

# Leadership in the Workplace

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## Course Description.

This course provides the knowledge and skills to effectively lead individuals and teams in the workplace. Students will increase their ability to:

- Assess and increase their tactical self-awareness,
- Understand and leverage individual differences,
- Communicate supportively,
- Build effective teams and teamwork,
- Identify and solve workplace problems,
- Plan and set goals,
- Motivate others,
- Design work,
- Conduct effective meetings,
- Manage conflict,
- Negotiate Agreement,
- Gain power and influence,
- Lead diverse and ethical organizations,
- Lead organizational change, and
- Manage stress and time.

## Course Text.

Phillip Hunsaker and Tony Alessandra, **The New Art of Managing People**. New York: Free Press, 2008. This book is available as a paperback and as an eBook. It is available from the Bookstore and from Amazon and other sources. Please order as soon as possible. The text will be supplemented with additional readings posted on Canvas.

**Course Schedule:** The course week begins on Monday and ends at 11:59 pm on the following Sunday.

**Office Hours.** Regular office hours will be scheduled based on the results of survey administered the first week of class. Please feel free to email me if you have any questions. If you feel a telephone conversation would be helpful, send me your telephone number and when it would be convenient to talk. Note that I am in the eastern time zone. Also note the section on Canvas where you can post questions and comments. Often other students will have the same question. Just as often another student will have the answer.

**Assignments and Exam Questions.** Assignments and answers to exams should be well researched, well organized, and well written. You should outline your answer before writing it. The quality of writing, as at work, will affect your grade.

**Class PowerPoint.** Class PPTs will be posted on Canvas. Email me if you have any questions.

**Plagiarism Policy.** Please review the University's policy on plagiarism. Note that while you are encouraged to discuss assignments and exam questions with your fellow students, your answers must be in your own words. Nor should you simply cut and paste answers from the text, Wikipedia, or other online resources. See [http://studentconduct.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

**Accommodation Policy.** If you feel that you may need an accommodation based on the impact of a disability, please contact me to discuss your specific needs. Additionally, Student Disability Services coordinates accommodation for students. See <https://ods.rutgers.edu/students/documentation-guidelines>.

**Course Requirements:**

|                            | <b>Points</b> |                        |
|----------------------------|---------------|------------------------|
| • Leadership Film Analysis | 50            | 900 to 1000 points = A |
| • Quizzes                  | 130           | 800 to 899 points = B  |
| • Video Assignments        | 125           | 700 to 799 points = C  |
| • Course Assignments       | 120           | 600 to 699 points = D  |
| • Personal Assessments     | 100           | 599 or less = F        |
| • Leader Profile           | 30            |                        |
| • Course Project           | 75            |                        |
| • Journal Entries (7)      | 70            |                        |
| • Discussion Forums (7)    | 140           |                        |
| • Midterm exam             | 75            |                        |
| • Final exam               | 75            |                        |
| • Course evaluation        | 10            |                        |

**Journal.** The journal is not a summary of the readings or the class sessions. It is intended to help students integrate the learning from the readings and exercises and apply that learning to their development as leaders. The journal should include reflection on experiences in and out of class. It should include personal learnings and insights, analyses of application assignments, diagnoses of personal competencies, and action plans for personal improvement. Record significant discoveries, insights, learnings, and personal reflections, not daily activities. Note that reflective observation is a key learning strategy.

The course requires sustained engagement with the course materials. During the semester, you should be constantly looking for situations where you can test your understanding or practice skills. You are required to make at least one journal entry each week. Please use the Journal section of Canvas to make your entries.

**Discussion Forums.** Forums are topical discussions on issues raised in the course. For each discussion question, you should post one original entry and respond to at least two fellow student posts. Your original response to discussion questions is due by 11:59 on Thursday, and your responses to your classmates are due by Sunday at 11:59. Your responses to your fellow students

should be substantial, more than “good job” or “I agree with you.” Be sure to number your original post and use the name of the student you are responding to.

**Quizzes.** Quizzes will be posted on Canvas the Monday prior to their due date on Sunday. Quizzes should be posted by Sunday at 11:59 p.m. Complete assignments before attempting a quiz.

**Leadership Film Analysis.** The Leadership Film Analysis requires you to use the four-factor model of leadership developed in the course to identify and analyze the leadership behaviors of characters in the film. These include the films listed below as well as those on the Leadership Film Analysis Assignment:

- “Long Walk to Freedom,” Nelson Mandela (2013)
- “Invictus,” Nelson Mandela (2009)
- “Gandhi,” Mahatma Gandhi (1982)
- “Selma,” Martin Luther King (2014)
- “Lincoln,” Abraham Lincoln (2013)
- “Elizabeth I,” Queen Elizabeth (1998)

For the film you have selected discuss specific scenes where the task and relationship **behaviors** of leadership are demonstrated by the character(s) in the film. Also identify specific skills exhibited by the leader. Be sure to identify examples of transactional and transformational leadership. In viewing your film consider those behaviors and skills you would like to develop in yourself.

**Exams.** The midterm and final exams will be comprehensive and application oriented. You may, for example, be asked to analyze a case and report on what you would do to resolve the problem. Responses must demonstrate comprehension of the course material as well as ability to integrate and apply it.

**Leader Profile.** Select someone you see as a leader. It may be a historical person such as Martin Luther King, a national leader like Volodymyr Zelensky of Ukraine, a manager or colleague you work with, a community leader, or someone in your life like a teacher or coach. Using what you have learned about leadership, explain why you see that person as a leader. What leadership behaviors and skills do they exhibit?

**Course Project.** Each student will develop a strategic plan for achieving their career goals. Plans should integrate the learnings from the course materials and insights gained from their personal assessments, and include the following:

- What is your mission? Who are you? What are your values and beliefs? How do you create value as an employee?
- What are your strengths and weaknesses as an employee? What are your skills and core competencies? What areas are you working to develop or strengthen?
- What external opportunities and threats do you anticipate?
- What is your vision? Where would you like your career to be in 5 to 10 years?
- What goals do you need to accomplish to achieve your vision? What added education, training or experience might you need?
- What objectives are needed to achieve your goals?
- How and when will you evaluate your progress?

Now is the time to consider what competencies you would like to develop in this course.

**Personal Development Inventory.** The Personal Development Inventory will help keep track of your personal assessment results and assist you in completing the Course Project. You will post with your Course Project.

## Course Schedule

Class 1. Welcome and Overview

- Welcome and Introduction
- Review Course Objectives and Syllabus
- Introductions Assignment
- Understanding Leadership
- Personal Assessment of Management Skills (PAMS)
- Understanding Your Learning Style
- Personal Development Inventory
- Assignments for Next Week

Assignment for Class 1:

Read Hunsaker and Alessandra, Chapter 6

Read “These are the Skills You Need if you Want to be Headhunted”

Read “Why Leaders Should Nurture Their Socio-Emotional Intelligence”

Complete and post Leadership Exercise by Sunday.

Complete PAMS and post PAMS Scoring Key to Canvas by Sunday

Complete **Learning Style Inventory** and use results to complete Learning

Style Inventory **Scoring Key**. Post scoring key on Canvas. Also print

Kolb Learning Style Profile **Scoring Kite** and map your scores. In your

journal reflect on your learning style. What do you see as your strengths? and weaknesses?

Begin development of Personal Development Inventory

Review Course Project assignment

Review Leader Profile assignment

View and summarize “Kolb’s Learning Style Explained,” 11 minutes,

by Sunday (after you have completed your Learning Style Profile)

Post Journal # 1 by Sunday

Complete and post Quiz 1 on Canvas by Sunday

Optional Readings:

“The Most Effective Way to Retain What You Read”

“The Top 3 Most Effective Ways to Take Notes While Reading”

Class 2.      Developing Tactical Self Awareness

- Review Agenda
- Review Lesson 1
- Review PAMS and Your Learning Style
- The Four Factor Leadership Model
- Leadership Styles
- Transactional and Transformational Leadership
- Understanding Yourself and Others: MBTI
- Developing Your Emotional Intelligence
- Review Leadership Film Analysis

Assignment for Class 2:

Hunsaker and Alessandra, Chapters 9 and 10  
Read “On Managing with Bobby Knight and Coach K”  
Read “Five Myths about Introverts and Extroverts at Work” and incorporate into your Journal  
Complete Quiz 2 on Canvas  
Complete MBTI (Keirsey Sorter) and Emotional Intelligence Instruments and post results on Canvas. Also add to your Personal Development Inventory  
Complete and post Self Rating of Leadership Effectiveness  
Read “Cam Newton, Sacked Six Times, Brings Himself Down”  
Read “President of Harvard Resigns, Ending Stormy 5-Year Reign”  
Post Discussion Forum on Emotional Intelligence by Thursday  
Review Leadership Film Analysis assignment  
Complete and post Listening Exercise on Canvas  
View “Emotionally Intelligence,” 5 minutes, summarize key points and areas you would like to work on.

Class 3.      Interpersonal Communication

- Review Lesson 2
- Emotional Intelligence: Cam Newton and Larry Summers
- Understanding Your Personality Type: MBTI
- The Communication Process
- Active Listening
- Questioning
- Giving and Receiving Feedback
- Anticipation
- Dealing with Emotions
- Conducting Interviews

### Assignment for Class 3

Hunsaker and Alessandra, Chapter 14

Read “From Wharton to War” and reflect on in your journal

Read “Lincoln and the Art of Transformative Leadership”

Read “How Group Think Led to Seven Lives Lost in the Challenger Explosion”

Complete and post Locus of Control Instrument

Post Quiz 3 by Sunday

Practice communication skills and reflect on in your journal (and not for just a week). Also include how you are cueing yourself to use your skills.

View and summarize key points in “The Power of Listening,” 16 minutes

Post Journal #2 by Sunday

### Class 4. Leading Effective Teams

- Review Lesson 3
- Locus of Control
- The Characteristics of a Highly Effective Team
- Conditions for Effective Teamwork
- Subarctic Survival Exercise

### Assignment for Class 4

Hunsaker and Alessandra, Chapter 16

Reflect in your Journal on your Locus of Control

Complete Survival Exercise Assignment on Canvas and bring to Zoom

Meeting. See Alternative Assignment if you are unable to attend Zoom.

Read “When Good Teams Go Bad,” “Why Dream Teams Fail,” and incorporate into your Forum Discussion

Post Discussion Forum on Effective Teams by Thursday

Complete and post Quiz 4 by Sunday

Participate in one of the 1-hour Subarctic Survival Zoom sessions. See Zoom invitations. See **alternative assignment** if you are not able to participate

### Class 5. Solving Workplace Problems

- Review Lesson 4
- Characteristics of Effective Teams
- Survival Exercise Debrief
- Team Problem Solving and Decision Making
- Rational Problem Solving
- Creative Problem Solving

### Assignment for Class 5:

Hunsaker and Alessandra, Chapter 2  
Read “For some men, Mark Zuckerberg is a lifestyle guru”  
Read “Debriefing: A Simple Tool to Help Your Team Tackle Tough Problems”  
Complete and post Quiz 5 by Sunday  
Post The Stuck Truck assignment  
Post 9-Dot assignment  
Post Journal #3 by Sunday

### Class 6. Planning and Goal Setting

- Review Lesson 5
- Planning and Goal Setting
- Strategy and Change
- Strategic Planning
- Implementation Planning
- Review Course Project

### Assignment for Class 6

Hunsaker and Alessandra, Chapters 3 and 13  
Complete and post Quiz 6 by Sunday  
Complete and post complete Goal Setting exercise by Sunday  
Complete and post results on “Philosophy of Management  
Questionnaire”  
Read “Terror at the Taj”  
Read “Torre Says No to Yankees’ Offer and Ends 12-Year Era”  
Post Journal #4 by Sunday

### Class 7. Managing Performance

- Review Lesson 6
- Analyzing Performance
- Coaching and Counseling
- Motivating Employees

### Assignment for Class 7:

Complete and post Quiz 7 by Sunday  
View and summarize “Purpose: Why we do what we do,” 19 minutes  
Post Discussion Forum on Motivation by Thursday  
Complete Defining a Highly Effective Organization assignment by Sunday  
Read “How Alaska Airlines became the Best Airline in the U.S.”  
Read “What is psychological Safety?”  
Read “Developing and Sustaining High Performance Work Teams”

View “High Performance Work Systems” (8 minutes) and post Work Teams Assessment assignment  
Midterm due on Sunday.

Class 8. Designing High Performance Workplaces

- Review Lesson 7
- Scientific Management and The Rise of Mass Production Industries
- The Limits of Mass Production and the New Deal Labor Relations System
- Work Redesign Strategies
- Designing Jobs for High Performance Workplaces
- Issues for Unions

Assignment for Class 8

- Read “How Google Creates High Performing Teams”
- Read “Four Steps to Building the Psychological Safety That High Performance Teams Need Today
- Post Discussion Forum on High Performance Workplaces by Thursday
- Read “All the Charts, Tables, and Checklists You Need to Run a Great Virtual Meetings
- View “Meetings, Bloody Meetings” and post Highly Effective Meetings Exercise by Sunday, 30 minutes
- Read “Virtual Meetings Best Practices”
- Complete and post Quiz 8 by Sunday

Class 9. Conducting Effective Meetings

- Review Lesson 8
- Planning Effective Meetings
- Conducting Effective Meetings
- Managing Virtual Meetings

Assignment for Class 9:

Hunsaker and Alessandra, Chapter 15  
Complete and post Quiz 9 by Sunday  
Complete Thomas-Kilmann Conflict Mode Instrument  
View and summarize “Getting to Yes,” 31 minutes  
Post Journal # 5 by Sunday



Class 10. Managing Conflict

- Review Lesson 9
- Your Experience with Conflict
- Understanding Conflict
- Thomas-Kilmann Conflict Mode Instrument
- Conflict Management Styles
- Conflict Management Strategies
- Conflict Management Cases
- Interest-Based Problem Solving

Assignment for Class 10:

- Complete Conflict Management Cases and post on Canvas
- Read “Harnessing the Science of Persuasion”
- View “The Power of Persuasion,” 54 minutes. Print handouts for viewing the video and taking notes
- Complete Persuasion Assignment: summarize the principles of persuasion and discuss how you might apply them at work **or** home
- Complete and post Quiz 10 by Sunday
- Post Journal # 6 by Sunday

Class 11. Exercising Power and Influence

- Review Class 10
- Sources of Power and Influence
- Exercising Power and Influence
- Influence Strategies

Assignment for Class 11:

- Read “Why the Gettysburg Address is still the greatest case study in Persuasion”
- View and complete “The Sluggers Come Home” assignment. Print assignment before you view the video.
- View and summarize the key points in “How to Negotiate on Zoom”
- Complete Quiz 10 by Sunday
- Post Discussion of Power and Influence by Thursday
- Complete Genetic Tomatoes Exercise on Zoom or Alternative format by Sunday, November 26

**Thanksgiving Week.** Complete Genetic Tomatoes negotiations on Zoom **or** complete Alternative Assignment by Sunday, November 26.

Class 12      Negotiating Agreement

- Review Lesson 11
- The Nature and Scope of Negotiations
- Negotiating Virtually
- Debrief Genetic Tomatoes Exercise
- Negotiating Across Cultures
- Defining Effective Negotiation

Assignment for Class 12

- Read “The Six Habits of Merely Effective Negotiators
- Post Discussion Forum on Negotiating Agreement by Thursday
- Read “Bosses Face Less Risk than the Bossed”
- Read “Why Your Workplace Might Be Killing You
- Complete and post Life Balance Exercise
- Complete and post Type A/Type B Assessment
- Complete and post “If I had more time” and “Time Management Assessment” exercises and post by Sunday

Class 13.    Increasing Personal Effectiveness: Managing Stress and Time

- Review Agenda
- Review Class 12
- Types of Stress
- Stress Management Strategies
- Effective Time Management: Doing the Right Things
- Efficient Time Management: Doing Things Right

Assignment for Class 13

- Read Chapter 5, Valuing Diversity
- Read Chapter 4, Developing Ethical Guideposts
- Read “Building an Ethical Company”
- View and summarize the key points of “What Diversity & Inclusion is Really About, 4 minutes
- Complete and post Quiz 13
- Post Journal # 7 by Sunday

Class 14. Leading Diverse and Ethical Organizations, Leading Change

- Review Lesson 13
- Leading Diverse Organizations
- Leading Ethical Organizations
- Leading Organizational Change

Assignment for End of the Course

- Read Chapter 17, Leading Change
- Read Hunsaker and Alessandra, Chapter 18, Implementing What You've Learned
- Read Hunsaker and Alessandra, Chapter 1, Building Productive Managerial Relationships (a useful review)
- Post Discussion Forum on Diverse and Ethical Organizations by Thursday
- Post Course Project by Friday
- Final Exam due by Sunday