# RUTGERS School of Management and Labor Relations

Professor Sandy Becker   becker23s@yahoo.com          T  6 – 8:40PM  Mercer County College – Room xxx

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 more conservative and relate more strongly to 'their team members,' 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 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 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 classroom 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 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 that will drive their development as leaders within their own organization(s), networks, clubs, and activities
- Demonstrate understanding of leadership skills as related to individual personal skills

**Course Expectations**

**Classroom 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 classroom 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.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language or gestures
- Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom 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.
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. <u>Research</u>: 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. <u>Knowledge and Understanding of the Field</u>: Demonstrate competency in identifying and integrating the major concepts, theoretical perspectives, historical trends, and key figures in the field of organizational leadership.

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

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

11<u>. Interpersonal Effectiveness</u>: 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.

<u>Audio/Visual</u>
Students are required to review weekly videos. All audio and video material is provided through links within the course shell.

**Schedule – Fall 2017**

| | Chapter | Topic(s) | Due |
|---|---|---|---|
| | | *Individuals as Leaders* | |
| 09/05 | 1 | *Leadership Characteristics* | |
| 09/12 | 2 | *Leadership Traits and Ethics*<br>Self-Assessment: Personality Profile (p33) | Intro Assignment |
| 09/19 | 3 | *Leadership Behavior and Motivation*<br>Self-Assessment: Leadership Style (p71) | Project 1:<br>**Journal Project** |
| 09/26 | 4 | *Contingency Leadership Theories*<br>Self-Assessment: Determining Leadership Style (p136) | **Quiz 1** (Ch. 1-4)<br>Journal (1 entry) |
| 10/03 | 5 | *Influencing: Power, Politics, Networking, and Negotiation*<br>Self-Assessment: Use of Political Power (p153)<br>Self-Assessment: Networking (p159) | Project 2:<br>**Leader I Have Followed**<br><br>Project 4 Outline (draft) |
| | | *Team Leadership* | |
| 10/10 | 6 | **Exam I (Chapters 1-5)**<br>*Communication, Coaching and Conflict Skills*<br>Self-Assessment: Listening Skills (p188) | |
| 10/17 | 7 | *Leader – Follower Relations*<br>Self-Assessment: Relationship with your Manager (p233)<br>Self-Assessment: Effective Followership (p243) | |
| 10/24 | 8 | *Team Leadership and Self-Managed Teams*<br>Self-Assessment: Assessing Teamwork (p274) | Project 4 outline |
| | | *Organizational Leadership* | |
| 10/31 | 9 | *Charismatic and Transformational Leadership*<br>Self-Assessment: Transactional/Transformational Leader (p329) | **Quiz 2** (Ch. 5-8) |
| 11/07 | 10 | Leadership of Culture, Ethics and Diversity<br>Self-Assessment: Personal Values (p372) | Project 3: **Personal Improvement Plan (PIP)** |
| 11/14 | 11 | *Strategic Leadership and Change Management*<br>Self-Assessment: Strategic Leadership (p410) | |
| 11/21 | | NO CLASS – HAPPY THANKSGIVNG | |
| 11/28 | 12 | *Crisis Leadership and the Learning Organization*<br>Self-Assessment: Learning Organization (p446) | Project 4: **Leadership Application Scenario** (group project) |
| 12/05 | 13 | ***Exam II (Chapters 6-12)*** | |
| 12/12 | 14 | Leadership 'Lessons-Learned' | Group Project Presentations |

A) **Introductory Assignment**: <due by 9/12>
   Student expectations, career interests, key topics, Leadership news, leadership considerations

B) **Projects 1 - 3**: <see syllabus for due dates>
   Select **two** of the following:

   *Project 1*: *Journal <due by 9/19>*
   Documents a 'diary" of personal/work/family Leadership situations and aligns to course content
   *Project 2*: *Leader I Have Followed   <due by 10/03>*
   Focuses on the Leader/Mentor relationship process and experience; including lessons learned
   Project 3*: Personal Improvement Plan (PIP)   <due by 11/07>*
   Customized plan to support your personal/work goal (s)

C) **Project 4**: <draft outline due 10/3, final outline 10/24, project due 11/28, group  presentation – 12/12>
   Self-select Leadership topic(s); provide relevant research; align to course content; use current day
   workplace examples <workshop or movie storyline>

D) **Quiz**:  One essay question (out of two) covering content from:
    weeks 1-4 (Quiz 1 - 9/26) and weeks 5-8  (Quiz 2 – 10/31)

E) **Exam 1**: There are two Exams.  There is no Final Exam
   Comprehensive essay exam covering content from weeks 1-5 <on 10/10>

F) **Exam2**: Comprehensive essay exam covering content from weeks 6-12 <on 12/05.

G) **Participation**:  Active learning, leadership on teams, contribution to the class.
   Quality and relevance of your comments (not just quantity) will be key criteria for evaluation.


*Individual Projects*: **Select ANY 2**

**1.   Journal**                   <due 09/19>      [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 10/03>    <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  11/07>

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 an interview of a close associate regarding any noticeable changes in your style or behavior.

*Project4: (Group) Leadership Application Scenario*:    **Select 1 of the following options**    <due by 11/28>

A)  **Group Project (workshop)**:
Self-selected groups will be responsible for developing, designing, and presenting a leadership workshop.

Each group will select a topic or skill that they wish to instruct the class. Topic selections will be made by 10/05. The workshop should take 20 minutes to deliver, with time for de-brief after the workshop.

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: Groups 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)

Self-selected groups will collaborate on the following assignment.

*Leadership Lens*: Through the camera
The group 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.

**Class participation**
Each student must be prepared to participate in each and every class session. The instructor will call on everyone; not just volunteers. Please remember that without participation, quality cannot be evaluated. In addition, evaluations include team leadership and sharing "real-world" experiences.

**Exams** There are two Exams. There is no Final Exam. **NO Make-Up Exam will be permitted.**

**Late Assignment Policy**
Assignment (individual or group) are due on the dates/times identified. One letter grade (20%) will be deducted from any assignment submitted after the designated due date. Assignments not received within two weeks of the due date will receive a grade of F.

**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.

**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. Please do not hesitate to forward clarification questions on expectations or requirements.

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.

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

**Grading**

|   | Test 1 (150) | Intro Assignment (50) | Participation (100) | Individual Project 1* (125) | Individual Project 2* (125) | Project 4 Outline (50) | Project4 (150) | Quiz1 (50) | Quiz 2 (50) | Test 2 (150) |   | Total Points (1000) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | 142.5 | 47.5 | 95 | 118.75 | 118.75 | 47.5 | 142.5 | 47.5 | 47.5 | 142.5 | **A** | (900+) |
| B+ | 132.0 | 44.0 | 88 | 110.00 | 110.00 | 44.0 | 132.0 | 44.0 | 44.0 | 132.0 | **B+** | (870 - 899) |
| B | 124.5 | 41.5 | 83 | 103.75 | 103.75 | 41.5 | 124.5 | 41.5 | 41.5 | 124.5 | **B** | (800 - 869) |
| C+ | 117.0 | 39.0 | 78 | 97.50 | 97.50 | 39.0 | 117.0 | 39.0 | 39.0 | 117.0 | **C+** | (770 – 799) |
| C | 109.5 | 36.5 | 73 | 91.25 | 91.25 | 36.5 | 109.5 | 36.5 | 36.5 | 109.5 | **C** | (700 – 769) |
| D | 97.5 | 32.5 | 65 | 81.25 | 81.25 | 32.5 | 97.5 | 32.5 | 32.5 | 97.5 | **D** | (600 - 699) |
| F |   |   |   |   |   |   |   |   |   |   | F | Below 599 |

NOTE:
*Choose 2 of 3 of the following: (Journal Project, Leader I Have Followed, and Personal Improvement Plan)

**Helpdesk Contact Information**
Local Rutgers University Helpdesk

Call: 848-932-4702
Send an Email: help@ecollege.rutgers.edu