



**Leadership Living-Learning Community
School of Communication & Information
Department of Communication
Student Affairs—Leadership and Experiential Learning**

**Exploring Leadership
192:372:01 (Index: 12688)**

**Fall 2018
Monday, 2:50-5:50 pm
College Ave Campus
SCI Room 103
4 Huntington St, New Brunswick, NJ 08901**

Instructor: Dr. Ralph Gigliotti
Contact Information: ralph.gigliotti@rutgers.edu

Peer Mentors: Sabrina Caruso (ssc153@scarletmail.rutgers.edu) &
Renuka Venkatesh (rv344@scarletmail.rutgers.edu)

Office Hours: By appointment

Course Delivery: Weekly in-class meetings

Catalogue Course Description:

The Department of Communication offers *Exploring Leadership* for students enrolled in the Leadership Living Learning Community. The experientially focused curriculum is designed to increase students' awareness of their individual strengths and provide opportunities to develop the skills necessary to participate in an informed and collaborative manner with regard to personal relationships and communities.

About the Course:

This foundational course offers a supportive and collaborative environment focused on everyday leadership practices. Students will learn the fundamentals of social influence, interpersonal communication, and collaboration in relationship to both formal and informal leadership. Through activities, discussions and reflections this course will help students learn the fundamental principles of leadership and integrate these principles into everyday leadership practices. Students will come to understand their individual strengths and be prepared to create personal leadership development goals that will set them up for success throughout their college years and beyond.

Pre-requisites, Co-requisites or Section-Specific Restrictions:

Enrolled in the Leadership Living Learning Community

Course Learning Objectives:

In taking this course students will gain an understanding of leadership as a matter of social influence, interpersonal communication, and collaboration occurring in everyday interactions as well as in groups and organizations of all types. Additionally, students will develop and enhance their current and potential leadership abilities to be effective in informal and formal leadership roles. Specifically, upon the successful completion of this course students will be able to:

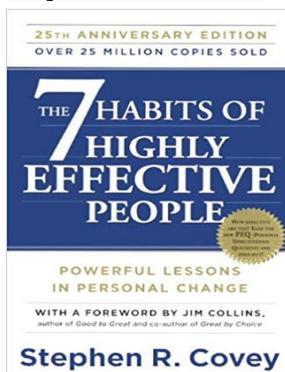
1. Identify various opportunities to participate in leadership activities on campus and in communities
2. Understand leadership as a process and how it relates to communication
3. Explain the difference between leadership as a matter of social influence versus leadership as positional power and authority
4. Practice principles of leadership in personal and professional endeavors particularly leadership involving group dynamics
5. Examine personal strengths and interpersonal competencies as it relates to leadership
6. Formulate a personal leadership development plan

Expectations of Students Enrolled in the Course:

- Face-to-face participation is necessary: Attend class regularly, arrive on time and stay for the duration of class.
- Stay connected: This course uses the course management platform Canvas. This is where you will find most materials related to the course.
- Come prepared: Read every assigned reading before class, complete all assignments by their due dates, and arrive ready to discuss, provide feedback, and ask questions.
- Curb all distractions from classroom: Refrain from any non-class related activities during class time – cell phones are put away, computers are not on social media, and talking, sleeping, texting, and surfing the web are not permitted. Such activities will have a negative impact on your class participation grade.
- Be respectful: Be open to voicing your opinions thoughtfully and listen to others patiently

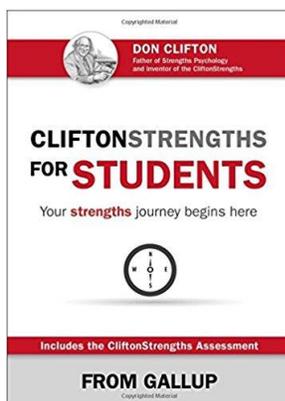
Expectations of the Instructor:

- Responsiveness: I will respond promptly to all emails. If you have not received a response from me before 48 hours (except holidays), you should assume I have not received your message and feel free to re-send.
- Approachable: I am available by appointment and virtually to cover material, answer questions, or provide help. If you are interested in meeting with me, we will find a time.
- Clarity: I will provide written instructions for all assignments, and return grades and comments in a timely manner.
- Openness: Your comments, thoughts, and opinions are always welcome; I look forward to listening and having your contributions shape the course.
- Mutual respect and understanding: All students will be treated with respect.

Required Materials:

Stephen R. Covey. (2013). *The 7 Habits of Highly Effective People*. New York: Free Press.

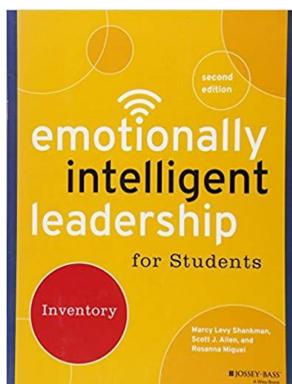
ISBN: 978-0606323185



Gallup. (2017). *CliftonStrengths for Students*. New York: Gallup Press.

ISBN: 978-1595621252

*Important: You will need to purchase a **new** version of this book. There is a one-time access code included in the book that you will need access to in order to complete the CliftonStrengths assessment.



Marcy Shankman, Scott Allen, and Rosana Miguel. (2015). *Emotionally Intelligent Leadership for Students: Inventory* (2nd edition).

ISBN: 978-1118821664

Supplemental readings will also be made available as PDF files on our Canvas course site.

Key Assignments, Methods of Assessment and Grading:

Students' work will be evaluated and graded based on the following key assessments that meet the course learning objectives:

1. Attendance, preparation and in-class participation (individual) – 20 percent (200 pts)

Preparation and participation are important to ensure a supportive and stimulating learning environment for all of us. You are expected to attend class, be prepared, participate in discussions, and participate in class activities. Your active participation and constructive feedback will not only

improve your abilities as an active and effective learner, but also contribute to the learning of other students.

2. 4 Journal Reflections (individual) – 20 percent (200 pts, 50 pts/submission)

Students will complete a number of 300-word journal reflection entries on personal experiences with everyday leadership or reflections on concepts discussed in class. The prompts for these reflections will encourage students to explore the connections between leadership and communication.

3. Personal Leadership Development Plan (individual) – 10 percent (100 pts)

Students will work over the course of the semester to create their own leadership development plan based on the results of the CliftonStrengths and Emotionally Intelligent Leadership assessments.

4. Capstone Assignment (group) – 50 percent (500 pts)

This project is intended to be the capstone project for the Leadership Learning Community, pulling together the skills and concepts discussed throughout the semester.

In an assigned group, students will have an opportunity to work on one of the following two tasks:

a) a public service announcement and written resource guide for new students in the Rutgers Leadership Learning Community or b) a campus improvement plan, where students design a project/proposal that will make a positive difference for Rutgers-New Brunswick. You do not have to implement the project, but you do need to show that the project is feasible, and you must also indicate the steps that would need to be taken to make it a reality.

This capstone project will be broken into several smaller assignments, including a proposal submission (100 points), written summary (200 points), and group presentation (200 points).

Grading Scale:

Letter Grade	%	Description
A	90-100	Excellent work: Student exhibits superior quality in mastery of content and method of the course which surpasses that which is required, demonstrates ability to make connections among various aspects of the course, is thoroughly prepared, demonstrates originality and accuracy, and consistently displays initiative and outstanding quality in fulfilling course requirements
B+	86-89	Good to very good work: Student exhibits better-than-average understanding of the content and method of course, demonstrates ability to make connections among many aspects of the course, is generally well prepared and displays above-average levels of originality, accuracy, initiative and quality in fulfilling course requirements
B	80-85	
C+	76-79	Passing work: Student exhibits sufficient understanding of content and method of the course, recognizes connections among some aspects of the course, fulfills all requirements of the course but displays levels of originality, accuracy, initiative and quality in fulfilling course requirements that could be improved upon in large measure
C	70-75	
D	60-69	Just passable work: Student exhibits limited understanding of the content and method of the course or some major portion thereof and of connections among aspects of the course, is not generally well prepared, displays limited initiative,

		originality and accuracy, and work fulfills only the bare minimum course requirements
F	Under 60	Failing work: Student exhibits an insufficient understanding of course content and methods to pass the course, lacks sufficient preparation, originality, accuracy, and initiative, and work does not fulfill course requirements

University Policies:

Academic Integrity

Discussion of course material with your classmates is encouraged; however, all work you turn in must be your own. Academic integrity is taken very seriously at the School of Communication and Information and Rutgers University. Students are to be well-informed on Rutgers' policy on academic integrity, which describes and gives examples of violations on academic integrity.

The consequences of scholastic dishonesty are very serious. All work must be original and the product of the student's own knowledge, effort and ability. Rutgers' academic integrity policy can be found at <http://academicintegrity.rutgers.edu/>.

Multimedia presentations about academic integrity may be found at <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

If you violate this code, you risk a failing grade in the course and even possible suspension from the university.

Violations of academic integrity include, but are not limited to, cheating, aiding cheating or other acts of acts of academic dishonesty, plagiarism, misrepresentation of data, falsification of academic records or documents and unauthorized access to computerized academic or administrative records or systems. Plagiarism is the presenting of others' ideas as if they were your own. When you write a paper, create a project, do a presentation or create anything original, it is assumed that all the work, except for that which is attributed to another author or creator, is your own.

Plagiarism is considered a serious academic offense and may take the following forms in this class:

1. Copying word-for-word from another source without proper citation to credit the source.
2. Paraphrasing the work of another without proper citation to credit the source.
3. Adopting a particularly apt phrase as your own.
4. Using an image or a copy of an image without proper citation to credit the source.
5. Paraphrasing someone else's line of thinking in the development of a topic as if it were your own without proper citation to credit the source.
6. Fabricating information or citations in your work.
7. Receiving excessive help from a friend or elsewhere, or using another project as if it were your own.
8. Facilitating academic dishonesty by allowing your own work to be submitted by others.

Note that word-for-word copying is not the only form of plagiarism. The penalties for plagiarism may be severe, ranging from failure on the particular piece of work, failure in the course or expulsion from school in extreme cases.

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

Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

In addition to contacting the Office of Disability Services, students registered for SC&I courses who are seeking accommodation should contact Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu, who can help students navigate the process and provide further support.

Students who develop disabling medical problems or other issues during the semester that affect their ability to complete coursework are also strongly encouraged to consult Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu.

Technical Problems

Technical problems (such as power outages, lost files, downed systems and networks, malfunctioning printers, and especially internet connection issues) are not legitimate excuses for late or missing work. Always make a backup copy of your work and be sure to leave yourself enough time to complete assignments – including uploading the assignment.

You should contact the Canvas technical support team (through the tab in your course shell) for any technical-related issues pertaining to the course. While you are welcome and encouraged to alert me to any potential technical issues please note that I can only offer advice and solutions on a limited number of cases (as I am not sitting in front of your computer). However, if you notice that content is missing from the course please alert me immediately as I will most likely be able to rectify the issue. The technical support team for Canvas can be reached through:

Email: help@canvas.rutgers.edu

Phone: 877-361-1134 (24 hours a day, 7 days a week)

Library Services

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides can be found at the following site:

<http://libguides.rutgers.edu/index.php>

Health Services

Provides counseling on *any issue* you might be dealing with in your life. Also provides *alcohol/drug rehabilitation, as well as psychiatric services*.

17 Senior Street College Ave

61 Nichol Avenue Cook/Douglass

tel: 848-932-7884 All campuses

<http://rhscaps.rutgers.edu/>

Rutgers Learning Centers

Provides support, tutoring, and training programs for students to promote their academic achievement:

Tutoring, coaching, writing assistance and more.

Kreeger Learning Center College Ave

Loree Building, room 124 Cook/Douglass

ARC Building, room 322 Busch

Tillet Hall, room 111 Livingston

tel: 848-445-0986 All campuses

<http://lrc.rutgers.edu/>

SC&I Related Information

A great deal of information is available on the SC&I website including course descriptions and details about all degree programs: <http://comminfo.rutgers.edu/>

Other Student Services

<http://nb.rutgers.edu/information/information-current-students>

Please note: By enrolling and staying in the course, you agree to abide by the terms and conditions outlined in this document. As always, please let me know if you have any course-related questions or issues throughout the semester.

Course Schedule for 192:372:01 Exploring Leadership
(This is a tentative schedule subject to change)

Course Date	Topic(s)	Readings *Note the readings should be completed prior to the class for each week	Assignments/Items Due *Please see our Canvas course site for specific instructions for all of the assignments below.
Monday, 09/10	<ul style="list-style-type: none"> - Course Introduction - What is Leadership? - In-Class Remarks by Alyea Pierce, Leadership & Experiential Learning at 4:00 pm 	<ul style="list-style-type: none"> - Why Are American Colleges Obsessed With 'Leadership'? (PDF on Canvas) - Chapter 1 of Gigliotti, Ruben, & Goldthwaite (2017) (PDF on Canvas) 	<ul style="list-style-type: none"> - Add Bio to Discussion Board on Canvas by Sunday, September 16, at 11:59 pm EST
Monday, 09/17	<ul style="list-style-type: none"> - What is Communication? - Leadership-Communication Dynamics - The Role of the Follower 	<ul style="list-style-type: none"> - Fairhurst & Connaughton (2014). Leadership a communication perspective. (PDF on Canvas) - Ruben & Gigliotti (2016). Leadership as social influence: An expanded view of leadership communication theory and practice. (PDF on Canvas) 	- N/A
Monday, 09/24	<ul style="list-style-type: none"> - What is a Habit? - Introduction to Seven Habits - Habit One: Be Proactive - Habit Two: Begin with the End in Mind - Introduce 	<ul style="list-style-type: none"> - Covey (pages 21-70 are optional, pages 71-153 are required) 	<ul style="list-style-type: none"> - Journal Reflection #1: Personal Mission Statement Due in Canvas on Sunday, September 30, at 11:59 pm EST

	Capstone Assignment		
Monday, 10/01	- Understanding One's Leadership Journey: Past, Present, and Future	- Covey (pages 154-192)	- Journal Reflection #2: Triad Interview Due in Canvas on Sunday, October 7, at 11:59 pm EST
Monday, 10/08	- Habit Three: Put First Things First - Habit Four: Think Win-Win	- Covey (pages 193-246)	- Capstone Assignment Proposal Due in Canvas on Sunday, October 14, at 11:59 pm EST.
Monday, 10/15	- Digital Leadership, Guest Speaker: Christine Goldthwaite, Rutgers Center for Organizational Leadership	- TBD	- N/A
Monday, 10/22	- Habit Five: Seek First to Understand, Then to be Understood - Habit Six: Synergize - Habit Seven: Renewal	- Covey (pages 247-319)	- Journal Reflection #3: Current News Analysis Due in Canvas on Sunday, October 28, at 11:59 pm EST - Using the access code provided in the <i>CliftonStrengths for Students</i> text (Gallup, 2018), please complete the CliftonStrengths assessment and bring a copy of your Top Five Signature Theme results with you to class on Monday, October 29.
Monday, 10/29	- StrengthsFinder, Part I: Leveraging Individual Strengths - In-Class Remarks by Robyn Ginese and Dr. Brian Householder at 3:00 pm - Overview of Leadership Week 2018 Activities	- Gallup (pages 3-37, and review the corresponding pages in the book based on your Top Five Signature Themes)	- Using the access code provided in the <i>CliftonStrengths for Students</i> text (Gallup, 2018), please complete the CliftonStrengths assessment and bring a copy of your Top Five Signature Theme results with you to class on Monday, October 29.
Monday, 11/05	- StrengthsFinder, Part II: Leveraging the Strengths of a Team - Leadership Strategy and	- Gallup (pages 39-44) - Chapter 14 of <i>A Guide for Leaders in Higher</i>	- Journal Reflection #4: Famous Leader Strengths Analysis Due in Canvas on Sunday, November 11, at 11:59 pm EST

	Effective Problem Solving	<i>Education</i> (Ruben, De Lisi, & Gigliotti, 2017): Strategic Communication: Developing Essential Habits for Effective Leadership (PDF on Canvas)	
Monday, 11/12	- Leadership Learning Community Focus Groups	- N/A	- N/A
Monday, 11/19	- Leadership Development - Emotionally Intelligent Leadership - In-Class Remarks by Dr. Rick Dool at 3:00 pm	- Chapter 8 of <i>Leadership: Communication and Social Influence in Personal and Professional Settings</i> (Gigliotti, Ruben, & Goldthwaite, 2017): Becoming a Better Leader: Personal Assessment and Leadership Development (PDF on Canvas)	- Prepare Personal Leadership Development Plan presentation for Monday, November 26
Monday, 11/26	- Personal Leadership Development Plan	- N/A	- In-class presentation of Personal Leadership Development Plan on Monday, November 26
Monday, 12/03	- Course Reflections and Takeaways - Groupwork on Capstone Assignment	- N/A	- Prepare in-class Capstone Assignment presentation for Monday, December 10 - Prepare Capstone Assignment Written Summary for Wednesday, December 12
Monday, 12/10	- Capstone Assignment Presentations	- N/A	- In-class presentation of Campus Assignment on Monday, December 10 - Capstone Assignment Written

			Summary Due in Canvas on Wednesday, December 12 at 11:59 pm EST.
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