



School of Communication and Information

ADVANCED EXPLORATIONS IN LEADERSHIP

04:189:396

Fall 2018

Syllabus

Course Delivery: Fridays 9/10 – 12/10/17 2:50 – 4:10 Room HU 101
Course Website: Canvas Site: <https://rutgers.instructure.com/courses/17214>

Instructor: **Dr. Richard Dool**
Email: richard.dool@rutgers.edu

Office Phone: 1-848-932-7112 or Cell 1-908-627-2600
Office Hours: By Appointment.

Course Description

Many believe that leaders in the 21st Century face unprecedented challenges due to changes in globalization, diversity, the pace of organizations, systemic impatience, workforce trends and the advances in technology. These challenges are changing the workplace and demand new leadership competencies. This research project involved interviews with leaders from more than fifty companies in the United States, United Kingdom, China and India in conjunction with a Fortune 20 (GE) company's research into "21st Century Leadership" competencies. We will explore each of these competencies in this course to enable students to help develop their leadership brand. Our students will explore various schools of thought on the attributes, behaviors, orientation and approaches of leaders - all in search of how to best develop leaders and to understand what makes them effective. We will focus on emerging theories and models including servant-leadership, transformational leadership and the contingency model. Our students will learn the leading edge competencies, techniques and skills that are needed by 21st Century leaders through practical applications including the use of case studies, vignettes and scenarios. Our students will be asked "what would you do" in examples so they can apply what we are studying and discussing in context. We will use a series of self-assessment tools to allow our students to assess their current leadership skills and identify any gaps. We will also support each student in creating a personal Leadership Development Plan as an output of this class.

Objectives:

- To identify and explore the leadership competencies needed for the 21st Century and the speed of 'now.'
- To offer a discussion of the identified competencies that will enable students to assess their readiness.
- To offer some prescriptive support for students in their self-development of these competencies.
- To explore each competency by reviewing current thought as well as practical application of each competency.

Instructor

Dr. Richard Dool,

DM, Management
MA, Strategic Communications and Leadership
MS, Management

Instructor Biography

Dr. Richard Dool is currently the Managing Director of Leaderocity™, LLC, a management consultancy offering solutions for change management, strategic development, leadership communication and organizational renewal.

Dr. Dool is on the faculty at the School of Communication and Information at Rutgers University, where he is also the Director of the Masters in Communication and Information Studies program. He is also on the faculty at the University of Maryland (UC).

Dr. Dool has a MA in Strategic Communication and Leadership, a MS in Management and a Doctorate in Management/Organizational Processes. Dr. Dool is an active researcher and presenter in these areas and has published on the concepts of Change Fatigue™ and Leaderocity™. He is the author of "Enervative Change: The Impact of Persistent Change Initiatives on Job Satisfaction. He holds several national certifications in online learning, instruction and course development as well.

Dr. Dool has a comprehensive and diverse executive level leadership background including leading an \$800M division of AT&T, global commercial leadership roles (GE), and serving as CEO of both public and private companies. Background includes rescuing a company from near bankruptcy, leading the acquisition or divestiture of 11 companies and effectively managing companies in the US, UK, China, Brazil, Germany, France, India and Australia. Significant operational history in general management, sales/commercial leadership, product management and marketing leadership positions. Successful leadership experience in a variety of settings including multi-national, multicultural and virtual environments. He has been on the Board of Directors of five different companies as well as a member of several Boards of Advisors.

He has led organizations in 8 countries, conducted business in 25+ and led several global teams. He has spent time overseas with extended assignments in the UK, China and Brazil.

Class Materials:

Will be posted weekly in our Canvas site

Assignments and Grading

Course Assignments

<u>Assignment</u>	<u>Responsibility</u>	<u>Points</u>	<u>Due Date (by Midnight)</u>
StrengthFinders Reflection	Individual	20	10/14
Learning Journal Reflections	Individual	20	Each Week Final: 12/9
Personal Leadership Development Plan	Individual	30	12/9
Weekly Discussions	Individual	30	Each Week

DISCUSSION EXPECTATIONS:

The Discussions are a major part of the learning experience of this course and **30% of your final grade**. This section is meant to give you an overview of why the discussions are so important and what is expected of you during the course.

Where the discussion goes will depend on the level of discussion and the various thoughts and perspectives that are shared. Sometimes we will stay on the topic we are discussing, other times we may wander a bit if interesting tangents are raised. The discussions can be a terrific learning experience if we are all engaged. This is a unique opportunity to “see” other perspectives, insights and experiences.

The discussions are a “free-range” zone, meaning everyone’s thoughts are welcome and encouraged and if you want to take the discussion deeper or broader you can do so.

I feel very strongly that much of what you get out of this class depends upon the quality of the interactions that we have with each other

ASSIGNMENT DESCRIPTIONS:

StrengthFinders Reflection (due on 10/14) - (20%)

This will be a short reflective paper where you will analyze, discuss and apply your Top 5 Strengths. *This paper will be due after a one-to-one Coaching session with Dr. Dool.* This paper will also be used in your sessions with your assigned Mentor.

2 pages.

Personal Leadership Development Plan (due on 12/9) – (30%)

To be reviewed in our 9/15 Class. Template will be provided. This will be a semester long process and a living document. You will be building it as we go and will use it in sessions with me, your assigned Mentor and Spring 18.

Learning Journal / Reflection (due weekly and on 12/9) – 20%

There are three elements to this Journal:

- (1) Weekly reflections due by Sunday of each week and posted in our Weekly Discussions. *(You will also compile these for the final submission).*
- (2) Final Reflection
- (3) The Top Five Takeaways from the class due.

The entire Learning Journal, Final Reflection and Top Five Takeaways will be posted as a single document.

The purpose of the **Weekly Reflections** is to demonstrate your understanding and applications of course material, and your ability to communicate them in a concise, clear and reflective manner. You may react to readings or our discussions by asking what important insights you took from them. You should also apply course material to your own experiences and to current news events, as applicable. *You will post these in the Weekly Discussion area. 2-3 paragraphs*

In the **Final Reflection**, consider the course materials, the assignments and our discussions and reflect on the key takeaways from the course. What surprised you? Were there any 'ah-ha' moments? Are there theories or concepts that you want to understand further? Are there practices you intend to use in a professional capacity? If so, how? Are there points you disagree with? If so, what and why?

Use this as a chance to step back, reflect and consider how you will apply what you have learned.

You can decide the format. As a general guideline 2 pages.

Top Five Take-Aways:

This assignment provides a final opportunity for you to synthesize and share your learning. Reflect on your learning in this class and write up a list of your "Top Five Take-Aways" from the course. Explain why you chose each concept, how you have utilized it in your own professional life, and how you think it will help you in your future role as a leader.

<u>Top 5 Takeaways</u>	<u>Why did you choose this one?</u>	<u>How can you use this professionally?</u>
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<u>Class</u>	<u>Topic</u>	<u>Comment</u>
9/10	<p>Leadership Realities <i>Class orientation, review and objectives.</i></p> <p>The issues, challenges and opportunities facing leaders.</p> <p>Why would you want to be a leader?</p> <p>Introduction to the Leaderocity™ Concept.</p> <p>Putting Leadership into action – creating and evolving your leadership brand.</p>	<p>We will cover all the Leaderocity™ competencies in the class across the 9 other class sessions.</p> <p><i>Introduction to the personal Leadership Development Plan</i></p> <p><i>Discussion of the planned Mentoring Program</i></p> <p><i>StrengthFinders Review and connections with Leaderocity Competencies</i></p> <p>Post Your Weekly Learning Journal Entry</p>
9/17	Leader as Visionary and Strategist	<p>Class in the Poconos</p> <p>Personal Assessments</p> <p>Leadership in Practice: Cases & Vignettes</p> <p>What would you do?</p> <p>Post Your Weekly Learning Journal Entry</p>
9/24	Leader as Communicator	<p>Personal Assessments</p> <p>Leadership in Practice: Cases & Vignettes</p> <p>What would you do?</p> <p>Post Your Weekly Learning Journal Entry</p>
10/1	Leader as Talent Scout/Agent	<p>Personal Assessments</p> <p>Leadership in Practice: Cases & Vignettes</p>

		<p>What would you do?</p> <p>Post Your Weekly Learning Journal Entry</p>
10/8	Leader as Change Agent & Exemplar	<p>Personal Assessments Leadership in Practice: Cases & Vignettes ‘What would you do?’</p> <p>Post Your Weekly Learning Journal Entry</p>
10/15	Leader as Multiculturalist	<p>Personal Assessments Leadership in Practice: Cases & Vignettes What would you do?</p> <p>Post Your Weekly Learning Journal Entry</p> <p>StrengthFinders Reflection due on 10/14</p>
10/22	<i>LLC Workshop</i>	
10/29	Leader as Collaborist and Team Builder	<p>Personal Assessments Leadership in Practice: Cases & Vignettes What would you do?</p> <p>Post Your Weekly Learning Journal Entry</p>
11/5	Leader as Coach, Mentor & Teacher	<p>Personal Assessments Leadership in Practice: Cases & Vignettes What would you do?</p> <p>Post Your Weekly Learning Journal Entry</p>
11/12	Leader as Externalist & Operator	<p>Personal Assessments Leadership in Practice: Cases & Vignettes What would you do?</p> <p>Discussion of Spring Leadership Symposium – Student Presentations and Posters</p> <p>Post Your Weekly Learning Journal Entry</p>

11/19	Bringing It All Together	Presenting Personal Leadership Development Plans Post Your Weekly Learning Journal Entry
11/26	<i>LLC Focus Group</i>	
12/3	Class Trip	TBD Learning Journal & Reflection due on 12/9 Final Personal Leadership Development Plan due on 12/9

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Late Submission Policy:

Unless otherwise noted, all written assignments, group projects, etc., are due at the time and date listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the instructor prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F,” depending on the assignment.

Attendance and Participation Policy

“It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.”

"Students are expected to attend all classes; if you expect to miss one or two classes or a period of time in an online class, please use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to me from this system. Note that if you must

miss classes for longer than one week, you should contact a dean of students to help verify your circumstances."

Library Resources

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of [LibGuides](#) are available to get you started.

Here are some of the LibGuides you may find useful:

- [Introduction to Rutgers University Libraries \(http://libguides.rutgers.edu/intro\)](http://libguides.rutgers.edu/intro)
- [Congressional Research \(http://libguides.rutgers.edu/congress\)](http://libguides.rutgers.edu/congress)
- [Communication Studies \(http://libguides.rutgers.edu/cat.php?cid=25866\)](http://libguides.rutgers.edu/cat.php?cid=25866)
- [Government Information \(http://libguides.rutgers.edu/cat.php?cid=25881\)](http://libguides.rutgers.edu/cat.php?cid=25881)
- [Journalism and Media Studies \(http://libguides.rutgers.edu/cat.php?cid=34201\)](http://libguides.rutgers.edu/cat.php?cid=34201)
- [Law \(http://libguides.rutgers.edu/cat.php?cid=25854\)](http://libguides.rutgers.edu/cat.php?cid=25854)
- [Library and Information Science \(http://libguides.rutgers.edu/cat.php?cid=25870\)](http://libguides.rutgers.edu/cat.php?cid=25870)
- [Political Science \(http://libguides.rutgers.edu/cat.php?cid=25871\)](http://libguides.rutgers.edu/cat.php?cid=25871)

Academic Integrity

What this is: a clear statement about the Rutgers policy on academic integrity and a clear statement about the importance you place on academic honesty. Minimally you should use language such as this in your syllabus:

The consequences of scholastic dishonesty are very serious. Please review Rutgers' [academic integrity policy \(http://academicintegrity.rutgers.edu/\)](http://academicintegrity.rutgers.edu/). [Multimedia presentations about academic integrity \(http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html\)](http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html) are also available.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not look over at the exams of others or use electronic equipment such as cell phones or MP3 players during exams.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor.

Students with Disabilities

(For graduate students) Students with documented disabilities who wish accommodations in this class must do so through the [Rutgers Disabilities Services Office](http://disabilityservices.rutgers.edu/) (<http://disabilityservices.rutgers.edu/>). SC&I Assistant Dean Kevin Ewell < kevin.ewell@rutgers.edu > will coordinate your services locally. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from [insert name of the director of the academic program] or SC&I Assistant Dean Kevin Ewell <kevin.ewell@rutgers.edu>.

Student-Wellness Services

Counseling, ADAP & Psychiatric Services (CAPS) (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA) (<http://vpva.rutgers.edu>)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services (ODS) (<https://ods.rutgers.edu>)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners (<http://www.scarletlisteners.com>)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

"Just In Case" Web App (<http://codu.co/cee05e>)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Other Services:

Rutgers has [Learning Centers](http://lrc.rutgers.edu/) (<http://lrc.rutgers.edu/>) on each campus where any student can obtain tutoring and other help. Rutgers also has a [Writing Program](http://plangere.rutgers.edu/index.html) (<http://plangere.rutgers.edu/index.html>) where students can obtain help with writing skills and assignments.

Technical Support

SC&I IT Services offers help with a variety of technology problems. They are located in the SC&I Building in Room 120 (first floor); 848-932-5555; help@comminfo.rutgers.edu .

Pearson eCollege Learning Studio helpdesk: 848-260-2941 (24 hours, 7 days) or help@ecollege.rutgers.edu

Sakai helpdesk: 848-445-8721 (Mon-Fri 8am-6pm) or at sakai@rutgers.edu