RUTGERS School of Management and Labor Relations

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<u>Office Hours</u>: Meeting by Appointment

<u>Text</u>: Leadership Theory, Application/Skill Development - 5th Edition   Lussier, Achua
South Western Cengage Learning   ISBN: 978-1-133-56157-6

Overview
This course is designed to provide managers with the tools necessary to effectively lead individuals and teams in today's complex organizational climate. Through simulations, live group exercises, discussion, case studies and reading; students will develop their leadership style and capability to supervise, motivate, build teams, manage group dynamics, communicate effectively, and deal with conflict. This course addresses key dimensions of leadership behavior: personal integrity, self-knowledge, vision, communication, organizational competence, and empowering people and teams.

Leadership skills can be learned, most people are not *born leaders*, as the myth would have it.
(*Myth: leaders are born, not made.)* Everyone, at one time or another will have (or has had) the opportunity to be leader.

Many renowned leaders, for instance, become known not so much for skills and knowledge which many others may also possess, but for their ability to use those skills and knowledge when specific situations arose which required them.

It is also important to know the difference between management skills and leadership skills, and to separate them . . .many managers are good at management, but are not leaders (the converse is sometimes also true.) Whereas managers' tasks are more 'control' oriented, leadership skills are more involved with such things as *inspiring followers, vision-creation, and abilities to listen, learn from experience, communicate well and assert themselves.*

However, do not confuse the idea that managers cannot be leaders, they of course can be, but to be a manager-leader means enhancing what are considered the usual manager routine/protocol skills.

Clearly the building of relationships is also critical to the leadership role, as is *building competence and credibility.* Leaders also deal with different aspects of *power and influence* than managers do, and their *values* may differ from those of control based managers. Some leaders are likely to be more individualistic and stand out more than others, whereas others may be less individualistic, more conservative and relate more strongly to 'the common person,' yet still be acknowledged for their leadership ability.

The ways in which leaders reason things out may often be different from those of managers whose work is largely based on following well-established routines and protocols. In this course we will explore most of the aspects of what is described above, and will aim to do so through hands-on classroom experiences.

Course Learning Objectives: *At the end of the course, students will*:
▪ be able to define and state the differences between manager-ship and leadership skills.
▪ demonstrate leadership through classroom experience, discussions and individual journals
▪ understand the idea that there are 'leaders and followers' is ambiguous and that followers
   may be likely candidates for leadership themselves.

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

Conduct:
As a diverse community of learners, students must strive to work together professionally in a setting of civility, tolerance, and respect for each other and the instructor. Rules of behavior include but are not limited to the following:
- Conflicting opinions among class members are to be respected and responded to in a professional manner.
- Having a "healthy" and respectful disagreement with others is encouraged; we learn through other voices.
- There are to be no offensive comments, language or gestures
- Students are expected to exhibit an appreciation for multinational and gender diversity and to develop management skills and judgment appropriate to such diversity in the workplace.

Academic Integrity
All students are required to read the Rutgers Academic Integrity Policy. Plagiarism will not be tolerated. All material (sentences, paragraphs, etc.) taken from another source must be cited. No exceptions.
http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Course Outcomes:
1. Leadership in Teams: Given an organizational situation, identify strategies to develop, maintain, motivate, and sustain self-managed teams using concepts, theories and techniques of team leadership.

2. Collaboration in Teams: Given a case study or leadership situation, collect, assimilate, disseminate, and maximize the views of team stakeholders in order to reach defensible goals with minimal conflict.

3. Conflict: Given an organizational situation that requires interpersonal or interdepartmental action, identify situations of conflict, diagnose the impact of a variety of behaviors, and develop a plan for conflict resolution using evidence-based methods.

4. Ethics: Given an organizational setting, identify ethical and dilemma-resolution practices, and make evidence-based decisions that integrate personal, social, and corporate responsibility.

5. Communication: Communicate verbally and in writing to individuals and groups in a concise, clear, organized, and well-supported manner using formats and technology relevant to the organizational context.

6. Motivation: Given a leadership situation, identify workplace commitment theories to incorporate influences and power as a leader to motivate organizational stakeholders.

7. Research: Given an organizational need to evaluate and defend its actions or potential actions; select, analyze, and apply the assessment techniques, research methods, and/or analyses needed to evaluate and defend those actions based on evidence

8. Knowledge and Understanding of the Field: Demonstrate competency in identifying and integrating the major concepts, theoretical perspectives, historical trends, and key figures in the field of organizational leadership.

9. Change: Evaluate the impact of change on organizations, organizational members, and other stakeholders and apply appropriate change models and theories to facilitate successful change.

10. Global diversity: Analyze and evaluate the involvement of diversity in leadership issues, with special attention to the implications of diversity for individuals, organizations, and societies.

11. Interpersonal Effectiveness: Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Reading, Audio/Video Assignments
Students are required to review textbook chapters, along with videos, articles and other required reading.

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

Audio/Visual
Students are required to watch instructor generated video presentations as well as review week to week videos. All audio and video material is provided through links within the course shell.

Forum discussions: Students are required to engage in self-reflection and critical thinking on all required forums. The assignment is then shared with the learning community members and discussed.

Overall assessment (forums, individual projects, course project) involves whether or not the student has:
1. Grasped the content of required reading and audio/visual assignments.
2. Provided personal meaning and/or developed new perspectives on course topics.
3. Engaged in critical thinking by considering course material in relation to current events, past experiences and opportunities for professional growth.

Students may share an outline (of their deliverables) with the instructor anytime during the semester for review and comment.

Item % of Grade	Assignment and Associated Points
A) Introductory Assignment **5%**	**Introductory Assignment** 50 points
B) Project Part 1 - 3 **25%**	*Choice of Two of the following* **Journal Project/Personal Improvement Plan/Leader I Have Followed** 125 points each (total 250 points)
C) Project Part 4 **20%**	**Leadership Application Scenario** **Word/PowerPoint** 25 points for the outline; 175 points for the project
C) Forum comments **15%**	**3 Forums** 50 points each (total 150 points)
E) Quiz **5%**	**Covering Week 1-4 content** Essay 50 points
F) Exam 1 **15%**	**Exam** Short Answer/Essay 150 points
G) Exam 2 **15%**	**Exam** Short Answer/Essay 150 points
100%	TOTAL

A) Introductory Assignment: Student Intro, expectations, career interests, key topics, Leadership news*

B) Projects 1 - 3:
   Select **two** of the following: a) Journal Project b) Personal Improvement Plan c) Leader I Have Followed
   Journal: documents a 'diary" of personal/work/family Leadership situations and aligns to course content
   Personal Improvement Plan (PIP): customized plan to support your personal/work goal (s)
   Leader I Have Followed: focuses on the Leader/Mentor relationship, lessons learned

C) Project 4: Self-select Leadership topic(s); provide relevant research; align to course content; use current day workplace examples

D) Forum comments: Select ONE; post original comment, reply to others; post second comment
Align comments to content covered from book, videos and articles. Please share your personal experience (home/work/community) as you discuss and review Leadership concepts and focus

E) Quiz: One essay question covering content from weeks 1-4

F) Exam 1: Comprehensive essay exam covering content from weeks 1-5 <90 minutes>

G) Exam2: Comprehensive essay exam covering content from weeks 6-12 <90 Minutes>

Policies and Procedures

Please plan ahead

Identify requirements and expectations, plan and schedule time to work on your deliverables. Aim to balance your work, family and community responsibilities. Please prepare and review the calendar of due dates.

Please connect with your Instructor (as early as possible) if you have questions or clarification on expectations.

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

Due Dates
Forums open on Thursdays and close 9:00 pm Wednesday evenings. A first comment in each area of a forum is required by 11:49 pm Sunday the week a forum is open. When the first comment deadline is missed more than 50% of participation points will be deducted from a student's total forum score. Forum work cannot be made up.

1. Forums: The 1st comment deadline for forums is **Sunday**, 11:59 pm. All forums lock at **11:59 pm Tuesdays**. Forum work cannot be made up.

2. Projects: These assignments can be submitted up to 24 hours late for a penalty of 10% of the value of the assignment. (One letter grade deduction)

3. Exams/Quiz: Students have three days to complete each exam/quiz. Exam 1 must be taken between M 10/12 and W 10/14. Exam 2 must be taken between W 12/9 and S 12/12. Quiz 1 must be taken between M 9/28 and W 9/30. NO Make-Up exam will be permitted.

Recognize Best Practices and Use Them to Achieve Success
Students are provided specific instructions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand exactly how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for all assignments.

Class Sessions

1. The course week begins on **Thursdays.**
   - Students are expected to enter the course for the first time the first day of the semester, (Tuesday) September 1st.

   - The last day students will be expected to log into the course prior to final grades being posted is December 12th (last day final exam is open.)

2. A weekly message will be sent to the class as well as uploaded into the course weekly messages file in document sharing by **10 am Thursday**. Information about content or assignment procedure is available in the weekly message.

3. Each course week is 7 days in length with the exception of week 14. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

Extra Credit: NO additional projects, assignments or Exams will be permitted

Checking Email

Instructor's Email Checking Policy

Unless you receive advance notification, I will check my email by 8PM Eastern Time weekdays. If you send a comment or question, you'll receive a response within 24 hours. *This policy excludes Sundays and Thanksgiving.*

Students Email Checking Policy

It is the responsibility of the student to check for incoming course related messages at least 2 times a week. Once a week – I will send the class a weekly message which should be reviewed as soon as possible. In addition, students will receive messages from me regarding a variety of topics throughout the semester. Forgetting or being unable to check your email is not an excuse! Email messages are ALWAYS sent to the student's default email address for the course. If you do not know your default email address, contact your instructor. You can change your default email address for the course – or - forward your school email to a personal email if that is more convenient.

Course Expectations

Self-Empowerment

Use of Technical Tools & Problem Solving
It is each student's responsibility to learn to maneuver around the course and use course tools. All students have a wealth of information and support to achieve this goal.

Student Resources
Please make it a priority to get acclimated to the online learning venue. Contacts to assist with technical questions has been provided xxx

Resources available:
- The Course Tools page – provides written information and instructions that address all aspects of technical performance within this course.

- Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address). Links to videos are located on the Course Tools page.

- Instructions – Basic and specific instructions and links are provided to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell. The course week page (example Week 1) will provide a set of expectations and instructions.

Schedule – Spring 2015

Week	Chapter	Topic(s)	Due
		Individuals as Leaders	
1	1	Leadership Characteristics Case: Groupon (p 3) Video Case: P.F. Chang's (p29)	
2	2	Leadership Traits and Ethics Case: Dupont (p33) Self Assessment: Personality Profile (p33-34)	Intro Assignment
3	3	Leadership Behavior and Motivation Self Assessment: Leadership Style (p72-73)	Forum 1
4	4	Contingency Leadership Theories Case: Pepsi Co (p112) Video Case: Leadership at McDonald's (p141) Self-Assessment: Determining Leadership Style (p141-143)	Quiz (Ch 1-4)
5	5	Influencing: Power, Politics, Networking, and Negotiation Case: Mark Cuban (p148) Self Assessment: Use of Political Power (p160) Self Assessment: Networking (p166)	Leader I Have followed Project
6		LEADERSHIP WORK WEEK	Exam 1 Ch (1-5)
		Team Leadership	
7	6	Communication, Coaching and Conflict Skills Self-Assessment: Listening Skills (p195-196)	
8	7	Leader – Follower Relations Self Assessment: Relationship with your Manager (p242) Self Assessment: Effective Followership (p255)	Forum 2
9	8	Team Leadership and Self-Managed Teams Case: Southwest Airlines (p277) Self Assessment: Assessing Teamwork (p281-282) Case: Federal Express (p311-312)	Journal project Project4 Outline
		Organizational Leadership	
10	9	Charismatic and Transformational Leadership Case: Oprah (p323) Self Assessment: Transactional/Transformational Leader (p344-5)	Project 4 outline
11	10	Leadership of Culture, Ethics and Diversity Case: Avon (p357) Self Assessment: Personal Values (p371-372) Video Case: Pepsi (p389)	Personal Improvement Plan (PIP) Project Forum 3
12	11	Strategic Leadership and Change Management Case: Google (p394), Case: Nike (p423-424) Self Assessment: Learning Organizations (p448)	
13	12	Crisis Leadership and the Learning Organization Self Assessment: Personality/Crisis – Learning Organization (p456)	Project 4
		Thanksgiving	
13			Exam 2 Ch (6-12)

Individual Projects: Select ANY 2

1. **<u>Leader I have followed</u>**   <week 5>   <3-4 pages>

<12 font – double spaced – word document>

Think about a time when you followed (were mentored by) someone you admired and respected as a leader.

<u>Assignment</u>:
a) What was the situation (project, program or activity) which you were involved with this individual?

b) Describe the relationship with the individual. What was your objective? Describe how you felt when you connected with this individual, and how this person made you feel about yourself.

c) Outline four leadership actions this person demonstrated to get you and others to perform at your best? Consider what this individual did as a leader that you admired and respected. Please provide two specific examples.

d) What did this leader do to gain your trust, motivate you and get the group or organization to achieve extraordinary results?

e) Summarize 2-3 Leadership "lessons-learned". What specific Leadership traits do you feel they have to engage, connect and provide a positive long-lasting relationship?

2. Journal Project <week 9> [4 entries]

[**4 entries – 2 pages each entry**] [see journal template below]

<12 font – double spaced – word document>

The purpose of this journal is to highlight your reflection on course content and its application to your life and development as a leader. The single most effective way to maximize the impact of what you learn in this course is to reflect on what you've learned and how it applies to your personal and professional life, and then to document your thoughts.

As you observe leadership situations in your daily life, make a mental note of them, then reflect on these situations and document your reflections in your journal.
Note: Your reflections should tie closely to specific concepts that you have learned in the course.

Simply recording events or describing an experience is not sufficient. Please consider every leadership focused situation, relate to class content, and highlight lessons learned.

Each journal entry should indicate the purpose/objective of the event, description of the situation, date, leadership dimensions introduced, required action, action taken, your reaction, and expected results. NOTE: please align to course content

Your journals should include: 1) depth of your insights and reflections (all journal entries will be kept confidential) and 2) relevance to the course material.

Journal of Leadership Events

1	*Purpose/Objective of the Leadership Event* -describe set of Leadership goals/expectations
2	*Leadership Event Description* -outline situation, individuals involved (their roles), method used (e.g. face to face, group, other)
3	*Location/Date* -online, in person, on the phone, email; along with day/date
4	*Key Leadership Dimensions introduced* -(e.g.) conflict, ethics, culture, leadership style, influencing others, networking, negotiation, change management
5	*Leadership Dimensions applied* -(e.g.) motivation, effective/ineffective communication, coaching, other action recommended)
6	*Your reaction* -agree/disagree with approach, provide rationale, your recommendations; include lessons-learned
7	*Expected results* -short/long term impact

*for privacy purposes; please use initials or create fictional names

3. **Personal Improvement Plan** (PIP)   <week 11>

<12 font – double spaced – word document>

You will develop an *individual personalized* improvement plan. *<3-4 pages>*

The purpose of the PIP is to establish a plan to identify and develop or enhance a set of skills or functions (either in your personal or work life) that you feel will support your career or personal goals.

The first step is to be honest with yourself to assess an area for improvement (beyond taking a formal course) to become more experienced, knowledgeable or confident. These can include (but are not limited to) communications skills, public speaking, time management, taking a lead role in your work, negotiation, conflict management, change management or other functional skills.

a) Mission statement: Document your focus (along with a set of goals-vision projection) for your career and life.

NOTE: Through a detailed (candid) review of related key dimensions of leadership including self-awareness, self-management, and relationship management you will discover your primary leadership strengths and areas for improvement.

b) Write an engagement statement: Develop and state an action plan (goal: objectives: actions: measurements) with specific timelines to identify, and work on your key area(s) for improvement, along with your definition of success and expectations.

c) Research Requirements: Identify specific research needs; information on key concepts, techniques, learning methods, workplace examples, recommendations and measurements of success.

d) Tracking progress: Use a journaling method to track your own journey of incorporating (newly acquired) self mastery techniques in your life. For a period of 4 weeks document the self-mastery life-skills you have learned and reinforced in class. Review week to week activities, goals, measurements, and progress.

e) Overall Evaluation: At the end of the 4 week process, write an overall evaluation of the effectiveness of incorporating life-skills.

f) Peer Evaluation: Include an interview of a close associate (ideally your Supervisor) highlighting specific observations they have regarding noticeable changes in your leadership behavior.

Project: Select ONE

Select ONE of the following Projects

A)   Workshop <due – week 13>

Develop, research and design a leadership workshop.

You will select a Leadership topic(s) to instruct the class. Topic selections will be made by the end of week 4.

Format: 3-4 pages; [12 font – double spaced] word document including links to relevant videos

The workshop will follow the same methodology for the class (content, workplace experience, reflection), although the order can vary. Suggested focus for the workshop will include:

- Topic (s)
- Why Important to the Leadership role
- Key Learning Objectives
- Workplace examples and applications
- Implications for Leadership

Requirement:

Outline due (end of week 4) <see Project4 requirements>

Provide the instructor with a 3-4 page paper outlining:

a) The importance of this topic to leadership
b) Why it was chosen
c) What real-world problems it could likely address
d) How you might go about introducing this concept or technique in an organization

NOTE: Please be sure to use current day workplace examples/scenarios to outline how the techniques and methods chosen support Leadership needs.

The instructor will be available for coaching, guidance and support.

B) **Leadership through the lens** (movie review)   <due – week 13>

Outline due (end of week 4) <see Project4 requirements>

You will select a movie title that incorporates Leadership topic(s). <see list of possible movie titles> Topic selections will be made by the end of week 4.

Format: 3-4 pages; [12 font – double spaced] word document including links to relevant videos

a) Choose and review a movie (from an approved leadership movie list) with a focus on identifying and critically analyzing the leaders (depicted in the movie) as well as the leadership themes, theories, situations, etc. in the film.

b) Focus on a specific aspect of the film and write a paper (including research findings and examination on the identified key Leadership theme(s).

c) Your paper will include the highlights of the storyline, character issues, relevant leadership challenges, impact, and recommendations.

d) In addition to your research findings (on your topic of choice), address the relationships among key characters in the movie, along with a practical view of "lessons-learned" captured that can be applied to the workplace.

The instructor will be available for coaching, guidance and support.

NOTE: Please be sure to use current day workplace examples/scenarios to outline how the techniques and methods chosen support Leadership needs.

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

Grading

	Test1 (150)	Intro Assignment (50)	Forum1 (50)	Forum2 (50)	Forum3 (50)	Individual Project A* (125)	Individual Project B* (125)	Project 4 Outline (25)	Project4 (175)	Quiz (50)	Test 2 (150)		
A	142.5	47.5	47.5	47.5	47.5	118.75	118.75	23.75	166.25	47.5	142.5	**A**	(95)
B+	132.0	44.0	44.0	44.0	44.0	110.00	110.00	22.00	154.00	44.0	132.0	**B+**	(88)
B	124.5	41.5	41.5	41.5	41.5	103.75	103.75	20.75	145.25	41.5	124.5	**B**	(83)
C+	117.0	39.0	39.0	39.0	39.0	97.50	97.50	19.50	136.50	39.0	117.0	**C+**	(78)
C	109.5	36.5	36.5	36.5	36.5	91.25	91.25	18.25	127.75	36.5	109.5	**C**	(73)
D	97.5	32.5	32.5	32.5	32.5	81.25	81.25	16.25	113.75	32.5	97.5	**D**	(65)

*Project1/Project2/Project3: you will select TWO of these to complete