Leadership Seminar SYLLABUS

Instructor: Kamila Pavezzi

Semester: Fall 2017
Course Day and Time: 10:775:450:02 Leadership Seminar (3) Thursdays CSB 113 - 9:50am to 12:50pm

Required Books:
The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change, by Stephen Covey

Additional Readings/Books:
Lincoln on Leadership - Executive Strategies For Tough Times by Donald T. Phillips

Course Description (Catalog): Application and synthesis of skills to analyze career options, set priorities, communicate goals, and demonstrate emotional intelligence. Focus on leadership, collaboration, professionalism, project management, organizational behavior and culture.

Prerequisites: Open to Public Health, Health Administration, Public Policy majors, who should take this course the semester prior to their internship. Public Policy students must be rising juniors.

Dress Code: Business casual for regular classes and business professional for major assignments denoted by an asterisk (*) in the Assignment Descriptions and Rubrics section.

Course Overview: Leadership Seminar is an interactive and dynamic course with professional development, communication, and leadership training provided throughout the term via class lectures, interactive exercises and team building activities. It is designed to enhance your understanding of organizations, their culture and behaviors as well as encourage systemic thinking, relationship building, negotiating and conflict resolution. Role playing, leadership exercises, and engagement techniques enhance your understanding of emotional intelligence and self-confidence. A Leadership Reflection assignment will demonstrate your ability to think critically, apply theory to practice and communicate professionally in written form. Students will also lay the groundwork for successful career planning by completing a career self-assessment, developing proficiency in LinkedIn, undertaking mock interviews, and participating in other professional development activities.

Outside speakers and career planning seminars will be used to help guide you in career goal setting, learning targets and strategies for your professional development.

Course Objectives: To develop leadership, teamwork, communication, systematic thinking, cultural competency, negotiation, conflict resolution and networking skills.

- Understand fundamental leadership theories, styles, and practice.
- Examine emotional intelligence and its value in developing interpersonal relationships.
- Develop professional manners, including appropriate spoken and written correspondence, dress, and ethical behavior.
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- Develop and enhance team-building, strategic planning, project management, communication and change management abilities
- Strengthen problem solving, decision making and goal setting functions
- Examine the dynamic nature of organizations, their behaviors and the cultural context within which they function
- Explore awareness of career choices and expand networking ability.
- Obtain and approved internship by the end of term/semester.

Core Competencies Addressed: After completing this course, you will demonstrate an understanding of the Association of University Programs in Health Administration (AUPHA) or Council on Education in Public Health (CEPH) core competencies including:

- Successful strategies to guide, direct and assume principal responsibility in the workplace.
- Basic skills encompassing knowledge and comprehension, written verbal and interpersonal communication skills, professional and leadership skills development, inter-professional collaboration, and information seeking.
- Understanding of diversity in the workplace, cultural competency as they relate to interdependence at the individual and community level
- Methods of making organizations and individuals more adaptive and productive, in order to help organizations cope with change.
- Steps and processes associated with strategic planning, as well strategy formulation and implementation.

In addition, you will be proficient in the following key learning goals of the Edward J. Bloustein School (EJB):

- Intellectual and communication skills including critical thinking, open communication, information and computer literacy.
- Ethical and professional development.
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Assignment Descriptions and Rubrics

**NOTE:** Business professional dress code required for assignments denoted by an asterisk (*).

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment Description</th>
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<tbody>
<tr>
<td>5%</td>
<td><strong>Class Attendance</strong> - Coming to every class <strong>on time</strong> is expected. This means being mentally present as well, not being on your computer/cellphone is an A. Cell phone usage is unacceptable behavior in this class, unless discussed prior with your instructor for emergency purposes. Laptops and tablets are not to be used in class unless otherwise instructed.</td>
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<tr>
<td>10%</td>
<td><strong>Exercises/Class Participation</strong> - Not only is coming to every class on time expected, <strong>active</strong> participation is required. Signing in, raising your hand, contributing to the discussion, listening, leading group discussions on assigned dates, in class assignments, and tests.</td>
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<tr>
<td>20%</td>
<td><strong>Final Leadership Paper</strong> - To culminate the term with a 5 page paper with a leadership matrix on a selection of leaders - discuss traits, strengths, weaknesses, and theories. Remaining 4 pages are an analysis and reflection of the term and student's leadership style/traits.</td>
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<tr>
<td>10%</td>
<td><strong>LinkedIn Profile</strong> - LinkedIn represents a critical tool in your professional career. Different assignments will be allocated leading to a high-quality, complete profile by the end of the term. Professional headshot opportunities at Bloustein (for your profile) will be announced. LinkedIn Rubric</td>
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<td>10%</td>
<td><em>Mock Interview</em> - You will be assigned to a team of approximately 5-6 members in the 4th week of class. You will work as a team on your mock interviews. Each student will be interviewed by his or her team members and then in turn, will interview the other team members. You will then decide among yourselves who gets the job. Mock Interview Rubric</td>
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| 5%         | **Career Services**
1. Focus 2 Assessment online from Career Services site & DISC assessment
2. Career Services visit for resume/cover letter or personal statement critique
3. Attendance at least 1 Career Fair and Career Cluster - must get 3 business cards
4. Scavenger Hunt |
| 20%        | *Group Public Service Project* - Students will work with their assigned groups to develop, implement and present a public service project for an agency/organization. Students will be responsible for a comprehensive presentation. |
| 10%        | *Career Plan Presentation with Prezi/SMART GOALS |
| 5%         | **Group/Peer Evaluation** - 360-degree feedback is a professional process where your superior, your peers, direct reports and sometimes even customers evaluate you. The 360 Group Evaluation analyses how your peers perceive you and how you perceive yourself in group assignments. |
| 5%         | **Internship Contract** - As the leadership seminar is a prerequisite for the Internship, a completed contract is to be submitted to your instructor and sent into internship@ejb.rutgers.edu. An interview or letter of internship promise from an eligible supervisor is also acceptable. Internship Contract |

*When submitting assignments on Sakai - no links are acceptable; only Word documents.*
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Late Policy
You are penalized 5 points for each day an assignment is turned in after the due date, up to 7 days. Exceptions can be made if you know in advance you cannot make a deadline or if an emergency arises. “Being busy” is not a legitimate excuse. Instructor will not accept excuses based upon other class work from another course that is considered a priority for the student. Due dates for assignments due in other courses will not be an acceptable excuse for assignments not completed in this course.

Grade Appeal:
It is your responsibility to check your grades on Sakai in a timely fashion. If you do not agree with a grade that has been issued for an assignment, you have one week from the date that the grade is posted to dispute it. All appeals require a 1-2 page written request that describes why you feel your grade is not fair based on the assignment rubrics and including objective evidence that supports your claims. Your opinion or beliefs are not considered valid reasons for a grade change. Requests to review grades will not be entertained beyond the one week period (7 days).

Grading:
Warning: Instructors do not round up final grades and will only consider grade appeals for errors in gradebook postings. Your responsibility is to complete your assignments to the very best of your ability when they are assigned. A grade appeal procedure is listed above for assignments and must be followed.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92 – 100</td>
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<tr>
<td>B+</td>
<td>88 – 91</td>
</tr>
<tr>
<td>B</td>
<td>84 – 87</td>
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<tr>
<td>C+</td>
<td>79 – 83</td>
</tr>
<tr>
<td>C</td>
<td>70 – 78</td>
</tr>
<tr>
<td>D</td>
<td>65 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
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It is your responsibility to check your grades on Sakai in a timely fashion. If you do not agree with a grade that has been issued for an assignment, you have one week from the date that the grade is posted to dispute it. Concerns about grades can be discussed by appointment or during office hours. Requests to review grades will not be entertained beyond the one week period (7 days).

- Cell phones must be turned off during class.
- Laptops are only permitted when specified by the instructor for in class assignments. All other uses (instant messaging, games, Social Networking, web surfing, etc.) will result in having to turn off your computer. Second offenses will result in barring your computer from the classroom or being asked to leave the class.
Email Correspondence: Communication between scheduled class dates and times will be done via e-mail and on SAKAI Announcements. Students are responsible for checking e-mail and SAKAI regularly.

**SYLLABUS CHANGES** Please note that the instructor reserves the right to make any necessary changes to the syllabus, including but not limited to changing dates, topics, assignments, and readings. An effective instructor must continually adapt to the conditions of the class and in that spirit, may choose to add or remove items as needed. These changes will be announced on Sakai and the instructor will provide ample time when changes are deemed necessary.

Semester Schedule

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<th>Semester Begins:</th>
<th>Tuesday, September 5th, 2017</th>
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<tr>
<td>Regular Classes End:</td>
<td>Wednesday, December 13th, 2017</td>
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Academic Integrity: Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty, and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters. As a shared value, administration, faculty, and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at:

http://academicintegrity.rutgers.edu/

Attendance and Cancellation of Classes

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information:

http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class

As stated in the policy:

“Students missing an occasional class for unverifiable illness or personal circumstances do not require written documentation or verification from the dean. In these circumstances, it is the responsibility of the student to submit the absence through the Rutgers Self-Reporting Absence website, which automatically generates email notification to faculty teaching the student.”