RUTGERS–CAMDEN
School of Business

Intro to Syllabi
Foundations of Leadership and Teamwork
53:620:505:92   INDEX #08579
Term: Spring 2025
Online/Asynchronous Mode of Delivery

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Contact Information: Canvas inbox message or email preferred – monica.mcclintock@rutgers.edu
Office Hours: Via zoom by appointment; weekly open class zoom sessions for Q&A will be scheduled and communicated through Canvas announcements.

Key Spring 2025 Dates

Spring 2025 classes begin	Tuesday, January 21
Last day to withdraw with a "W"	Monday, April 21
Last day of class	Monday, May 5
Final exam period	Thursday, May 8 – Wednesday, May 14

Course Description
Foundations of Leadership and Teamwork (3 credits)
This course is designed to help students acquire foundational knowledge, skills related to understanding, predicting, changing human behavior and processes in and around organizations. They will learn how to apply theoretical concepts to master real-world challenges and become more effective leaders. Topical coverage includes, but is not limited to, leadership models and theories, job attitudes, employee motivation, group/team dynamics, decision-making, organizational climate and culture, diversity, and individual differences, such as perceptions, attitudes, and personality. Discussion of these topics includes reflections on societal issues and ethical decisions leaders face. The content of this core course is critical for all who are in or aspire to be in leadership roles and provides a foundation for the more focused courses of the strategic leadership concentration.

Course Learning Objectives
After completing this course, students should be able to:
1. Define key course concepts (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 leadership/management practices (i.e.: give a charismatic speech).
5. Convey knowledge through presentation and discussion.
6. Critically reflect on and potentially adjust their behavior as leaders.

School of Business-Camden Program Learning Goals
- Critical Thinking: Students will be able to critically use information and data to analyze, interpret, and solve business problems.
- Teamwork and Interpersonal Relations: Students will develop interpersonal skills and demonstrate the ability to work effective in teams.
- Communication Impact and Effectiveness: Students will demonstrate effective written language skills.
- Ethical Reasoning: Students will realize that organizations and their actions affect different stakeholders; they will demonstrate the ability to identify and weigh the ethical implications of these actions.
- Technology Fluency and IT Literacy: Students will demonstrate conceptual knowledge and practical application of information technology.

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Course Materials

<u>TEXTBOOK:</u>

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

- Affordable print and eBook copies available.
  - Purchased or rented via the Rutgers-Camden Barnes & Noble bookstore: https://universitydistrict.bncollege.com/shop/university-district/page/find-textbooks

<u>OTHER:</u>

- Narrated lectures, readings, videos, and other posted material made available on Canvas.
- This course may use various periodicals and websites (Sage, Wall Street Journal, etc.) as a supplement.

<u>COPYRIGHT OF COURSE MATERIALS:</u>

All original course materials posted on Canvas, including presentation slides, handouts, and assignments, are intellectual property belonging to the professor or indicated sources. 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.

How to Succeed in this Course

- Read all text material assigned for each class.
- Follow instructions in all assignments.
- Start assignments early and get feedback from the professor.
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (Canvas, zoom, specific software, etc.) ensure that you can access and use it appropriately.
- Ensure that your technology, including audio/video functionality, are in full operational condition.

Diversity Statement

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

Pronouns

This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Chosen Name (Preferred Name)

If you have a chosen name or preferred name other than what is listed on the roster, kindly let me know.

Communication and Use of Canvas

<u>EMAIL</u>

USE YOUR RUTGERS EMAIL ADDRESS. All communications to students will be done using Canvas Inbox messaging, and/or the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. **Not checking your Rutgers email is not an excuse for missing any communications.** Periodically, check your spam or junk email for emails not arriving into your inbox.

CANVAS
Canvas is the learning management system used for this course. Posted will be the syllabus, resources, PowerPoint lectures/slides, announcements, guides, inbox messages, etc. To access this system, go to http://canvas.rutgers.edu log in, and click on the course in the dashboard. For technical support 833-648-4357 or help@camden.rutgers.edu.

Class Materials
In addition to the textbook, all class materials can be obtained via Canvas. You are strongly encouraged to access this course via Canvas several times a week. **Note that the class seamlessly "runs" from day 1 (Monday) to day 7 (Sunday).**

Class Communication
Since class attendance is not compulsory, a viable and reliable form of communication is vitally important. Note that all class communication will be via your Rutgers email, Canvas Inbox, zoom, discussion forums, and other Canvas tools. You are expected to check your Rutgers email or Canvas Announcements at least two or three times every week (also check your spam folder). All class announcements can be accessed via the 'Announcement' tab in Canvas.

Professor Communication
From Monday through Friday, I will reply to all emails or Canvas Inbox messages within 48 hours or sooner. Indicate 'urgent' in the subject line if your matter is of a pressing matter. So that I recognize that your email pertains to this class, please start the subject line with the course name followed by a dash   ("-") and then the subject matter of your issue or question. At times, I may be on email on weekends, however, that may not be a regular practice.

Classroom Policies
For Assistance
If you find that you are having trouble completing coursework or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your per-formance is up to standard throughout the course. It is too late to wait until the final weeks of class to ask for help. I am available to meet throughout the entire semester if you need help.

Exam, Quizzes, Assignment Make-up Work Policy
If, for a university-approved reason, you cannot complete a quiz, assignment, or exam during the scheduled time, **you must provide me a written notice via email or Canvas inbox message at least one week in advance** so that other arrangements can be made. If the situation does not allow for advance notification (i.e.: emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for a non-university approved reason is not guaranteed. The professor reserves the right to request written documen-tation to support your absence (such as a doctor's note, an obituary, military orders).

Late Work Policy
All work must be completed and uploaded to Canvas by the specified due date (with the exception of a university-approved, documented, and professor or Dean of Students verified reason; see Make-up Work Policy above). Any unapproved work submitted after the due date and time will receive a reduction of 20% off the total assignment grade per day late (ie: an assignment worth 100 points would lose 2- points per day that it is late). **Note that late Discussion (DQ) posts and late Final Project (Parts 1-4) will not be accepted and, therefore, will not quality for this late policy**. Any technical issues with Canvas will not be a valid excuse for late work. Contact the professor which may result in emailing the assignment directly. **Please reach out to the Camden Technical Support: web**: https://it.rutgers.edu/help-support**, phone: 833-OIT-HELP, email:** help@camden.rutgers.edu.

Incompletes
"Incompletes" will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when 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/gradeinstruction#incomplete.

Assessments
(note: additional details about these assignments may be added into Canvas)
Grading Challenges
If you have a question or concern about a grade, you may submit this in writing (to my email) within 5 calendar days after the assignment or exam grade has been released. You must make a case in writing, why you believe your grade

is incorrect, 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. Please note that I will not consider end-of semester requests to re-grade work from earlier in the semester if it falls outside of the 5-day grade release period.

Class Participation
Class participation will be related to the quality of participation demonstrated through inquiry, comments, discussion, teamwork, and contributions providing value to the class as a whole. Students are expected to collaborate and work together individually and in teams throughout this course and each student must demonstrate both individual and team achievement.

Examinations
There will be two open book, timed exams consisting of multiple-choice questions to be completed in Canvas. The exams will cover strategy concepts covered in the text, weekly lectures, assignments, and other materials covered in this course. Each exam is worth up to 15% of the total grade. The exam start/ending dates/times are noted in Canvas.

Weekly Reading Comprehension Quizzes
Each week in Canvas, students will be quizzed on the content from the textbook readings. About 5-6 multiple-choice questions will be randomly selected to reinforce each weekly chapter reading (these questions will generally be easier than the midterm/final examination). A total of ten timed quizzes will be administered, representing up to 10% of the total grade.

Discussions
There will be ten specific discussion board questions in this course called DQs. DQs may involve any combination of prepared materials, journal articles, videos, textbook readings, mini-cases, problems, or other resources. For ten weeks, one DQ per week in Canvas will be posted and each are worth up to 15 points each. Each will require both an initial post and two responses and will be substantive to further the discussion of the noted topic.

DQs posts must reflect student's reading and comprehension of the assigned readings and/or related discussion activity, and reflect the ability to synthesize concepts presented through **writing at a college level so grammar/ punctuation/spelling will be evaluated**. Your initial post should be a minimum of apx. 200 words, not including required citations/references, and completed by each **Friday at 11:59pm** (worth up to 8 of the 15 points).
You must also comment with a minimum 100 words each, not including citations/references, to a **minimum of two** other discussion posts by each **Sunday 11:59pm** (worth up to 7 of the 15 points). Since DQs serve as our virtual class room, no credit will be considered for late posts and responses.

Case Study Paper (individual assignment)
To demonstrate relevance of the course material, read and analyze Case Study 6.1: Melissa Reiff, Servant Leader of The Container Store, pp.151-152 of our textbook (chapter 6: Leadership). As an individual assignment, write and upload a minimum 2-page (1" margins, 12-point font, double-spaced) **fully cited** report that answers one case study question (#1 only) on p.152. The writeup will be worth up to 10% of the final grade. **Note that citations throughout your paper and references are required in line with the Rutger's Academic Integrity Policy.**

Group Project
Throughout this course, students will begin preparing and completing four deliverables of one team project, important to learning how to create, manage, and sustain a collaborative team that's important to leadership skills and team dynamics. This will necessitate teams to arrange for sufficient communication to carry out the team-based activities and assignments, time to be determined by team members depending on what they need to complete the activities. Teams will be self-managing so members are expected to determine team goals and workflow, communicate effectively, set expectations, participate equally, manage member conflict, and address internal team performance issues (reach out to Instructor, in advance, if issues cannot be resolved). A private peer review evaluation of self, team members, and the process is an important component of this course and will be considered in the final project grade. In the unlikely event that a member fails to equally participate in the project, a lower grade may be given.

Title: "Navigating Disruptions: Understanding the Impact of Modern Distractions on Team Performance and Productivity"

Project Description:
This project focuses on analyzing how contemporary disruptions, such as digital distractions, hybrid and remote work models, social media and personal distractions, and economic and social uncertainty, can affect organizational and team performance, efficiency, and productivity. According to Nora Simpson, author of "Get Ahead and Stay Ahead: Use the Secrets of Your Own Brain to Unleash Your Success at Work" and "Getting Started in Money Recovery: Healing the Traumas that Drive Money Dysfunction," she states that in 2013, we checked our Smartphones 150 times/day – in 2023, we check them 352 times/day. Also, in 2004, the average work task length was 2.2 minutes – in 2022, it was 40 seconds. She also states that 6-8 hours/day is the amount of work time each American loses each weekday to distractions and distraction-driven errors.

Students will be assigned to one or more partners to work together, collaborate, share an equal workload, and explore the causes and effects of the four disruptions noted in Project Scope, on organizational and team performance, efficiency, and productivity. The project aims to provide practical recommendations for leaders and organizations to minimize these disruptions and create a focused, productive work environment. Four project deliverables noted below.

Project Objectives:
1) **Identify Major Disruptions and Distractions**: Research, define, and document the primary sources of workplace disruptions based on Project Scope items 1-4.
2) **Analyze the Impact on Organizational Efficiency, Performance, Team Dynamics**: Examine how all four distractions affect organizations and teams with a focus on communication, decision-making, motivation, and overall efficiency and productivity.
3) **Assess Existing Solutions**: Review existing productivity tools, time management techniques, and organizational policies designed to combat the four distractions and their effectiveness.
4) **Develop Recommendations and Frameworks**: Create a set of strategies and best practices for leaders and teams to manage and mitigate the impact of all four disruptions, including digital detox strategies, communication norms, and focus-enhancing tools.

Project Scope:
Disruption 1: Digital Overload and Notification Fatigue **Disruption 3:** Social Media and Personal Distractions
Disruption 2: Hybrid and Remote Work Challenges **Disruption 4:** Economic and Social Uncertainty

Team Project Deliverables:
1) **Part 1 –** Due 3/14, 11:59pm – Point Value: up to 40 points – TEAM ASSIGNMENT
   Team Charter: Develop a team charter to include team member name/contact information, team roles (i.e.: team lead or project manager, project coordinator, researcher, task manager, and other roles), method(s) of team collaboration, meeting and project schedule/deadline, team goals, ground rules, commitments, and other important aspects of team charter. Refer to the text on this topic. Note that teams can be found in Canvas: go to the People tab and select Project Groups. This charter can be submitted into Canvas in any format; only one member of each team should download the document.
2) **Part 2** – Due 4/20, 11:59pm – Point Value: up to 150 points – TEAM ASSIGNMENT
   Research Report: Compile a 6-page, organized research report (not a term paper) documenting key findings and challenges on the impact of the four noted disruptions to organizations and teams, along with detailed analyses of solutions to minimize its impact. For each of the four disruptions, assess and define existing solutions, and develop recommendations and frameworks. Include a minimum of one case study, or real-life example, where an organization(s) has implemented effective strategies to combat workplace disruptions. Report must include a minimum of 5 references with full citations throughout (points deducted if not completed in full), and be submitted in 12-point font, double spaced, with 1" margins around. Only one member of each team should post the report in Canvas.
3) **Part 3** – Due 5/3, 11:59pm – Point Value: up to 150 points – TEAM ASSIGNMENT
   Guide for Managers and Teams: Compile a 5-page practical and educational toolkit that includes recommendations and frameworks for reducing workplace and team distractions, and maintaining efficiency and productivity. This document can be used for managers and teams for educational and other purposes. The Guide must be submitted in 12-point font, double spaced, with 1" margins around. Citations and references not required. Only one member of each team should download the Guide in Canvas.
4) **Part 4** – Due 5/4, 11:59pm – Point Value: up to 10 points – INDIVIDUAL ASSIGNMENT
   Complete and post in Canvas a private/confidential Peer Review evaluating your performance during this project and that of your partner's performance. The Peer Review is an individual, private assignment.

Course Grading

GRADING STRUCTURE

GRADING CRITERIA	WEIGHTED PERCENTAGE OF FINAL GRADE	POINTS
Midterm Exam	15%	150
Final Exam	15%	150
Discussion Board Participation (10)	15%	150
Weekly Reading Comprehension Quizzes (10)	10%	100
Case Study Paper	10%	100
Group Project: Part 1: 40 Points Part 2: 150 Points Part 3: 150 Points Part 4: 10 Points	35%	350
TOTAL STUDENT SCORE	**100%**	**1000**

GRADE RANGES

A	90% - 100%
B+	85% - 89%
B	80% - 84%
C+	75% - 79%
C	70% - 74%
F	Below 70%

Policy Statements

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.

Academic Integrity
The Academic Integrity policy can be found at https://studentconduct.rutgers.edu/processes/university-code-student-conduct 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 their 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.

Artificial Intelligence Use

You are welcome to use generative AI tools in this class as doing so aligns with the course learning goals. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of generative AI must be properly documented and cited to stay within university policies on academic Integrity. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask your professor for clarification. See Rutgers University Academic Integrity Policy for more details: http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/

The following uses of generative AI are considered acceptable for class assignments in this course:
- Checking spelling and grammar
- Idea generation and refining your ideas
- Drafting an outline to organize your thoughts
- Simplification of complex ideas for personal use
- Getting ideas for style, flow, etc.
- Generating phrases for text (with appropriate citation – see below)
- Checking grammar and style

The following uses of generative AI ARE NOT considered acceptable for class assignments for the following activities:
- Impersonating you in classroom contexts such as by using the tool to compose discussion board prompts assigned to you or content that you put into a zoom chat
- Writing entire sentences, paragraphs, or papers to complete class assignments
- Any use of generative AI without proper citation (see below)

How to cite the use of AI:
- Any text generated using AI should be cited within the sentence in which it was used.
  - Example: *Another way to say citing a text is "referencing a source" (phrase in quotes was generated using ChatGPT).*
- For any use of AI other than generating text (see acceptable uses above), a disclaimer at the end of the assignment should be added that specifies exactly how AI was used.
  - Example: *"ChatGPT was used in the early stages of this project to generate a list of ideas and to aid in the author's understanding of some of the references."*

Code of Student 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: 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."*

Expectations of Classroom Civility (online or in-person)
(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor). I will be prepared and timely with the requirements of this course and in communicating with you. I will also respect you and your opinions at all times. You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in a zero grade, a failing grade for the course, and/or referral to your dean. Refer to the Rutgers University Academic Integrity policy for more details: **http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/.** Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. At all times, all students will be expected to show respect for individual differences and viewpoints at all times.

Schedule

	SPRING 2025 - Foundations of Leadership & Teamwork COURSE OUTLINE, CLASS TOPICS, ASSIGNMENTS *(updates or modifications will be posted/announced via Canvas inbox and/or email)*	
DATES	**READINGS/ACTIVITIES/ASSIGNMENTS**	**TOPICS/CHAPTERS**
1 Wk of Jan 21	Syllabus & Course Navigation Lecture 1 Discussion 1 – DQ1 Quiz 1	1: What is Organizational Behavior?
2 Wk of Jan 27	Chapter 2 & Lecture 2 DQ2 Quiz 2	2: Personality and Person-Environment Fit
3 Wk of Feb 3	Chapter 4 & Lecture 4 DQ3 Quiz 3	4: Attitudes and Job Satisfaction
4 Wk of Feb 10	Chapter 5 & Lecture 5 DQ4 Quiz 4	5: Perception, Decision-Making, and Problem-Solving
5 Wk of Feb 17	Chapter 6 & Lecture 6 DQ5 Quiz 5	6: Leadership
6 Wk of Feb 24	Chapter 8/9 & Lecture 8/9 DQ6 Quiz 6	8: Motivation: Core Concepts & Applications
7 Wk of March 3	Midterm (timed) Exam	6 Lectures/7 Chapters: 1-2-4-5-6-8/9 Exam opens 3/5, 7:30am - Closes 3/8, 11:59pm
8 Wk of March 10	Case Study Paper Due Final Project Part 1 Due	Case Study Paper and Part 1 of Final Project Due Friday, 3/14, 11:59pm
9 Wk of March 17	Spring Recess	3/15 – 3/23
10 Wk of March 24	Chapter 10 & Lecture 10 DQ7 Quiz 7	10: Group Processes and Teams
11 Wk of March 31	Chapter 11 & Lecture 11 DQ8 Quiz 8	11: Managing Conflict and Negotiation
12 Wk of April 7	Chapter 13 & Lecture 13 DQ9 Quiz 9	13: Diversity and Cross-Cultural Adjustments
13 Wk of April 14	Final Project Part 2 Due 4/20	
14 Wk of April 21	Chapter 14 & Lecture 14 DQ10 Quiz 10	14: Organizational Culture
15 Wk of April 28	Final Project Part 3 Due 5/3 Final Project Part 4 Due 5/4	Regular classes end 5/5 Reading days 5/6-7
16 May 8-10	Final (timed) Exam	4 Lectures/Chapters 10-11-13-14 Opens 5/8, 7:30am - Closes 5/11, 11:59pm