

Leadership in the Workplace

37:575:318 Spring 2019

Professor Sandy Becker beckers@rutgers.edu

Office Hours: Meeting by Appointment

Text: Leadership Theory, Application/Skill Development - 6th Edition Lussier, Achua
Cengage Learning ISBN: 978-1-285-86944-5 <http://www.cengagebrain.com/course/2688842>

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 role play, group exercises, discussion, case studies, video 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 become known not so much for skills and knowledge which many others may also possess, but for their ability to apply 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 more conservative and relate more strongly to 'the common person,' yet still be acknowledged for their leadership effectiveness.

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 tasks, routines and methods. In this course we will explore most of the aspects of what is described above, and will aim to do so through hands-on experiences.

Learning Objectives After completing this course, the student will be able to:

Labor Studies and Employment Relations Department:

- Work productively in teams, in social networks, and on an individual basis.

School of Management and Labor Relations:

- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations.

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 course experience, discussions and individual journals
- Understand the idea that ‘leaders and followers’ is ambiguous and that followers may be likely candidates for leadership roles
- Through readings begin to specifically define leadership skills and relate to them personally either through direct observation(s) or personal and work experience(s)
- Develop insight and understanding of their own potential(s) for leadership, as well as attitudes and behaviors which drive their development as leaders within their own organization(s), networks, and other 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 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.

Assignments: <please review calendar for due dates>

- Complete all assignments on time; connect with the Instructor to review/clarify requirements in a timely manner.

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.

https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/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.

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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 provided on the course shell.

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 personal or work experiences and opportunities for professional growth.

NOTE: 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) Journal (one entry) 1%	Journal entry (one event) 10 points
B) Introductory Assignment 4%	Introductory Assignment 40 points
B) Project Part 1 - 3 25%	<i>Choice of Two of the following</i> Project 1: Journal Project (4 entries) Project 2: Leader I Have Followed Project 3: Personal Improvement Plan 125 points each (total 250 points)
C) Project Part 4 20%	Leadership Scenario Word document/PowerPoint 50 points for the outline; 150 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: 1000 points

- A) **Journal Entry:** <due week 1> Document one leadership event reflecting a personal/work/family scenario
- B) **Introductory Assignment:** <due by week 2>
Student Intro, expectations, career interests, key topics, Leadership news, leadership considerations
- C) **Projects 1 - 3:**
Select **two** of the following:
- Project 1: Journal <due by week 2>*
Documents a ‘diary’ of personal/work/family Leadership situations and aligns to course content
- Project 2: Leader I Have Followed <due by week 6>*
Focuses on the Leader/Mentor relationship process and experience; including lessons learned
- Project 3: Personal Improvement <due by week 10>*
Personal Improvement Plan (PIP): customized plan to support your personal/work goal (s)
- Project 4:** <initial outline due by week 5> <graded outline due by week 9> <project by week 12>
- D) Self-select Leadership topic(s); provide relevant research; align to course content; use current day workplace examples <workshop or movie storyline>
- Forum comments:** <Forum 1: week 3> <Forum 2: week 7> <Forum 3: week 10>
- E) Select ONE question; 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 how they are applied.
- F) **Quiz:** <week 4> One essay question covering content from weeks 1-4
- G) **Exam 1:** <week 6> Comprehensive essay exam covering content from weeks 1-5
- H) **Exam2:** <week 14> 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 Instructor (as early as possible) if you have questions or clarification on expectations.

Late Assignment Policy:

Assignments are due on the dates/times identified.

Grade will be deducted (by 25%) from any assignment/project submitted after the designated due date

ASSIGNMENTS LATER THAN ONE WEEK PAST DUE WILL NOT BE ACCEPTED.

NO (EXTRA CREDIT) ADDITIONAL ASSIGNMENTS/PROJECTS ARE PERMITTED.

Helpdesk Contact Information:
Email: help@ecollege.rutgers.edu

Local Rutgers University Helpdesk

Call: 848-932-4702

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 11:59 pm Sunday the week a forum is open. When the first comment deadline is missed 50% of participation points will be deducted from a student's total forum score. **FORUM COMMENTS CAN NOT BE MADE UP.**

1. Forums: The 1st comment deadline for forums is **Sunday**, 11:59 pm. All forums lock at 12 Noon on **Wednesdays**. Forum work cannot be made up.
2. Individual Projects/Course Project: Projects or assignments submitted late will have a penalty of 25% of the total value. All assignments/projects are **due by 12 Noon** on the due date.
3. Exams: There are two Exams. There is no Final Exam. Students have three days to complete each exam. **NO Make-Up Exam will be permitted.**

Recognize Best Practices and Use Them to Achieve Success

Specific instructions on how to complete each assignment is provided (see Project Information) within the course shell as well as in the weekly announcements. In addition, specific grading rubrics are posted (in the week required) to provide an understanding how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for all assignments. Please review these rubrics. Please forward any questions.

Class Sessions

1. Each course week begins on **Thursdays**.
 - Students are expected to enter the course for the first time the first day of the semester.
 - Course content will be available until the final day of classes
2. A weekly announcement message or email will be sent to the class by **Thursday AM**. This will include a summary of requirements and clarification of deliverables for the week.
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. Projects can be posted on or before the due date.

NO Make-Up Exams, Assignments or additional projects for extra credit 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 will receive a response within 24 hours. *This policy excludes Sundays and Holidays.*

Students Email Checking Policy

It is the responsibility of the student to check for incoming course related messages at least 2 times per 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. You can change your default email address for the course – or - forward your school email to a personal email if that is more convenient.

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Schedule – Spring 2019

Week	Chapter	Topic(s)	Due
Unit I: Individuals as Leaders			
1	1	<i>Leadership Characteristics</i>	Journal Entry (one)
2	2	<i>Leadership Traits and Ethics</i> Self-Assessment: Personality Profile (p33)	Intro Assignment Project 1: <i>Journal Project</i>
3	3	<i>Leadership Behavior and Motivation</i> Self-Assessment: Leadership Style (p71-72)	Forum 1
4	4	<i>Contingency Leadership Theories</i> Self-Assessment: Determining Your Leadership Style (p136-138)	Quiz (Ch 1-4)
5	5	<i>Influencing: Power, Politics, Networking, and Negotiation</i> Self-Assessment: Use of Political Power (p153-154) Self-Assessment: Networking (p159)	Project 4 Outline (draft)
6		LEADERSHIP IN THE WORKPLACE REVIEW WEEK	Exam 1: Ch (1-5) Project 2: <i>Leader I Have Followed</i>
Unit II: Team Leadership			
7	6	<i>Communication, Coaching and Conflict Skills</i> Self-Assessment: Listening Skills (p188)	Forum 2
8	7	<i>Leader – Follower Relations</i> Self-Assessment: Relationship with your Manager (p233) Self-Assessment: Effective Followers (p243)	
9	8	<i>Team Leadership and Self-Managed Teams</i> Self-Assessment: Assessing Teamwork (p274)	(Graded) Outline for Project 4
Unit III: Organizational Leadership			
10	9	<i>Charismatic and Transformational Leadership</i> Self-Assessment: Transactional/Transformational Leader (p329)	Project 3: <i>Personal Improvement Plan (PIP)</i> Forum 3
11	10	<i>Leadership of Culture, Ethics and Diversity</i> Self-Assessment: Personal Values (p372)	
12	11	<i>Strategic Leadership and Change Management</i> Self-Assessment: Strategic Leadership (p410)	Project 4: Leadership Scenario
13	12	<i>Crisis Leadership and the Learning Organization</i> Self-Assessment: Learning Organizations (p446)	
14		Leadership “Lessons Learned”	Exam 2: Ch. (6-12)

Individual Projects: Select ANY 2 (of 3)

1. Journal <due by week 2> [4 entries] <see journal template>

You will maintain a personal leadership journal. The purpose of this journal is to highlight your reflection on the 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 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 as closely as possible to specific concepts that you have learned in the course.

Each journal entry should indicate date of experience, situation, description of event, required action, action taken, your reaction, and alignment with course content.

I will be looking for: 1) depth of your insights and reflections (all journal entries will be kept confidential) and 2) relevance to the course material. Simply recording events or answering questions from the text are not sufficient. Please consider every situation, correlate to our class content, and highlight lessons learned.

2. Leader I have followed <due by week 6> <3-4 pages>

Think about a time when you followed the direction of someone you admired and respected as a leader.

Assignment:

- a) What was the situation (project, program or activity) which you were involved with the individual?
- b) How did this person make you feel? Identify four words you would use to 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. What did this leader do to gain trust, motivate you and get the group or organization to get extraordinary results?
- d) Summarize 2-3 Leadership "lessons-learned".

3. Personal Improvement Plan <due by week 10>

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

- a) Write a vision projection for your career and life and then through a detailed review of the key dimensions of leadership including self-awareness, self-management, social awareness and relationship management you will discover your primary leadership strengths and leadership weakness.
- b) Write an engagement statement; develop and state an action plan (goal: objectives: actions: measurements) with timelines to work on your key weakness and exemplify your key strengths.
- c) Use a journaling method to track your own journey of incorporating self-mastery techniques in your life. For a period of 4 weeks utilize and document the self-mastery life-skills we have learned and practiced in class.
- d) At the end of the 4 week process, write an overall evaluation of the effectiveness of incorporating life-skills including self-evaluation and an interview of a close associate regarding any noticeable changes in your style or behavior.

Project4: (Group) Leadership Scenario: Select 1 of the following options <due by week 12>

A) Group Project (workshop)

Will be responsible for developing, designing, and presenting a leadership workshop. You will select a topic or skill that they wish to instruct the class.

Topic selections will be made by week 5. The workshop should take 15 minutes to deliver.

The workshop will follow the same format as the methodology for the class (theory, experience, current day workplace application, and reflection/feedback). The order may be different depending on the intent of the workshop. Each group can use the medium of their choice to communicate the content and deliver learning outcomes. Suggested format for the workshop will include:

- Subject
- Why Important – relevancy to the workplace
- Key Learning Objectives
- Exercise or Learning Opportunity (practical application)
- De-brief and Reflection
- Implications for Leadership

All workshops will be self-contained and not require any outside reading by the rest of the class.

Requirement: You will provide the instructor with a 3-4 page paper citing the importance of this topic to effective leadership, why it was chosen, what real-world problems it will likely address, and how you might go about introducing this concept or technique in an organization. This interaction provides the basis for several assessments and learning opportunities about teamwork and collaboration that are not included elsewhere in the course. These workshops will be scheduled on specific dates. The instructor will be available for coaching each team regarding their preparation and presentation.

B) Leadership Collaboration (movie review)

Leadership Lens: Through the camera

You will choose and watch a movie (from an approved set of leadership themes) with a focus on identifying and critically analyzing the leaders as well as the leadership themes, theories, situations, etc. in the film.

Each team member will be responsible for focusing on a specific aspect of the film and write a 2 – 3 page paper on their key theme. The group will partner, share what they have each written, discuss the film and their papers, and develop an overall set of “lessons-learned”. The team will hand in the group paper, and provide a presentation that highlights the storyline, character issues, relevant leadership challenges, impact, leadership ‘lessons-learned’ and recommendations. Your analysis will include a summary of research findings, lessons learned from the movie storyline along with an effective solution for your workplace scenarios (described in your outline).

Grading

	Exam 1 (150)	Intro (50)	Forum 1 (50)	Forum 2 (50)	Forum 3 (50)	Individual Project 1 (125)	Individual Project 2 (125)	Project 4 Outline (50)	Project 4 (150)	Quiz (50)	Exam 2 (150)	Total Points
A	142.5	47.5	47.5	47.5	47.5	118.75	118.75	47.5	142.5	47.5	142.5	A (900+)
B+	132.0	44.0	44.0	44.0	44.0	110.00	110.00	44.0	132.0	44.0	132.0	B+ (870 - 899)
B	124.5	41.5	41.5	41.5	41.5	103.75	103.75	41.5	124.5	41.5	124.5	B (800 - 869)
C+	117.0	39.0	39.0	39.0	39.0	97.50	97.50	39.0	117.0	39.0	117.0	C+ (770 - 799)
C	109.5	36.5	36.5	36.5	36.5	91.25	91.25	36.5	109.5	36.5	109.5	C (700 - 769)
D	97.5	32.5	32.5	32.5	32.5	81.25	81.25	32.5	97.5	32.5	97.5	D (600 - 699)
F												F Below 599

Rutgers University welcomes students with disabilities into all of the University's educational programs.

In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.