

Leadership in the Workplace

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Course Site: (Canvas): <https://rutgers.instructure.com/courses/393791>

Course Overview

This course introduces students to the fundamentals of leadership while focusing on real-world applications in the workplace. You will explore what it means to be an effective leader, identify key leadership traits, and develop the skills needed to inspire and guide individuals and teams. Topics include creating a compelling vision, working effectively with groups, managing conflict, making ethical decisions, and recognizing destructive leadership behaviors. Through self-assessments and reflective exercises, you will gain insight into your own leadership style and learn strategies to improve your effectiveness, preparing you to lead with confidence and impact in any professional setting.

Class Materials

1. **Required Text: Introduction to Leadership: Concepts and Practice with Sage Vantage Peter Northouse – 6th edition.** To enhance your learning experience and provide affordable access to the right course material, this course is part of an inclusive access model called *First Day*. You can easily access the required materials for this course at a discounted price and benefit from single sign-on access with no codes required in Canvas.

Rutgers University will bill you at a discounted price as a course charge for these course materials. It is NOT recommended that you opt out, as these materials are required to complete the course. You can choose to opt-out on the first day of class, but you will be responsible for purchasing your course materials at the full retail price, and access to your materials may be suspended. For more information and FAQs, go to <https://customercare.bncollege.com>.

Method of Instruction

This course is delivered *entirely* online through the Learning Management System, Canvas and Sage Vantage. There will be no Face-to-Face classroom sessions. The course is delivered in *asynchronous* mode. This means the learning activities and communication take place outside of real-time. You do not have to log in at any specific scheduled time; you log in at your convenience. However, there may be times when the instructor conducts a live chat session or a virtual office hour to address questions. **Even though you don't need to log in at any specific time, you are required to adhere to all course work due dates.**

Note: Whenever anything is posted to this site, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended as well.

Course Structure, Workload Expectations & Why Weekly Activities Matter

This 3-credit online course is designed for steady, hands-on learning. Weekly tasks are short but meaningful, helping you build skills gradually and consistently. The course is structured by weekly modules. Each week starts on Monday and ends on a Sunday, except for the first and last week of the semester.

Each week, you will:

- Complete **readings** and **mini lectures** to grasp key concepts.
- Watch **short videos** that illustrate leadership in action.
- Take **self-assessments** to reflect on your own leadership traits and style.
- Write **journal entries** to deepen understanding and apply ideas personally.
- Complete **quizzes** to check comprehension.

These activities:

- Serve as your “class time” in an online format.
- Reinforce concepts and help the material stick.
- **All contribute directly to major projects**, including the leadership case study, podcast, and development plan.
- Support consistent engagement, better exam performance, and stronger leadership insights.

Student Responsibilities

Online learning requires a high level of discipline, dedication, and time management skills. While online learning offers you flexibility and convenience to learn from anywhere, you are still expected to adhere to all due dates.

You are expected to:

- Have access to a reliable computer and access to the internet.
- Log in to Canvas for your course daily.
- Check for any announcements, updates to the syllabus, assignments, and/or discussions, and respond accordingly.
- Read the textbook and other assigned chapter(s), materials, etc.
- Watch the lectures.
- Complete assignments and adhere to all due dates.
- In case of computer failure: Make sure you have an alternative plan of access to your Canvas course in case your computer crashes (it happens). An extra computer at home, your employer’s computer, or a computer in your local library could be some alternatives. Additionally, be sure to back up your important documents and assignments on a flash drive or other external device.

Use of GEN AI Tools

- This course requires you to complete various assignments that assess your understanding and application of the course content.
- You are expected to do your own work and properly cite sources you use.
- Unless a statement is included in the directions for an assignment, you are Not Permitted to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers to complete any part of your assignments.
- Any attempt to use these tools will be considered academic misconduct.
- Students are expected to complete all work independently and without assistance of AI-generated content.

- In you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

Grading and Course Requirements (Points may be adjusted as the semester progresses.)

Activity	Points
Exams (2) (Highest Score counts 2x)	300
Leadership Podcast Presentation	100
Leadership Case Study	100
Leadership Snapshot Team Case Presentation and Reports	200
Leadership Development Plan- Part 1a- End of Chapter Questionnaires (5 points each)	55
Leadership Development Plan- Part 1b- Journal Entries (max. 15 points each- must complete chapter questionnaire to receive credit for the journal.)	165
Leadership Development Plan- Part 2- Paper	100
Leadership Development Plan- Part 3- Mini Presentation	50
Video Activities (24- 3 points each)	72
Chapter Quizzes (12- 15 points each)	180
Total Possible Points	1,322

Percentage	Grade
90-100%	A
86-89.9	B+
80-85.9	B
76-79.9	C+
70-75.9	C
60-69.9	D
<59.9	F

Chapter Quizzes

Each week includes a short chapter quiz designed to reinforce your understanding of key leadership concepts. Quizzes are low stakes but important: they help you check your comprehension, stay engaged with the material, and prepare for exams without cramming. Quizzes are open for the full week, and you may use your notes and readings. Because they serve as your “weekly class check-in,” consistent completion is essential for staying on track in the course.

Video Activities

Weekly video activities allow you to see leadership concepts applied in real-world situations. After watching a short clip, you’ll respond to a few questions that help you connect theory to practice. These activities are intentionally short and practical. Completing the videos each week ensures steady learning and keeps you engaged with the course themes.

Examinations

There will be 2 non-cumulative exams (midterm and final). You are responsible for ALL assigned readings scheduled before the exam, my lecture notes, handouts, and any other course material (e.g., articles, guest lecturers, videos, class activities). Please note that I will not be dropping any exam grades. However, your highest exam grade will count double towards your final grade in this course. *Each exam is worth 100 points, with your highest score counting twice, for a possible total of 300 points.*

Exam Procedures

1. All exams will be online via Canvas and we will use the Respondus Lockdown Browser with Monitoring. A Laptop is needed for exams. Details will be provided before each exam.
2. All exams are open notes. You are allowed to use any non-digital notes and class materials during the exam. You are NOT allowed to use any help from other people or students. This will result in academic integrity charges brought against you.
3. After everyone has completed the exam and you receive your grade you may schedule a time to discuss it, if needed.

Make-up policy: The dates of the two exams are noted on the course syllabus. An exam grade of zero (0) will be assigned to any student who doesn't take the exam without a legitimate excuse on the scheduled due dates. If I determine that a student should be allowed to make-up for an exam for a non-excused reason, there will be an automatic 20% penalty taken from the exam score.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

Leadership Podcast Presentation- Individual Assignment (100 points)

You will be assigned a leadership-related podcast episode to watch/listen to and analyze. Your task is to create a recorded presentation that (1) summarizes the episode's core ideas, (2) explains how those ideas connect to key concepts from this course, and (3) discusses the implications for leadership practice in real-world settings.

Your final recording should be **no longer than 10 minutes**. You may use **any presentation format** that best fits your style and content—examples include:

- A self-recorded video presentation
- A narrated PowerPoint or slideshow
- An audio-only podcast you create
- A multimedia recording created with any digital tool you prefer (e.g., Canva, Loom, Prezi, Adobe Express, Audacity, etc.)

In your presentation, be sure to address the following:

1. **Overview of the Podcast:** Identify the episode, speaker(s), main topic, and the central message or argument.
2. **Course Connections:** Explain how the podcast relates to specific themes, theories, models, or discussions from the course.
3. **Leadership Implications:** Describe why the topic matters in the field of leadership. Consider practical applications, challenges, or insights leaders can gain from the episode.
4. **Your Reflection:** Briefly share your perspective—what you found compelling, surprising, or useful.

When your presentation is complete, **upload the recorded file to Canvas** by the assigned due date.

Leadership Case Study- Individual Assignment (100 points)

Purpose:

The purpose of this assignment is to analyze leadership in real-life scenarios, connect course concepts to practice, and demonstrate critical thinking and reflection.

Case Study Components:

1. **Case Summary (1–2 paragraphs)**
 - Identify the main leadership challenge(s) as well as a concise overview of the scenario, including key events and context.
2. **Answer the Case Questions (4–5 specific questions per case)**
 - Answer each question thoroughly, make sure you state and apply leadership concepts/traits from the course.
 - Use examples from the case to support your answers.
3. **Reflection / Recommendations (1 paragraph)**

Write a short reflection connecting the case to your own learning. Include:

 - What are the most important leadership lessons you learned?
 - How might you apply these lessons in your own leadership experiences?
 - Optional: What could this leader do differently to improve outcomes?
4. **Evidence / References**
 - Support your answers with textbook concepts, readings, or other credible sources.
 - Use APA formatting for citations.

Formatting & Submission:

- **Length: 3–5 pages**
- **Font/Spacing: 12 pt, Times New Roman, single-spaced**
- **Submission: Upload the case to Canvas by the due date**
- **Academic Integrity: Work must be original and in your own words. AI-generated content is prohibited.**

Leadership Snapshot Case Presentations- Team Project (200 points)

Purpose:

The team assignment allows students to collaborate in researching, analyzing, and presenting a prominent leader. Using the Northouse text and other credible sources, your team will create a professional, multimedia presentation that highlights leadership lessons and practical applications.

Requirements:

- **Teams will be assigned leaders** from the Leadership Snapshot in Northouse (examples below).
- **Presentation Length:** 10–12 minutes, delivered as a recorded video (Zoom, Teams, etc.).
- **Format:** PowerPoint presentation with slides in “notes format” for additional detail.

Presentation Content:

1. **Cover Slide (1 slide):** Leader name, organization, what they are known for, team members, class, and section.
2. **Leader Background (1 slide):** Education, career, personal history relevant to leadership.
3. **Leadership Style (1 slide):** Analysis using course concepts.
4. **Challenges & Responses (2 slides):** Key obstacles faced, actions taken, and outcomes.
5. **Video Clip (1 slide):** Include a short (max 2 minutes) relevant video of the leader.
6. **Recommendations (1 slide):** Three actionable suggestions for improving the leader’s effectiveness.
7. **Discussion Questions (1 slide):** Three open-ended questions you could pose for peer discussion if we were in a live class setting.

Notes Section:

- Expand on slide content in the notes section.
- Use **10 pt, Times New Roman, single-spaced** formatting.
- Aim for meaningful insights that go beyond the slide bullets.

Roles:

- All team members must know all content.
- Each member should contribute actively to research, slide creation, and presentation.

Submission:

- Record the presentation and upload the video along with a PDF of the PowerPoint (with notes) to your team's Discussion Board Thread on Canvas.

Leaders: Michelle Obama (Former U.S. First Lady), Nelson Mandela (First Black President of South Africa), Ridley Scott (Film Director and Producer), Ruth Bader Ginsburg (Former Associate Justice of the Supreme Court), Steve Jobs (Founder, Apple Inc.), Inna Braverman (Founder and CEO of Eco Wave Power), Project Aristotle-Google, Damien Hooper-Campbell (Chief Impact Officer, Stock X), Yvon Chouinard (Patagonia), Elizabeth Holmes (Founder and Former CEO, Theranos).

Leadership Development Plan (LDP) Assignment**Total Points: 370**

- **Part 1: Questionnaires & Journal Entries – 220 points**
- **Part 2: LDP Paper – 100 points**
- **Part 3: Mini Presentation – 50 points**

Part 1: End-of-Chapter Questionnaires & Journal Entries (220 points)**Purpose:**

To help you understand your leadership style, reflect on your development, and apply course concepts weekly.

Requirements:

- Complete 11 leadership questionnaires via Vantage by the due dates listed in the syllabus/Canvas.
- Select “share results with instructor” before submitting each questionnaire.
- Write weekly journal entries based on the questionnaire results and the chapter topic.

Journal Expectations:

- Write in first person, using “I” statements; avoid generalizations.
- Reflect on your leadership experiences and connect them to course concepts.
- Answer the weekly questions provided in Canvas or the syllabus.
- Length: At least 1–2 well-developed paragraphs per journal entry (~300–400 words).
- Due: Submit each journal weekly on Canvas by the specified deadline.

Journal Grading Rubric (15 points per entry):

Score Description

15	Extended Response: Depth, fully addresses prompt, 2+ well-developed paragraphs, including required data/numbering.
10	Brief Response: Meets minimum length, 1+ paragraphs, addresses all requirements OR 2+ paragraphs but analysis lacks depth/clarity.
0	Missing or insufficient; questionnaire not completed or journal does not address prompt.

Questionnaires: 5 points each (11 x 5 = 55 points)

Journal Entries: 15 points each (11 x 15 = 165 points)

Part 2: Leadership Development Plan (LDP) Paper (100 points)

Purpose:

To integrate questionnaire data, reflect on your leadership style, and create a structured personal development plan.

Requirements:

- **Complete all 11 questionnaires before writing the paper.**
- **Length: 3.5–5 pages, double-spaced, 12 pt. Times New Roman, 1" margins.**
- **Include the following sections:**
 - 1. Leadership Brand & Goals**
 - Describe your leadership “brand.”
 - State short-term goals (12–18 months) and long-term goals (3+ years).
 - 2. Strengths (3)**
 - Identify 3 key strengths.
 - Support each strength with 3–5 specific data points from your questionnaires.
 - 3. Development Needs (3)**
 - Identify 3 areas for growth.
 - Support each need with 3–5 specific data points from your questionnaires.
 - 4. Development Plan**
 - Create a specific, actionable, and time-framed plan to build your leadership skills.
 - 5. Appendix**
 - Include a summary table of each questionnaire: Chapter, Title, Scores.
 - Bold scores used to support strengths and development needs.

Grading Criteria:

<u>Component</u>	<u>Points</u>
Leadership Brand & Goals	15
Strengths (3)	25
Development Needs (3)	25
Development Plan	25
Appendix & Data Integration	10

Part 3: LDP Mini Presentation (50 points)

Purpose:

To synthesize your LDP into a concise, visual format and communicate your key insights.

Requirements:

- 1 slide summarizing your LDP Assessment and Plan.
- Record yourself presenting the slide.
- **Highlight:**
 - Evolving leadership brand
 - One observed strength
 - One observed weakness
 - One key action item adopted
- **Length:** Maximum 5 minutes.
- **Submit:** Upload recording and slide to Canvas by the syllabus due date.

Mini Presentation Grading Rubric:

<u>Component</u>	<u>Points</u>
Clarity of Leadership Brand	10
Highlighted Strength & Weakness	15
Key Action Item	15
Delivery / Adherence to 5 min limit	10

Additional Notes:

- All work must be original. AI-generated content must not be used.
- Cite all sources in APA format where applicable.

Extra Credit

There may be opportunities throughout the semester. If so, I will make sure you are aware of them. ***Don't count on extra credit to save your grade.***

Learning Goals Met by This Course**COURSE-SPECIFIC LEARNING GOALS**

Upon completion of this course, students should be able to demonstrate:

1. Students will gain *through self-assessment questionnaires* an awareness of their own leadership philosophy, traits, skills, and behaviors.
2. Students will gain an understanding of the fundamental ways leadership is practiced in on-going organizations and the effectiveness of different leadership behaviors in different situations.
3. Students will gain an understanding and appreciation for the unique dimensions of their own leadership style, their strengths and areas of development, and ways to improve what they do as leaders.
4. Strengthened leadership, team, and presentation skills through team and individual assignments.

SMLR Learning Goals

Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance:

1. Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work.
2. Understand the legal, regulatory and ethical issues related to their field.
3. Develop human resource management functional capabilities used to select, motivate, and develop workers.
4. Understand the internal and external alignment and measurement of human resource practices.

Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations:

1. Develop effective presentation skills appropriate for different settings and audiences.
2. Develop career management skills to navigate one's career.
3. Understand cultural differences and how to work in a multicultural environment.
4. Work productively in teams, in social networks, and on an individual basis.
5. Develop cultural ability competencies.
6. Demonstrate lifelong personal and professional development skills.

Chain of Inquiry

If you have any *course-related* questions during the semester (e.g., general questions about assignments, grading policies, exams, due dates): **First**, check the syllabus. **Second**, send an email to me. Be sure to include the topic of your question in the subject line of the email.

NOTE: You, as a member of the class, are welcome to answer your fellow students' questions when posted on the Discussion board. In fact, you are encouraged to do so! You can all benefit from each other's knowledge and support. I will check others' responses for accuracy.

University Guidelines and Resources

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <https://academicintegrity.rutgers.edu>

All students registered for this course must electronically sign an Academic Integrity Contract via Canvas. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy and to make requests for accommodations: <https://ods.rutgers.edu/>.

Counseling

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high-quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <https://health.rutgers.edu/medical-and-counseling-services/counseling-services>.

Tentative Course Schedule: The content of the course will be covered in the following sequence. Please note that **dates are tentative and subject to change** **Exam dates are firm.** Weekly information (Objectives, readings, etc.) will be posted on Canvas. Again, this is tentative and subject to change at my discretion or based on circumstances.

Week/Dates	Topic (Not all-inclusive)	Readings/ Assignments Due this week
Week 1: 1/20/26- 1/25/26	• Syllabus/Sage Vantage/Canvas • Understanding Leadership	*Read Chapter 1 *Watch Chapter 1 Lecture *Video Activity 1.1: Leadership & Power *Video Activity 1.2: Global Leadership *Self-Assessment 1.1: Conceptualizing Leadership *Journal Entry #1: 1.5: Reflection #1 & #2. *Chapter 1 Quiz
Week 2: 1/26/26- 2/1/26	• Recognizing Your Traits	*Read Ch. 2 *Watch Chapter 2 Lecture *Video Activity 2.1: Authentic Leadership *Video Activity 2.2: Integrity *Self-Assessment 2.1: Leadership Traits *Journal Entry #2: 2.5: Reflection #1 & Action #2 *Chapter 2 Quiz
Week 3: 2/2/26-2/8/26	• Understanding Leadership Styles	*Read Ch. 3 *Watch Chapter 3 Lecture *Video Activity 3.1: McGregor's Leadership Theory X&Y *Video Activity 3.2: Democratic Leadership *Self-Assessment 3.1: Leadership Styles *Journal Entry #3: 3.5: Reflection #2 & Action #2 *Chapter 3 Quiz
Week 4: 2/9/26-2/15/26	• Attending to Tasks and Relationships	*Read Ch. 4 *Watch Chapter 4 Lecture *Video Activity 4.1: Relationship-Oriented Leadership *Video Activity 4.2: Managing People *Self-Assessment 4.1: Task and Relationship *Journal Entry #4: 4.5: Reflection #1 *Chapter 4 Quiz

Week 5: 2/16/26-2/22/26	Developing Leadership Skills	*Read Ch. 5 *Watch Chapter 5 Lecture *Video Activity 5.1: Leadership and Managing Resources *Video Activity 5.2: Problem-Solving *Self-Assessment 5.1: Leadership Skills *Journal Entry #5: 5.5: Reflection #1 and #3 *Chapter 5 Quiz
2/22/26	Case Study	Case Study Due by this date via Canvas
Week 6: 2/23/26-3/1/26	Engaging Strengths	*Read Ch. 6 *Watch Chapter 6 Lecture *Video Activity 6.1: Leadership and Strategic Planning *Video Activity 6.2: Strengths-Based Leadership *Self-Assessment 6.1: Leadership Strengths *Journal Entry #6: 6.5: Reflection #3 and Action #2 *Chapter 6 Quiz
2/28/26-3/1/26	Exam #1- Midterm (Ch 1-6)	Exam must be taken on one of these 2 days via Canvas using the Respondus Lockdown Browser.
Week 7: 3/2/26-3/8/26	Creating a Vision	*Read Ch. 7 *Watch Chapter 7 Lecture *Video Activity 7.1: Visionary Leadership (Part 1) *Video Activity 7.2: Visionary Leadership (Part 2) *Self-Assessment 7.1: Leadership Vision *Journal Entry #7: 7.5: Reflection #2 and Action #1 *Chapter 7 Quiz
Week 8: 3/9/26-3/15/26	Working with Groups	*Read Ch. 8 *Watch Chapter 8 Lecture *Video Activity 8.1: Supportive Leadership *Video Activity 8.2: Women and Leadership *Self-Assessment 8.1: Group Leadership *Journal Entry #8: 8.5: Reflection #1 and #2 *Chapter 8 Quiz

3/16/26-3/22/26	• NO CLASS- SPRING BREAK	
Week 9: 3/23/26-3/29/26	• Embracing Diversity and Inclusion	*Read Ch. 9 *Watch Chapter 9 Lecture *Video Activity 9.1: Diversity, Culture and Leadership *Video Activity 9.2: Leading Gender-Diverse Organizations *Self-Assessment 9.1: Cultural Diversity Awareness *Journal Entry #9: 9.5: Reflection #1 and Action #1 *Chapter 9 Quiz
3/29/26	• Leadership Podcast Presentation	Leadership Podcast Presentation posted to Canvas
Week 10: 3/30/26-4/5/26	• Managing Conflict	*Read Ch. 10 *Watch Chapter 10 Lecture *Video Activity 10.1: Interpersonal Conflict (Part 1) *Video Activity 10.2: Interpersonal Conflict (Part 2) *Self-Assessment 10.1: Conflict Style *Journal Entry #10: 10.5: Reflection #1 and Action #1 *Chapter 10 Quiz
Week 11: 4/6/26-4/12/26	• Addressing Ethics in Leadership	*Read Ch. 11 *Watch Chapter 11 Lecture *Video Activity 11.1: Leadership Integrity *Video Activity 11.2: Ethical Leadership *Self-Assessment 11.1 Ethical Leadership Style *Journal Entry #11: 11.5: Reflection #1 and Action #1 *Chapter 11 Quiz
Week 12: 4/13/26-4/19/26	• Exploring Destructive Leadership	*Read Ch. 12 *Watch Chapter 12 Lecture *Video Activity 12.1: Narcissistic Leaders *Video Activity 12.2: Leadership in Action *Chapter 12 Quiz
Week 13: 4/20/26-4/26/26		*Leadership Snapshot Team Presentations posted to Canvas (All Groups)
Week 14: 4/27/26-5/3/26		*Leadership Development Plan Paper and Mini Presentations posted to Canvas.
5/5/26 & 5/6/26	• READING DAYS	

COURSE RHYTHM

This class follows the same weekly pattern so you always know what to expect.

1

Read the Chapter

A new chapter opens every Monday morning.

2

Watch the Lecture

Each chapter has a brief instructor-recorded lecture to give you the key takeaways, examples, and context.

3

Complete 1–2 Short Video Activities

These are 2–5 minute clips in Vantage that reinforce the chapter concepts.

4

Take a Self-Assessment

You'll complete one self-assessment per chapter to help you connect course concepts to your own experiences and leadership style.

5

Write a Journal Entry

Most weeks (Ch. 1–11) include a short journal reflection based on the chapter's prompts.

6

Take the Weekly Quiz

Each chapter has a short quiz that checks your understanding of the key ideas

7

Keep an Eye on the Major Projects

Throughout the semester you will build toward:

- Leadership Case Study
- Leadership Podcast Presentation
- Leadership Snapshot Team Presentation