

**Leadership in the Workplace**

37:624:348 Fall 2023 (Online)

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[Virtual Office Hours: Thursday 8-9pm \(eastern time\) or by appointment](#) Passcode: 104858

Text: Leadership Theory, Application/Skill Development - 6<sup>th</sup> Edition Lussier, Achua  
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Overview

This course is designed to provide managers with the tools necessary to effectively lead individuals and teams in today's complex organizational climate. Through role play, group exercises, discussion, case studies, video and reading; students will develop their leadership style and capability to supervise, motivate, build teams, manage group dynamics, communicate effectively, and deal with conflict. This course addresses key dimensions of leadership behavior: personal integrity, self-knowledge, vision, communication, organizational competence, and empowering people and teams.

Leadership skills can be learned, most people are not *born leaders*, as the myth would have it. (*Myth: leaders are born, not made.*) Everyone, at one time or another will have (or has had) the opportunity to be leader.

Many renowned leaders become known not so much for skills and knowledge which many others may also possess, but for their ability to apply those skills and knowledge when specific situations arose which required them.

It is also important to know the difference between management skills and leadership skills, and to separate them. Many managers are good at management but are not leaders (the converse is sometimes also true.) Whereas managers' tasks are more 'control' oriented, leadership skills are more involved with such things as *inspiring followers, vision-creation, and abilities to listen, learn from experience, communicate well and assert themselves.*

*However, do not confuse the idea that managers cannot be leaders, they of course can be, but to be a manager-leader means enhancing what are considered the usual manager routine/protocol skills.*

Clearly the building of relationships is also critical to the leadership role, as is *building competence and credibility.* Leaders also deal with different aspects of *power and influence* than managers do, and their *values* may differ from those of control-based managers. Some leaders are likely to be more individualistic and stand out more than others, whereas others may be more conservative and relate more strongly to 'the common person,' yet still be acknowledged for their leadership effectiveness.

The ways in which leaders reason things out may often be different from those of managers whose work is largely based on following well-established tasks, routines, and methods. In this course we will explore most of the aspects of what is described above and will aim to do so through hands-on experiences.

**Learning Objectives** After completing this course, the student will be able to:

**Labor Studies and Employment Relations Department:**

- Work productively in teams, in social networks, and on an individual basis.

**School of Management and Labor Relations:**

- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.

**Course Learning Objectives:** *At the end of the course, students will:*

**Leadership in the Workplace**

Fall 2023 pg. 1

- Be able to define and state the differences between manager-ship and leadership skills.
- Demonstrate leadership through course experience, discussions, and individual journals
- Understand the idea that 'leaders and followers' is ambiguous and that followers may be likely candidates for leadership roles
- Through readings begin to specifically define leadership skills and relate to them personally either through direct observation(s) or personal and work experience(s)
- Develop insight and understanding of their own potential(s) for leadership, as well as attitudes and behaviors which drive their development as leaders within their own organization(s), networks, and other activities
- Demonstrate understanding of leadership skills as related to individual personal skills

### **Course Expectations**

#### **Conduct:**

As a diverse community of learners, students must strive to work together professionally in a setting of civility, tolerance, and respect for each other and the instructor. Rules of behavior include but are not limited to the following:

- Conflicting opinions among class members are to be respected and responded to in a professional manner.
- Having a "healthy" and respectful disagreement with others is encouraged; we learn through other voices.
- There are to be no offensive comments, language, or gestures.
- Students are expected to exhibit an appreciation for multinational and gender diversity and to develop management skills and judgment appropriate to such diversity in the workplace.

**Assignments:** <please review Canvas calendar for due dates>

- Complete all assignments on time; connect with the instructor to review/clarify requirements in a timely manner.

#### **Academic Integrity**

All students are required to read the Rutgers Academic Integrity Policy. Plagiarism will not be tolerated. All material (sentences, paragraphs, etc.) taken from another source must be cited. No exceptions.

[https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf)

#### **Course Outcomes:**

1. **Leadership in Teams:** Given an organizational situation, identify strategies to develop, maintain, motivate, and sustain self-managed teams using concepts, theories, and techniques of team leadership.
2. **Collaboration in Teams:** Given a case study or leadership situation, collect, assimilate, disseminate, and maximize the views of team stakeholders to reach defensible goals with minimal conflict.
3. **Conflict:** Given an organizational situation that requires interpersonal or interdepartmental action, identify situations of conflict, diagnose the impact of a variety of behaviors, and develop a plan for conflict resolution using evidence-based methods.
4. **Ethics:** Given an organizational setting, identify ethical and dilemma-resolution practices, and make evidence-based decisions that integrate personal, social, and corporate responsibility.
5. **Communication:** Communicate verbally and in writing to individuals and groups in a concise, clear, organized, and well-supported manner using formats and technology relevant to the organizational context.
6. **Motivation:** Given a leadership situation, identify workplace commitment theories to incorporate influences and power as a leader to motivate organizational stakeholders.
7. **Research:** Given an organizational need to evaluate and defend its actions or potential actions; select, analyze, and apply the assessment techniques, research methods, and/or analyses needed to evaluate and defend those actions based on evidence.
8. **Knowledge and Understanding of the Field:** Demonstrate competency in identifying and integrating the major concepts, theoretical perspectives, historical trends, and key figures in the field of organizational leadership.

9. Change: Evaluate the impact of change on organizations, organizational members, and other stakeholders and apply appropriate change models and theories to facilitate successful change.

10. Global diversity: Analyze and evaluate the involvement of diversity in leadership issues, with special attention to the implications of diversity for individuals, organizations, and societies.

11. Interpersonal Effectiveness: Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

**Reading, Audio/Video Assignments**

Students are required to review textbook chapters, along with videos, articles, and other required reading.

All required reading (articles) is available on the course shell, or a link provided on the course shell.

Audio/Visual

Students are required to watch instructor generated video presentations as well as review weekly videos. All audio and video material are provided through links within the course shell.

Forum discussions: Students are required to engage in self-reflection and critical thinking on all required forums. The assignment is then shared with the learning community members and discussed.

Overall assessment (forums, individual projects, course project) involves whether the student has:

1. Grasped the content of required reading and audio/visual assignments.
2. Provided personal meaning and/or developed new perspectives on course topics.
3. Engaged in critical thinking by considering course content in relation to current events, past personal or work experiences and opportunities for professional growth.

NOTE: Students can share a one-page outline with the instructor anytime during the semester for review/ comment.

Item/% of Grade	Assignment and Associated Points
<b>Introductory Assignment</b> 5%	<b>Introductory Assignment</b> 50 points
<b>Project 1</b> 5%	<b>Project 1: Journal Project</b> 50 points
<b>Project 2</b> 12.5%	<b>Project 2: Leader I Have Followed</b> 125 points
<b>Project 3</b> 12.5%	<b>Project 3: Personal Improvement Plan</b> 125 points
<b>Project Part 4</b> 15%	<b>Leadership Scenario</b> (Word document/PowerPoint) 25 points for the outline; 125 points for the project
<b>Forum comments</b> 15%	<b>6 (separate) Forums</b> 25 points each (total 150 points)
<b>Quiz</b> 5%	<b>Covering Week 1-4 content</b> Essay 50 points
<b>Exam 1</b> 15%	<b>Exam</b> Short Answer/Essay - 150 points
<b>Exam 2</b> 15%	<b>Exam</b> Short Answer/Essay - 150 points
<b>100%</b>	<b>TOTAL: 1000 points</b>

**Introductory Assignment:** <due by week 1>

Student Intro, expectations, career interests, key topics, Leadership news, leadership considerations

**Project 1: Journal Project:** <due week 2>

Document leadership events reflecting a personal/work/family scenario

**Project 2:**

*Project 2: Leader I Have Followed* <due by week 6>

Focuses on the Leader/Mentor relationship process and experience; including lessons learned

**Project 3:** *Personal Improvement* <due by week 10>

*Personal Improvement Plan (PIP):* customized plan to support your personal/work goal (s)

**Project 4:** <initial outline due by week 5> <graded outline due by week 9> <project due by week 12>

Self-select Leadership topic(s); provide relevant research; align to course content; use current day workplace examples <workshop or movie storyline>

**Forum comments:** <six separate (graded) Forum discussions>

Select ONE question: post original comment, post two additional sets of comments to other students. Align comments to content covered from text, videos and articles. Please share your personal experience (home/work/community) as you discuss and review Leadership concepts and how they are applied.

**Quiz:** <week 4> One essay question covering content from weeks 1-4 (choice of one of two essays)

**Exam 1:** <week 6> Comprehensive essay exam covering content from weeks 1-5

**Exam2:** <week 14> Comprehensive essay exam covering content from weeks 6-12

## Policies and Procedures

*Please plan ahead*

Identify requirements and expectations, plan, and schedule time to work on your deliverables. Aim to balance your work, family, and community responsibilities. Please be prepared and review the calendar of due dates.

Please connect with your Instructor (as early as possible) if you have questions or clarification on expectations.

### Late Assignment Policy:

Assignments are due on the dates/times identified.

**Assignment/project grade will be deducted (by 25%) submitted after the designated due date/time.**

**Assignments later than one week past due will not be accepted.**

**No (extra credit) additional assignments/projects are permitted.**

### Due Dates

Forums open on Wednesdays and close at 12 Midnight on the following Tuesday. A first Forum comment is required by 11:59 pm Sunday the week a forum is open. When the first comment deadline is missed 50% of the forum score will be deducted. **Forum comments cannot be made up.**

1. **Forums:** The 1<sup>st</sup> comment deadline for forums is by **Sunday**, 11:59 pm. All forums lock at 12 **Midnight on the following Tuesday**. Forum comments cannot be submitted late.
2. **Individual Projects/Course Project:** Projects or assignments submitted late will have a penalty of **25%** of the total value (up to one week late). All assignments/projects are **due by 12 Midnight** on the due date.
3. **Exams:** There are two Exams. There is no Final Exam. Students have three days to complete each exam. **NO Make-Up Exam will be permitted.**

### Recognize Best Practices and Use Them to Achieve Success

Specific instructions on how to complete each assignment are provided (see Project Information) within the course shell as well as in the weekly announcements. In addition, specific grading rubrics are posted (in the week required) to provide a detailed understanding of how each assignment will be graded. It is expected that students will be attentive to directions and grading criteria for all assignments. Please review these rubrics - forward any questions.

### Class Sessions

- Each course week begins on **Wednesday and ends the following Tuesday**.
  - Students are expected to login to the course for the first time on the first day of the semester.
  - Course content will be available until the end of the semester

Week	Chapter	Topic(s)	Due
<b>Unit I: Individuals as Leaders</b>			
1 09/06	1	<i>Leadership Characteristics</i>	Intro Assignment
2 09/13	2	<i>Leadership Traits and Ethics</i> Self-Assessment: Personality Profile (p33)	Project 1: Journal Project Forum 1: Chapters 1-2
3 09/20	3	<i>Leadership Behavior and Motivation</i> Self-Assessment: Leadership Style (p71-72)	
4 09/27	4	<i>Contingency Leadership Theories</i> Self-Assessment: Determining Your Leadership Style (p136-138)	Quiz (Ch. 1-4) Forum 2: Chapters 3-4
5 10/04	5	<i>Influencing: Power, Politics, Networking, and Negotiation</i> Self-Assessment: Use of Political Power (p153-154) Self-Assessment: Networking (p159)	Project 4 Outline (draft)
6 10/11		LEADERSHIP IN THE WORKPLACE REVIEW WEEK	Exam 1: Ch. (1-5) Project 2: <i>Leader I Have Followed</i>
<b>Unit II: Team Leadership</b>			
7 10/18	6	<i>Communication, Coaching and Conflict Skills</i> Self-Assessment: Listening Skills (p188)	Forum 3: Chapters 5-6
8 10/25	7	<i>Leader – Follower Relations</i> Self-Assessment: Relationship with your Manager (p233) Self-Assessment: Effective Followers (p243)	
9 11/01	8	<i>Team Leadership and Self-Managed Teams</i> Self-Assessment: Assessing Teamwork (p274)	(Graded) Outline for Project 4 Forum 4: Chapters 7-8
<b>Unit III: Organizational Leadership</b>			
10 11/08	9	<i>Charismatic and Transformational Leadership</i> Self-Assessment: Transactional/Transformational Leader (p329)	Project 3: (PIP) <i>Personal Improvement Plan</i>
11 11/15	10	<i>Leadership of Culture, Ethics and Diversity</i> Self-Assessment: Personal Values (p372)	Forum 5: Chapters 9-10
11/22		<b>NO CLASS – HAPPY THANKSGIVING!</b>	
12 11/29	11	<i>Strategic Leadership and Change Management</i> Self-Assessment: Strategic Leadership (p410)	Project 4: Leadership Scenario

13 12/06	12	<i>Crisis Leadership and the Learning Organization</i> Self-Assessment: Learning Organizations (p446)	Forum 6: Chapters 11-12
14 12/13		Leadership "Lessons Learned"	Exam 2: Ch. (6-12) (Due by M 12/11)

2. A weekly announcement message or email will be sent to the class. This will include a summary of requirements and clarification of deliverables for the week.
3. Each course week is 7 days in length except for week 14. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week. Projects can be posted on or before the due date/time. Please plan ahead; you are always welcome to post before the due date/time.

**Make-Up Exams, Assignments or additional projects for extra credit are NOT permitted.**

### How to contact the instructor

If you have questions related to the course content such as clarification on assignments, projects, discussions, course activities, post your question in the relevant week's "Wrap-Up" Discussion forum. If you send a comment or question, I will respond within one business day. If your inquiry is regarding your grades or late assignment submission, or any other personal reason that may impact your learning and you need to inform me, please **email me through Canvas Inbox feature**. Please *do not* post inquiries of a personal nature in the Discussion Forums.

**Note:** Please **do not** use your personal email account for any Rutgers and course-related correspondence. Messages sent to and from your personal (non-Rutgers email account) may end up in a Spam folder, or get hacked, delaying response to your inquiry. Furthermore, if your personal email account provider's server goes down or you encounter technical problems, Rutgers IT Helpdesk will not be able to help you. More importantly, it is the [University's Policy](#) that you do not use your personal email for Rutgers related correspondence.

### Schedule – Fall 2023 Grading

Assignment/Project/Exam	Due	Total Points
Intro Assignment	Week 1	50
Forum 1: Chapters 1-2	Week 2	25
Forum 2: Chapters 3-4	Week 4	25
Forum 3: Chapters 5-6	Week 7	25
Forum 4: Chapters 7-8	Week 9	25
Forum 5: Chapters 9-10	Week 11	25
Forum 6: Chapters 11-12	Week 13	25
Project 1 – Journal Project	Week 2	50
Quiz	Week 4	50
Exam 1	Week 6	150
Project 2 – Leader I Have Followed	Week 6	125
Project 3 – Personal Improvement Plan (PIP)	Week 10	125
Project 4 – Outline	Week 9	25
Project 4 –Leadership Scenario	Week 12	125
Exam 2	Week 14	150
<b>TOTAL</b>		<b>1000</b>

Total Points	
<b>A</b>	(900+)
<b>B+</b>	(870 - 899)
<b>B</b>	(800 - 869)
<b>C+</b>	(770 – 799)
<b>C</b>	(700 – 769)
<b>D</b>	(600 - 699)
<b>F</b>	Below 599

### Knowledge of Theory, Practice and Application

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.

#### **Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.**

- Demonstrate an understanding of the practical perspectives, theories, and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

#### **Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions**

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

#### **Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance**

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory, and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

### Professional Development –

#### **Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations**

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

### Special Needs Accommodations

Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

*Office of Disability Services contact and address*

**Lucy Stone Hall, Livingston Campus**, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu)
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu/>

If you are in need of help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know.

### **Technical Support**

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Visit the [Canvas Student Tutorial](#)
- Contact [Rutgers Teaching & Learning with Technology](#) team, 877-361-1134, accessible 24 hours a day, 7 days a week.
- Visit the [Rutgers Canvas Student orientation](#)
- Contact Rutgers IT Helpdesk, 848-445-4357, [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu)

Scholarships offerings can be found here: <https://smlr.rutgers.edu/academic-programs/scholarships>

**Resources for Student Success** <https://smlr.rutgers.edu/academic-programs/current-students>

- Mental Health
- Academic Support
- Financial Emergency support