

Students who complete this course will demonstrate the following:

- The ability to assess the effectiveness of different leadership behaviors in different situations.
- A personal leadership brand; and identification of strengths, development needs, and development plan.
- The ability to give and receive constructive feedback.
- Strengthened leadership, team and presentation skills through team and individual assignments.

Students develop these skills and knowledge through individual and team activities and assignments.

PREREQUISITES

This course is open to Juniors and Seniors and is required for students majoring in Leadership and Management. The prerequisites are Introduction to Management 33:620:301 and Management Skills 33:620:302.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

COURSE POLICIES

- **Academic Integrity:** I do not tolerate cheating. Students are responsible for understanding and abiding by the Rutgers Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through available plagiarism detection services that compare the work against a large database of past work.
- **You earn your grade** on a level playing field with your other classmates. Please do not:
 - Ask me raise to your grade because it is “close” to the next higher grade.
 - Ask for preferential treatment (e.g. requesting an “extra credit” project, etc.)
 - Plagiarize or modify others’ work, and submit it as your own work.

- **Assignments:** The assignments are in the Syllabus and on &DQYDV. **Credit for Assignments:** For credit, assignments must be complete and posted by the due date to &DQYDV in the DB team thread (for team assignments) or in its &DQYDV Assignment (for individual assignments). **Late/Incomplete Assignments:** There is no partial credit for incomplete or late assignments. Plan ahead. You have the assignments and due dates on the first day of class (Syllabus). Late or incomplete assignments will receive a “0” for those assignments. **Naming Assignments:** Please name the document (Leader’s name: Organization - Team’s last names in alphabetical order). Post it on the DB under its thread (for team assignments) or in its &DQYDV Assignment (for individual assignments).
- **Course Communications:** All communications with the professor and other students are to be professional and courteous. For email communications with me, please use (), and put the class and your name (Executive Leadership – Your Name) in the Subject Line. Copy all team members on team-related emails. I will generally respond within 48 hours. If your email does not have Executive Leadership in its Subject Line, it will get re-prioritized with other email or go into spam, and you may not get a response nor credit for whatever you sent to me.
- **Cell Phones, Laptops, Textbook, etc.:** Please turn off cell phones and disconnect laptops from the network before class begins. If you prefer to use a laptop for notetaking ONLY during lecture-discussion sessions, you may do so (network disconnected). I will generally provide power-point which you can download for note taking before class. Failure to limit laptop use to note-taking will result in a loss of this privilege for the class at large. I strongly recommend you bring your textbook to class.
- **Responsibility for Learning:** You are responsible for your learning in this course. I will introduce you to new material, ask questions, provide examples to facilitate understanding, and help you with both the content and processes explored during the class. It is your responsibility to master the material, apply critical thinking, actively participate and deliver assignments on time.
- **Syllabus:** While every attempt is made to include all course information on this syllabus, some changes may be necessary during the semester, and those changes will be announced in class/on Canvas. Students are responsible for abiding by the terms contained in this syllabus/on Canvas/in class.

ASSIGNMENTS AND GRADING

• Attendance/Participation:	10%
• (1) Baby Boomer, (2) Gen X, (3) Millennial Leaders Team Cases	30%* (10% ea.)
• Leadership Development Plans (LDPs)	25%
○ 15 End-of-Chapter Questionnaires/Learnings/Applications (15%)	
○ LDP data integration, analysis, insights, plan & presentation (10%)	
• Global Leader Team Case	15%*
• Final Exam (including MGB Major Assessment Exam)	20%
<u>TOTAL</u>	<u>100%</u>

*As part of those assignments, see following section:

Critiques, Rankings and Team Member Evaluations

Case Critiques/Ranking: Every team will develop a **substantive**, critical analysis (minimum 100 words for **each** case) on the content, not the presentation style, for the other cases that:

- Identifies at least 3 clear, concise bullet points on the Strengths of the case
- Identifies at least 3 clear, concise bullet points on the Weaknesses of the case, and how those weaknesses could have been addressed
- Ranks the cases among others (not including your own), ensuring that the critical analysis supports the team's case ranking.

One team member posts the team's Team Case Critiques to DB (shared) and the team's Ranking (not shared) to Assignment.

Team Member Contribution: Every team member will:

- Develop a **substantive** assessment (min 50 words each) on **each** team member's contributions during each of the four-team case assignments.
- Assign a % in 5% increments (e.g. 80%, 95%, 100%, 110%, etc.) to each of the **other** team members, ensuring that the total of your percentages adds up to the number of other team members x 100% (so 3 other team members = 300%, 4 other team members = 400%, etc.)
- Post his/her Team Member Contribution Assessment to Assignment.

The class team rank of the case and the team member contribution will be factored into each student's grade for that assignment. **There is no partial credit for incomplete or late assignments.**

GRADING SCALE:

A	91.00 and up
B+	86.00 - 90.99
B	81.00 - 85.99
C+	76.00 – 80.99
C	71.00 – 75.99

D	65.00 – 70.99
F	Below 65

ATTENDANCE/PARTICIPATION (10%)

You only earn this grade by attending and participating in class. Attendance will be taken in every class.

We will use a “tent-card” collection system to capture attendance. You are expected to **attend and constructively participate in all class sessions**. You are expected to be on time and stay for the duration of the class. Your grade is based on your attendance **and** substantive participation in every class. I will generally record your attendance the day of class. I will upgrade this score if you make a verbal contribution and record it as described below. I will use the following daily scoring rubric for attendance and participation:

- 96% - Sign-in with multiple verbal contribution(s),
- 86% - Sign-in with one verbal contributions
- 76% - Attendance only
- 70% - Pre-excused absence (e-mail me before class), only two will be allowed without special circumstances. Work with your team to assure this does not impact your collective work.
- 0% - No shows
- 25 of 27 Days (not counting Day 1 and 2) will provide varying opportunities to participate verbally. Come prepared to make a contribution each day.
- I will average your best 25 of 27 Participation Days (P&As). This includes team presentation days (yours and others) which you must attend without a pre-excused absence to get credit. Use the remaining P&A “buffer” wisely!
- If you miss a class on a class day your team presents, it must be pre-excused with the full awareness of your team. You will need to schedule and present the entire case to me as soon as possible to get credit for the assignment. Classroom participation credit will hold as described above.

Keep a log of your contributions each week. Complete the short individual P&A assignments on Canvas for both classes that week by () at (). Indicate the percentage points you believe you earned, and make brief note of your verbal contribution(s). You must manage this in a timely fashion on a weekly basis to get credit.

BABY BOOM, GEN-X, and MILLENNIAL LEADERS TEAM CASE ASSIGNMENTS (30%)*:

The purpose of these team assignments is to research, analyze and present a specific BB leader (b. 1947-1964), Gen X leader (b. 1965-1980) or Millennial leader (b. 1981-1996); and to handle Q&A on that leader with the class. I will form teams (modified random assignment), and each team will move quickly to select a leader. This may change with each assignment or stay the same, your team decision.

Communicate this asap with me, with contact information. This assignment is based on a team approach. Each team will:

- Select a leader from a larger public company where data on the leader, the company and the industry are readily available for analysis.
- Communicate your choices early with me by email. As a class, we will do a distinct set of leaders, SO, “first come...first served” on team leader selections.
- Select and do an in-depth analysis of the leader’s background, style, challenges and results.
- Select and include a short (max 2 minutes) video of the leader.
- Provide comparative financial performance charts on Revenue (1 slide), EBITDA (1 slide), and Stock Price (1 slide) over the last 3-5 years, that compares the leader’s results with 3 other industry-related leaders’ results on each chart.
- Provide 3 specific, actionable recommendations on how to coach this leader to be more effective.
- All team members should know all team case material.
- The team leader (or delegate) posts the PPT to the team’s DB thread on Canvas by the due date/time.
- Teams provide a professional, stapled, colored hard copy to the professor in class.
- Deliver a **15-minute (hard stop) PPT presentation (8 slides max)** to the class, allowing 5 minutes for Q&A and discussion (your classmates participation opportunity).
- All team members should have a role in the presentation and initiate class discussion by posing 1 or 2 questions to the class.

As part of the (3) Leaders Team Case Assignments:

***See Critiques, Rankings and Team Member Evaluations section above**

LEADERSHIP DEVELOPMENT PLAN ASSIGNMENT (LDP) (25%):

The purpose of this individual assignment is to analyze and integrate your course learning, and to demonstrate that in your leadership development plan. There are a few major parts to this assignment:

- **15 End-of-Chapter Questionnaires (15%):** An actual scan or screen shot (not a table of data) of the 15 completed end-of-chapter questionnaires, your analysis of the results, and how you plan to apply that learning - to be posted on the DB by the due dates on the Syllabus. You earn 1-percentage **credit** for each chapter assignment (Ch. 2 – 16) that meets those criteria.
- **LDP Presentation (data integration, analysis, insights, plan) (10%):** All 15 end-of-chapter questionnaires need to be completed to develop this. Each student will present an 8 slide (max), 10-minute presentation to the class on:
 - (1 slide) Your leadership “brand”, short-term (12-18 months) and long-term (3+ years) goals.
 - (2-3 slides) 3 Key Strengths, with each Strength supported by 3-5 specific and comprehensive data from your end-of-chapter questionnaires results (4%).
 - (2-3 slides) 3 Development Needs (DN), with each Need supported by 3-5 specific and comprehensive data from your end-of-chapter questionnaires results. (4%)

- (1 slide) Your specific, actionable and time-framed plan for building your leadership capabilities and skills (2%).
- Attach appendix summarizing each Questionnaire (Ch. 2 – 16) by Chapter, Title of Questionnaire, and Scores, and bold the scores you used to support your Strengths and Development Needs.

ALL LDP presentations are to be posted to Canvas Assignment by the syllabus due date. Bring a hard copy of the 15 completed Qs and the PPT to class for me.

GLOBAL LEADER TEAM ASSIGNMENT (15%)*:

The purpose of this team assignment is to: (1) analyze different leadership styles in different cultures; (2) build critical thinking skills in assessing leadership effectiveness; and (3) apply your course learning in identifying how a leader can improve his/her leadership effectiveness. I will form new teams for this assignment (modified random), and teams will quickly communicate their elected leader. Each team will select a current global leader from EMEA/Asia Pacific/Latin America in collaboration with me. Each team will then:

- Do an in-depth analysis of the leader's background, style, challenges and results.
- Select and include a short (max 2 minutes) video of the leader.
- Provide comparative financial performance charts on Revenue (1 slide), EBITDA (1 slide), and Stock Price, or economic performance for political leaders, over the last 3-5 years, that compares the leader's results with 3 other industry-related/country-relevant leaders' results on one chart.
- Provide 3 specific, actionable recommendations on how to coach this leader to be more effective.
- All team members should know all team case material.
- Team leader or delegate posts the PPT to the team's DB thread on Canvas by the due date/time.
- Team provides a professional, stapled, colored hard copy to the professor in class.
- Team delivers a **20-minute (hard stop) PPT presentation (12 slides max)** to the class.
- All team members should be prepared to answer class questions.

As part of this Global Leader Team Assignment:

***See Critiques, Rankings and Team Member Evaluations section above.**

FINAL EXAM (including MGB Major Assessment Exam" (20%):

A 60-question multiple choice final exam (inclusive of the MGB assessment) will be delivered at the university scheduled time during final exam week (date and time to be announced).

The goal of the final exam is to ensure that you have absorbed the concepts and frameworks covered in the text, lectures, and class discussions.

An 18-question multiple choice MGB Major Assessment Exam will be administered during the same sitting (format and credit to be determined).

Make sure you attend the combined examinations at this time, because there will be no make-ups, excluding extraordinary circumstances.

COURSE SCHEDULE

(Subject to change)

DATE	TOPICS	ASSIGNMENTS (DUE BEFORE CLASS)
Day 1	Class Introductions Course Overview, Syllabus, Introduction to Leadership	Before class, post your brief introductions on Canvas. Include your name, where you are from, your year in the program, your major(s), your short term and longer-term objectives in education and the working world. One thing you really enjoy doing when not studying.
Day 2	Trait Approach	Read Ch. 2. Complete questionnaires for Ch. 2 (p.37). Post on DB: your Q scan; what you learned; how you plan to apply it.
Day 3	Skills Approach	Read Ch. 3. Complete questionnaires for Ch. 3 (p.67). Post on DB: your Q scan; what you learned; how you plan to apply it.
Day 4	Behavioral Approach	Read Ch. 4. Complete questionnaires for Ch. 4 (p.89). Post on DB: your Q scan; what you learned; how you plan to apply it. () – <i>Week's Participation in Canvas Assignments (2)</i>

DATE	TOPICS	ASSIGNMENTS (DUE BEFORE CLASS)
Day 5	Day 1 - BB Leader Team Cases Presentations/Discussions Critiques/Ranking/Assessments	<u>Post all BB Team Cases on Discussion Board before class on ()</u> .
Day 6	Day 2 - BB Leader Team Cases Presentations/Discussions Critiques/Ranking/Assessments	Post BB Case Critiques/Ranking and Team Member Contribution Assessments to Canvas Assignment (). () – <i>Week’s Participation in Canvas Assignments (2)</i>
Day 7	Situational Approach	Read Ch. 5. Complete questionnaire for Ch. 5 (p.111). Post on DB: your Q scan, what you learned; how you plan to apply it.
Day 8	Path-Goal Theory	Read Ch. 6. Complete questionnaire for Ch. 6 (p.134). Post on DB: your Q scan, what you learned; how you plan to apply it. () – <i>Week’s Participation in Canvas Assignments (2)</i>
Day 9	Leader-Member Exchange	Read Ch. 7. Complete questionnaire for Ch. 7 (p.157). Post on DB: your Q scan, what you learned; how you plan to apply it.
Day 10	Transformational Leadership	Read Ch. 8. Complete questionnaire for Ch. 8 (p.191). Post on DB: your Q scan, what you learned; how you plan to apply it. () – <i>Week’s Participation in Canvas Assignments (2)</i>
Day 11	Day 1 - Gen X Leader Team Cases Presentations/Discussions/ Critiques/Ranking/Assessments	<u>Post all Gen X Team Cases on Discussion Board before class on ()</u> .
Day 12	Day 2 - Gen X Leader Team Cases Presentations/Discussions/ Critiques/Ranking/Assessments	Post Gen X Case Critiques/Ranking and Team Member Contribution Assessments to Canvas Assignment (). () – <i>Week’s Participation in Canvas Assignments (2)</i>
Day 13	Authentic Leadership	Read Ch. 9. Complete questionnaires for Ch. 9 (p.218). Post on DB: your Q scan; what you learned; and how you plan to apply it.

DATE	TOPICS	ASSIGNMENTS (DUE BEFORE CLASS)
Day 14	Servant Leadership	Read Ch. 10. Complete questionnaires for Ch. 10 (p.250). Post on DB: your Q scan; what you learned; and how you plan to apply it. () – <i>Week's Participation in Canvas Assignments (2)</i>
Day 15	Adaptive Leadership	Read Ch. 11. Complete questionnaire on Ch. 11(p. 285). Post on DB: your Q scan; what you learned; how you plan to apply it.
Day 16	Followership	Read Ch. 12. Complete questionnaire on Ch. 12 (p. 236). Post on DB: your Q scan; what you learned; how you plan to apply it. () – <i>Week's Participation in Canvas Assignments (2)</i>
Day 17	Day 1 - Millennials Leader Team Cases Presentations/Discussions/Critiques/Ranking/Assessments	<u>Post all Millennials Team Cases on Discussion Board before class on ()</u>
Day 18	Day 2 - Millennials Leader Team Cases Presentations/Discussions/Critiques/Ranking/Assessments	Post Case Critiques/Ranking and Team Member Contribution Assessments to Canvas Assignment (). ()– <i>Week's Participation in Canvas Assignments (2)</i>
Day 19 ()	Leadership Ethics	Read Ch.13. Complete questionnaire on 13 (p. 360). Post on DB: your Q scan; what you learned; how you plan to apply it.
Day 20	Team Leadership	Read Ch. 14. Complete questionnaire on 14 (p. 397). Post on DB: your Q scan; what you learned; how you plan to apply it. () – <i>Week's Participation in Canvas Assignments (2)</i>
Day 21	Gender and Leadership	Read Ch. 15. Complete questionnaire on 15 (p.421). Post on DB: your Q scan; what you learned; how you plan to apply it.
Day 22	Culture and Leadership	Read Ch. 16. Complete questionnaire on 16 (p.464). Post on DB: your Q scan; what you learned; how you plan to apply it. () – <i>Week's Participation in Canvas Assignments (2)</i>

DATE	TOPICS	ASSIGNMENTS (DUE BEFORE CLASS)
Day 23	Day 1 - Leadership Project Presentations	<u>Post all LDP Presentations under Assignment before class on ()</u> LDP Presentations and Discussion/Feedback in Class
Day 24	Day 2 - Leadership Project Presentations	LDP Presentations and Discussion/Feedback in Class. () – <i>Week’s Participation in Canvas Assignments (2)</i>
Day 25	Day 3 - Leadership Project Presentations	LDP Presentations and Discussion/Feedback in Class. () – <i>Week’s Participation in Canvas Assignments (1)</i>
		NO CLASS
Day 26	Day 4 - Leadership Project Presentations (if needed)	LDP Presentations and Discussion/Feedback in Class (if needed)
Day 27	Day 1 - Global Leaders Team Cases Presentations/Discussions	<u>Post all Global Leader Team Cases on Discussion Board before class on ()</u> . () – <i>Week’s Participation in Canvas Assignments (2)</i>
Day 28	Day 2 - Global Leaders Team Cases Presentations/Discussions LAST DAY of CLASS	Post Case Critiques/Ranking and Team Member Contribution Assessments to Canvas Assignment (). () – <i>Week’s Participation in Canvas Assignments (2) including Course Evaluation Submission)</i>
Day 29	Final Exam	

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]