

Leadership in the Workplace

37:575:318 Fall 2016

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Office Hours: Meeting by Appointment

Text: Leadership Theory, Application/Skill Development - 6th Edition Lussier, Achua
Cengage Learning ISBN: 978-1-285-86944-5

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.

Learning Objectives After completing this course, the student is 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 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 roles
- 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 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 Instructor 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.

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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.

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) Introductory Assignment 5%	Introductory Assignment 50 points
B) Project Part 1 - 3 25%	<i>Choice of Two of the following</i> Project 1: Journal Project Project 2: Personal Improvement Plan Project 3: Leader I Have Followed 125 points each (total 250 points)
C) Project Part 4 20%	Leadership Application Scenario Word/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	Exam

15%	Short Answer/Essay 150 points
G) Exam 2 15%	Exam Short Answer/Essay 150 points
100%	TOTAL: 1000 points

- A) Introductory Assignment: Student Intro, expectations, career interests, key topics, Leadership news
- B) Projects 1 - 3:
Select **two** of the following:
- Project 1: Journal
Documents a ‘diary’ of personal/work/family Leadership situations and aligns to course content
- Project 2: Leader I Have Followed
Focuses on the Leader/Mentor relationship, lessons learned
- Project 3: Personal Improvement*
Personal Improvement Plan (PIP): customized plan to support your personal/work goal (s)
- 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
- G) 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 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 (20%) will be deducted from any assignment submitted after the designated due date. **ASSIGNMENTS LATER THAN TWO WEEKS PAST DUE WILL NOT BE ACCEPTED. NO (EXTRA CREDIT) ADDITIONAL ASSIGNMENTS/PROJECTS ARE PERMITTED.**

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 COMMENTS CAN NOT BE MADE UP.

1. Forums: The 1st comment deadline for forums is **Sunday, 11:59 pm**. All forums lock at **11:59 pm Wednesdays**. Forum work cannot be made up.
2. Individual Projects/Course Project: 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 M and W. Exam 2 must be taken between W and S. 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.
 - The last day students will be expected to log into the course prior to final grades being posted is the 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 **Thursday AM**. 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.

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

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 Holidays.*

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.

Schedule – Fall 2016

Week	Chapter	Topic(s)	Due
Unit I: Individuals as Leaders			
1	1	<i>Leadership Characteristics</i>	
2	2	<i>Leadership Traits and Ethics</i> Article: How to be a Leader, On Becoming a Manager Self-Assessment: Personality Profile (p33-34)	Intro Assignment Project 1: Journal
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 REVIEW WEEK	Exam 1: Ch. (1-5) Project 2: Leader I Have Followed
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)	Outline for Project: Part 4
Unit III: Organizational Leadership			
10	9	<i>Charismatic and Transformational Leadership</i> Self-Assessment: Transactional/Transformational Leader (p329)	Project 3: Personal Improvement Plan 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: Learning Organizations (p410)	Project 4: Leadership Application Scenario
13	12	<i>Crisis Leadership and the Learning Organization</i> Self-Assessment: Learning Organizations (p446)	
14			Exam 2: Ch. (6-12)

Grading

	Test1 (150)	Intro Assignment (50)	Forum1 (50)	Forum2 (50)	Forum3 (50)	Individual Project 1 (125)	Individual Project 2 (125)	Project4 (200)*	Quiz (50)	Test 2 (150)	Total Points
A	142.5	47.5	47.5	47.5	47.5	118.75	118.75	190	47.5	142.5	A (900+)
B+	132.0	44.0	44.0	44.0	44.0	110.00	110.00	176	44.0	132.0	B+ (870 - 899)
B	124.5	41.5	41.5	41.5	41.5	103.75	103.75	166	41.5	124.5	B (800 - 869)
C+	117.0	39.0	39.0	39.0	39.0	97.50	97.50	156	39.0	117.0	C+ (770 – 799)
C	109.5	36.5	36.5	36.5	36.5	91.25	91.25	146	36.5	109.5	C (700 – 769)
D	97.5	32.5	32.5	32.5	32.5	81.25	81.25	130	32.5	97.5	D (600 - 699)
F											F Below 599

<*includes 50 points for project outline>

Helpdesk Contact Information

Local Rutgers University Helpdesk

Call: 848-932-4702

Send an Email: help@ecollege.rutgers.edu

Pearson Learning Studio (eCollege) platform Helpdesk

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