

# Leadership in Organizations

Wednesdays, 10:20 am to 1:20 pm, TIL 105

## Instructor

Dr. Tracy F. H. Chang, M.B.A., Ph.D.

Email - tracy.chang@rutgers.edu

Office Hours: By appointment

## Course Description

We live in a world of VUCA (Volatility, Uncertainty, Complexity, and Ambiguity). The COVID-19 pandemic is a living example. As AI technology advances and ecological events occur, more disruptive changes are likely forthcoming. This world of VUCA brings disruptions that require us to fundamentally rethink how we live, learn, work, and lead. What does being a leader in organizations in this VUCA world mean? What knowledge, skills, behaviors, and competencies do leaders need to meet the challenges in the 21st century? This course aims to co-create learning with students. It uses innovative pedagogies to cultivate students' competencies of leading themselves and others to achieve goals of inclusive well-being. The course is student-centered, highly participatory, and experiential. Attendance and participation are required.

## Learning Objectives

### *School of Management and Labor Relations:*

- Demonstrate an ability to interact with and influence others professionally and effectively present ideas and recommendations (Goal VII).
  - Develop practical presentation skills appropriate for different settings and audiences.
  - Develop capabilities to work and lead in a multicultural and diverse environment.
  - Develop cultural agility competencies
  - Demonstrate lifelong personal and professional development skills

### *Labor Studies and Employment Relations Department:*

- Work productively in teams, social networks, and individually (Goal 13).

### *Course:*

- Identify and explain key leadership styles.
- Demonstrate leadership competencies (knowledge, skills, and behaviors) - self-leadership and conscious leadership that build organizations toward inclusive well-being.

Student:

-

## Course Materials and Tools

- Selected Chapters from Peter Guy Northouse (2022). Leadership: Theory and Practice. Selected chapters posted on Canvas. (Free)
- Sadhguru Jaggi Vasudev (2016). Inner Engineering.
- John Parrish (2023). Watergate, 1973-1974. University of North Carolina Press.
- Other materials as assigned.

## Pedagogical Frameworks

Figure 1. The Sweet Spot of Knowing, Doing, and Being

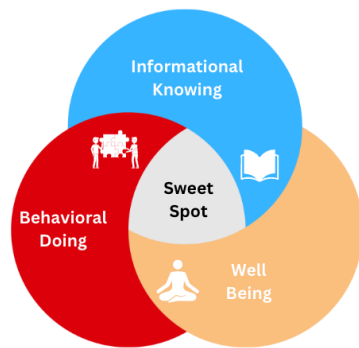
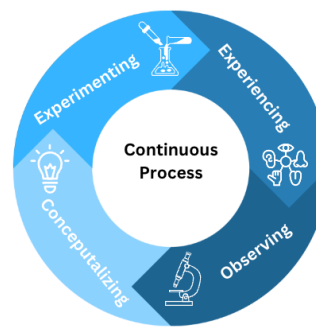


Figure 2. Kolb's Experiential Learning Cycle



## Learning Components

Students will create a Leadership Journey Portfolio that consists of the following components:

### Attend, Participate, Engage, and Contribute to Learning

Attend classes on time and in their entirety; focus and participate fully in class activities and discussions (stow away electronic devices); actively listen and contribute to collective learning, discovery, and growth.

### Leadership Competencies through Experiential and Collaborative Learning

Participate in Applied Improv exercises, Reacting to the Past (RTTP) Game on Watergate, team role-play and presentation, individual Leadx Talk, and 21-Day Self-Leadership Challenge.

### Leadership Journey Journal and Portfolio

Complete readings or watching video prior to attending class. Each student will complete five quizzes and experiential exercises and journals. Document and demonstrate learning and growth through a portfolio. Write a "Process Letter" that proposes your final grade.

## Assessment

We will use multiple methods and sources of assessments on your learning and growth - quantitative and qualitative, objective and subjective, and process and outcome. While you will receive a final grade at the end of the semester, assignments will not be “graded” traditionally. Instead, your peers and instructor will ask questions and provide feedback to facilitate learning and growth rather than simply evaluate the assignments. Students will reflect deeply and honestly on their work and the work of their peers. The intention here is to help you focus on learning and growing more organically rather than doing “busy work” in a mechanical way. This process, called “upgrading,” simulates the VUCA world that we live in and is a tool for learning how to navigate in this VUCA world. If this stirs up emotions, see me at any point to discuss how best to bring progress in the course. Instead of worrying about your grade, your best strategy would be to shift your focus toward reading, completing the assignments, and engaging in-class activities, simulations, and discussions. If a task is not productive, we can find ways to modify, remix, or repurpose the instructions. Your final letter grade will be determined based on the framework below.

### Final Grade Guidelines:

<p>A Leading the way</p>	<ul style="list-style-type: none"> <li>• Attended 13 or more full classes (no late arrival or early departure). <i>And</i></li> <li>• Stow away electrical devices (e.g., phone, laptop) (= &lt;3 reminders) and a complete level of engage in class activities. <i>And</i></li> <li>• Demonstrate a very high level of growth and learning in core leadership competencies through behaviors through experiential activities (Improv exercises, role-play, teamwork, and RTTP game). <i>And</i></li> <li>• Demonstrate a very high level of helpfulness in peer-mentoring and coaching. <i>And</i></li> <li>• Create an excellent quality and 90% on-time Leadership Journey journals. <i>And</i></li> <li>• Achieve an average of 90% or higher on quizzes.</li> <li>• Complete 21-Day Self-Leadership Challenge - “Icing on the cake”!</li> </ul>
<p>B+ or B On target</p>	<ul style="list-style-type: none"> <li>• Attended 11 or 12 full classes (no late arrival or early departure). <i>And</i></li> <li>• Stow away electrical devices (e.g., phone, laptop) (= &lt;5 reminders) and a high level of engagement in class activities. <i>And</i></li> <li>• Demonstrate a high level of growth and learning in core leadership competencies. <i>And</i></li> <li>• Demonstrate a high level of helpfulness in peer-mentoring and coaching. <i>And</i></li> <li>• Create a high quality and 80% on-time Leadership Journey journals, assessed by oneself, peer, and instructor. <i>And</i></li> <li>• Achieve an average of 80% or higher on quizzes. Attended 11 or more full classes (no late arrival or early departure)</li> <li>• Complete 14-Day Self-Leadership Challenge</li> </ul>

C or C+ Potential yet to be realized	<ul style="list-style-type: none"> <li>• Attended 10 or more full classes (no late arrival or early departure). <i>And</i></li> <li>• Stow away electrical devices (e.g., phone, laptop) (= &lt; 7 reminders) and a moderate level of engagement in class activities. <i>And</i></li> <li>• Demonstrate a moderate level of growth and learning in core leadership competencies. <i>And</i></li> <li>• Demonstrate a moderate level of helpfulness in peer-mentoring and coaching. <i>And</i></li> <li>• Create a moderate quality and 70% on-time Leadership Journey journals, assessed by oneself, peer, and instructor. <i>And</i></li> <li>• Achieve an average of 70% or higher on quizzes.</li> <li>• Complete 7-Day Self-Leadership Challenge</li> </ul>
D Diverse talents	<ul style="list-style-type: none"> <li>• Attended 9 or more full classes (no late arrival or early departure); Beyond this, no more than 3 late arrivals or early departures regardless of amount of time. <i>And</i></li> <li>• Stow away electrical devices (e.g., phone, laptop) (= &lt; 7 reminders) and a moderate level of engagement in class activities. <i>And</i></li> <li>• Demonstrate a moderate level of growth and learning in core leadership competencies, assessed by oneself, peer, and instructor. <i>And</i></li> <li>• Demonstrate a moderate level of helpfulness in peer-mentoring and coaching. <i>And</i></li> <li>• Create a moderate quality of 6 or more on-time Leadership Journey journals, assessed by oneself, peer, and instructor. <i>And</i></li> <li>• Achieve an average of 60% or higher on quizzes.</li> </ul>
F Missed the opportunity	<ul style="list-style-type: none"> <li>• Attended less than 9 full classes (no late arrival or early departure); Beyond this, more than 3 late arrivals or early departures regardless of amount of time. <i>And</i></li> <li>• Stow away electrical devices (e.g., phone, laptop) (= &lt; 7 reminders) and an inadequate level of engagement in class activities. <i>And</i></li> <li>• Demonstrate an insufficient level of growth and learning in core leadership competencies, assessed by oneself, peer, and instructor. <i>And</i></li> <li>• Demonstrate an inadequate level of helpfulness in peer-mentoring and coaching. <i>And</i></li> <li>• Create an inadequate quality of 5 or more on-time Leadership Journey journals, assessed by oneself, peer, and instructor. <i>And</i></li> <li>• Achieve an average of 60% or higher on quizzes.</li> </ul>

### Course Schedule (Subject to Change)

Dates		Topics	Readings & Assignments
<b>Class 1</b>	<b>1/22</b>	• Introduction	
<b>Class 2</b>	<b>1/29</b>	• How will this course serve you in work and life?	<ul style="list-style-type: none"> <li>• <a href="#">How will you measure your life</a> - Dr. Clayton Christensen</li> <li>• <a href="#">How to ungrade</a> by Jesse Stomme</li> </ul>

Dates	Topics	Readings & Assignments
<b>Class 3</b> <b>2/5</b>	<ul style="list-style-type: none"> <li>• <a href="#">What is leadership?</a> - Jim Collins</li> <li>• Leadership competencies for leading in a VUCA world               <ul style="list-style-type: none"> <li>• <a href="#">Three quantities that make a great leader</a> - Sadhguru</li> <li>• <a href="#">Strategic Leadership in a VUCA World</a> - Jonathan Woodson</li> </ul> </li> <li>• <a href="#">Why do leaders need Improv?</a> By Andrew Marvin</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How to become a more effective leader</a> - HBR, pp. 1-26.</li> <li>• Sadhguru (2022). "The Four-Letter Word" and "When I lost My Senses."</li> <li>• Don Waisanen (2022), <a href="#">Improv for Democracy</a>, pp. 7-28.</li> <li>• See Canvas Assignment</li> </ul>
<b>Class 4</b> <b>2/12</b>	<ul style="list-style-type: none"> <li>• <a href="#">Optimize yourself for leadership</a></li> <li>• Self-Leadership and Inner Engineering</li> <li>• Improv for leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Inner Engineering - "The Way Out is In"; "Design Your Destiny"</li> <li>• Chang et al (2022). Developing Positive Self-Leadership through Inner Engineering.</li> <li>• See Canvas Assignment</li> </ul>
<b>Class 5</b> <b>2/19</b>	<ul style="list-style-type: none"> <li>• Yoga as Framework for Leadership Development</li> <li>• Team role-play on Situational Leadership</li> <li>• Improv for leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Inner Engineering - "No Boundary, No Burden"; "And Now Yoga"</li> <li>• Baelen and Chang, Getting to the Essence of Leadership - Yoga as a Framework</li> <li>• Northhouse (2022), Situational Leadership <b>Quiz</b></li> <li>• See Canvas Assignment</li> </ul>
<b>Class 6</b> <b>2/26</b>	<ul style="list-style-type: none"> <li>• Karma Yoga and Leadership</li> <li>• Intention and integrity of action</li> <li>• Team role-play on Servant Leadership</li> <li>• Improv for leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Inner Engineering - "Body" chapter</li> <li>• Northhouse (2022), Servant Leadership <b>Quiz</b></li> <li>• <a href="#">Oprah's Commencement Speech at Spelman</a></li> <li>• See Canvas Assignment</li> </ul>
<b>Class 7</b> <b>3/5</b>	<ul style="list-style-type: none"> <li>• Gnana Yoga and Transformational Leadership</li> <li>• Team role-play on Transformational Leadership</li> <li>• Improv - Develop Communication Excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Inner Engineering - the "Mind" chapter until "Believing vs Seeking"</li> <li>• Northhouse (2022), Transformational Leadership <b>Quiz</b></li> <li>• <a href="#">Steve Jobs' Stanford Commencement Speech</a></li> <li>• See Canvas Assignment</li> </ul>
<b>Class 8</b> <b>3/12</b>	<ul style="list-style-type: none"> <li>• Bhakti Yoga and Authentic Leadership</li> <li>• Team role-play on Authentic Leadership</li> <li>• Improv - Develop Leadership Excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Inner Engineering - the "Mind" chapter from "Believing vs Seeking" until the end</li> <li>• Northhouse (2022). Authentic Leadership <b>Quiz</b></li> <li>• <a href="#">Bhakti Yoga</a></li> <li>• <a href="#">Most Leaders Don't Even Know the Game They're In</a> - Simon Sinek</li> <li>• See Canvas Assignment</li> </ul>
<b>No Class</b> <b>3/19</b>	Spring Break	

Dates	Topics	Readings & Assignments
<b>Class 9</b>	<b>3/26</b> <ul style="list-style-type: none"> <li>• Team role-play on Adaptive Leadership</li> <li>• Improv - Develop Leadership Excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Inner Engineering - the Energy chapter</li> <li>• Northouse (2022). Adaptive Leadership <b>Quiz</b></li> <li>• <a href="#">Morris Chang, Founder and Former CEO of TSMC at Stanford.</a></li> <li>• See Canvas Assignment</li> </ul>
<b>Class 10</b>	<b>4/2</b> <ul style="list-style-type: none"> <li>• RTTP Watergate game quiz &amp; preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Watergate readings</li> </ul>
<b>Class 11</b>	<b>4/9</b> <ul style="list-style-type: none"> <li>• RTTP - Watergate Game Sessions 4</li> </ul>	<ul style="list-style-type: none"> <li>• Watergate readings and assignments</li> </ul>
<b>Class 12</b>	<b>4/16</b> <ul style="list-style-type: none"> <li>• RTTP - Watergate Game Sessions 5 &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>• Watergate readings and assignments</li> </ul>
<b>Class 13</b>	<b>4/23</b> <ul style="list-style-type: none"> <li>• RTTP- Watergate Game Debrief</li> </ul>	<ul style="list-style-type: none"> <li>• Northouse (2022). Leadership Ethics <b>Quiz</b></li> </ul>
<b>Class 14</b>	<b>4/30</b> <ul style="list-style-type: none"> <li>• LEADx Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Journey Portfolio &amp; Process Letter due</li> </ul>

## Other Considerations

- Disability Services - Rutgers University welcomes students with disabilities into all of 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 they 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 Accommodation. 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 website at <https://ods.rutgers.edu/students/registration-form>.
- Academic Integrity - Plagiarism is a significant offense at Rutgers University. You are responsible for understanding the academic integrity policy and following these principles. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Therefore, every member of the University community is responsible for ensuring that the highest standards of academic integrity are upheld. The complete academic integrity policy can be found here: <http://academicintegrity.rutgers.edu>.
- Resources on (a) mental health, (b) academic coaching, and (c) financial assistance: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>
- SMLR Scholarships offerings: <https://smlr.rutgers.edu/academic-programs/scholarships>