

**Leadership in the Workplace**  
**37:624:348:E1**  
**Summer 2026- Online**

**Instructor:** Peter Pitucco  
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**Course Site:** (Canvas): <https://rutgers.instructure.com/courses/401536>

### **Course Overview**

This course introduces students to the fundamentals of leadership while focusing on real-world applications in the workplace. You will explore what it means to be an effective leader, identify key leadership traits, and develop the skills needed to inspire and guide individuals and teams. Topics include creating a compelling vision, working effectively with groups, managing conflict, making ethical decisions, and recognizing destructive leadership behaviors. Through self-assessments and reflective exercises, you will gain insight into your own leadership style and learn strategies to improve your effectiveness, preparing you to lead with confidence and impact in any professional setting.

### **Class Materials**

- 1. 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>.**

### **Method of Instruction**

This course is delivered *entirely* online through the Learning Management System, Canvas and Sage Vantage. There will be no Face-to-Face classroom sessions. The course is delivered in *asynchronous* mode. This means the learning activities and communication take place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there may be times when the instructor conducts a live chat session or a virtual office hour to address questions. **Even though you don't need to log in at any specific time, you are required to adhere to all course work due dates.**

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.

### **Course Structure, Workload Expectations & Why Weekly Activities Matter**

This 3-credit online course is designed for steady, hands-on learning. Weekly tasks are short but meaningful, helping you build skills gradually and consistently. The course is organized into weekly

modules. Each week begins on Monday and ends on a Sunday, with the exception of the first and final week of the semester.

**Each week, you are expected to complete the following core activities:**

- Complete assigned readings and watch mini lectures to grasp key concepts.
- Complete self-assessments to reflect on your leadership traits and style.
- Write journal entries to deepen understanding and apply ideas personally.

**Recommended Learning Activities:**

- Watch short videos that illustrate leadership in action. *(Not graded, but strongly recommended)*
- Complete chapter quizzes to check comprehension. *(Not graded, but strongly recommended)*

**Why These Activities Matter:**

- Serve as your “class time” in an online format.
- Reinforce key concepts and improve retention.
- Directly support your performance on major assignments.
- Promote consistent engagement, stronger exam performance, and deeper leadership insight.

**Student Responsibilities**

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anyplace, you are still expected to adhere to all due dates.

You are expected to:

- Have access to a reliable computer and access to the internet.
- Log in to Canvas for your course daily.
- Check for any announcements, updates to the syllabus, assignments, and/or discussions, and respond accordingly.
- Read the textbook and other assigned chapter(s), materials, etc.
- Watch the lectures.
- Complete assignments and adhere to all due dates.
- In case of computer failure: Make sure you have an alternative plan of access to your Canvas course in case your computer crashes (it happens). An extra computer at home, your employer’s computer, or a computer in your local library could be some alternatives. Additionally, be sure to back up your important documents and assignments on a flash drive or other external device.

**Use of GEN AI Tools**

- This course requires you to complete various assignments that assess your understanding and application of the course content.
- You are expected to do your own work and properly cite sources you use.
- Unless a statement is included in the directions for an assignment, you are Not Permitted to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers to complete any part of your assignments.
- Any attempt to use these tools will be considered academic misconduct.
- Students are expected to complete all work independently and without assistance of AI-generated content.
- If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

## **Grading and Course Requirements**

<b>Activity</b>	<b>Points</b>
Exams (2)	200
Leadership Snapshot Team Case Presentation	200
Leadership Development Plan- Part 1a- End of Chapter Self-Assessments (5 points each)	40
Leadership Development Plan- Part 1b- Journal Entries (max. 15 points each- must complete chapter self- assessment to receive credit for the journal.)	75
Leadership Development Plan- Part 2- Paper	100
Leadership Development Plan- Part 3- Mini Presentation	50
<b>Total Possible Points</b>	<b>665</b>

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
<u>&lt;59.9</u>	F

### **Chapter Quizzes (Not Graded- Strongly Recommended)**

Each week includes short chapter quizzes designed to reinforce your understanding of key leadership concepts. These quizzes are not graded, but they are strongly recommended as a way to check your comprehension, stay engaged with the material, and prepare for exams without cramming.

Quizzes are open for the full week, and you may use your notes and readings. Students who consistently complete the quizzes tend to perform better on exams.

### **Video Activities (Not Graded- Strongly Recommended)**

Weekly video activities provide an opportunity to see leadership concepts applied in real-world situations. After watching a short clip, you will respond to a few questions that connect theory to practice.

These activities are not graded, but they are an important part of the learning process. Completing them regularly will help reinforce key concepts and support your success in the course.

### **Examinations (200 Points)**

There will be 2 non-cumulative exams (midterm and final). Each exam is worth 100 points. 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.

## Exam Procedures

1. All exams will be online via Canvas and we will use the Respondus Lockdown Browser with Monitoring. A Laptop or Desktop computer is needed for exams. Details will be provided before each exam.
2. All exams are open notes. You are allowed to use any non-digital notes and class materials during the exam. You are NOT allowed to use any help from other people or students. This will result in academic integrity charges brought against you.
3. 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 doesn't take the exam without a legitimate excuse on the scheduled due dates. If I determine that a student should be allowed to make-up for an exam for a non-excused reason, there will be an automatic 20% penalty taken from the exam score.

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

## **Leadership Snapshot Case Presentations- Team Project (200 points)**

### **Purpose:**

The team assignment allows students to collaborate in researching, analyzing, and presenting a prominent leader. Using the Northouse text and at least 2 additional credible sources, your team will create a professional, multimedia presentation that highlights leadership lessons and practical applications. You are expected to apply relevant leadership concepts covered up to the point in the course when this is due. You are not expected to incorporate every chapter. You may incorporate additional concepts from later chapters if relevant, but this is not required. **The instructor will inform each team of their assigned leader. Teams are encouraged to begin coordinating during Week 1 due to the accelerated pace of the course.**

### **Requirements:**

- **Teams will be assigned leaders** from the Leadership Snapshots in Northouse (examples below).
- **Presentation Length:** 10–12 minutes, delivered as a recorded video (Zoom, Teams, etc.).
- **Format:** PowerPoint presentation with slides in “notes format” for additional detail.
- **See Canvas for Rubric.**

### **Presentation Content:**

1. **Cover Slide (1 slide):** Leader name, organization, what they are known for, team members, class, and section.
2. **Leader Background (1 slide):** Education, career, personal history relevant to leadership.
3. **Leadership Analysis (1 slide):** Apply course concepts (e.g., traits, skills, styles, task vs. relationship behaviors, vision, strengths).  
You must explicitly connect your analysis to leadership theories and concepts from the course.
4. **Challenges & Responses (2 slides):** Key obstacles faced, actions taken, and outcomes.
5. **Video Clip (1 slide):** Include a short (max 2 minutes) relevant video of the leader that supports your analysis.
6. **Recommendations (1 slide):** Three specific, actionable suggestions to improve the leader's effectiveness.
7. **Discussion Questions (1 slide):** Three open-ended questions that would promote discussion about the leader and their leadership.
8. **References (1 slide)**

### **Notes Section:**

- Expand on slide content in the notes section.
- Use **10 pt, Times New Roman, single-spaced** formatting.
- Notes should provide meaningful analysis beyond slide bullets.

### **Sources & Citations:**

- In addition to the course text, you must use at least two additional credible sources (e.g., articles, interviews, reputable websites).
- All sources must be cited using APA format.
- Include a **\*\*References** slide.

### **Team Expectations:**

- Each team member is expected to actively contribute to the research, development of slides and notes, and participation in the recorded presentation.
- All team members must participate in the recorded presentation, either by appearing on video or contributing voice narration. Each team member must clearly identify themselves when presenting (name on slide or verbally).
- Each member should demonstrate familiarity with all aspects of the presentation, not just their assigned portion.
- Groups may collaborate asynchronously; you are not required to meet live unless your group chooses to do so.
- If a group member becomes unresponsive or does not contribute, the team should notify me as early as possible so the issue can be addressed.

### **Submission:**

- One team member will submit on behalf of the group.
- Submit the following to Canvas:
  - Recorded presentation (10–12 minutes)
  - PDF of the PowerPoint (including notes)

### **Peer Accountability:**

- Each student is required to complete a brief peer evaluation in Canvas at the time of submission.
- This evaluation is submitted individually and will be used to assess group participation. Failure to complete the peer evaluation may impact your participation grade.
- If a group member does not contribute, their grade may be adjusted accordingly.

Leaders (Examples): 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).

## **Leadership Development Plan (LDP) Assignment**

### **Total Points: 265**

- **Part 1a: End of Chapter Self-Assessments – 40 points (Must complete to receive Journal Credit)**
- **Part 1b: Journal Entries – 75 points**
- **Part 2: LDP Paper – 100 points**
- **Part 3: Mini Presentation – 50 points**

## **Part 1: End-of-Chapter Self-Assessments & Journal Entries (115 points)**

### **Purpose:**

To help you understand your leadership style, reflect on your development, and apply course concepts weekly.

### **Requirements:**

- Complete 8 leadership self-assessments via Vantage by the due dates listed in the syllabus/Canvas.
- Select “share results with instructor” before submitting each self-assessment.
- Write weekly journal entries based on the self-assessment results and the chapter topic.

### **Journal Expectations:**

- Write in first person, using “I” statements; avoid generalizations.
- Reflect on your leadership experiences and connect them to course concepts.
- Answer the weekly questions provided in Canvas or the syllabus.
- Length: At least 1–2 well-developed paragraphs per question (~300–400 words).
- Due: Submit each journal weekly on Canvas by the specified deadline.

### **Journal Grading Rubric (15 points per entry):**

#### **Score Description**

<b>15</b>	<b>Extended Response: Depth, fully addresses prompt, 2+ well-developed paragraphs, including required data/numbering.</b>
<b>10</b>	<b>Brief Response: Meets minimum length, 1+ paragraphs, addresses all requirements OR 2+ paragraphs but analysis lacks depth/clarity.</b>
<b>0</b>	<b>Missing or insufficient; questionnaire not completed or journal does not address prompt.</b>

**Note:** If a journal entry includes multiple prompts, the total points for the entry is 15. For example:

- Prompt 1: Extended Response = 8 points, Brief Response = 5 points, Missing/Insufficient = 0 points
- Prompt 2: Extended Response = 7 points, Brief Response = 5 points, Missing/Insufficient = 0 points

**Questionnaires: 5 points each (8 x 5 = 40 points)**

**Journal Entries: 15 points each (5 x 15 = 75 points)**

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## **Part 2: Leadership Development Plan (LDP) Paper (100 points)**

### **Purpose:**

- The purpose of this assignment is to integrate your self-assessment results and weekly journal reflections to develop a clear understanding of your leadership style and create a structured plan for your continued growth.
- Your Leadership Development Plan should draw directly from the self-assessments and journal entries you have completed throughout the semester.
- This assignment is a culmination of your work throughout the semester, particularly your weekly journals and self-assessments.

### **Requirements:**

- **Complete all 8 self-assessments before writing the paper.**
- **Length: 3.5–5 pages, double-spaced, 12 pt. Times New Roman, 1” margins.**
- **Write in first person using your own experiences and reflections.**
- **Use specific examples and data from your self-assessments to support your analysis.**
- **Writing should be clear, organized, and professional.**

- **Include the following sections:**

- 1. Leadership Brand & Goals**

- Describe your leadership “brand.”
- State short-term goals (12–18 months) and long-term goals (3+ years).

- 2. Strengths (3)**

- Identify 3 key strengths.
- Support each strength with specific data points from your self-assessments and journal reflections.

- 3. Development Needs (3)**

- Identify 3 areas for growth.
- Support each development need with specific data points from your self-assessments and journal reflections.

- 4. Development Plan**

- Create a specific, actionable, and time-framed plan to build your leadership skills.

- 5. Appendix**

- Include a summary table of each questionnaire: Chapter, Title, Scores.
- Bold scores used to support strengths and development needs.

**Grading Criteria:**

<u>Component</u>	<u>Points</u>
Leadership Brand & Goals	15
Strengths (3)	25
Development Needs (3)	25
Development Plan	25
Appendix & Data Integration	10

**Part 3: LDP Mini Presentation (50 points)**

**Purpose:**

This presentation allows you to summarize and communicate the key insights from your Leadership Development Plan in a clear and concise format.

This assignment is a culmination of your work throughout the semester, particularly your weekly journals and self-assessments.

**Requirements:**

- 1 slide summarizing your LDP Assessment and Plan.
- Record yourself presenting the slide.
- **Highlight:**
  - Evolving leadership brand
  - One observed strength
  - One observed weakness
  - One key action item adopted
- **Length:** Maximum 5 minutes.
- **Submit:** Upload recording and slide to Canvas by the syllabus due date.

**Mini Presentation Grading Rubric:**

<u>Component</u>	<u>Points</u>
Clarity of Leadership Brand	10
Highlighted Strength & Weakness	15

<u>Component</u>	<u>Points</u>
Key Action Item	15
Delivery / Adherence to 5 min limit	10

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**Additional Notes:**

- All work must be original. AI-generated content must not be used.
- Cite all sources in APA format where applicable.

**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.

## 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** **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.

<b>Week/Dates</b>	<b>Topic (Not all-inclusive)</b>	<b>Readings/ Assignments Due this week</b>
<b>Week 1: 5/26/26- 5/31/26</b>	<ul style="list-style-type: none"><li>● <b>Syllabus/Sage Vantage/Canvas</b></li><li>● <b>Understanding Leadership</b></li><li>● <b>Recognizing Your Traits</b></li></ul>	<ul style="list-style-type: none"><li>*Read Ch. 1</li><li>*Watch Chapter 1 Lecture</li><li>*Self-Assessment 1.1: <b>Conceptualizing Leadership</b></li><li>*Read Ch. 2</li><li>*Watch Chapter 2 Lecture</li><li>*Self-Assessment 2.1: <b>Leadership Traits</b></li><li>*Journal Entry #1 (Ch. 1-2):<ul style="list-style-type: none"><li>● 1.5: Reflection #2</li><li>● 2.5: Reflection #1</li></ul></li></ul>

<p><b>Week 2:</b> 6/1/26- 6/7/26</p>	<ul style="list-style-type: none"> <li>● <b>Understanding Leadership Styles</b></li>   <li>● <b>Attending to Tasks and Relationships</b></li>   <li>● <b>Developing Leadership Skills</b></li> </ul>	<p>*Read Ch. 3 *Watch Chapter 3 Lecture *Self-Assessment 3.1: <b>Leadership Styles</b></p> <p>*Read Ch. 4 *Watch Chapter 4 Lecture</p> <p>*Read Ch. 5 *Watch Chapter 5 Lecture *Self-Assessment 5.1: <b>Leadership Skills</b></p> <p>*Journal Entry #2 (Ch. 3-5):</p> <ul style="list-style-type: none"> <li>● 3.5: Reflection #2</li> <li>● 5.5: Reflection #1</li> </ul>
<p><b>Week 3:</b> 6/8/26-6/14/26</p>	<ul style="list-style-type: none"> <li>● <b>Engaging Strengths</b></li>   <li>● <b>Creating a Vision</b></li> </ul>	<p>*Read Ch. 6 *Watch Chapter 6 Lecture *Self -Assessment 6.1: <b>Leadership Strengths</b></p> <p>*Read Ch. 7 *Watch Chapter 7 Lecture</p> <p>*Journal Entry #3 (Ch. 6-7):</p> <ul style="list-style-type: none"> <li>● 6.5: Reflection #3</li> <li>● 6.5: Action #2</li> </ul>
<p>6/11/26-6/12/26</p>	<ul style="list-style-type: none"> <li>● <b>Exam #1- Midterm (Ch 1-6)</b></li> </ul>	<p>Exam must be taken on one of these 2 days via Canvas using the Respondus Lockdown Browser.</p>
<p><b>Week 4:</b> 6/15/26-6/21/26</p>	<ul style="list-style-type: none"> <li>● <b>Working with Groups</b></li>   <li>● <b>Embracing Diversity and Inclusion</b></li>   <li>● <b>Managing Conflict</b></li> </ul>	<p>*Read Ch. 8 *Watch Chapter 8 Lecture *Self-Assessment 8.1: <b>Group Leadership</b></p> <p>*Read Ch. 9 *Watch Chapter 9 Lecture</p> <p>*Read Ch. 10 *Watch Chapter 10 Lecture *Self-Assessment 10.1: <b>Conflict Style</b></p> <p>*Journal Entry #4 (Ch. 8-10):</p> <ul style="list-style-type: none"> <li>● 8.5: Reflection #1</li> <li>● 10.5: Reflection #1</li> </ul>
<p>6/21/26 by 11:59pm</p>		<p>*Leadership Snapshot Team Presentations posted to Canvas (All Groups)</p>

<p><b>Week 5:</b> <b>6/22/26-6/28/26</b></p>	<ul style="list-style-type: none"> <li>● <b>Addressing Ethics in Leadership</b></li>   <li>● <b>Exploring Destructive Leadership</b></li> </ul>	<p><b>*Read Ch. 11</b> <b>*Watch Chapter 11 Lecture</b> <b>*Self-Assessment 11.1 Ethical Leadership Style</b></p> <p><b>*Read Ch. 12</b> <b>*Watch Chapter 12 Lecture</b></p> <p><b>*Journal Entry #5 (Ch.11-12):</b></p> <ul style="list-style-type: none"> <li>● <b>11.5: Reflection #1</b></li> <li>● <b>11.5: Action #1</b></li> </ul>
<p><b>6/30/26 by 11:59pm</b></p>		<p><b>*Leadership Development Plan Paper and Mini Presentations posted to Canvas.</b></p>
<p><b>7/1/26-7/2/26</b></p>	<ul style="list-style-type: none"> <li>● <b>Exam #2- Final (Ch 7-12)</b></li> </ul>	<p><b>Exam must be taken on one of these 2 days via Canvas using the Respondus Lockdown Browser.</b></p>