words copied in sequence is plagiarism.* This is ordinarily a good yardstick to use when wondering whether or not quotes are appropriate; they are, if you are copying more than three words in sequence that are not part of a common phrase (e.g. “up-to-date”).

* *One source is not “common knowledge.”* Common knowledge does not require citation. But something is not common knowledge if you have found just one source for the information.

* *When in doubt, cite!* If you have any doubt about whether or not to cite a source, err on the side of making the attribution.

* *If your co-author sounds surprisingly eloquent, make sure the contribution is his/her own.* We often work in groups and co-author papers and projects. You should ask the question of your co-author if you doubt the work is his/her own. In group work, you are responsible for the project/paper in its entirety.

* *Look away.* When you are writing, do not have open books or papers in front of you as you type. Read your sources, and then put what you have read into your own words.

* *Writing is hard work.* Paraphrasing is relatively easy, writing is hard. Learning to be a good writer is part of what your college education is about. Staring at an empty screen does become less daunting over time!

* *Just because it’s on the Internet, doesn’t mean it’s yours.* The Internet is a fantastic resource and search engines are terrific research tools. But what you find on the Internet was written by someone. You must cite Internet web sites, and if you use a quote, use appropriate quotation procedures.

* *Paraphrasing is more than changing a verb tense or reordering a list.* Essentially, paraphrasing is used to summarize another author’s text. A paraphrased passage must be cited.

* *Use a Style Guide.* Purchase a style guide and refer to it. Your instructor may suggest one that is specific to an academic discipline. You may also ask a reference librarian for recommendations.

The High Cost of Plagiarism

Plagiarism can ruin your reputation and cost you your professional career, along with the respect of your peers and family. Plagiarism at Old Dominion University is an act of academic dishonesty that has serious consequences. Note that plagiarism is specifically covered in the ODU Honor Pledge. Refer to your course syllabus and the Student *Handbook* and the Office of Student Affairs for details about sanctions and penalties for this behavior.

07/16/08

¹ This information is adapted from a guide developed by Old Dominion University’s College of Business and Public Administration.

Fall 2013

Due via Blackboard in SafeAssign by 10pm EST (as a Word document) December 3, 2013



Audience: This paper should be written towards your chosen organization leadership (ie their Board of Directors, Steering Committee, Executive Board, etc). It should therefore be written formally. Assume the reader is familiar with leadership strategies, communication terminology and event planning.

Format: Paper Project Proposal

Research Requirement: to earn an above-average grade, this proposal must include course materials (lecture, text, notes), and a minimum of 1 scholarly publication and a minimum of 1 trade publication.

Requirements

In 6-8 (double-spaced) pages, propose an event by addressing the following event components in report form (ie paragraphs):

- I. Introduction & Event Summary (approximately ½ page)
 - a. Organization background
 - b. Need for the event (Goal or purpose of the event)
- II. **Research** (approximately 1 page)
 - a. SWOT Analysis
 - i. Strengths
 - ii. Weaknesses
 - iii. Opportunities
 - iv. Threats
 - b. Leadership Assessment—Using the Situational approach, identify which leadership style would be most appropriate for this event.
- III. **Design** (approximately 1-2 pages)
 - a. Creative Plan
 - i. What makes this event creative? Why does this address the previously stated need or goal?
 - ii. Marketing Plan
 1. Traditional (TV, radio, etc)—minimum 1 plan, maximum 3
 2. New Media (social media, website, etc) —minimum 1 plan, maximum 3
 - b. Feasibility—identify what Human Resources are needed and complete a brief fiscal analysis plan for this event
 - i. Human Resources (who will be a part of the event)
 1. Directors
 2. Staff (volunteers, workers, security, etc)
 3. Guests
 4. Others (identify)
- IV. **Plan your Event** (approximately 1-2 pages)
 - a. Event
 - i. Name
 - ii. Site/Event Plan
 - iii. Staffing Plan
 - b. Leadership
 - i. Theoretical Application
 - c. Contingency Plan(s)
 - i. Site
 - ii. Staffing
 - iii. Communication
- V. **Coordination** (approximately 1 page)
 - a. Logistics Schedule
- VI. **Evaluation** (approximately ½ page)
 - a. Evaluation plan (benchmarks)

- VII. Conclusion (approximately 1-2 paragraphs)
 - a. Summarize as necessary and conclude your proposal
- VIII. Reflection (approximately 1-2 paragraphs)
 - a. What did you learn from creating this proposal?
- IX. Reference Page (APA formatted)

Grading Rubric

A- to A+ 90-100	superior content , outstanding organization, event plan is clear and intriguing, components are clearly applied to the goal of the event, makes the reader want to get involved, very insightful with care in leadership & events management concepts, all applications are supported with reference material, no grammatical errors, sources used meet advanced criteria (10 years old or more recent), paper meets length requirement, reference page is formatted correctly per APA standards
B- to B+ 80-89	significant content , event plan is feasible and relevant to the goal of the event, good organization, few errors, but not many, insightful and relevant incorporation of leadership & events management concepts, reference page is formatted correctly per APA standards, a good job, but not achieving the excellence to merit an A
C- to C+ 70-79	average content , connections made to leadership & events management concepts, but with little application of supporting materials, contingencies need to be stronger, some problems in wording, does not meet the length requirement, problems present on reference page
D- to D+ 60-69	below average content , event plan is incomplete, leadership & events management terms & concepts not clearly applied, plans are unclear, serious deficiencies in areas of content and organization, grammatical errors, paper does not meet the length requirement, lacking reference page
F 0-59	unacceptable content , reveals lack of preparation, extremely poor mechanics, event plan is incomplete, no reference page

COMM 323: Leadership & Events Management
(Fall 2013, Lietzenmayer)
Volunteer/Observation Response
Cover page & Outline

Student Name _____

Site _____

UIN _____

Old Dominion University

Honor Code Acknowledgement _____ (*electronic signature*)

Organization observed or participated: _____

Date of observation/participation: _____

Time of observation/participation: _____

Organization Contact (Name, Title, E-mail & Phone Number): _____

Organization Boilerplate: _____

*Event Photo(s): *add 1-2 photos from the event here* (simply insert as .jpg)*

Volunteer/Observation outline:

- I. Introduction of event
 - i. Briefly introduce event, purpose and any other pertinent information that informed your volunteer or observation experience.
- II. Synthesis/Application
 - i. Apply at least 3 relevant concepts to from class—be critical, be thorough and support your applications with course materials (notes, text, outside sources as needed).
 - ii. Concept 2
 - iii. Concept 3
 - iv. Theory Application—apply at least 1 course theory to the event, being clear in your application and explanation. Additional COMM theories may be applied as needed.
- III. Evaluation
 - i. Determine whether the event was successful or not. (Consider how the event might appear from an outsider's perspective. How did your involvement, as volunteer or observer, influence your evaluation?)
 - Support your assessment with course materials.
 - ii. Make a suggestion for a future event hosted by this organization. What are the possible benefits or challenges that might be associated with this suggestion?
 - iii. Evaluate the leadership style(s) present at the event. How effective did the leadership appear to be?
- IV. Reflection
 - i. In approximately 2 paragraphs share how your experience at this event might inform your Final Event Paper.
- V. Conclusion
 - i. Summarize the overall experience.
 - ii. APA formatted Reference Page should follow the Conclusion. (Instructors expect that papers in the A range would include *at least* the course text and lecture notes).

