

Leadership in Work Organizations

37:575:318:T1 Summer 2022

Professor: Faiza Abbas

Office Hours: By Appointment

Helpdesk Contact Information

Local Rutgers University Helpdesk

Call: 877-361-1134

Email: help@canvas.rutgers.edu

Required Text: Leadership Theory, Application/Skill Development - 6th Edition Lussier, Achua

South Western Cengage Learning ISBN: 978-1-285-86635-2

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 simulations, live group exercises, discussion, case studies 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, for instance, become known not so much for skills and knowledge which many others may also possess, but for their ability to use 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 less individualistic, more conservative and relate more strongly to 'the common person,' yet still be acknowledged for their leadership ability.

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 routines and protocols. In this course we will explore most

of the aspects of what is described above, and will aim to do so through hands-on classroom experiences.

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

- Be able to define and state the differences between manager-ship and leadership skills.
- Demonstrate leadership through classroom experience, discussions and individual journals
- Understand the idea that there are 'leaders and followers' is ambiguous and that followers may be likely candidates for leadership themselves.

- Through readings from the text begin to specifically define leadership skills and relate to them personally either through direct observation(s) or personal experience(s)
- Develop insight and understanding of their own potential(s) for leadership, as well as attitudes and behaviors which inhibit their development as leaders within their own organization(s), networks, clubs, 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 or language.
- 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.

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.

<http://academicintegrity.rutgers.edu> (Links to an external site.)

Reading, Audio/Video Assignments

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

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

Audio/Visual

Students are required to watch the week to week videos. All audio and video material is 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 or not 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 material in relation to current events, past experiences and opportunities for professional growth.

Assignments	Associated Points
1) Intro Assignment	25
2) Forums (5)	25 points each (total 125)
3) Quiz	50
4) Journal project	200
5) Exam 1	150
6) Exam 2	150
7) Reaction paper	100
8) Movie Assignment 1	100
9) Movie Assignment 2	100

1. Introductory Assignment: Student Intro, expectations, career interests, key topics, Leadership news
2. Forum comments: Select ONE; post original comment by Friday. Reply to others; post second & third comments by Monday (not before Saturday).

Align comments to content covered from book, videos and articles. Please share your personal experience (home/work/community) as you discuss and review Leadership concepts and focus

3. Quiz: One essay question covering content from weeks 1-4
4. Movie Assignments 1 & 2: Write a three-page paper to answer the given questions. Be sure to align your answer to concepts and theories covered in the course
5. Exam 1: Comprehensive essay exam covering content from weeks 1-5
6. Exam 2: Comprehensive essay exam covering content from weeks 6-12
7. Journal Project: Document a 'diary' of personal/work/family Leadership situations and align to course content. More details in the Assignment section of Canvas.

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. Prepare and review the calendar of due dates.

Connect with your Professor as early as possible, if you have questions or clarification on expectations.

Late Assignment Policy

Assignments are due on the dates/times identified. One letter grade will be deducted from any assignment submitted after the designated due date.

Due Dates

Forums open on Tuesdays and close 11:59 pm Monday evenings. A first comment in each area of a forum is required by Friday of the week a forum is open. When the first comment deadline is missed, 50% of participation points will be deducted from a student's total forum score. Forum work cannot be made up.

Forums: The **first comment** deadline for forums is Friday, 11:59 pm. All forums lock at 11:59 pm Monday. Forum work cannot be made up.

Individual Movie assignments/papers: These assignments can be submitted up to 24 hours late for a penalty of 25% of the value of the assignment.

Exams: Students have three days to complete each exam. Exam 1 must be taken between Tuesday 06/28 and Thursday 6/30. Exam 2 must be taken between Thursday 8/11 and Saturday 8/13. NO Make-Up exam will be permitted.

Recognize Best Practices and Use Them to Achieve Success

Students are provided specific instructions on how to complete each assignment within the course shell as well as within the weekly messages. It is expected that students will be attentive to directions and grading criteria for all assignments.

Class Sessions

The course week begins on Tuesdays.

Students are expected to enter the course for the first time the first day of the semester, (Tuesday) May 31st.

The last day students will be expected to log into the course prior to final grades being posted is August 17th.

A weekly announcement will be posted to Canvas by 10 am each Tuesday. Information about content or assignment procedures is available in the weekly message. Missing the announcement and not following updates or forgetting to check the announcement due to any reason (except medical emergency) is NOT a valid excuse.

Each course week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

Make-Ups/Other Projects: NO MAKE-UP Exams, cases or additional projects for extra credit will be permitted.

Checking Email

Instructor's Email Checking Policy

I will check my email/messages by 10PM Eastern Time weekdays. If you send a comment or question, you'll receive a response as soon as possible (latest within 24 hours). This policy excludes Sundays.

Students Email Checking Policy

It is the responsibility of students to check for incoming course related messages at least 3-4 times a week. Once a week – I will post an announcement that should be reviewed as soon as possible. In addition, students will receive messages from me regarding a variety of topics throughout the semester. Forgetting or being unable to check your email is not an excuse! Email messages are ALWAYS sent to the student's default email address for the course. If you do not know your default email address, contact your professor. You can change your default email address for the course, or forward your school email to a personal email if that is more convenient.

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