

AI 162 Leading with Stories – Spring 2005
Saturday April 2 – 30
9:00 AM - Noon

Subject to change prior to and during the class

Instructor:

Paula Bartholome

9 AM – 12:30PM (Eastern time) Monday through Thursday and by appointment

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Campus office hours by appointment

Course Description:

Communicating effectively is often one of the most challenging tasks for any leader. They must be able to help others understand where the organization is going, help others align effectively behind a shared vision and work toward it over time. Storytelling is an age-old way of communicating that has been rediscovered for a variety of organizational uses. In this class we will explore the uses of stories in organizations undergoing change, examine what makes a story, the ethics of using story and the importance of shared meaning in an organizational setting.

The course serves as a laboratory where students use their own organizations and their own communication challenges as a backdrop for learning. In addition to material presented by the instructor, students will learn from each other's experience and insights, through readings, class discussions and assignments. The goal of the course is to equip students with a basic understanding of why storytelling is effective and the basic skills to identify and craft stories that can help facilitate change.

Competence/Description:

FX - Can use a story to convey a specific organizational change message

- Can discuss components necessary for stories to foster/support change messages
- Can discuss how to facilitate a conversation with listeners to explore their understanding of the story in the context of the objective

H2X – Can discuss organizational behavior using story.

- Can identify an organizational story that supports/demonstrates an aspect of organization's current character
- Can outline/discuss at least one new story that would indicate change in the organizational setting

Students will demonstrate each competence by using their own workplace as a source of material. Each student will prepare a written document and participate in a conversation on the last night of class and conduct a brief discussion about it in the context of their competence. Listeners will be

Required Text and Resources:

Readings will be distributed in class. Additionally, the text "The Character of Organizations: Using Personality Type in Organization Development" by William Bridges, Davies-Black Publishing, 2000 will be required.

Additional Resources:

- "The Story Factor" by Annette Simmons, Perseus Publishing, 2001
- "Storytelling in Organizations: Facts, Fictions and Fantasies" by Yiannis Gabriel, Oxford University Press, 2000
- "Management by Storying Around: A new method of leadership" by David Armstrong, Doubleday Currency, 1992
- "The Dream Society: How the coming shift from information to imagination will transform your business" by Rolf Jensen, McGraw-Hill, 1999
- "The Springboard: How storytelling ignites action in knowledge-era companies" by Stephen Denning, ButterworthHeinemann, 2001
- "Corporate Legends and Lore: The Power of Storytelling as a Management Tool" by Peg Neuhauser, available only through the author, pegneu@earthlink.net

Learning Experience:

The class will draw on students' workplace experiences and environment to bring the subject to life. In addition to lecturettes, reading and discussions a significant portion of the class will be experiential.

Grades and Incompletes:

Final Grades

At the end of the quarter you will receive a letter grade. If you wish to take the course Pass/Fail, you must inform the instructor in writing by the end of the seventh week. Once you have chosen Pass/Fail, you cannot change back to a letter grade.

Incompletes/Plagiarism

If you need to take an incomplete, you must discuss this with the instructor before the last week of class *at the latest*. Incomplete grades are not automatic; they must be requested in writing and a specific contract made for completing them within the next two quarters. **Do not assume that you will qualify for an incomplete.** See the attachment for the university policy on incompletes.

Plagiarism will be taken seriously and may ultimately result in dismissal from the University. If you have any questions about what constitutes plagiarism, please see The SNL Student Handbook

<http://studentaffairs.depaul.edu/handbook/code16.html>

Assessment and Feedback:

Feedback will be provided by the instructor throughout the course and will be provided clearly, with integrity, flexibility and empathy. In order to achieve a passing grade, students will be expected to attend classes, participate fully, submit all required evidence and take responsibility for their own learning, including catching up from any absences.

Criteria for Written Work (50 possible points)

Students will prepare a five page maximum paper addressing the facets of the competence and the learning that they have taken from the class. This work will form the basis of discussion during a large portion of the last class. Papers will be assessed on the degree to which they:

- Were clear, concise and complete (15 points)
- Demonstrated the competence (20 points) (please note that if you do not demonstrate the competence you will not pass the class)
- Demonstrated understanding of concepts from the class (20 points)

Criteria for Class Participation (50 possible points)

Students are expected to be present having completed assignments and to participate fully in activities and discussions. Your class participation in each class meeting will be assessed on:

- Degree to which you were prepared for and participated actively in each class. There are 36 possible points for participation in the first four classes.
- Degree to which you were actively engaged in and substantially contributed to the conversations/discussions in the last class (14 points)

Grading Scale:

Grades are based on the total points earned.

<i>Total Points</i>	<i>Grade</i>
96 - 100	A
91 - 95	A-
86 - 90	B+
81 - 85	B
76 - 80	B-
71 - 75	C+
66 - 70	C-

Course Map and Preliminary Assignments:

Class	Learning Goal	Class Outline/Activities	Assignments
1	Can distinguish between story and other types of communication	<ul style="list-style-type: none">• Review syllabus• Present: story defined; historical and contemporary uses of story• Present: story versus other	For Week 2: IN THIS ORDER: Take the assessment in Bridges Appendix A, then read Bridges, Chapters 1, 2, plus your organization's description in Chapter 3

		organizational communications ● Activity: Exploring organizational character	Identify one story from your workplace that supports your organization's character assessment.
2	Can identify stories within an organizational context	● Present: what is an organizational story ● Group discussion: stories across character types ● Organizational stories over time ●	For Week 3 read: ● Chapter 4
3	Can identify skills and values for using story ethically	● Present: characteristics of effective leadership communication ● Present: ethical considerations of using story ● Video: leader telling organizational stories	For Week 4 read: ● Reading to be assigned in class
4	Can identify barriers to shared understanding	● Present: barriers to shared understanding ● To be determined	For Week 5 read: ● Reading to be assigned in class
5	Wrap up and class conversation	● Group discussion ● Complete course assessment	

Instructor's Biography:

Prior to her current role as a principal in her own firm, Parallax , Paula Bartholome was part of various organizational stories for more than 20 years, holding policy-level positions in marketing and communications. Currently, she helps clients challenge assumptions; identify and eliminate communication barriers; and communicate openly and honestly. She graduated cum laude from Indiana University with a BS in business received her MS in organization development from Loyola University Chicago. She has written and spoken on organizational communication, teamwork and leadership topics for a variety of publications and organizations, most recently for the International Listening Association in summer 2004.. (More information is available at www.parallax-perspectives.com.) In addition to this class she also teaches Introduction to Organizational Learning, The Stories We Tell, Sustaining Workplace Relationships and Collaborative Learning (online) at DePaul.

SYLLABUS ATTACHMENT

Policy on Incompletes

It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completion of an IN Request Form that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, the student will have no further opportunities to submit work for a passing grade.**

Policy on Plagiarism

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the university taking further punitive action including dismissal from the University.
