

Leadership in the Workplace

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Office Hours: By Appointment

(This is a preliminary syllabus subject to change)

Text: 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, 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 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 study 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 learning experiences such as discussions and interaction with groups, and thought provoking articles and videos
- Understand that 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

Course Expectations

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 professor. 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.

Assignments:

- Complete all assignments on time; connect with professor to review or clarify requirements

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 and 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.

Item % of Grade	Assignment and Associated Points
A) Introductory Assignment 5%	Introductory Assignment 50 points
B) Movie Assignment 1 10%	Remember the Titans movie 125 points
C) Movie Assignment 2 10%	Enron: The Smartest Guys in the Room 125 points
D) Forum comments 15%	3 Forums 75 points each (total 225 points)
E) Quiz 5%	Covering Week 1-4 content Essay 50 points
F) Topics: Paper 15%	Week 13 75 points

G) Exam 1 20%	Exam Short Answer/Essay 175 points
H) Exam 2 20%	Exam Short Answer/Essay 175 points

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

B) Forum comments: Select ONE; post original comment, reply to others; post second and third 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

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

D) Movie Assignments 1 & 2: Write a two page paper to answer the given questions. Be sure to align your answer to concepts and theories covered in the course

E) Exam 1: Comprehensive essay exam covering content from weeks 1-5

F) Exam2: Comprehensive essay exam covering content from weeks 6-12

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 Professor (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 Date

Forums open on Tuesdays and close 11:00 pm Monday evenings. A first comment in each area of a forum is required by Friday of 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 first comment deadline for forums is **Friday, 11:59 pm**. All forums lock at **11 pm Monday**. Forum work cannot be made up.

2. Individual Movie assignments/papers: 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: Students have three days to complete each exam. **Exam 1 must be taken between Wed 10/11 and Fri 10/13.**

Exam 2 must be taken between Monday 12/11 and Wednesday 12/13. You will have two hours to complete. 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. 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 **Tuesdays**.

- Students are expected to enter the course for the first time the first day of the semester, (Tuesday) Sep. 5
- The last day students will be expected to log into the course prior to final grades being posted is December 13 (last day final exam is open.)

2. A weekly message will be sent to the class as well as uploaded into the course Weekly announcements by **10 am Tuesday**. 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 8. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

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

Checking Email

Instructor's Email Checking Policy

I will check my email by 8PM Eastern Time weekdays. If you send a comment or question, you'll receive a response as soon as possible (latest within 24 hours). *This policy excludes Sundays.*

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 professor. You can change your default email address for the course – or - forward your school email to a personal email if that is more convenient.

Schedule – Fall 2017

Week	Chapter	Topic(s)	Due
		<i>Individuals as Leaders</i>	
1	1	Leadership Characteristics Case: Groupon (p 3) Video Case: P.F. Chang's (p29)	
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)	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)	
6		LEADERSHIP WORK WEEK	Exam 1 Ch (1-5)
		<i>Team Leadership</i>	
7	6	Communication, Coaching and Conflict Skills Self-Assessment: Listening Skills (p195-196)	Forum 2
8	7	Leader-Follower Relations Self-Assessment: Relationship with your Manager (p242) Self-Assessment: Effective Followership (p255)	
9	8	Team Leadership and Self-Managed Teams Case: Southwest Airlines (p277) Self Assessment: Assessing Teamwork (p281-282) Case: Federal Express (p311-312)	Movie 1 Assignment
		<i>Organizational Leadership</i>	
10	9 and 10	a) Charismatic and Transformational Leadership Case: Oprah (p323) Self Assessment: Transactional/Transformational Leader (p344-5) Video b) Leadership of Culture, Ethics and Diversity Case: Avon (p357) Self-Assessment: Personal Values (p371-372) Video case: Pepsi (p389)	Forum 3
11	11	Strategic Leadership and Change Management Case: Google (p394), Case: Nike (p423-424) Self Assessment: Learning Organizations (p448)	
12	12	Crisis Leadership and the Learning Organization Self Assessment: Personality/Crisis – Learning Organization (p456)	Movie Assignment 2
13	13	Women and Leadership	Writing assignment
14			Exam 2 Ch (6-12)

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Call: 848-932-4702

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Pearson Learning Studio (eCollege) platform Helpdesk

Call toll free 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)

