

Leading Teams
Spring 2025
(Last Revised: November 26, 2024)

Course number 37:533:332
Session(s): Thursdays, 2:00 – 5:00
Classroom Tillett 204

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1. Course Overview

Leading is the process by which you confront and/or overcome challenges or seize new opportunities by perpetually transforming the organization from its current state to a state deemed more desirable in order to attain previously unrealized potential. Team-building is the foundational underpinning and the most critical component of leadership.

Unfortunately, people are often ill-prepared to assume leadership roles. And the need is urgent.

Based upon the coaching fundamentals of UCLA’s legendary John Wooden (ESPN’s “Coach of the Century”), this course offers a unique, time-tested, evidence-based roadmap toward achieving optimal organizational performance through enhanced team building and leadership skills. Organized into 5 modules - the SCORE paradigm – the transferable applications of sports lessons to the business ecosystem are explored and presented by blending contemporary research, anecdotes, business case studies, and the lecturer’s own corporate experience and relationship with the Coach.

- **Staffing: Attracting and Selecting Talent.** Topics include talent acquisition, participative management, decision-making, conflict management, DEI, earning trust, and employee engagement.
- **Cultivating Culture: Defining How People Should Interact.** Topics include establishing a productive culture, treating colleagues with respect, understanding and practicing empathy, maintaining your integrity, acting with urgency, and instilling team values.
- **Organizing and Planning: The Need for Direction and Focus.** Topics include communications, presence, workforce planning, employee motivation, leadership styles, leading change, and continuous improvement.
- **Reinforcing Desirable Behavior: Managing Performance.** Topics include performance management steps. The changing landscape of performance management, managing your energy (body, mind, emotion, and spiritual), a leader’s accountability, and employee recognition.

- **Engaging the Organization: A Leader's Role and Responsibility.** Topics include training and development, emotional intelligence, self-awareness, your character and commitment, courage and vulnerability, and resiliency.

Course-Specific Learning Goals

Upon completion of this course, students should be able to understand and demonstrate:

- The multi-disciplinary concepts and challenges of identifying a team's mission and tactics, along with related values and governance.
- The importance of taking a holistic view of team staffing, specifically with insights for roles and accountabilities.
- The criticality of a team's culture and its related impact on job satisfaction, employee engagement, and productivity.
- How select leadership styles and motivational theories impact employee attitudes.
- Why "balance" is so important in team composition, as well as in our personal lives.
- Personal growth and potential transformation through heightened self-awareness.

SMLR Learning Goals

Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions, such that students completing this course will:

- Have a working familiarity with leadership and team-building models for future adaptability.
- Be able to analyze and diagnose issues impacting sub-optimal team performance.
- Become more analytical and conscious of their personal impact and influence as future managers.
- Understand the confluence of personal and organizational values.
- Understand techniques for self and situational awareness, as well as the salience of integrity and empathy.
- Be able to analyze issues related to the selection, motivation, and development of talent.
- Be able to analyze issues related to business strategies, organizational structures, DEI, and work systems.

Application

Students will demonstrate an understanding of how to apply knowledge necessary for effective performance by:

- Having general organizational knowledge about business teams and capabilities.
- Understanding the role and accountability of team leadership
- Communicating effectively.
- Developing general human resource management functional capabilities used to select, motivate, and develop team members.
- Understanding different ways to engage team members based upon individual differences, needs, and preferences.

Professional Development

Students will 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.
- Understand cultural differences and how to work in a multicultural environment.
- Work productively in teams, in social networks, and on an individual basis.
- Develop cultural agility competencies.
- Demonstrate lifelong personal & professional development skills

2. My Commitment to You

To accomplish the learning goals associated with this course, I will do my best to:

- Prepare helpful and interesting course materials
- Lead meaningful lectures and discussions
- Share my perspective of “real-world” HR, and its classroom implications
- Provide developmental feedback to help students
- Evaluate students' performance with objectivity and fairness
- Treat each student with respect and dignity
- Listen to suggestions on how to improve the course and course correct when things are not working
- Provide you with timely and relevant feedback
- Use multiple resources to enhance your classroom experience

3. Our Classroom Community

We all learn differently. It is my intention to respect your preferred learning style and to be sensitive to any and all factors that may cause barriers to our mutual success. By extension, I also ask that you be respectful of each other's learning processes, and preferences.

The course work for this class is generally designed for collective classroom engagement, balanced with independent study. Certainly, you are encouraged to explore the course content with your peers, in small groups, as a way to facilitate subject matter discovery and to provide an avenue for the informal exchange of ideas and opinions. Helping each other is encouraged.

4. Rutgers Diversity Statement

The Division of Student Affairs works to create an environment of **inclusion** which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our **responsibility** to promote and maintain a community of compassion, embracing the rich dimensions of **diversity**, and facilitating opportunities for understanding and the expression of both individual and shared truths.

5. Class Materials

Required Text

Kane, William S. & Hill, Andrew (2024), *Leading Business Teams: The Definitive Guide to Optimizing Organizational Performance*, New York, NY: Routledge. ISBN 978-1-032-599943-4 (hbk)

This text serves as a reference/source for most lectures.

Additional Course Materials

All other additional course materials, such as links to videos and articles, PDFs, lecture PowerPoint documents, will be provided in the relevant module section of the course.

Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - optional
- Webcam - optional
- Microsoft Word, PowerPoint - refer to [Rutgers University Software Portal - Free Access](#) to download/access if you don't have these applications already.

Canvas Postings

In addition to the text, articles, cases, and/or exercises will also be provided in class. We will also be utilizing the [Canvas](#) learning management system to access learning materials, pre-and-post class presentations, post announcements, submitting assignments, and communicating via the Inbox feature. (Note: Whenever anything is posted to this site, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended as well.)

6. Grading Matrix

Percent Achievement Reflected in Canvas	Grade Earned
90 or above	A
85 - 89	B+
80 - 84	B
75 - 79	C+
70 - 74	C
60 - 69	D
Equal to or less than 59	F

7. Course Assessments

Activity	Possible Points
Test 1	100
Test 2	100
Test 3	100

Test 4	100
Individual Research Paper	100
Team Project	100
Attendance & Participation (4 x 25)	100

Tests

There will be 4 non-cumulative tests. The common test format will be “true” or “false,” multiple choice, or fill-in the blank questions. For these tests, you are responsible for ALL assigned readings, as well as all classroom lectures, handouts, and other course material (e.g., articles, guest lecturers, videos, class activities). I generally preview test content in class.

Test Procedures include:

- All tests will be in class. All tests must be completed in class. No exceptions.
- All tests are “closed book” and under direct teacher/TA supervision.
- You are expected to complete your test UNAIDED. Failure to do so will be considered a violation of the university’s academic integrity policy and you will be subject to its potential disciplinary procedures.
- All/most tests will be administered through Canvas. Tests should only be systemically accessed when advised. No other browsers may be open.
- All of your personal belongings (i.e., cell phones) and any class materials must be stowed away and out of sight during the tests.
- If a class is cancelled and it impacts on a test date, an announcement will be made in Canvas asap.
- Any questions or appeals about test content or your scores must be made in writing via e-mail within 7 days after the test grades are given to students.

The dates of the tests are noted on the course agenda. Unless excused and rescheduled for a make-up, a test grade of zero (0) will be assigned to any student who is absent unless a university-provided excuse is provided.

Extra credit is not offered in this class.

Individual Research Paper

Conduct an interview with a current professional in the “working world” to determine how to build, sustain, and lead successful teams in the workplace.

Your source and his/her organization may stay anonymous for your paper; however, please provide a brief description of what they do and where they work.

Questions should delve into various aspects of team building and management, including leadership, communication, conflict resolution, goal setting, and fostering a positive team culture.

Some questions to trigger your thinking and to potentially assist your inquiry include:

- What do you consider to be the key elements in building a successful team, and how do you prioritize them?

- Can you share an example of a time when you successfully built a team from scratch or revamped an existing team for improved performance?
- How do you go about identifying and leveraging individual strengths within a team to maximize overall effectiveness?
- What strategies do you employ to foster collaboration and communication among team members, especially in virtual or remote settings?
- How do you handle conflicts or disagreements within a team, and what steps do you take to ensure they are resolved constructively?
- Can you discuss your approach to setting goals and expectations for a team, and how you track progress towards achieving them?
- What role do you believe leadership plays in sustaining a successful team, and how do you cultivate leadership skills within team members?
- How do you promote a culture of accountability and ownership among team members, while still encouraging creativity and innovation?
- Can you share examples of how you recognize and reward team achievements or individual contributions to team success?
- In your experience, what are some common pitfalls or challenges in building and sustaining successful teams, and how do you mitigate them?

Have fun! Explore. Listen. Learn. Take notes. As part of this effort, students should be prepared to share their work/findings for class discussion.

The submissions should be made in Canvas. Submission dates will be discussed in class. If outside references are not necessary, but should be properly cited if used (APA). Submitted papers will be scanned for integrity purposes.

For your submission, any format is fine (ex., Q and A script, summary paragraphs, “bullets,” etc.).

Your voice is important to this assignment! Content accounts for 75% of this grade; your substantive thoughts, impressions, and opinions about what you have learned account for 25%. As part of this effort, students should be prepared to share their work/findings for class discussion.

ChatGPT (or like resources) are not permitted...I want to hear your voice and critical thinking.

Your submission should be a minimum of 800 words, and preferably no more than 1,000. This is approximately 3 – 4 double-spaced pages. Papers of shorter length (i.e., less than 800 words) are subject to greater scrutiny and will be penalized; longer papers are fine. No references are required

Papers are to be submitted on time. Early submissions are welcome. In the event an extension is needed due to extenuating circumstances, please see me prior to the deadline and receive written approval such. Late submissions will be penalized, and only partial credit may be received. You should contact me directly with any questions about this paper and/or any anticipated or realized challenges with its content or deadline.

I make every effort to devote my full attention to every submission and to provide you with feedback within 14 days; however, please be patient as my review may be extended pending the demands of other classes.

Team Project

Students will work in teams to identify, analyze, and develop a solution to a real-world problem. This project's underpinning allows students to learn, enhance, and apply team building skills around problem-solving, creativity, and critical thinking.

Suggested Project Timeline:

Weeks 1, 2: Problem Identification and Research

- Formal articulation of a Problem Statement outlining the chosen problem, its background, and key research findings.

Weeks 3, 4: Analysis and Ideation

Root Cause Analysis:

- Teams use tools like Fishbone Diagrams (Ishikawa), 5 Whys, or SWOT analysis to explore the root causes of the problem.
- Identify potential barriers and opportunities for solving the problem.

Ideation Session:

- Conduct brainstorming sessions to generate possible solutions.
- Use creative techniques like SCAMPER (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse) or Mind Mapping.
- Evaluate ideas based on feasibility, impact, and innovation.

Shortlisting Solutions:

- Narrow down to 1-2 viable solutions using a decision matrix or scoring system based on predefined criteria such as cost, ease of implementation, and sustainability.

Identification of your Findings: An Analysis and Ideation Report including:

- Root cause analysis findings.
- List of potential solutions.
- Shortlisted solution(s) with justification.

Weeks 5, 6: Solution Development and Prototyping

Solution Development:

Teams develop a detailed action plan for their chosen solution. This plan should include:

- Objectives and goals.

- Required resources (budget, materials, etc.).
- Step-by-step implementation strategy.
- Potential challenges and mitigation strategies.

Prototyping (as applicable):

Create a basic prototype or model of the solution. This could be:

- A digital mock-up or app wireframe.
- A physical model or small-scale implementation.
- A pilot program or outreach plan.

Feedback and Refinement:

- Present your prototype to an outside objective party for feedback.
- Refine the solution based on the feedback received.

Week 7: Deliverable and Reflection

Class Presentation:

Your team presentation should be approximately 20 minutes. It should cover:

- The problem and its significance.
- The root cause analysis and ideation process.
- The final solution and its prototype.
- Implementation strategy and expected impact.

Include visual aids like slides, videos, or demonstration of the prototype.

Q&A Session:

- After the presentation, teams will participate in a Q&A session with the class, allowing them to defend their solution and demonstrate their understanding.

Peer Review and Feedback:

- Other students and the teaching instructor will review and provide constructive feedback on each other's presentations.
- Focus on strengths, areas for improvement, and innovative elements.

Reflection and Learning:

- After the presentation, each student will comment upon their experience, challenges faced, and skills developed during the project, including thoughts on what they would do differently in future projects.

Evaluation Criteria

Your team's grade will be given by the teaching instructor (out of 100 points/20 for each of the following criteria). It will be based upon:

- **Problem Understanding:** Depth of research and clarity in defining the problem.
- **Solution Innovation:** Creativity and originality of the proposed solution.
- **Feasibility and Impact:** Practicality of the solution and its potential impact.
- **Team Collaboration:** Demonstration of effective teamwork and distribution of roles.
- **Presentation and Communication:** Clarity, structure, and persuasiveness of the final presentation.

Each team member will receive the same grade.

Attendance & Participation

Attendance

- The content for this course is delivered Face-to-Face in our class setting. As such, attendance is a significant factor in your learning journey of this subject matter.
- Attendance will be randomly taken 4 times during the semester, with attendance in each of those classes worth 25 points.
- Your ability to perform best on tests is enhanced by coming to each class and listening attentively. Often, materials/topics are covered outside of the lecture notes. (Ask former students.)

Participation

- Students are expected to stay current with Canvas presentations, materials, and assignments.
- Students are encouraged to ask questions and to answer questions posed in lecture. These questions will correspond to the topics at hand and they highlight important take-aways.
- Some lecture periods will include completion of a related exercise/activity. Although these exercises are not graded, they help students to utilize course concepts to give them direct, concrete experiences that are applicable to their personal and professional needs. Further, participating in these exercises will often give you the opportunity to interact with your fellow students. I try to emphasize teamwork and a collaborative, supportive work environment, and I strongly believe that learning and development should be structured to provide support and feedback not only from the instructor, but also from your peers.
- All efforts should be made to foster a classroom climate that exemplifies respect for both the instructor and other class members.

Note: I reserve discretion with adjusting this grade if I sense a student is disengaged from the classroom experience.

8. Your voice is important!

I value the diversity of background and perspective that students bring to the classroom. Students come with a wide range of backgrounds, knowledge, interests, and perspectives. These views should be shared.

But sometimes, it's not so easy to raise your hand.

Just as we learn differently, we all experience the world differently. Some of us are more introverted; some are socially anxious; some are making cultural adjustments; some are dealing with significant challenges outside the classroom: some of us are just trying to fit in; or maybe it's just a bad day.

I want this classroom to be a "safe to say" environment, where you feel as comfortable as possible to join in the community discussion and express yourself. I will do anything and everything I can toward this end. Accordingly, please think of this class as your place to experiment and to push yourself outside of your comfort zone. Your ability to contribute can start here, as it will be called upon in months and years to follow.

For any reason, if you are not comfortable participating in the class dialogue, please see me early in the semester to discuss applicable participatory options.

9. For the Unexpected...

Accommodation Requests

You may need some type of accommodation during the semester. I will help to the extent that I can, in accordance with university policy. If it is a serious/extended accommodation request, you should go through the university's ODS. For general short-term needs (without going to the ODS), I will consider the following:

- Extended time for tests and/or assignment submissions (already built in for all but let me know if you require something different).
- Make-up tests or assignment extensions are offered for those with excused absences around unforeseen life events.

Accordingly, please contact me prior to class (or as soon as possible if an emergency is transpiring) and we can discuss how best to accommodate the missed obligation.

Make-up Policy

Only excused absences or religious holiday observance will be considered for a makeup up test per Rutgers University policy-approval. Examples include illness, a personal/family emergency, inclement weather (when Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), when the instructor emails the class announcing that class is suspended, another university commitment of priority, or other critical circumstances such as a death in the family.

For those providing an approved absence notice from the university, make-up tests will be administered as soon as possible with agreement/coordination with the instructor.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

Absences

It is recognized that “life happens.” You will be excused from class for documented legitimate reasons such as ill-health, personal/family emergency, recognized religious holiday, death in the family, etc. Accordingly, please contact me as soon as you become aware of the anticipated absence or soon afterwards and we can discuss how best to accommodate the missed course work. My overarching concern is for your well-being; we can then figure out how to ensure that you don't fall behind on your course work.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

10. Chain of Inquiry

If you have any *course-related* questions during the semester (e.g., general questions about assignments, grading policies, exams, due dates): **First**, check the syllabus. **Second**, send an email to me. Be sure to include the topic of your question in the subject line of the email.

NOTE: You, as a member of the class and community, are welcome to answer your fellow students' questions on discussion boards or the like. In fact, you are encouraged to do so! You can all benefit from each other's knowledge and support. I will check others' responses for accuracy.

11. University Guidelines and Resources

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me or the course TA and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Please recognize that I have zero tolerance for any violations of academic integrity (ask prior students), and I will pursue disciplinary matters to their fullest.

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding

this policy: <http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations: <http://disabilityservices.rutgers.edu/request.html>

Counseling

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high-quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <http://rhscaps.rutgers.edu/services/counseling>

Masks

Masks are optional at this point in time.

If the university mandates the wearing of masks by all people on campus (i.e., in class, common workspaces, workstations, meeting rooms, etc.), I will enforce the policy. Any student not wearing a mask in class will be asked to leave.

Media Policy

The recording and transmission of classroom lectures and discussions by students is prohibited without written permission from the class instructor. If permission is granted, all students in the class - as well as guest speakers – must be informed that audio/video recording may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments. You cannot share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center ("LNEC") to be entitled to educational accommodations, to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

12. RU Support Services Beyond the Classroom

As a reminder, students have access to information on how to receive extra support, For general information, access: <https://smlr.rutgers.edu/academic-programs/current-students>

Rutgers Student Health Services

Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff are available at several locations throughout Rutgers University.

Crisis Intervention - Student Health

- Crisis Situations
- In the Wake of Trauma

Academic Services

- For academic support including tutoring, visit the Rutgers - New Brunswick Learning Centers.
- For coaching help with writing skills and assignments visit the Rutgers - New Brunswick Writing Tutors in the Learning Center.
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website.

Veteran Services

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the Office of Veteran and Military Programs and Services website for more information.

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Note: ChatGPT was referenced in this document for the creation of potential interview questions, as well as with the design of the team project.

<https://chatgpt.com/c/66f6a662-b500-800c-95f0-2159ada5fb08>

Leading Teams Course Schedule

The content of the course will be covered in the following sequence, consistent with the text. Please note that dates are tentative and subject to change. Please check Canvas regularly.

Class (date)	Lecture Topic(s)	Readings and/or Deliverables
Week 1 (1/23)	Course Introduction About Coach Wooden	
Week 2 (1/30)	The Pyramid of Success Staffing The team with the best players <i>almost</i> always wins	Academic Integrity Contract due Principle 1
Week 3 (2/6)	Surround yourself with strong, opinionated people Balance is everything	Team Assignments Principles 2, 3
Week 4 (2/13)	Teamwork is not a preference; it's a necessity	Principle 4
Week 5 (2/20)	Culture Lecture: An Overview of Culture	Test 1 (Principles 1-4)
Week 6 (2/27)	Fairness is giving all people the treatment they earn and deserve; Make your "yes" mean yes; Be quick, but don't hurry	Principles 5, 6, 7
Week 7 (3/6)	The team with the most mistakes... Wins! Rules are made to be followed, not broken	Principles 8, 9 Research Paper due Research Paper Discussion
Week 8 (3/13)	Organizing and Planning Keep it simple Concentrate on your team, not the opposition	Test 2 (Principles 5-9) Principles 10, 11
Spring Break 3/17 – 3/21		
Week 9 (3/27)	Adjust to your players - Don't expect them to adjust to you; Failing to prepare is preparing to fail; Practice doesn't make perfect; only perfect practice makes perfect	Principles 12, 13, 14
Week 10 (4/3)	Reinforcing Desirable Behavior Focus on effort, not winning Seek consistency - avoid peaks and valleys	Test 3 (Principles 10-14) Principle 15 Principle 16
Week 11 (4/10)	Great leaders give credit to others, but accept the blame themselves Engaging Your Team A good leader is first, and foremost, a teacher	Principle 17 Principle 18
Week 12 (4/17)	A great leader cannot worry about being liked Be honest, direct, and willing to risk it all for your beliefs	Principles 19, 20
Week 13 (4/24)	Twelve Angry Men	
Week 14 (5/1)	Game time is when the coach's job is almost over	Test 4 (Principles 15-20) Principle 21
Week 15 (5/8)	Team Presentations	

Academic Integrity Contract

(To be signed and submitted in Canvas by the second class session)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, testination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on test.
- Acting to facilitate copying during an test.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an test.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one’s possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student’s work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student’s work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the test or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____