

Leadership in the Workplace
37:624:348:02
Spring 2025 - Tuesdays: 5:40-8:40

Instructor: Peter Pitucco
Location: Murray Hall- Room 111
Office Hours: By Appointment- Before/After Class or Virtually as arranged
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Course Site: (Canvas): <https://rutgers.instructure.com/courses/343559>

Course Overview

This course is designed to provide a basic introduction to leadership by focusing on what it means *to be a good leader* and to provide managers with the tools necessary to effectively lead individuals and teams in the workplace. Emphasis in the course is on the *practice of leadership*. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, working with groups, handling conflict, addressing ethics in leadership, and destructive leadership. Students will assess their own leadership traits to help them understand and improve their own leadership performance.

Class Materials

- 1. Required Resource: Top Hat Pro Class Response System (\$20.00 Subscription Fee)**
- 2. Required Text: Introduction to Leadership: Concepts and Practice with Sage Vantage Peter Northouse – 6th edition. To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called *First Day*. You can easily access the required materials for this course at a discounted price and benefit from single sign-on access with no codes required in Canvas.**

Rutgers University will bill you at a discounted price as a course charge for these course materials. It is NOT recommended that you opt-out, as these materials are required to complete the course. You can choose to opt-out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price, and access to your materials may be suspended. For more information and FAQs, go to <https://customercare.bncollege.com>.

- 3. It is highly recommended that you bring a fully charged Laptop to every class.**

This course is delivered Face-to-Face in a classroom. However, we will be utilizing the Canvas learning management system to access learning materials, post announcements, submit assignments, communicate via the Inbox feature, and taking quizzes.

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.

Grading and Course Requirements (Points may be adjusted as the semester progresses.)

Activity	Points
Exams (2) (Highest Score counts 2x)	300
Leadership Podcast Team Presentation	100
Leadership Team Case Study & Report	200
Leadership Snapshot Team Case Presentation and Reports* (See Critiques and Rankings)	200
Leadership Development Plan- Part 1- End of Chapter Questionnaires & Journal Entries (max. 20 points each)	220
Leadership Development Plan- Part 2- Paper	100
Leadership Development Plan- Part 3- Mini Presentation	50
Attendance/Participation	100
Total Possible Points	1,270

Percentage	Grade
90-100%	A
86-89.9	B+
80-85.9	B
76-79.9	C+
70-75.9	C
60-69.9	D
<59.9	F

Examinations

There will be 2 non-cumulative exams (midterm and final). You are responsible for ALL assigned readings scheduled before the exam, my lecture notes, handouts, and any other course material (e.g., articles, guest lecturers, videos, class activities). Please note that I will not be dropping any exam grades. However, your highest exam grade will count double towards your final grade in this course. *Each exam is worth 100 points, with your highest score counting twice, for a possible total of 300 points.*

Exam Procedures

1. All exams will be in class. They will be online via Canvas and we will use the Respondus Lockdown Browser. A Laptop is needed for exams. Details will be provided before each exam.
2. All exams are closed book. All of your materials must be stowed away and out of site.
3. You are expected to complete your exam UNAIDED. Failure to do so will result in academic integrity charges brought against you.
4. After everyone has completed the exam and you receive your grade you may schedule a time to discuss it, if needed.

Make-up policy: The dates of the two exams are noted on the course syllabus. An exam grade of zero (0) will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled exam. Legitimate excuses include illness (verified with a note from a doctor), inclement weather when Rutgers declares that the University is closed, when the instructor emails the class announcing that class is suspended, or other critical circumstances such as a death in the family. Authorized makeup exams will be done during reading days at the end of the semester unless an agreement is made with the professor. An officially cancelled exam will be held at the next scheduled class period.

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

Leadership Podcast Team Presentation (100 points)

Working in your assigned groups, each team will be assigned a Podcast to watch and describe how the topic relates to this course and the implications in the field of leadership. Your presentation should be a maximum of 10 minutes. You can use any modality you wish (ex. create your own podcast, video recording, poster, poem, perform a skit, design a comic strip, create a PowerPoint presentation, etc.) Submit your presentation via Canvas by the due date. Most of the preparations for these presentations will be completed outside of class. All team members are responsible for what is presented, communicated, and handed in. Each team member must submit their presentation through Canvas.

Leadership Case Study- Team Presentations (200 points)

Student teams must prepare and present a case study from the textbook which will include a written summary (including the case questions) and a PowerPoint presentation. The case studies are designed to help students become better leaders. Both the presentation and the written summary should include the following components:

- Summary of the case
- Case Analysis/Problem Identification/Link to topics covered in the chapter.
- Case Questions- Using Leadership concepts from the chapter and proposed means to address the defined problem(s).

The entire presentation should not exceed 15 minutes. The case assignments are listed in the syllabus by week.

Presentations should be developed in PowerPoint using a “notes format”. A “notes format” hardcopy should include a slide copy (top half of page), and related discussion (bottom half of page). The written portion (10 pt. times new roman, single space) should provide a meaningful insight beyond a simple rehash of the slide bullets above. Think of the notes section as a report. Target length to the bottom half of page with limited spillover. All team members should have a role in the presentation and/or class discussion.

The cases will be graded as follows:

Oral Presentations:

- Ability to communicate (5 points)
- Summary of Case (15 points)
- Case Analysis/Problem Identification (15 points)
- Answers to case questions clearly conveyed (50 points)
- Presentation/Visual Aids/Videos, etc. (10 points)
- Class Participation elicited (5 points)

Written Notes “Report” Section

- Summary of Case (20 points)
- Case Analysis/Problem Identification (20 points)
- Answers to case questions (60 points)

Leadership Snapshot – Team Case Presentations (200 Points)

The purpose of the team assignment is to research, analyze, and present your team’s assigned leader and to elicit and respond to Q & A on that leader with the class. I will form teams and assign the leaders. All the leaders are highlighted in a Leadership Snapshot in the Northouse Text. You will use the text and other sources to complete this assignment.

- Include a cover slide identifying the leader, what they are known for/what company they are from, your team number, names, class, and section. (1 cover slide)
- Select and do an in-depth analysis of the leader’s background (1 slide), style (1 slide), challenges faced (environmental, industry, firm level, etc.) and leader response and associated outcomes. (2 slides)
- Select and include a short (max. 2 minutes) video of the leader. (1 placeholder slide)
- Provide 3 specific, actionable recommendations on how this leader might be more effective. (1 slide)
- Present 3 questions to the class for discussion (1 slide). Make sure they are open-ended and solicit thought and discussion. Select a team member to moderate this discussion.
- Manage your time carefully. If you are running long you need to “pull back” on question/discussion time.
- All team members should know all team case material.
- The team leader (or delegate) posts the PowerPoint to the team’s Discussion Board Thread on Canvas by the due date/time.
- Deliver a **12-15 minute PowerPoint Presentation (8 slides, 6 content)** to the class, allowing 5 minutes for Q&A and discussion (Participation opportunity for your classmates).
- Teams provide a professional, stapled, colored hard copy to the professor in class.

Presentations should be developed in PowerPoint using a “notes format”. A “notes format” hardcopy should include a slide copy (top half of page), and related discussion (bottom half of page). The written portion (10 pt. times new roman, single space) should provide a meaningful insight beyond a simple rehash of the slide bullets above. Think of the notes section as a report. Target length to the bottom half of page with limited spillover. All team members should have a role in the presentation and/or class discussion.

Leaders: Michelle Obama (Former U.S. First Lady), Nelson Mandela (First Black President of South Africa), Ridley Scott (Film Director and Producer), Ruth Bader Ginsburg (Former Associate Justice of the Supreme Court), Steve Jobs (Founder, Apple Inc.), Inna Braverman (Founder and CEO of Eco Wave Power), Project Aristotle-Google, Damien Hooper-Campbell (Chief Impact Officer, Stock X), Yvon Chouinard (Patagonia), Elizabeth Holmes (Founder and Former CEO, Theranos).

Critiques and Rankings

To enhance our collective leadership skill at providing critical feedback, every team will develop a significant, critical analysis of the content (as opposed to presentation style), for each of the other Leadership Snapshot Presentations presented and posted that:

- Summarizes your teams’ interpretation of the leader identified, role, environment, and approach to leadership (target 1 paragraph).
- Identifies at least 3 clear and concise bullet points on the Strengths of the content presented.
- Identifies at least 3 clear and concise bullet points on the Weaknesses of the content presented.
- Summarizes with a key point or two your team learned from this leader’s experience as presented (target 1 paragraph).

- Each team critique is merged into a single Word document. Each team critique should not exceed 1 double spaced page per team.
- One team member posts the Team Case Critiques to the Discussion Board on Canvas.
- Each team will also rank team presentations first to last, not including your own, ensuring that the critical analysis above supports the team's case ranking.
- One team member posts the Team Case Ranking to the respective Assignment on Canvas.
- **Rankings are not to be shared or posted.**
- **The quality of your critical feedback and your earned team rankings will contribute to a portion of your presentation/report grade.**

Leadership Development Plan (LDP) Assignment and Journal Entries

Part 1: End-of Chapter Questionnaires & Journal Entries (220 points):

- Students will complete 11 Leadership Questionnaires throughout the semester to determine their leadership style. They will then answer a few questions related to what they learned about themselves from the questionnaire and weekly chapter topic. Your weekly journals should be a thoughtful journey that demonstrates an analysis of your leadership from the perspective of each topic covered in the course. You should write in the first person; speak from your own voice, using "I" statements and avoid generalizations. Your weekly reflections should address the questions posed on this syllabus using your own leadership experiences to give substance to your ideas. The Questionnaires must be completed via Vantage Edge by the due dates on the syllabus and you must select "share results with instructor" before submitting it. The Journal Entries are to be posted on Canvas by the due dates on the syllabus.
- The following scoring rubric will be used to score your Questionnaires and Journal Entries:
 - 5 points: Submission of the completed assigned questionnaire.
 - 15 points: Submission of the questionnaire with a brief response to questions. (ex. < paragraph)
 - 20 points: Submission of the questionnaire with extended response to questions (ex. 2 or more paragraphs)

Part 2: LPD Paper (data integration, analysis, insights, plan) (100 Points):

- All 11 end-of-chapter questionnaires need to be completed to develop this. Each student will write a 3.5-to-5-page paper (12 pt. Times New Roman Double Spaced) addressing:
 - Your leadership "brand", short-term (12-18 months) and long-term (3+ years) goals.
 - 3 Key Strengths, with each Strength supported by 3-5 specific and comprehensive data points from your end of chapter questionnaire results.
 - 3 Development Needs, with each Need supported by 3-5 specific and comprehensive data points from your end of chapter questionnaire results.
 - Your specific, actionable, and time-framed plan for building your leadership capabilities and skills.
 - Attach an appendix neatly summarizing each questionnaire (Ch. 1-11) by Chapter, Title of Questionnaire, and Scores, and bold the scores you used to support your Strengths and Development Needs.

Part 3: LPD Mini Presentation (50 Points):

- Prepare a very brief **single slide** overview of your LDP Assessment and Plan. Highlight your evolving brand, an observed strength and weakness, and a key action item you have adopted. Time

allowing, seek one or two thoughts or comments from the class. **Hard stop at 5 minutes!** ALL LDP papers and mini presentations are to be posted to Canvas by the syllabus due date.

Participation and Attendance/Polling (100 Points)

Regularly attending class is important for you to do well on the assignments and exams. Because of this, I will take attendance during each lecture. This will be done through class participation, utilizing the Top Hat website and app. Every question you answer and every activity you participate in will go toward this portion of the class, so the more you come to class, the better off you will be.

This is a form of classroom technology that you will be able to access using a variety of technological options that you already have at your disposal (smartphone, tablet, laptop, etc.) We will go through a tutorial for this software on the first day of class, but I would highly recommend going through the website and familiarizing yourself with how it works.

1. In class, students are asked to answer questions posed in lecture by responding to questions in class. These questions will correspond to the topics at hand, to highlight important take-aways, and serve as attendance.
2. Several of the lecture periods will include completion of a related exercise/activity. Although most of 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.
3. I value the diversity that students bring to the classroom. Students come from a variety of backgrounds and a wide range of knowledge, motivation, and interests. I really appreciate and enjoy hearing your viewpoints!

For me to keep track of who responds to the polls (and for you to get credit for attending class), you will need to **register with the Top Hat website at least 24 hours prior to attending our first class session. This means you must be registered by Monday, January 20, 2024.**

There is a Top Hat link in our Canvas class site. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address. In Canvas, you must click on the Top Hat link at least once to establish your email connection between Top Hat and Canvas. This ensures you stay on the student roster in Top Hat and your grades can be seamlessly transferred to Canvas without an issue. Once you have clicked on the Top Hat link in Canvas at least once, anytime thereafter, you can access the course either way: by our course URL or continue clicking on the link in Canvas.

If you already have a Top Hat account, clicking the link in Canvas will take you directly to the course. If you don't have a Top Hat account yet:

- Go to <https://app.tophat.com/register/student>
- Enter Join Code: 633547

If a paid subscription is required, it will be listed at checkout when you enroll in our Top Hat Pro course.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

It should take less than 5 minutes.

Keep in mind that in order to participate, you will need to bring a cell phone, laptop, iPad, or another tablet with you to class. **A Laptop or Tablet is strongly recommended.** You are not penalized if you do not have access to any of these devices, but please email me at peter.pituco@rutgers.edu so we can figure something else out.

It is considered a serious act of academic dishonesty to respond to Top Hat questions when not physically present in the classroom. To be clear, you must be in a seat in the classroom: not on the bus, not down the hall- in the classroom, and ready to participate in the class!

Extra Credit

There may be opportunities throughout the semester. If so, I will make sure you are aware of them. ***Don't count on extra credit to save your grade.***

Learning Goals Met by This Course

COURSE-SPECIFIC LEARNING GOALS

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

1. Students will gain *through self-assessment questionnaires* an awareness of their own leadership philosophy, traits, skills, and behaviors.
2. Students will gain an understanding of the fundamental ways leadership is practiced in on-going organizations and the effectiveness of different leadership behaviors in different situations.
3. Students will gain an understanding and appreciation for the unique dimensions of their own leadership style, their strengths and areas of development, and ways to improve what they do as leaders.
4. Strengthened leadership, team, and presentation skills through team and individual assignments.

SMLR Learning Goals

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

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

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

1. Develop effective presentation skills appropriate for different settings and audiences.
2. Develop career management skills to navigate one's career.
3. Understand cultural differences and how to work in a multicultural environment.
4. Work productively in teams, in social networks, and on an individual basis.
5. Develop cultural ability competencies.
6. Demonstrate lifelong personal and professional development skills.

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, are welcome to answer your fellow students' questions when posted on the Discussion board. 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.

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: <https://academicintegrity.rutgers.edu>

All students registered for this course must electronically sign an Academic Integrity Contract via Canvas. 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.

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 and to make requests for accommodations: <https://ods.rutgers.edu/>.

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: <https://health.rutgers.edu/medical-and-counseling-services/counseling-services>.

Tentative Course Schedule: The content of the course will be covered in the following sequence. Please note that **dates are tentative and subject to change** (some topics may take more time and others less time, depending on students' interests). **Exam dates are firm.** Weekly information (Objectives, readings, etc.) will be posted on Canvas. Again, this is tentative and subject to change at my discretion or based on circumstances.

Week/Date	Topic/In-Class Activities (Not all-inclusive)	Readings/ Assignments Due by 5:00 p.m.
Week 1: 1/21/25	<ul style="list-style-type: none"> • Syllabus/Sage Vantage/Canvas/Top Hat • Poster Board Group Activity • Understanding Leadership 	N/A
Week 2: 1/28/25	<ul style="list-style-type: none"> • Recognizing Your Traits 	*Read Ch. 1 & Ch. 2 *Self-Assessment 1.3: Conceptualizing Leadership *Journal Entry #1: 1.5: Reflection #1 & #2. *Self-Assessment 2.3: Leadership Traits *Journal Entry #2: 2.5: Reflection #1 & Action #2
Week 3: 2/4/25	<ul style="list-style-type: none"> • Understanding Leadership Styles 	*Read Ch. 3 *Self-Assessment 3.3: Leadership Styles *Journal Entry #3: 3.5: Reflection #2 & Action #2
Week 4: 2/11/25	<ul style="list-style-type: none"> • Attending to Tasks and Relationships • Leadership Podcast Presentation (All Groups) 	*Read Ch. 4 *Self-Assessment 4.3: Task and Relationship *Journal Entry #4: 4.5: Reflection #1 *Leadership Podcast Presentation posted to Canvas (All Groups)
Week 5: 2/18/25	<ul style="list-style-type: none"> • Developing Leadership Skills • Case Study 5.1 Presentation- Give Me Shelter (Group 1) 	*Read Ch. 5 *Read Case Study- Give me Shelter. *Group #1 post Case 5.1 assignment to Canvas *Self-Assessment 5.3: Leadership Skills *Journal Entry #5: 5.5: Reflection #1 and #3
Week 6: 2/25/25	<ul style="list-style-type: none"> • Engaging Strengths • Case Study 6.1 Presentation- Ready to be a CEO? (Group 2) • Review for Exam #1 	*Read Ch. 6 *Read Case Study- Ready to be a CEO? *Group #2 post Case 6.1 assignment to Canvas *Self-Assessment 6.3: Leadership Strengths *Journal Entry #6: 6.5: Reflection #3 and Action #2

Week 7: 3/4/25	<ul style="list-style-type: none"> • Exam #1- Midterm (Ch. 1-6) • Creating a Vision 	<p>*Study-Exam #1 (Ch. 1-6) *Read Ch. 7 *Self-Assessment 7.3: Leadership Vision *Journal Entry #7: 7.5: Reflection #2 and Action #1</p>
Week 8: 3/11/25	<ul style="list-style-type: none"> • Working with Groups • Leadership Snapshot Presentations (All groups) 	<p>*Read Ch. 8 *Leadership Snapshot Presentations posted to Canvas (All Groups) *Self-Assessment 8.3: Group Leadership *Journal Entry #8: 8.5: Reflection #1 and #2</p>
3/18/25	<ul style="list-style-type: none"> • NO CLASS- SPRING BREAK 	
Week 9: 3/25/25	<ul style="list-style-type: none"> • Embracing Diversity and Inclusion • Case Study 9.1 Presentation- What's in a Name? (Group 3) 	<p>*Read Ch. 9 *Read Case Study- What's in a Name? *Group #3 post Case 9.1 assignment to Canvas *Self-Assessment 9.3: Cultural Diversity Awareness *Journal Entry #9: 9.5: Reflection #1 and Action #1</p>
Week 10: 4/1/25	<ul style="list-style-type: none"> • Managing Conflict • Case Study 10.1 Presentation- Office Space (Group 4) 	<p>*Read Ch. 10 *Read Case Study- Office Space *Group 4 post Case 10.1 assignment to Canvas *Self-Assessment 10.3: Conflict Style *Journal Entry #10: 10.5: Reflection #1 and Action #1</p>
Week 11: 4/8/25	<ul style="list-style-type: none"> • Addressing Ethics in Leadership Case Study 11.1 Presentation- The Write Choice (Group 5) 	<p>*Read Ch. 11 *Read Case Study- The Write Choice *Group 5 post Case 11.1 assignment to Canvas *Self-Assessment 11.3: Ethical Leadership Style *Journal Entry #11: 11.5: Reflection #1 and Action #1</p>
Week 12: 4/15/25	<ul style="list-style-type: none"> • Exploring Destructive Leadership • Case Study 12.1 Presentation – Dr. Chen Likes Power (Group 6) 	<p>*Read Ch. 12 *Read Case Study- Dr. Chen Likes Power *Group 6 post Case 12.1 assignment to Canvas</p>

Week 13: 4/22/25	<ul style="list-style-type: none"> • Day 1- Leadership Development Plan Presentations • Possible Review for Exam #2- Final Exam depending on date. 	
Week 14: 4/29/25	<ul style="list-style-type: none"> • Day 2- Leadership Development Plan Presentations (if needed) • Possible Review for Exam #2- Final Exam depending on date. • Exam #2- Final (Ch. 6-12)- Final Exam may be on this date. The date of the exam will be determined depending on how the course is flowing with presentations, etc. The class will be notified well in advance so they can plan accordingly. 	
5/6/25	<ul style="list-style-type: none"> • READING DAY- NO CLASS 	
DATE TBD- TIME TBD	<ul style="list-style-type: none"> • Exam #2- Final (Ch. 6-12)- Final Exam may be on this date. The date of the exam will be determined depending on how the course is flowing with presentations, etc. The class will be notified well in advance so they can plan accordingly. 	