

# Leadership in the Workplace

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## Course Description.

This course provides the knowledge and skills to effectively lead individuals and teams in the workplace. Students will increase their ability to:

- Assess and increase their tactical self-awareness,
- Understand and leverage individual differences,
- Communicate supportively,
- Build effective teams and teamwork,
- Identify and solve workplace problems,
- Plan and set goals,
- Motivate others,
- Design productive workplaces,
- Conduct effective meetings,
- Manage conflict,
- Negotiate Agreement,
- Gain power and influence,
- Manage stress and time,
- Lead diverse and ethical organizations,
- Lead organizational change, and
- Use AI effectively and responsibly

**Course Text.** Phillip Hunsaker and Tony Alessandra, **The New Art of Managing People.** New York: Free Press, 2008. This book is available as a paperback and as an eBook. It is available from the Bookstore and from Amazon and other sources. Please order as soon as possible. The text will be supplemented with additional readings posted on Canvas.

**Course Schedule:** The course week begins on Monday and ends at 11:59 pm on the following Sunday.

**Office Hours.** Regular office hours are Wednesday at 7:30 pm and Thursday at 11:30 am. Please feel free to email me if you have any questions. If you feel a telephone or Zoom conversation would be helpful, send me your telephone number or email address and when it would be convenient to talk. Note that I am in the eastern time zone. Also note the section on Canvas where you can post questions and comments. Often other students will have the same question. Just as often another student will have the answer.

**Assignments and Exam Questions.** Assignments and answers to exams should be well researched, well organized, and well written. You should outline your answer before writing it. The quality of writing, as at work, will affect your grade.

**Class Lectures and PowerPoints.** Class Lectures and PPTs will be posted on Canvas. Email me if you have any questions.

**Plagiarism Policy.** *Please review the University's policy on plagiarism. Note that while you are encouraged to discuss assignments and exam questions with your fellow students, your answers must be in your own words. Nor should you simply cut and paste answers from the text, Wikipedia, or other online resources. See [http://studentconduct.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)*

**Accommodation Policy.** If you feel that you may need an accommodation based on the impact of a disability, please contact me to discuss your specific needs. Additionally, Student Disability Services coordinates accommodation for students. See <https://ods.rutgers.edu/students/documentation-guidelines>.

**Course Requirements:**

	<b>Points</b>
• Leadership Film Analysis	50
• Quizzes	130
• Video Assignments	80
• Course Assignments	100
• Personal Assessments	80
• Course Project	75
• Journal Entries (5)	100
• Discussion Forums (3)	75
• Virtual Teams (3)	160
• Midterm exam	75
• Final exam	75
<b>Total</b>	<b>1000</b>

**Journal.** The journal is not a summary of the readings or the class sessions. It is intended to help students integrate the learning from the readings and exercises and apply that learning to their development as leaders. The journal should include reflection on experiences in and out of class. It should include personal learnings and insights, analyses of application assignments, diagnoses of personal competencies, and action plans for personal improvement. Record significant discoveries, insights, learnings, and personal reflections, not daily activities. Note that reflective observation is a key learning strategy.

The course requires sustained engagement with the course materials. During the semester, you should be constantly looking for situations where you can test your understanding or practice skills. You are required to make five journal entries. Please use the Journal section of Canvas to make your entries.

**Discussion Forums.** Forums are topical discussions on issues raised in the course. For each discussion question, you should post one original entry and respond to at least three fellow student posts. Your original response to discussion questions is due by 11:59 on Thursday, and your responses to your classmates are due by Saturday at 11:59. Your responses to your fellow students should be substantial, more than “good job” or “I agree with you.” Be sure to use the name of the student you are responding to.

**Virtual Problem-Solving Teams.** You and your team will participate in 3 virtual problem-solving assignments. Each virtual team will work together to solve problems based on issues in the course. You will be asked to solve a survival problem, address a recruitment and retention issue, and implement an effective DEI program. Your individual grade will depend on your team’s grade, your team debrief, and your personal reflection. The ability of virtual teams to work together effectively is an increasingly critical skill. You will be working with the same team for all 3 issues.

**Quizzes.** Quizzes will be posted on Canvas the Monday prior to their due date on Sunday. Quizzes should be posted by Sunday at 11:59 p.m. Complete assignments before attempting a quiz.

**Leadership Film Analysis.** The Leadership Film Analysis requires you to use the four-factor model of leadership developed in the course to identify and analyze the leadership behaviors of characters in the film. These include the films listed below as well as those on the Leadership Film Analysis Assignment:

- “Long Walk to Freedom,” Nelson Mandela (2013)
- “Invictus,” Nelson Mandela (2009)
- “Gandhi,” Mahatma Gandhi (1982)
- “Selma,” Martin Luther King (2014)
- “Lincoln,” Abraham Lincoln (2013)
- “Elizabeth I,” Queen Elizabeth (1998)

For the film you have selected discuss specific scenes where the task and relationship **behaviors** of leadership are demonstrated by the character(s) in the film. Also identify specific **skills** exhibited by the leader. Be sure to identify examples of transactional and transformational leadership. In viewing your film consider those behaviors and skills you would like to develop in yourself.

**Exams.** The midterm and final exams will be comprehensive and application oriented. You may, for example, be asked to analyze a case and report on what you would do to resolve the problem. Responses must demonstrate comprehension of the course material as well as ability to integrate and apply it.

**Course Project.** Each student will develop a strategic plan for achieving their career goals. Plans should integrate the learnings from the course materials and insights gained from their personal assessments, and include the following:

- What is your mission? Who are you? What are your values and beliefs? How do you create value as an employee?

- What are your strengths and weaknesses as an employee? What are your skills and core competencies? What areas are you working to develop or strengthen?
- What external opportunities and threats do you anticipate to achieving your goals?
- What is your vision? Where would you like your career to be in 5 to 10 years?
- What goals do you need to accomplish to achieve your vision? What added education, training or experience might you need?
- What objectives are needed to achieve your goals?
- How and when will you evaluate your progress?

**Personal Development Inventory.** The Personal Development Inventory will help keep track of your personal assessment results and assist you in completing the Course Project. You will post it with your Course Project.

**Using Artificial Intelligence in the Course.** AI is a useful tool and one that we all need to learn how to use effectively and responsibly. I encourage you to use AI as a tool to enhance your learning. In using AI in the course be sure to indicate what AI tool you used, what edits or changes you made after reviewing the AI product, and what additional course resources you used in completing the course assignment. I will provide more detailed information later in the course.

## **Course Schedule**

### **Lesson 1. Welcome and Overview**

- Welcome and Introduction
- Review Course Objectives and Syllabus
- Introductions Assignment
- Understanding Leadership
- Personal Assessment of Management Skills (PAMS)
- Personal Development Inventory
- Assignments

#### **Assignments:**

- Read Hunsaker and Alessandra, Chapter 6
- Read “These are the Skills You Need if you Want to be Headhunted”
- Post Leadership Exercise by Sunday.
- Complete PAMS and post PAMS Scoring Key to Canvas by Sunday
- Begin development of Personal Development Inventory
- Review Course Project assignment
- Post Journal # 1 by Sunday. Other journal entries will include more than one Lesson.
- Complete and post Quiz 1 on Canvas by Sunday

**Optional Readings:**

“The Most Effective Way to Retain What You Read”

“The Top 3 Most Effective Ways to Take Notes While Reading”

**Lesson 2. Understanding Leadership and Developing Tactical Self Awareness**

- Review Agenda
- Review Lesson 1
- Review PAMS and Your Learning Style
- The Four Factor Leadership Model
- Leadership Styles
- Transactional and Transformational Leadership
- Developing Your Emotional Intelligence
- Leadership Film Analysis Assignment

**Assignments:**

- Hunsaker and Alessandra, Chapters 9 and 10
- Complete Quiz 2 on Canvas
- Complete Emotional Intelligence Instruments and post results on Canvas. Also add to your Personal Development Inventory
- View “12 Traits Emotionally Intelligent People Share,” 12 minutes, summarize key points and areas you would like to work on
- Complete and post Self Rating of Leadership Effectiveness
- Read “Cam Newton, Sacked Six Times, Brings Himself Down”
- Read “President of Harvard Resigns, Ending Stormy 5-Year Reign”
- Post your initial Discussion Forum 1 on Emotional Intelligence by Thursday
- Review Leadership Film Analysis assignment
- Complete and post Listening Exercise on Canvas

**Lesson 3. Supportive Communication**

- Review Agenda
- Review Lesson 2
- Emotional Intelligence: Cam Newton and Larry Summers
- The Communication Process
- Active Listening
- Questioning
- Giving and Receiving Feedback
- Anticipation
- Dealing with Emotions
- Conducting Interviews

### **Assignments:**

- Hunsaker and Alessandra, Chapter 14
- Read “From Wharton to War” and reflect on in your journal
- Read “Lincoln and the Art of Transformative Leadership”
- Read “How Group Think Led to Seven Lives Lost in the Challenger Explosion”
- Post Quiz 3 by Sunday
- Post Learning Journal 2 (Lessons 2 and 3)
- View and summarize key points in “The Power of Listening,” 16 minutes
- Practice communication skills and reflect on in your journal (and not for just a week)  
Also include how you are cueing yourself to use your skills.
- Complete Survival Exercise Part 1 – Individual Assignment and bring with you to team meeting in Part 2 (Class 4)

### **Lesson 4. Leading Effective Teams**

- Review Agenda
- Review Lesson 3
- The Characteristics of a Highly Effective Team
- Conditions for Effective Teamwork
- Review Course Project – due at the end of the term
- Review Problem Solving Subarctic Survival Exercise Part 2

### **Assignments:**

- Hunsaker and Alessandra, Chapter 16
- Participate in Team Zoom meeting to establish team ranking of the 15 items in Part 2 of the Survival assignment.
- Read “When Good Teams Go Bad,” “Why Dream Teams Fail,”
- Read “Debriefing: A Simple Tool to Help Your Team Tackle Tough Problems”
- Complete and post Quiz 4 by Sunday

### **Lesson 5. Solving Workplace Problems**

- Review Agenda
- Review Lesson 4
- Survival Exercise Debrief Assignment
- Team Problem Solving and Decision Making
- Rational Problem Solving
- Creative Problem Solving

### **Assignments:**

- Hunsaker and Alessandra, Chapter 2
- Read “For some men, Mark Zuckerberg is a lifestyle guru”
- Complete and post Quiz 5 by Sunday
- Post 9-Dot assignment
- Post Stuck Truck assignment
- Post Subarctic Survival Debrief by the end of Week 6

### **Lesson 6. Planning and Goal Setting**

- Review Agenda
- Review Lesson 5
- Planning and Goal Setting
- Strategy and Change
- Strategic Planning
- Implementation Planning
- Employee Goal Setting
- Review Course Project

### **Assignments:**

- Hunsaker and Alessandra, Chapters 3 and 13
- Post Subarctic Survival Team Debrief: Part 3
- Complete and post Quiz 6 by Sunday
- Complete and post complete Goal Setting exercise by Sunday
- Complete and post results on “Philosophy of Management Questionnaire”
- Read “Terror at the Taj”
- Read “Torre Says No to Yankees’ Offer and Ends 12-Year Era”
- Post Learning Journal 3 (Lessons 4 - 6)

### **Lesson 7. Managing Performance**

- Review Agenda
- Review Lesson 6
- Analyzing Performance
- Coaching and Counseling
- Motivating Employees

### **Assignments:**

- View and summarize “Purpose: Why we do what we do,” 19 minutes
- Post Discussion Forum 2 on Motivation by Thursda
- Complete Defining a Highly Effective Organization assignment by Sunday
- Read “What is psychological Safety?”
- Read “Developing and Sustaining High Performance Work Teams”
- View “High Performance Work Systems” (8 minutes) and post Work Teams Assessment assignment
- Complete and Post Quiz 7

**Midterm due on Sunday.**

### **Lesson 8. Designing Productive Workplaces**

- Review Agenda
- Review Lesson 7
- Scientific Management and The Rise of Mass Production Industries
- The Limits of Mass Production and the New Deal Labor Relations System
- Work Redesign Strategiess
- Designing Jobs for High Performance Workplaces
- Issues for Unions
- The Team Recruitment and Retention Assignment (due in Week 9)

### **Assignments:**

- Read “How Google Creates High Performing Teams”
- Read “Four Steps to Building the Psychological Safety That High Performance Teams Need Today
- Read “All the Charts, Tables, and Checklists You Need to Run a Great Virtual Meetings
- Read “Virtual Meetings Best Practices”
- Complete and post Quiz 8 by Sunday
- Post Problem Solving Teams 2: Recruitment and Retention by end of **Lesson 9**

**Spring Break: March 14 through March 22**

## **Lesson 9. Conducting Effective Meetings**

- Review Agenda
- Review Lesson 8
- Planning Effective Meetings
- Conducting Effective Meetings
- After the Meeting
- Managing Virtual Meetings

### **Assignments:**

- Hunsaker and Alessandra, Chapter 15
- Complete and post Quiz 9 by Sunday
- Complete Thomas-Kilmann Conflict Mode Instrument
- View and summarize “Getting to Yes,” 31 minutes
- Post Leadership Film Analysis
- Post Problem Solving Team 2: Recruitment and Retention

## **Lesson 10. Managing Conflict**

- Review Agenda
- Review Lesson 9
- Your Experience with Conflict
- Understanding Conflict
- Thomas-Kilmann Conflict Mode Instrument
- Conflict Management Styles
- Conflict Management Strategies
- Conflict Management Cases
- Interest-Based Problem Solving

### **Assignments:**

- Complete Conflict Management Cases and post on Canvas
- Read “Harnessing the Science of Persuasion”
- View “The Power of Persuasion,” 54 minutes. Print handouts for viewing the video and taking notes
- Post Discussion Forum 3 on Persuasion by Thursday
- Complete and post Quiz 10 by Sunday
- Post Learning Journal 4 (Lessons 7-10) by Sunday

## Lesson 11. Exercising Power and Influence

- Review Agenda
- Review Class 10
- Sources of Power and Influence
- Exercising Power and Influence
- Influence Strategies

### Assignments:

- Read “Why the Gettysburg Address is still the greatest case study in Persuasion”
- View and complete “The Sluggers Come Home” assignment. Print assignment before you view the video.
- View and summarize the key points in “How to Negotiate on Zoom”
- Complete Quiz 11 by Sunday

## Lesson 12. Negotiating Agreement

- Review Agenda
- Review Lesson 11
- The Nature and Scope of Negotiations
- Negotiating Virtually
- Principles and Practices of Effective Negotiators
- Negotiating Across Cultures
- Review Team Problem Solving 3: Leading a Diverse Organization (due May 7)

### Assignments:

- Read “The Six Habits of Merely Effective Negotiator”
- Read Chapter 5, Valuing Diversity
- Read Chapter 4, Developing Ethical Guideposts
- View and summarize the key points of “What Diversity & Inclusion is Really About,” 4 minutes
- Post Quiz 12 by Sunday

### **Lesson 13. Leading Diverse and Ethical Organizations, Leading Change**

- Review Agenda
- Review Lesson 12
- Leading Ethical Organizations
- Leading Diverse Organizations
- Leading Organizational Change

#### **Assignments:**

- Read Chapter 17, Leading Change
- Read “Bosses Face Less Risk than the Bossed”
- Read “Why Your Workplace Might Be Killing You”
- Complete “If I had more time” and “Time Management Assessment” exercises and post by Sunday
- No Quiz 13

### **Lesson 14. Increasing Personal Effectiveness: Managing Stress and Time**

- Review Agenda
- Review Class 13
- Types of Stress and their Sources
- Stress Management Strategies
- Effective Time Management: Doing the Right Things
- Efficient Time Management: Doing Things Right

#### **Assignments:**

- Post Quiz 14 by Sunday
- Read Hunsaker and Alessandra, Chapter 18, Implementing What You’ve Learned
- Read Hunsaker and Alessandra, Chapter 1, Building Productive Managerial Relationships (a useful review)
- Post Learning Journal 5 (Lessons 11 – 14) by May 3

### **Week 15. Assignments**

- Post Team Problem Solving 3: Leading a Diverse Organization by May 7
- Final Exam by May 8
- Course Project and Personal Development Inventory due by May 7