LEADERSHIP IN THE 21ST CENTURY

Rutgers University
School of Business-Camden

Professor: Dr. David Dwertmann
Email: david.dwertmann@rutgers.edu
Class time: Tuesday and Thursday 1:30-2:50 PM
Class location: BSB-117
Office hours: Thursday 3:00-4:00 PM (please write me an email before or tell me after class) or by appointment (again via email)
Office location: BSB-206
Semester: Spring Semester 2016

Course Content:
Leadership is for many students one of the most interesting management topics and it sparked potentially more research than any other area of business. In this class we will review some of the generated knowledge. The specific focus of this class will be on changes in the workforce and their impact on the role of a leader. We will talk about diversity in terms of culture, gender, age, and disability. Furthermore, we will discuss increasing work demands, technology, and complexity. The goal is to provide students with necessary background knowledge on how to be a leader in the 21st century.

However, I believe that leadership cannot be learned by solely hearing or reading about it. Leadership has to be experienced. In this class, everyone will have the opportunity to be a team leader. Over the course of the semester, students will work collaboratively on real-life projects (e.g., planning of a marketing campaign, development of a curriculum, etc.) and contribute to Rutgers-Camden. Project partners across campus will benefit from student insights (please also see the more detailed description at the end of this syllabus).

Course Objectives:
At the end of course, students should be able to:
1. Define key course concepts (e.g., leadership, diversity, 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. Transfer leadership knowledge to real world problems.
5. Apply some of the management practices (e.g., in order to motivate employees, give feedback).
6. Convey knowledge through presentation and discussion.
7. Develop the highly important ability of critical thinking.

Course Structure & Teaching Approach:
The course will consist of the following basic elements:
• **Lectures:**
  Lectures will cover the general topic of the week and provide an overview. These lectures will be held in an interactive manner, offering ample opportunities for student involvement and for class discussions.

• **Group presentations:**
  Students will be divided into groups of about 5 to 6 members. Each of these student groups will work on 5 to 6 projects. Every student will have leadership responsibility for one of the projects. The students will present their results at the end of the semester to the respective project partner. Presentations should approximately last 10 minutes each. Project partner satisfaction will be part of the grade.

• **Group discussions:**
  This course is supposed to involve a lot of discussions and interactions among students and between students and the professor. Therefore, it is necessary that students prepare readings at home (see more details in the next point). The discussions will be led by the professor. These discussions are an important tool to engage in, and learn, critical thinking and reflection.

• **Guest lectures:**
  I plan to organize guest lectures. These will be focused on specific leadership/societal topics. These sessions will provide students with different angles to approach the topic of leadership.

• **Practical exercises:**
  Practical exercises will help the students to experience some of the course material. Exercises can take on multiple forms such as experiential exercises, or group exercises.

• **Class preparation:**
  Participants will have to prepare for the classes. This means that the readings for the class and additional assigned material are mandatory and should be read *before* coming to the respective session! The preparation will help students to actively engage in the discussion rounds of the session. In addition, the preparation will allow the professor to integrate more practical exercises, etc. instead of lecturing for long periods. Students should be able to integrate the new insights provided by the group presentations and reflect on their own knowledge according to them.

**Class policies:**

**Class participation:** Active participation in class will be part of your final grade. Consequently, you will be required to attend classes. It should go without saying but I expect you to be on time. If you will be late for class repeatedly, it will negatively affect 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 grade with more than 2 absences and by 2 grades with more than 4 absences 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: Laptops, cell phones, etc. must be put out of sight and should not be used in class if I do not explicitly ask you to. Violations of these rules result in a loss of points for active participation.

Email policy: Please put the course number and section (i.e. 52:620:401) somewhere in the subject line of emails. I will have a filter set-up to help me manage emails and this will help ensure consistent and quick responses. I will try to answer your emails in a reasonable time. However, please do not expect an instant response and respect weekends, holidays, etc. Emails should be written in a professional tone. 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 with questions about the course.

Late assignments: All course requirements must be completed and submitted by the specified due date, as indicated on the syllabus and Sakai. Assignments submitted after the due date will receive a reduction of one full letter grade.

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 related to individual assignments. Plagiarism and cheating are unacceptable and carry potentially strong disciplinary penalties. The Rutgers University website and school catalogs discuss this in more detail (http://deanofstudents.camden.rutgers.edu/academic_integrity).

Course grading and assignments:
The final grade will be based on the students’ performance in the following tasks:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Active participation</td>
<td>20%</td>
</tr>
<tr>
<td>Feedback assignment 1</td>
<td>15%</td>
</tr>
<tr>
<td>Feedback assignment 2</td>
<td>15%</td>
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<tr>
<td>Final project</td>
<td>50%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>60-66%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</table>
1. Active participation – 20%
   • 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 assigned readings and assignments 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.

2. Feedback assignment 1 & 2 – 15% each = 30%
   • You are required to provide your project leaders with written and constructive feedback twice (3 positive aspects, 3 areas/suggestions for improvement, maximum 2 pages). The first time will be before warning grades are due, the second time will be at the end of the semester.
   • Every student is expected to follow the feedback guidelines we will discuss in class.

3. Final project – 50%
   • Students will be randomly assigned to teams consisting of 5-6 students.
   • Each team will work on 5-6 projects.
   • The role of the leader will be rotated (i.e. each student will be the team leader for one project).
   • Students are expected to work on their projects throughout the semester.
   • In the late sessions of the semester, the teams will present their work (about 10-15 minutes) to the clients (i.e. project partners).
   • Please refer to the more detailed description at the end of this syllabus.

Student accommodations:
I am available to discuss appropriate academic accommodations that may be required for students. Requests for academic accommodations are to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with the Office of Disability Services to verify their eligibility for appropriate accommodations.

For more information about services for students with disabilities, consult the Web site, https://ods.rutgers.edu/, or call (856) 225-6442 (voice), or email at tpure@camden.rutgers.edu. Written correspondence should be addressed to Rutgers-Camden Learning Center, Armitage Hall, Room 240, 311 North Fifth Street, Camden, NJ 08102-1405.

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.

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.

19-Jan  Session 1  Course introduction
21-Jan  Session 2  Leadership in a changing world
            *Please bring a one-page introduction of yourself (including a recent
            photo, your name, email address, major, areas of interest, current and
            past job experience, career objectives, hobbies, and everything else you
            want to share with me). Be creative.*
26-Jan  Session 3  Client project presentations
            *Please bring a short description how you want to be as a leader (max. 1
            page) and an envelope.*
28-Jan  Session 4  Theoretical models
2-Feb    Session 5  Globalization
4-Feb    Session 6  Multi-generational workplace
9-Feb    Session 7  Women in the workplace
            *Guest lecture – by Corinne Post, Lehigh University*
11-Feb   Session 8  Health & disability
16-Feb   Session 9  Implications of diversity for leaders
18-Feb   Session 10 Emotional intelligence
23-Feb   Session 11 Effective communication
25-Feb   Session 12 Courage and ethical behavior
1-Mar    Session 13 The art of giving and receiving feedback
            *1st feedback due (send me electronically and bring hard-copy to class)*
3-Mar    Session 14 Work-life conflict
            *Guest lecture – by Kristie McAlpine, Cornell University*
8-Mar    Session 15 Workplace flexibility
10-Mar   Session 16 Knowledge workers
22-Mar   Session 17 Increasing work demands
24-Mar   Session 18 Health-oriented leadership
29-Mar   Session 19 Technological changes & virtual teams
31-Mar   Session 20 Increased complexity
5-Apr    Session 21 Leading change
7-Apr    Session 22 Student presentations Project 1
            *2nd feedback due (send me electronically and bring hard-copy to class)*
12-Apr   Session 23 Student presentations - Project 2
14-Apr   Session 24 Student presentations - Project 3
19-Apr   Session 25 Student presentations - Project 4
21-Apr   Session 26 Student presentations - Project 5
26-Apr   Session 27 Selected topics
28-Apr   Session 28 Course summary
Detailed team project description:
I believe that leadership cannot be learned by solely hearing or reading about it. Leadership has to 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. This document outlines how. Students will work on real-life projects and contribute to Rutgers-Camden. 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 5-6 students.
- Each team will work on 5-6 projects.
- The role of the leader will be rotated (i.e. each student will be the team leader for one project).
- Students are expected to work on their projects throughout the semester.
- About half-way through the semester (before warning grades are due), team members will provide the leader with written feedback (3 positive aspects, 3 areas/suggestions for improvement, maximum 2 pages). This performance feedback represents the mid-term.
- Half-way through the semester, teams are also expected to meet with their clients to make sure they are on track with their project.
- In the late sessions of the semester, the teams will present their work (about 10-15 minutes) to the clients (i.e. project partners).
- All team members will provide each other again with final written feedback at the end of the semester written feedback (3 positive aspects, 3 areas/suggestions for improvement, maximum 2 pages).

Projects:
- Projects are real life projects from actual clients (i.e. from the School of Business, the Office of Civic Engagement, and the Leadership Institute).
- The clients will present their project early on in 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.
- All projects should require no more than 1-3 days of work for the team (this replaces finals).
- Examples of projects: development of a social media presence, suggestions for a new advertising campaign, ideas for curricula improvement, etc.

Leader role:
- Each (student-)leader is responsible for one project.
- It is the choice of the leader how to organize the team (e.g., coordination of team work, assignment of tasks, presentation of the work, leadership style).

Follower role:
- I expect each team member to honor the group leader role for the individual project.
- I expect each team member to contribute to their group’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 leader.

Client role:
• Clients are representatives for the individual projects.
• They are required to provide background information on their project (either in written form or through a short presentation early in 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 one of the sessions in order to see the team presentations (at the end of the semester).
• Client satisfaction will be part of student grades.

Professor role:
• I will communicate with all teams.
• I am always available if problems emerge (e.g., misbehavior in student teams).
• I will coordinate with the clients (e.g., when are they available for class visits).

Criteria for grading:
• Feedback by fellow team members
• Innovation
• Structure
• Practicability
• Presentation
• Client satisfaction

Schematic overview:
Team members: 1, 2, 3, 4, 5
Projects: A, B, C, D, E (represented by one client each)

Project A: 1=leader, 2-5=followers
Project B: 2=leader, 1 & 3-5=followers
Project C: 3=leader, 1-2 & 4-5=followers
Project D: 4=leader, 1-3 & 5=followers
Project E: 5=leader, 1-4=followers