

ECE 69500: Communication for Engineering Leaders

Course Brightspace page: [INSERT](#)

Instructor: Brooke Parks

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Physical Office: EE 250

WebEx address for virtual office hours: [INSERT](#)



Description: The goal of this course is to upskill talented engineers' communication abilities. By the end of the course, you should have new adeptness at creating and delivering powerful presentations on a short deadline, as well as strategies for leading others effectively.

Learning outcomes:

1. demonstrate increased awareness of communication theories and strategies
2. deliver engaging, effective presentations and documents
3. design plans for valuable, productive workplace and team interactions
4. develop a leadership or mentoring plan tailored to your specific workplace

Learning resources, technology, & texts:

Required texts: (available on Amazon)

- *Communicate with Mastery* (Schramm)
- *HBR's 10 Must Reads 2020* (HBR)
- *Connect First* (Katzman)

Brightspace page:

You can access the course via Brightspace. I strongly encourage you to spend some time at the start of this course becoming familiar with the site navigation, content, and resources available to you through out Brightspace page. This is where our course lives and comes to life, so please get to know the space! (See the Help tab, if needed.)

Minimum technology requirements

- You will need a strong, reliable Internet connection on a daily basis to meet the requirements for this class.
- It is NOT recommended that students attempt to complete this course using only a mobile phone.
- This course will utilize video, which will require more data if using a mobile device.
- Students must be able to use Brightspace and all of its features to be successful in this course.

Assignments:

Weekly assignments: Each week, your main post will be your course assignment for the week. You will turn this into the discussion board for feedback from classmates to establish a collaborative experience in the course and to practice giving and receiving feedback regularly.

On one assigned week, you'll also create a discussion topic based on the assigned reading for the week. This will allow you to begin and facilitate a discussion on an area of particular interest to you. On these weeks, you will hone the skill of effectively moderating online discussions. How do you make sure all voices are heard? How do you steer a derailing conversation? How do you wrap up a topic with clear takeaways?

Weekly responses: Each week, you'll comment extensively at least 4 times by contributing to the discussions and moving them forward. Your goals here are to interact, dive deeper, complicate, and resolve. Your goal is not just to agree or disagree. Your goal is to add and enhance. (On the week where you're moderating a topic, you will spend most of your time there, but you will still need to interact with other posts. These will be busy weeks for you, please plan accordingly.)

Mid-term memo: Update on the implementation of your AIM assignment.

Final memo: Update on the implementation of one of your Katzman assignments.

Typical weekly requirements:

~50-100 pages of reading

2-4 lectures

1 discussion assignment (2 on week one and your assigned week)

4 discussion responses

Course grade structure:

Discussion assignments – 10 assignments (50 points)

Discussion responses – 60 responses (30 points)

Mid-term memo – 1 memo (10 points)

Final memo – 1 memo (10 points)

Engagement expectations:

Online classes can be incredible opportunities to experience high-quality courses while collaborating with incredible peers. But a great experience will take work. Succeeding in this course will involve:

- Accessing Brightspace and actively participating in this course
- Scheduling time each week for working on this course, outside of scheduled due dates.
- Following the course schedule, rather than trying to work ahead on your own.
- Reaching out to the instructor with any questions, as early as possible.

Academic integrity:

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies. See Purdue's Student Guide for Academic Integrity under University Policies in Brightspace.

Purdue's Honor Pledge: "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together — we are Purdue."

Nondiscrimination Statement:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace table of contents, under University Policies.

Accessibility:

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information. See Brightspace for more detailed information from the Office of Institutional Equity, and links to the DRC website, Purdue's Web Accessibility Policy, and Brightspace's Accessibility Compliance statement.

Mental health statement:

There are many resources available to you regarding your mental health needs:

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.
- If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Normal drop-in hours are M-F, 8 am- 5 pm.
- If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.
- If you are an ECE student, see the email from Graduate Director Matt Golden about your free access to TaskHuman, a wellness app featuring 100s of providers on 1000s of topics, on-demand.

Emergency preparation:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course Brightspace or can be obtained by contacting the instructors via email or phone. You are expected to read your @purdue.edu email on a frequent basis. A link to Purdue's Emergency Preparedness resources is located on Brightspace under University Policies; this webpage includes a link to resources on COVID-19.

Course Schedule

Weeks	Topics	Readings (to be completed before the week starts)	Lectures	Assignments*
Week One	Intro and Adopting a Communication Mindset	<p>1: <i>Communicate with Mastery</i> (Schramm), Forward, Introduction, Chapter 1: Adopting a Communication Mindset</p> <p>2: <i>Harvard Business Review (HBR): Strategy Needs Creativity</i> (Brandenburger)</p>	<p>0: Personal Intro</p> <p>1: Intro lecture</p> <p>2: Communication Mindset</p>	<p>1. Intro</p> <p>2. AIM</p>
Week Two	Verbal Communication	<p>3: Schramm, Chapter 2: Speaking with Conviction</p> <p>4: <i>HBR: The Surprising Power of Questions</i> (Brooks and John)</p>	<p>3: Anxiety</p> <p>4: 3 Vs (verbal, vocal, visual)</p> <p>5: Feedback</p>	<p>3. Elevator pitch</p> <p>4. Students 1-5</p>
Week Three	Workplace Communication	<p>5: <i>Connect First</i> (Katzman), Preface (super important – read this!) and Chapter 1: Establish Respect</p> <p>6: Katzman: Chapter Chosen by Student</p>	<p>6: Intro to the Katzman text (Emotional Intelligence)</p> <p>7: Workplace Communication -- Establishing Respect</p>	<p>5. Katzman plan 1</p> <p>6. Students 6-10</p>
Week Four	Written Communication	<p>7: Schramm, Chapter 3: Writing for Impact and Appendices A&B</p>	<p>8: ABC (Active, Brief, Clear)</p> <p>9: Editing</p>	<p>7. Document for feedback</p> <p>8. Students 11-15</p> <p>Mid-term Project (AIM memo)</p>
Week Five	Workplace Atmosphere	<p>8: Katzman, Chapter 5: Resolve Conflict</p> <p>9: Katzman: Chapter Chosen by Student</p>	<p>10. Workplace Atmosphere – Resolving Conflict</p>	<p>9. Katzman plan 2</p> <p>10. Students 16-20</p>
Week Six	Communication Considerations	<p>10: Schramm, Chapter 4-6: Tailoring Your Communication</p> <p>11: <i>HBR: What Most People Get Wrong about Men and Women</i> (Tinsley and Ely)</p>	<p>11: Tailoring to Goal</p> <p>12: Tailoring to Setting</p> <p>13: Tailoring to Identity</p>	<p>11. A tailored presentation</p> <p>12. Students 21-25</p>
Week Seven	Workplace Leadership	<p>12: Katzman, Chapter 7: Have a Big Impact</p> <p>13: Katzman: Chapter Chosen by Student</p>	<p>14: Workplace Leadership – Have a Big Impact</p>	<p>13. Katzman plan 3</p> <p>14. Students 26-30</p>

Week Eight	Communication Leadership and Final Project	14: Schramm, Chapter 7-9: Scaling Your Leadership <i>15: HBR: How CEOs Manage Time (Porter and Nohria)</i>	15: Leadership Plans	15. Leadership/Scaling/Coaching Plan Final Project (Katzman memo)
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*Weekly due dates:

Discussion topics — Monday; Discussion assignments – Tuesday; Discussion peer responses – Thursday; Memos – Friday

**Numbers will be scaled for class size