

## FOUNDATIONS OF LEADERSHIP AND TEAMWORK

Rutgers University  
School of Business-Camden

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<b>Office hours:</b>	Will be scheduled a few times throughout the semester. Individual ones by appointment (via email).
<b>Office location:</b>	BSB-223
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<b>Course #:</b>	53:620:505
<b>Course web page:</b>	canvas.rutgers.edu

### Course Content:

The character and quality of our lives is strongly influenced by our involvement in organizations and our interactions with a world shaped and affected by organizations. This course provides an insight to the study of human behavior in the workplace with a particular focus on leadership and teamwork. It is designed to help students acquire foundational knowledge and skills related to understanding, predicting, and changing human behavior and processes in and around organizations. Students will become more aware of their strengths and weaknesses as individuals, leaders, and team members. They will learn how to apply theoretical concepts to master real-world challenges. Drawing from business, psychology, and sociology research we will pay attention to different levels such as the individual (e.g., personality, job attitudes), teams (e.g., team processes and diversity/team composition), and organizations (e.g., organizational culture). We will analyze all topics through a leadership lens. Topical coverage includes, but is not limited to, leadership models and theories, job attitudes, employee motivation, decision-making, group/team dynamics, organizational climate and culture, diversity, and individual differences such as perceptions, attitudes and personality. The content of this core course is critical for any MBA student. This course is also the foundational course of the Strategic Leadership Certificate (<https://business.camden.rutgers.edu/graduate/certificates/strategic-leadership/>) since it will provide a solid base to engage more deeply with specialized topics. Certain, equally important topics (e.g., conflict management, negotiation, creativity, innovation, leading change and organizational development) are not covered in this course, because more specialized courses on these topics are part of the Strategic Leadership Certificate.

### Learning Goals and Course Objectives:

At the end of course, students should be able to:

1. Define key course concepts (e.g., leadership, attitudes, diversity, etc.).
2. Reflect on the ways in which the course topics affect their lives now and throughout their lifespan.
3. Transfer theoretical knowledge to real world problems.

4. Apply some of the leadership/management practices (e.g., give a charismatic speech).
5. Convey knowledge through presentation and discussion.
6. Critically reflect on and potentially adjust their behavior as leaders.

### **Course Structure & Teaching Approach:**

The course will consist of the following basic elements:

- **Online video lectures:**

In these lectures, I will focus on the content that I deem as particularly important in a given module. I will provide overviews of the relevant topics and/or focus on application and real-world examples. These lectures are recorded and will be accessible through the course website on Canvas to provide flexibility for you. **Make sure you know and understand what is covered in these videos. Chances are high that these topics will be represented in the midterm and final exam.**

- **Additional videos and multimedia:**

When appropriate and fitting, I will provide additional video and multimedia resources. These are supposed to further explain course materials/topics, foster critical reflection or provide practical or business examples. Many of them will be entertaining ways to think about course content.

- **Readings:**

I will provide mandatory and/or suggested readings for most course sessions. Mandatory readings are from the textbook or will be provided on the course Canvas website. You are expected to read and understand these materials. They will be covered in the exams and weekly reading comprehension checks. Suggested readings include background scientific research papers (e.g., Journal of Management, Journal of Applied Psychology, Organizational Behavior and Human Decision Processes) that provide more in-depth information. I suggest that you skim them if you are interested, it is not necessary to understand all methodological details in order to learn from them. I suggest that you reach out to me if you are interested in this research side of things. Other suggested readings are based on scientific evidence but written for a practitioner audience (e.g., HBR articles, American Psychologist, Behavioral Science and Policy). When available through the Rutgers library subscriptions, I provide the suggested literature on Canvas.

- **Team discussions or exercises:**

Based on my experiences teaching MBA courses, one of the most rewarding parts for students is the exchange of experiences, ideas, and opinions between each other. Unfortunately, the online environment makes this more challenging. **I strongly encourage you to make an effort to interact with your fellow classmates.** I will try to facilitate such interactions through exercises, posts, etc. **However, ultimately it is your responsibility to engage with each other to get the most out of this course.** Class, team and one-on-one discussions are an important tool to engage in, and strengthen, critical thinking and reflection. Later in the semester, you will be assigned to teams to work on the final project. Getting to know all members of the team and establishing trust will be extremely helpful to succeeding in this course and I expect you to develop a team charter (this will be a task during our module on diversity).

- **Course preparation/textbook readings:**

Course content is arranged in a logical manner and supposed to prepare you for the upcoming assignments. Participants will have to do core readings for the course and additional assigned material is mandatory (except suggested readings). The preparation will help you to get the most out of this course. The weekly reading comprehension checks and midterm and final exams will also be based on the mandatory readings as well as the material covered in course lecture videos and other materials.

### **Course policies:**

**Virtual classroom environment and etiquette:** I expect and support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. It is expected that all students in this course will respect differences in opinions and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. This results in the following principles:

1. Use inclusive language in posts, videos, etc.
2. Everyone has the right to be heard
3. Criticize ideas, not people
4. Maintain confidentiality
5. Hold yourself and each other to high standards of excellence at all times

Have the humility to recognize that you do not know everything and that everyone will start from different bases of knowledge and experiences. All criticism related to this course should be constructive and respectful.

**Modules:** Modules are study blocks for each week. A week in this course runs from Monday, 12 AM until the next Monday at 11:59 PM. **Most submission are due at that point but the final is typically due on Sunday night (check Canvas for details).**

**Late assignments:** All course requirements must be completed and submitted by the specified due date, as indicated on *Canvas* (again, be aware of the above point). Assignments submitted via *Canvas* after the due date will not be accepted without appropriate documentation (I will make the decision).

**Make-up exams:** If, for a university approved reason, you cannot take an exam during the scheduled week you must give me written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact me as soon as possible after a missed exam and provide written documentation. Make-up exams for non-university approved reasons are not guaranteed. I will request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

**Assignment submissions:** All written assignments must be submitted **via Canvas as a PDF file**. The file should be named with '*assignment name\_last name*' (usually, I provide the exact wording on *Canvas*). On the first page of each assignment, you should state the course title, assignment name, professor name, and your name. Check your submission file after you upload it. It is your responsibility that the file displays correctly.

**Grading challenges:** If you have a question or concern about a grade, you may submit this to me **in writing within 3 calendar days** after the assignment or exam grade has been released. If you believe that your submission deserves a different grade, you must make a case in writing, providing a detailed account of how your submitted work merits a better grade. If you decide to challenge your grade, and I am convinced by your reasoning, your entire assignment or exam will be re-graded and you should be aware that your grade may go either up or down.

**Academic integrity:** Most of the time, I strongly encourage you to work with each other to enhance the learning experience. However, it is vitally important for you to do your own work relative to individual assignments and exams. Plagiarism and cheating are unacceptable and carry potentially strong disciplinary penalties. The Academic Integrity policy can be found at (<http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>).

**Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University.** Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- Properly acknowledge and cite all use of the ideas, results, or words of others,
- Properly acknowledge all contributors to a given piece of work,
- Make sure that all work submitted as your own in a course activity is your own and not from someone else
- Obtain all data or results by ethical means and report them accurately
- Treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- All student work is fairly evaluated and no student has an inappropriate ad-vantage over others
- The academic and ethical development of all students is fostered
- The reputation of the University for integrity is maintained and enhanced

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy. If there are questions on how to comply, please contact Mary Flaherty in the Rutgers-Camden Dean of Students office: [marykreb@camden.rutgers.edu](mailto:marykreb@camden.rutgers.edu) or contact the appropriate Associate Dean or Area Head at the School of Business.

**Student code of conduct:** Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University you are expected adhere to the Code of Student Conduct.

To review the code, go to: <https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Incompletes:** If for some reason, you find that you are not able to complete coursework or need further explanation of course topics, please schedule an appointment with me as soon as possible. **Do not wait until the last weeks of classes to ask for help.** "Incompletes" will only be given after prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the event an "incomplete" is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the "incomplete" converting to an "F": <https://registrar.camden.rutgers.edu/grade-instruction#incomplete>.

### **Course communication:**

**Course announcements:** All course communication will be via **your Rutgers e-mail**, discussion forums, and other tools in Canvas. You are expected to check your Rutgers e-mail regularly or forward it to another account that you check regularly. **It is your responsibility not to miss important announcements.** Course announcements can also be accessed via the "Announcement" page in Canvas. You are strongly encouraged to access this course via Canvas several times a week. **Please subscribe to all discussion forums (especially FAQ) and be sure to allow Canvas notifications.**

**Communication about course-related issues:** We will be using a threaded "Course FAQ" discussion forum for all course-related questions. Rather than emailing me directly with questions about requirements, due dates, grading policies, etc., I encourage you to post your questions in the forum. I suggest that you review the syllabus to make sure that your course-related question is not already answered here. If it is not, please post your question in the forum so that other students or I can answer it for the benefit of everyone. As you have likely heard many times during your educational career: if you have a question, someone else likely has the same question. It benefits everyone if we can all learn from one another.

**Email policy:** Emails should be written with a professional tone. I will try to answer your emails in a reasonable time (if not, please send me a follow-up message). However, please do not expect an instant response and respect weekends, holidays, etc. Use other students as a resource. If the answer to your question is in the syllabus, I will most likely direct you to the syllabus. Please check the syllabus and course help discussion forum (FAQ) **before** you email questions about the course.

Even though many of you are already aware of these protocols, they are explicitly stated here so that everyone is cognizant of the same protocols. These protocols should be followed by all students taking this course to help ensure the online experiences for everyone involved are pleasant. They are as follows:

- If you were to send an e-mail to the professor, please address the person appropriately such as "Dr. Dwertmann" or "Professor Dwertmann", not "Hey". If you prefer, you can use "Dr. Dwe" for short. Note that I will address you with your first name, unless you prefer that I address you differently.

- When sending an e-mail, you can get better attention by using the following guidelines:
  - use descriptive subject lines,
  - please be as brief as possible by going straight to the point, and if possible, limit the use of attachments.

Treat all e-mails and postings as permanent forms of written record and do not expect that any e-mail communication is private, unless stated otherwise. Instead, assume that all e-mail communication is public. Do not publicize your own or others' personal information.

**Communication about technical issues:** If you have a technical issue regarding Canvas that needs immediate attention, please contact one of the technical support resources that are available to you 24/7. You can access these resources via the "Help" button on the bottom left panel on your Canvas screen. This opens up options to speak with a live Canvas agent or a staff member of Rutgers IT (<https://it.rutgers.edu/help-support/>).

### Course grading and assignments:

The final grade will be based on the students' performance in the following tasks:

Final Team Presentation:	30 % (20% Individual; 10% Team)
Midterm Exam:	20 %
Final Exam:	20 %
Interactive Videos:	10 %
Weekly Reading Comprehension Self Checks:	10 %
Reflection and Discussion Assignments:	10 %
Extra Credit Opportunity:	up to 2%

A	90-100%
B+	85-89%
B	80-84%
C+	75-80%
C	70-74%
F	Below 70%

#### 1) Final Team Presentation – 30%

- Each team must submit one presentation video (i.e. it is enough if one of you submits) describing a hypothetical company it designed from scratch using concepts learned throughout the course of the semester. Imagine that you founded this company within the last year (i.e. it might be realistic to have 50 employees but anything more seems unreasonable for a startup).
- The introduction paints the background for the company. Make sure that your approach and implementation fit with the overall idea of the company.
- Briefly describe how you want the company to function (what is the structure/hierarchy, how do people interact, etc.) and why you want it to function that way, then describe **how you would get it to function the way you want it to.**
- Each team member is responsible for one topic (module) we covered in this course. If you choose motivation, you can draw from both modules. Describe and discuss how the

topic will be handled and implemented within the company to increase the chances for success.

- You should not cover all content, theories, etc. we covered in the respective module. Focus on the parts that are most important to your approach. I suggest that you focus on the video lectures instead of the book when you choose content (both can of course complement each other). When in doubt, focus on depth versus breadth and show me that you really understood and can apply the material.
- **The main goal of this presentation is to show me that you can apply the concepts learned over the course of the semester. Focus on concrete measures for implementation and reasons why a certain approach is chosen.**
- Each individual student section must be 5-6 minutes long. **Please include the respective student's name in the footer of the slides of the section that the student prepared (e.g., "Organizational Culture by Jane Doe")**. Include a joint introduction slide (i.e. what is the company's name, what does it do/sell, where is it located, etc.) and a summary/conclusion slide (i.e. how do the described approaches increase the chances for success). The length of the presentation video should be between 25-30 minutes. This is based on 5 team members. For a team of 4, it is 20-25 minutes.
- The presentation should be submitted as a video file. I suggest using voice-over PowerPoint slides but other software is fine as long as a video is uploaded. The file name should be "Team\_X\_final presentation".
- Grading criteria include content and application of class materials (i.e. level of specificity, correctness, reflection, logical reasoning why a specific approach is chosen, etc.) as the **most important factor**. In addition, clear presentation (voice), formatting, creativity, and coherence will influence your grade.
- Grading of this presentation will be at the individual and team level. Twenty percent (20%) of the overall grade will be graded at the individual level, while the remaining ten percent (10%) will be graded at the team level (30% total). The presentation should appear professional and the individual parts should be well integrated. This grading breakdown is supposed to ensure that all team members work together and create a coherent presentation. **Make sure to plan for enough time to integrate all parts of the presentation into a coherent whole.**
- This presentation will be due in **Week 14/15** of the semester.

## 2) Exams (Midterm and Final) – 20% each

- The exams will focus on the mandatory readings of the course and the material covered in course videos and materials. Make sure to review the **lecture videos**. Exam 1 covers all material up to the respective session. Exam 2 covers all mandatory readings and material covered in the sessions after Exam 1. The majority of questions will be in the multiple-choice format.
- In addition to the multiple-choice questions, there will be an open-ended question. These questions will require students to apply knowledge of course concepts to real world scenarios.
- Both the midterm and final exam will be timed. If you study for the exams, you should not run into major time constraints.
- **The exams will be harder than the weekly reading comprehension self-checks!**

## 3) Interactive Videos – 10%

- I will provide interactive videos for every module of this course. In these lectures, I will focus on the content that I deem as particularly important and provide additional explanations and real-world application examples.
  - These videos are interactive. This means that the videos will pause several times and you will be asked questions to continue. Setting up the videos in this way is supposed to provide accountability and prepare you for the midterm and final exam.
- 4) Weekly Reading Comprehension Self-Checks – 10%
- Each week, students will be quizzed on content from the **textbook readings**.
  - Five (5) to ten (10) questions will be asked in the multiple-choice format. Questions will be randomly selected and range in difficulty (easy, medium, and hard).
  - The quizzes will be timed.
  - The questions in these quizzes will be relatively easy. They only focus on the textbook. They are supposed to help you hold yourself accountable for reading the textbook.
- 5) Reflection and Discussion Assignments – 10%
- Throughout the course of the semester, I will ask you to do small exercises, post reflections and discussions, or work with your team members to prepare for the final project.
  - These various submissions will be graded and make up 10% of your overall course grade.
  - The submissions are supposed to help you engage deeper with the content and apply some of the concepts (e.g., give a charismatic speech, develop a team charter with your fellow teammates).
  - I will provide you with feedback on the team charter you will develop. It is intended to help you be successful with the final project.
- 6) Extra Credit Opportunity – up to 2%
- This is an opportunity for you to complete an extra credit assignment. Ultimately, I want you to be able to apply the course material to your job and life. Thus, the goal of this assignment is for you to practice this.
  - To get full credit, I want you to post to the extra credit discussion forum **two times over the course of the semester** (i.e., not two posts in the same week/on the same module). In each post, describe how you have applied some of the course material to your job/life and what the reactions and outcomes were.
  - Two posts can result in a potential addition of up to 2 percentage points to the final grade (depending on content quality). However, there is no guarantee that you will receive extra credit.
  - Submissions for extra credit will be **reviewed and graded at the end of the semester**.

### **Disability Services and Accommodations:**

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.



Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

**General remarks:**

To the best of my ability, this course will follow the rules stated in this syllabus. However, I reserve the right to alter the rules and policies at any time if deemed necessary.

**Copyright of Course Materials:** All original course materials posted on Canvas, including presentation slides, handouts, exercises, and guides, are intellectual property belonging to the professor. These materials are provided to students for their own personal use *only*. Students are not permitted to buy, sell, or distribute any course materials without the express written permission of the professor. Such unauthorized behavior constitutes academic misconduct.

**Communication is key. If you have any concerns reach out to me!**

**Tentative session overview:**

This represents a tentative course schedule. Session content may change. The book for the course is:

Scandura, Terri (2021). *Essentials of Organizational Behavior* (3rd Edition). Sage: Thousand Oaks, CA. ISBN: 1544396783

Week	Date	Topic(s) Covered	Required readings	Graded Items Due	Other items Due
1	9/6 - 9/12	Introduction and course overview	Course syllabus; Research designs, pages 434-438	1) Reading comprehension quiz 2) Intro video	- Evidence base quiz
2	9/11 - 9/19	The study of Organizational Behavior and effective feedback	Chapter 1, pages 2-22	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	
3	9/18 - 9/26	Personality, individual differences, and person-environment fit	Chapter 2, pages 30-49	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	
4	9/25 - 10/3	Job attitudes	Chapter 4, pages 71-89	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	
5	10/2 - 10/10	Perception, cognitive biases, and decision-making	Chapter 5, pages 94-119	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	

6	10/9 - 10/17	Leadership and charisma	Chapter 6, pages 124-148	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	
7	10/16 - 10/24	MIDTERM EXAM			
8	10/23 - 10/31	Motivation – theoretical models and goals	Chapter 8, pages 178-200	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	
9	10/30 - 11/7	Motivation – reinforcement and the use of money	Chapter 9, pages 205-228	1) Reading comprehension quiz 2) Interactive videos	
10	11/6 - 11/14	Teams	Chapter 10, pages 238-268	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	
11	11/13 - 11/21	Diversity and team norms	Paper and book chapter (both provided through Canvas)	1) Reading comprehension quiz 2) Interactive videos 3) Team charter	
12	11/20 - 11/28	Thanksgiving			
13	11/27 - 12/5	Organizational culture	Chapter 14, pages 372-393	1) Reading comprehension quiz 2) Interactive videos 3) Reflection post	- Provide course feedback
14	12/4 - 12/12	Final presentations due		1) Final Presentation	
15	12/15	Reading Day Use time to study			
16	12/16 - 12/18	FINAL EXAM			- Extra credit due