

**Management**  
**Course Number: 22:620:603**  
**Course Title:Executive Leadership**

## **COURSE DESCRIPTION**

To be successful in today's complex business environment, leaders at all levels need to make a major difference in the growth, success, and even the survival of their organizations. This course examines the characteristics and skills that enable leaders to make positive contributions to their organizations. It offers students the opportunity to build their knowledge and skills through class discussions, the study and analysis of other leaders across generations and countries, and the identification of their own leadership strengths, development needs and a development plan. Skills examined and practiced in this course include developing and communicating a vision and leadership brand, systems thinking, team building, and decision making.

---

## **COURSE MATERIALS**

**Required Text:** *Leadership Theory and Practice, Leadership Theory and Practice, 8<sup>th</sup> Edition*, Peter G. Northouse, Sage Publications, Inc., 2019. ISBN 978-1-5063-6231-1. (Please note that we are using the new 8<sup>th</sup> Edition, and it has different material from prior editions.)

**SLPI (Wiley):** Single Leader Instructions for Completing SLPI 360 Online (Course Documents).

Check **Canvas** ([canvas.rutgers.edu](http://canvas.rutgers.edu)) and your Rutgers email account frequently each week. Also check Canvas before leaving for class in the event there is a last-minute change or cancellation.

---

## **LEARNING GOALS AND OBJECTIVES**

This course is designed to help students develop skills and knowledge, through individual and team assignments, to:

- Apply different leadership theories and concepts to leaders from different generations and in different cultures.
- Understand the relationship between individual leadership factors (motivations, traits, skills, styles) and organizational factors (strategies, challenges, opportunities, etc.) in delivering performance outcomes.
- Build and apply critical thinking skills and ethical judgment to different leadership situations.

Students who complete this course will demonstrate the following:

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

---

## COURSE POLICIES

**Academic Integrity:** I do not tolerate cheating. Students are responsible for understanding and abiding by the Rutgers Academic Integrity (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” All written assignments are screened through *SafeAssign* or *Turnitin* plagiarism detection services that compare the work against a large database of past work.

You **earn** your grade on a level playing field with your other classmates. Please do not:

- Ask me to raise your grade because it is “close” to the next grade or you “need” a grade.
- Try to negotiate with me on grades.
- Ask for preferential treatment (e.g. requesting an “extra credit” project, etc.)
- Plagiarize or modify others’ work, and submit it as your own work.

**Hybrid Course:** This is a hybrid or blended course that uses a face-to-face (F2F), online and individual learning format. If you commit to take a hybrid course, you should commit to attend all F2F classes. Hybrid courses require 21 hours of F2F class time. This class meets for six (6) 3½ F2F hour classes. You are expected to attend and substantively participate in all F2F classes. Attendance is taken in every F2F class. See **Attendance/Participation** section. On weeks that the class does not meet, you will have individual and/or team assignments.

**Assignments:** Assignments are in the Syllabus and on Canvas. **Credit for Assignments:** For credit, assignments must be complete and posted by the due date on the DB thread (for weekly individual posts or team assignments) or in its Canvas Assignment (for individual assignments). Assignments sent to my email will not receive credit. **Late/Incomplete Assignments earn a “0”.** There is no partial credit for incomplete or late assignments. You have the assignments and due dates (on the Syllabus) before the first day of class. Please note that I do not follow up to “remind” a student about late assignments.

**Course Communications:** All communications with the professor and other students are to be professional and courteous. For email communications with me, please put the class and your name (**i.e. MBA Executive Leadership – Your Name**) in the Subject Line. Please copy all team members on team-related emails. I will respond within 24-48 hours.

**Cell Phones, Laptops, Textbook, etc.:** Before class, please turn off and put away your cell phones, etc. During presentations and discussions, laptops should be closed. Bring your textbook to class.

**Responsibility for Learning:** You are responsible for your learning in this course. I will introduce you to new material, provide examples to facilitate understanding, ask questions and help you with both the content and processes explored during the class. You are responsible to master the material, substantively participate, apply critical thinking and deliver MBA-level assignments on time.

**Syllabus:** While every attempt is made to include all course information on this syllabus, some changes may be necessary during the semester, and those changes will be announced in class/on Canvas. All students are responsible for abiding by the terms contained in this syllabus, on Canvas and in class.

---

## ACADEMIC INTEGRITY

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

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

---

## ASSIGNMENTS & GRADING (TOTAL OF 100 POINTS):

- Attendance/Participation: 15%
- Baby Boom/Gen X/Millennial Leader Team Case, Critiques/Rank, Team Assessments: 25%\*
- LDP Assignment 30%
  - 10 end-of-chapter Assignments by due dates: 10%
  - LDP Presentation: 20%
- Final - Global Leader Team Case, Critiques/Rank, Team Assessments: 30%\*

\*As part of those assignments:

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

- Identifies at least 3 clear, concise bullet points on the Strengths of the case
- Identifies at least 3 clear, concise bullet points on the Weaknesses of the case, and how those weaknesses could have been addressed
- Ranks the cases, insuring that the critical analysis supports the team’s case ranking.

One team member posts the team’s Case Critiques to DB and the team’s Ranking to Assignment.

**Team Member Assessments:** Every team member will:

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

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

## GRADING SCALE:

A: 93 and up	B+: 87 - 89.99	C+: 77 - 79.99	D: 67 - 69.99
A-: 90 - 92.99	B: 84 - 86.99	C: 74 - 76.99	F: Below 67
	B-: 80 - 83.99	C-: 70 - 73.99	

### **ATTENDANCE/PARTICIPATION (15%)**

The class meets for six (6) F2F 3½ hour classes. **You are expected to attend and substantively participate in all six (6) F2F classes**, to be on time and stay for the duration of the class. Lateness/early departure does affect this grade. Your grade is based on your attendance **and** substantive participation in every class:

- 80% of this grade is earned based on 100% attendance in every F2F class
- 20% of this grade is earned based on your **substantive participation in every F2F class**. Contributing “substantively” is contributing substance, not questions or compliments. It is contributing new/additional information to a topic or a critical analysis of what is being discussed or presented.

**If you miss/will miss a F2F class** (No points are earned for “excused absences”)

- Email me and post the missed class date and your name under Missed Class/Make-Up Assignments.
- You forfeit 2.5 points from your Attendance/Participation Grade for the missed class.
- You are responsible for getting the material for the missed class from other students.
- To complete the course, you are responsible for a make-up assignment, to be determined with the professor.
- If you miss a F2F class on a team case day, you need to do a separate individual case **and** an individual ranking/case critiques assignment for the team cases, to get credit for that assignment.
- There is no partial credit for team contributions to a team case that you are not present to deliver.

### **BABY BOOM/GEN “X”/ MILLENNIAL LEADER TEAM CASE ASSIGNMENT (25%)\*:**

The purpose of these assignments is to research, analyze and present a specific BB leader (b. 1947-1964), Gen X leader (b. 1965-1980) or Millennial leader (b. 1981-1996); and to handle Q&A on that leader with the class. Students will form teams, and select a current leader with the professor. This assignment is based on a team approach. Each team will:

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

\*As part of the **BABY BOOM/GEN “X”/ MILLENNIAL LEADER TEAM CASE ASSIGNMENTS:**

**Case Ranking/Critiques:** Every team will develop a **substantive**, critical analysis (minimum 100 words for **each** case) on the **content**, not the ppt layout nor student presentation style, for the other cases that:

- Identifies at least 3 specific data-supported (from the case) Strengths of the case
- Identifies at least 3 specific data-supported (from the case) Weaknesses of the case, and provide recommendation on how each Weakness could have been addressed
- Ranks the cases, insuring that the critical analysis supports the team’s case ranking.

One team member posts the team’s Case Ranking to Assignment and team’s Critiques to each team’s DB.

**Team Member Assessments:** Every team member will:

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

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

**LDP: LEADERSHIP DEVELOPMENT PLAN ASSIGNMENT (30%):**

There are two parts to this assignment:

- 10 completed Chapter Questionnaires by due dates: 10%
  - One point will be earned for each complete chapter assignment that is posted on the DB by the due date, and for posts to at least 2 other students by that due date.
  - No points will be earned after the due dates however all chapter assignments must be completed to complete the LDP Assignment.
- LDP presentation (see content below): 20%

The Student Leadership Practices Inventory (SLPI) is a 360 tool that is initiated by the student, and processed through Wiley. The SLPI (Wiley) Instructions are under Course Documents. This is an online survey, with a charge of about \$20, consisting of a self-assessment plus assessments from **12 - 15 (minimum)** colleagues, supervisors and direct reports. **It is recommended that you initiate this process at least 4 weeks before the assignment is due.** All questions/issues on the SLPI are to be resolved directly by the student with Wiley.

Each student presents a **7 slide (max), 10 minute (hard stop) LDP ppt** to the class that includes:

- (1 slide): Your "Leadership Brand", 12 month Goals and 3-5 year Goals
- (1 slide): The Five Practices Data Summary chart (includes observers' data) from the SLPI
- (1 slide): The Percentile Ranking chart from the SLPI (explain what did you learn from this)
- (1 slide): Your data-driven insights (in your own words) on your 3 Key Strengths, with **each Strength** supported by 3 specific pieces of quantitative raw data from **both** your Chapter Questionnaires **and** SLPI (35% of grade).
- (1 slide): Your data-driven insights (in your own words) on your 3 Key Development Needs, with **each Development Need** supported by 3 specific pieces of quantitative raw data from **both** your Chapter Questionnaires **and** SLPI (35% of grade).
- (1 slide): Your specific, measurable, actionable and time-bound plan on a timeline for building your leadership capabilities and skills over the next 12-24 months (30% of grade).
- (1 slide): Q Data Summary of assigned chapters (in excel format) with Chapter #, Title of Questionnaire, Scores. Bold the scores you used to support your Strengths in **GREEN** and Development Opportunities in **RED**.

Each student brings a hard copy of the LDP ppt (not the SLPI Report) to class for the professor, and posts their LDP ppt and 20+page SLPI 360 Individual Report to the Canvas Assignment by the Syllabus due date.

**FINAL: GLOBAL LEADER TEAM ASSIGNMENT (30%)\*:**

The purpose of this assignment is to: analyze different leadership styles in different cultures; build critical thinking skills in assessing leadership effectiveness; and apply your course learning in identifying how a leader can improve his/her leadership effectiveness. Students will form different teams and select a current global leader from EMEA/Asia Pacific/Latin America with the professor. Each team will:

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

\*As part of the **GLOBAL LEADER TEAM ASSIGNMENT**:

**Case Ranking/Critiques:** Every team will develop a **substantive**, critical analysis (minimum 100 words for **each** case) on the **content**, not the ppt layout nor student presentation style, for the other cases that:

- Identifies at least 3 specific data-supported (from the case) Strengths of the case
- Identifies at least 3 specific data-supported (from the case) Weaknesses of the case, and provide recommendation on how each Weakness could have been addressed
- Ranks the cases, insuring that the critical analysis supports the team’s case ranking.

One team member posts the team’s Case Ranking to Assignment and team’s Critiques to each team’s DB.

**Individual Team Member Assessment:** Every team member will:

- Develop a **substantive** assessment (min 50 words each) on **each** team member’s contributions.
- Assign a % in 5% increments (e.g. 80%, 95%, 100%, 110%, etc) to each of the **other** team members, insuring that the total of your percentages adds up to the number of other team members x 100% (e.g. 3 other team members = 300%, 4 other team members = 400%, etc)
- Post their Team Member Assessment to Assignment.

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

You are required to attend the entire class on the day of the Final. Lateness, early departure or absence will earn a “0” for this assignment, and you will have the opportunity to do this assignment with the next semester’s Executive Leadership class to complete this course.

**COURSE SCHEDULE**  
**MBA EXECUTIVE LEADERSHIP (Hybrid) SYLLABUS**  
**(Subject to change)**

DATE	TOPICS	ASSIGNMENTS
<b>F2F</b>	Syllabus, Canvas, Intros, Business Chemistry Type (BCT), Leadership Brand	<b>By ():</b> Review Syllabus & Canvas. Post Intro on Canvas Complete BCT under Course Docs. Post on Discussion Board (DB).

	1.Introduction to Leadership; Select BB/Gen/X/Millennial Teams & Leaders	Read Ch.1 and lecture ppt. Post your Leadership Brand assignment on DB.
	2. Trait Approach 3. Skills Approach	<b>By ():</b> Read Ch. 2-3 and lecture ppts. Complete Questionnaire (Q) on p. 37 and 67. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
<b>F2F</b>	<b>BB/Gen X/ Millennial Cases</b> 5. Situational Approach	<b>By ():</b> Post all BB/GenX/Millennial Cases on DB <b>By ():</b> Read Ch. 5 and lecture ppt. Complete Q on p. 111. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
	8. Transformational Leadership	<b>By ():</b> Read Ch. 8 and lecture ppt. Complete Q on p. 191. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
<b>F2F</b>	<b>BB/Gen X /Millennial Cases</b> 9. Authentic Leadership	<b>By ():</b> Read Ch. 9 and lecture ppt. Complete Qs on p. 220. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
	<b>BB/Gen X /Millennial Cases</b> Critiques/Ranking/Assessments 11. Adaptive Leadership	<b>By ():</b> Post Case Critiques on DB; post Team Case Ranking and Team Assessments to Assignment on Canvas. <b>By ():</b> Read Ch. 11 and lecture ppt. Complete Q on p.285. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
<b>F2F</b>	<b>LDP Presentations</b> 13. Leadership Ethics	<b>By ():</b> Post all LDPs to Assignment on Canvas. <b>By ():</b> Read Ch. 13 and lecture ppt. Complete Q on p. 360. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
	14. Team Leadership	<b>By ():</b> Read Ch. 14 and lecture ppt. Complete Q on p. 397. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
<b>F2F</b>	<b>LDP Presentations</b> 15. Gender and Leadership Select Global Teams & Leaders	<b>By ():</b> Read Ch.15 and lecture ppt. Complete Q on p. 421. Post assignment on DB. <b>By ():</b> Add substantive comments to 2 students' posts.
	16. Culture and Leadership	<b>By ():</b> Read Ch. 16 and lecture ppt. Complete Q on p. 464. Post assignment on DB.
<b>F2F</b>	<b>Global Leader Team Cases</b> Presentations/Discussions	<b>By ():</b> Post all Global Leader Team cases on DB.
	<b>Global Leader Team Cases</b> Critiques/Ranking/Assessments	<b>By () on ():</b> Post all Team Critiques under each team's thread on the DB. Post Team Case Ranking and Team Assessments to Assignment on Canvas.

---

## SUPPORT SERVICES

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Optional items that many faculty include:

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

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