

## LEADERSHIP

**Professor:** Dr. David Dwertmann  
**Email:** david.dwertmann@rutgers.edu  
**Class time:** Tuesdays and Thursdays, 11:10 AM - 12:30 PM  
**Class location:** BSB-334  
**Office hours:** Tuesdays, 12:30 - 1 PM. Ideally, please write me an email in advance.  
**Office location:** BSB-223  
**Course #:** 52:620:401  
**Semester:** Fall 2024

### Course Description and Approach:

Leadership is for many students one of the most interesting management topics and it sparked more research than any other area of business. In this class, we will review some of the generated knowledge and practice what it means to be a leader. Ultimately, the goal of this class is for you to develop a roadmap of the path towards the leader that you want to be. Two aspects will be critical to allow you to do so.

A first emphasis of this class will be on self-reflection; do you think that humans are inherently motivated to do good or are they lazy, how does that translate into your leadership style, what kind of leader do you want to be, what leadership traits do you possess, which leadership skills do you have and in which areas do you need to develop, etc.? You will fill out questionnaires, interview family and colleagues, and do exercises to learn more about yourself and gain a more accurate self-image.

A second emphasis of this class will be on application; you will work in teams and take on the leader role for a real-life project. These projects can be from on- and off-campus clients and focus on various topics that are not necessarily related to this class. Instead, the purpose of the projects is to gain experience as a leader and receive feedback from fellow classmates on your leadership strength and areas for improvement.

### Course Learning Objectives:

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

1. Define key course concepts (e.g., leadership, traits, states, etc.).
2. Outline the theoretical foundations of leadership.
3. Reflect on the ways in which leadership topics affect their lives now and will throughout the lifespan.
4. Learn leadership skills.
5. Reflect on the leader they are and the leader they want to be.
6. Develop goals and a pathway towards the leader they want to be.
7. Develop the highly important ability of critical thinking.

### Course Materials:

The mandatory book is:

Northouse, P. G. (2020). Introduction to leadership. (5<sup>th</sup> edition). Sage: Thousand Oaks, CA.

### **Class policies:**

I expect you to be professional, to stay informed about the progress of this class, and to complete assignments on time.

**Class participation and attendance:** Active participation in class will be part of your final grade. Consequently, you will be required to attend classes. I expect you to be on time and being late repeatedly will lower your participation grade. If you will not be able to attend a session, write me an email before the respective class. Your *final course grade* may be reduced by 1 full grade with more than 2 absences, by 2 full grades with more than 3 absences, and so on during the semester. If you are signed into a class session and not in attendance, *both* you and the person who signed you in will be reported for a violation of academic integrity and receive a final grade reduction of 2 letter grades.

**Classroom environment:** 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 students in this class will respect differences 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
2. Everyone has the right to be heard
3. Criticize ideas, not people
4. One person speaks at a time
5. Maintain confidentiality
6. Hold yourself and each other to high standards of excellence at all times
7. Have the humility to recognize that you do not know everything and that everyone will start from different bases of knowledge and experiences

**Use of electronic devices:** Research has shown that the use of electronic devices distracts not only the user but also other students (see quote below). Therefore, laptops, cell phones, etc. should be put out of sight and should not be used in class if I do not explicitly ask you to. Violations of these rules may result in a loss of active participation points.

*"Dozens of studies about devices in classrooms now exist. Among the findings: students stray off-task more than they think they do; device users fare slightly worse in classes than nonusers; and even those who use a laptop only for note-taking — with no off-task surfing or texting — perform less well than note-takers who write. (The theory is that students who write on paper are mentally processing the information, while laptop users are mindlessly transcribing.)"* (Gose, 2017: <http://www.chronicle.com/article/Gen-Z-Changes-the-Debate-About/241163?cid=RCPACKAGE>).

**Artificial Intelligence (AI) use:** As all of us are aware, AI tools such as ChatGPT and others are available. For this course, you are allowed to use AI in a responsible way. This means that it is your (i.e., each individual student) responsibility to ensure that what you post, present, or use in any other form is accurate. Also, if you post the same answer or present the same information as other students, you will not get any points. What I expect from you, is that you personalize the information that you use. If you are unsure how this policy applies, please talk to me in advance of submitting something based on AI.

**Email policy:** Emails should be written with a professional tone. You can address me with “Dr. Dwertmann”, “Professor Dwertmann”, or “DrDwe” for short. Note that I will address you with your first name, unless you prefer that I address you differently.

I will try to answer your emails in a reasonable time. However, please do not expect an instant response and respect weekends, holidays, etc. If the answer to your question is on the syllabus, I will most likely direct you to the syllabus. Please check the syllabus **BEFORE** you email me questions about the course.

**Late assignments:** All course requirements must be completed and submitted by the specified due date, as indicated on *Canvas*. Assignments submitted after the due date will receive a reduction of one full letter grade for every day they are late.

**Assignment submissions:** All assignments should be submitted via *Canvas* as a PDF file (the only other acceptable format is Word). The file should be named with ‘*last name\_assignment name*’. On the first page of every assignment, you should state the class title, assignment name, professor name, and your name.

### **Academic Integrity:**

Most of the time, I strongly encourage you to work with each other in order to enhance the learning experience. However, it is vitally important for you to do your own work relative to individual assignments. 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 in order 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 advantage 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.

**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 the Office of Community Standards:

<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."*

### **Disability Services/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.

### **Course grading and assignments:**

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

Active participation:	15%
Reading comprehension checks:	10%
Project plans:	5%
Feedback assignments:	20%
10% for co-leader	
5% each for other leaders (10% in sum)	
Final project presentations:	40%
20% for co-lead project	
10% each for other team projects (20% in sum)	
Executive summary of final project:	10%

A	90-100%
B+	86-89%

B	80-85%
C+	74-79%
C	67-73%
D	60-66%
F	Below 60%

1. Active participation – 15%

- Attending class: Students are expected to attend all regularly-scheduled class sessions, with the only exceptions being documented and pre-approved absences (see class attendance section above). To record attendance, students will sign a sign-in sheet at the beginning of every class.
- Preparing thoroughly: Each student is required to complete all readings and assignments prior to class and be prepared to discuss them during each class session.
- Contributing effectively in class: Consistent with the classroom environment expectations, every student is expected to actively and respectfully contribute to classroom activities and discussions. Important criteria are *quantity and quality* of participation. Examples of high-quality contributions include for example: Realizing and outlining boundaries and limitations of discussed theories; applying class knowledge to the own workplace/life, reflecting on advantages and disadvantages of a specific approach, etc.

2. Reading comprehension checks – 10%

- For several weeks of the semester, students are required to read a chapter of the textbook. As a check for your comprehension, you will be asked to complete short quizzes before the respective session via Canvas.
- Doing the reading will help you prepare for our class discussions.

3. Project plans – 5%

- After our session on project planning, in which we will start working on this, I want you to develop project plans for your team projects for the semester.
- They should include tasks, responsibilities, soft and hard deadlines, etc.
- I expect you (i.e., the co-leaders or the leader in case there are no co-leaders) to briefly (4-6 minutes) present each project plan in front of the class. You will provide each other with feedback.

4. Feedback assignments 10% for co-leader, 5% each for other leaders = 20%

- You are required to provide your project leaders with written and constructive feedback *on their leadership skills/style* (2 positive aspects, 2 areas/suggestions for improvement, maximum 2 pages on each project leader).
- The feedback for your co-leader will be worth 10% since you will likely work the closest with this person.
- Every student is expected to follow the feedback guidelines we will discuss in class.
- Formatting: 1.5-spaced, 12-point Times New Roman, 1" margins.
- File format should be PDF.
- Submit feedback via Canvas and bring a hard copy to class.

5. Final projects – 40%

- Students will be assigned to teams consisting of 4 or fewer/more students depending on class size.
- Each team will work on 2 or 3 projects.

- The role of the leader will be rotated (i.e., each student will be a team co-leader for one project).
  - Students are expected to work on their projects throughout the semester.
  - Presentations of the project solutions will be spread out over the semester. The teams will present their work (must be 18-22 minutes) to the clients (i.e., project partners).
  - Students will receive up to 20% of their grade for the project they co-lead. Additionally, students will receive 10% each for the other project solutions of the team.
  - Please refer to the more detailed description at the end of this syllabus.
  - We will discuss these projects in detail in the first session of the semester and over the course of the semester.
6. Executive summary of final project – 10%
- One of the project co-leaders is expected to submit a 1-2 page executive summary (1.5-spaced, 12-point Times New Roman, 1" margins) for his/her project through Canvas as a PDF file.
  - The executive summary is supposed to provide a quick overview about the solution/final product for the project.
  - Please make sure to ask in class about additional specifications a couple of weeks before the first executive summaries are due.
  - The due dates are on Canvas. They are two days before the project presentations.

***Communication is key. If anything does not work for you, you cannot attend class, etc. reach out to me!***

**Tentative session overview:**

This represents a tentative class schedule. Session content may change.

Date	#	Topic	Reading	Other deliverables
3-Sep	1	Course introduction		
5-Sep	2	Understanding leadership	Chapter & quiz	Bring 1-page printed intro (name, recent photo, email address, major, interests, job experience, career goals, etc.).
10-Sep	3	Client project introductions 1		
12-Sep	4	Client project introductions 2		
17-Sep	5	Project planning 1		
19-Sep	6	Project planning 2		Project plans and a short presentation
24-Sep	7	Recognizing your traits	Chapter & quiz	Leadership Traits Survey (page 48), Canvas
26-Sep	8	Charisma: Trait or skill?		
1-Oct	9	Developing leadership skills	Chapter & quiz	
3-Oct	10	Creating a vision	Chapter & quiz	
8-Oct	11	Understanding leadership styles	Chapter & quiz	
10-Oct	12	Embracing diversity and inclusion 1	Chapter & quiz	
15-Oct	13	Embracing diversity and inclusion 2		
17-Oct	14	Establishing a constructive climate	Chapter & quiz	
22-Oct	15	Leading for creativity & innovation		
24-Oct	16	Guest speaker – tbd		
29-Oct	17	Managing conflict	Chapter & quiz	
31-Oct	18	Presentation workshop 1		
5-Nov	19	Presentation workshop 2		
7-Nov	20	In-class working session		
12-Nov	21	Giving and receiving feedback	Chapter & quiz	Summary 1 and presentation slides due
14-Nov	22	Student presentations - Project 1		Bring summary 1 hard copy
19-Nov	23	Ethics in leadership 1	Chapter & quiz	1st feedback via Canvas and bring hard copy to class
21-Nov	24	Ethics in leadership 2		
26-Nov	25	Independent working session		
28-Nov	26	THANKSGIVING		Summary 2 and presentation slides due
3-Dec	27	Student presentations - Project 2		Summary 3 and presentation slides due; Bring summary 2 hard copy to class
5-Dec	28	Student presentations - Project 3		Bring summary 3 hard copy to class
10-Dec	29	Course summary	Chapter (Overcoming obstacles)	2nd feedback via Canvas and bring hard copy to class

### Detailed team project description:

I believe that leadership cannot be learned by solely hearing or reading about it. Leadership must be experienced. All of us have been in leadership situations. Some have been part of a sports team either as a coach, captain, or team member, others have work experience, and everyone is a student and can experience leadership on a day-to-day basis on campus. In this class, everyone will have the opportunity to be a team leader. Students will work on real-life projects and contribute to Rutgers-Camden and the broader community. Project partners, subsequently called clients, will benefit from student insights. I will facilitate the process and be available for feedback and help throughout the semester.

### Procedure:

- Students will be randomly assigned to teams consisting of 4 or 5 students.
- Each team will work on 2 or 3 projects.
- The role of the leader will be rotated (i.e., each student will be the team co-leader for one project).
- Students are expected to work on their projects throughout the semester.
- Teams are expected to **meet with their clients at least once in person** (except if the client prefers a virtual meeting) to make sure they are on track with their project. I suggest that the teams do enough background research on the project to have a plan about where to take the project. At this point, meet with the client to make sure that what you intend to do matches what the client expects/wants.
- Throughout the semester, the teams will present their work (must be 17-20 minutes) to the clients (i.e., project partners).
- All team members will provide each other with written feedback on how they did as a leader (see above).

### Projects:

- Projects are real life projects from actual clients (e.g., from the School of Business, other offices on campus, and off-campus organizations). Examples of past projects: suggestions for a new social media campaign, event planning, development of a funding campaign, etc.
- The clients will present their project in the second week of the semester and be present at the final presentations for their project (i.e., one session per project).
- Client satisfaction will have an impact on student grades.
- I expect the **total amount of work hours per project to be around 80**. This is for a team of 4-5 students (i.e., 16-20 hours per student and project).

### Co-leader role:

- Each (student-) co-leader is responsible for one project.
- It is the choice and responsibility of the co-leaders how to organize the team (e.g., coordination of teamwork, assignment of tasks, presentation of the work, leadership style).

### Team member role:

- I expect each team member to honor the team co-leaders for the individual project.
- I expect each team member to contribute to their team's success.
- Everyone is to be treated with dignity and respect.
- A bad performance in a certain project will reflect poorly on all team members and not only the co-leaders.

### Client role:



- Clients are representatives for the individual projects.
- They are required to provide background information on their project (in written form and through a short presentation in the second week of the semester; 10-15 minutes; what are the goals; what resources are available, etc.).
- Clients should be available for additional questions from the student teams.
- All teams should be treated equal.
- Clients should come to class for the session in which the student teams present their work.
- Client satisfaction will be part of student grades.

#### **Professor role:**

- I communicate with all teams.
- I am always available if problems emerge (e.g., misbehavior in student teams).
- I recruit the projects and partners and ensure that they are comparable in terms of required workload, etc.
- I coordinate with the clients (e.g., when are they available for class visits).

#### **Criteria for grading:**

- Client satisfaction
- Innovation of ideas/suggested solutions
- Thoroughness of background research
- Presented logic for why the specific ideas/solutions are suggested
- Structure of presentation
- Practicability of ideas/solutions
- Presentation quality (used materials, stage presence, professionalism such as attire, etc.)
- Potentially peer evaluations