LEADERSHIP INTERNSHIP: GOVT/JLS 391-003
American University, Spring 2011
Thursdays 8:10-10:40 PM in Ward 302

Professor Jackie Norris
Email: norris@american.edu
Office Hours: Thursdays 7:00 PM – 8:00 PM and by appointment.
During the work day is also possible if you are interning downtown.
Cell Phone: (515) – 314 – 9807 (by appointment)

“Office” Hours Location: Ward Lobby

REQUIRED TEXT


COURSE OVERVIEW

In this course students will pursue an internship, working 15 -24 hours per week for at least 12 weeks, examine and analyze that internship in light of the theories of organizational behavior, and earn academic credit.

REQUIREMENTS

Students will be expected to:
1) Complete an internship working for at least 12 weeks, 20-24 hours per week for six academic credits or 15 hours a week for three academic credits.
2) Complete three papers analyzing the organization and the student’s internship in light of the course materials, interviews and including outside research. (Students taking the course for 3 credits will write two papers, including the final paper.)
3) Secure a supervisor’s evaluation.
4) Participate in class discussion, orally present the student’s papers to the class, complete all homework assignments including a job description and learning contract.
5) Keep a Leadership Intern Journal, recording the student’s activities in the internship and offering some reflection or analysis, particularly as to what it means for the student’s personal, professional, and leadership growth. Turn in 10 of 13 entries, each more than a single word-processed, double spaced page. (Students taking the course for 3 credits turn in all even numbered entries for a total of 6 of 13.) (Credit/no credit)
6) Select, present and facilitate a case study from a newspaper, magazine or academic journal which demonstrates key concepts in organizational behavior relevant to leadership, motivation or change as discussed in class.
SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in advance of each class meeting. Please be sure to check AU’s Blackboard before each class meeting for adjustments to this schedule. Each student will be responsible for presenting readings and a case study over the course of the semester. You will be assigned this on the first day of class.

Jan. 13: Introduction, Journals, Negotiating an Internship Description and the Learning Contract

Jan. 20: Welcome to Your Internship! Guest Speaker: Rachel Haltom – Irwin
Read: Successful Internship, Ch. 1, 2, 5, 6
Turn in: Leadership Intern Journal #1
Turn in: Draft Learning Contract (We will have time in class to review draft contracts)

Jan. 27: Introduction to Organizational Behavior
Read: Organizational Behavior, Ch. 1, 2, 3
Turn in: Internship Description signed by your supervisor (See Blackboard Template)
Turn in: Final Learning Contract (See Blackboard Template) Roughly 2 pages, bullets (Credit/no credit)
Turn in: Leadership Intern Journal #2

Feb. 3: Organizational Decision Making and Leadership
Read: Organizational Behavior, Ch. 11, 12 and Posted Readings
1: The Leadership Challenge: A Call for the Transformational Leader (Tichy/Ulrich)
2: What Makes a Leader? (Goleman)
3: The Function of the Executive (Barnard)
Turn in: Leadership Intern Journal #3

Feb. 10: Organizational Leadership and Power in Organizational Settings
Read: Organizational Behavior, Ch. 13 and Posted Readings
4: Bases of Social Power (French and Raven)
5: Power Failure in Management Circuits (Kanter)
6: Sources of Power of Lower Participants in Complex Organizations (Mechanic)
7: Two Faces of the Powerless: Coping with Tyranny in Organizations (Bies and Tripp)
8: Who Gets Power - And How They Hold on to It: A Strategic Contingency Model of Power (Salancik and Pfeffer)
Turn in: Leadership Intern Journal #4

Feb. 17: Power in Organizational Settings
Read: Successful Internship, Ch 7, 8
Turn in: Leadership Intern Journal #5 and Case Study (Students 1 and 2). (Please find an article which provides a case study for key concepts of leadership and power. Be prepared to critique the case study in light of your academic readings.)
Feb. 24: Present Papers on Leadership and Power
Read: Successful Internship, Ch 10, 11, 12, 13
*Turn in:* Paper analyzing the Leadership and Power readings as applied in your internship setting, including an analysis of your organization’s leadership (About 8 pages, double-spaced, including organizational description and at least TWO interview results)
*Turn in:* Leadership Intern Journal #6

March 3: Motivation in Organizations
Read: Organizational Behavior, Ch. 4, 5 and Posted Reading
9: Human Side of Enterprise (McGregor)
10: The Role of Work Context in Work Motivation: A Public Sector Application of Goal and Social Cognitive Theories (Wright)
11: One More Time: How do you Motivate Employees? Not by Improving Work Conditions, Raising Salaries or Shuffling Tasks. (Herzberg)
*Turn in:* Leadership Intern Journal #7

March 17: Motivation in Organizations, continued
Read: Organizational Behavior, Ch. 6, 7
*Turn in:* Leadership Intern Journal #8 and Case Study (Student 3 and 4). (Please find an article which provides a case study for key concepts of motivation in an organization. Be prepared to critique the case study in light of your academic readings.)

March 24: Teams in Organizations
Read: Organizational Behavior, Ch. 8, 9 and Posted Readings
12: Why Teams: Leading to the High Performance Organization (Katzenbach and Smith)
13: The New Self Directed Work Teams (Orsburn and Moran)
14: Can Absence Make a Team Grow Stronger (Majchrzak et.al.)
*Turn in:* Leadership Intern Journal #9

March 31: Teams in Organizations, continued
Read: Organizational Behavior, Ch. 10
*Turn in:* Leadership Intern Journal #10
*Turn in:* Case Study (Students 3 and 4) (Please find an article which provides a case study for key concepts related to teams in an organization. Be prepared to critique the case study in light of your academic readings.)

April 7: Present Motivation and Teams Paper, Phasing Out: Internships
Read: Successful Internship, Ch 14.
*Turn in:* Paper analyzing the Motivation and Teams readings as applied in your internship setting (About 8 pages, double-spaced, including organizational description and at least TWO interview results)
*Turn in:* Leadership Intern Journal #11
April 14: Organizational Change
Read: Organizational Behavior, Ch. 14 (p. 329-342) and Posted Reading
15: Evolution and Revolution as Organizations Grow (Greiner)
16: Transforming Organizations: Why Firms Fail (Kotter)
17: The Fifth Discipline: The Art and Practice of the Learning Organization (Senge)
*Turn in:* Leadership Intern Journal #12

April 21: Organizational Culture
Read: Organizational Behavior, Ch. 15
*Turn in:* Leadership Intern Journal #12 and Case Study (Students 5 and 6) (Please find an article which provides a case study on organizational change. Be prepared to critique the case study in light of your academic readings.)

April 28 (Final Exam Period): Presentations of Final Papers
*Turn in:* Supervisor’s evaluation of intern’s work, including recommended letter grade
*Turn in:* Final Paper (about 8 double-spaced pages). Choice of one of two topics: measure the student’s progress against the learning contract; or, an overarching paper on the organization and specifically its internship program, with recommendations for change, incorporating the organizational change articles from Blackboard.
EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria, if the student is taking the course for six academic credits:

- 30% Supervisor’s evaluation
- 15% Leadership & Power Paper (About 8 pages, double spaced)
- 15% Motivation & Teams Paper (About 8 pages, double spaced)
- 15% Final Paper (About 8 pages, double spaced)
- 10% Journal entries (10 of 13, credit/no credit)
- 10% Participate in class discussion, orally present the student’s papers to the class, complete all assignments including a job description and learning contract.
- 5% 1 Current Article (Selection, Presentation, Facilitate Discussion)

A student’s final evaluation will be based on the following weighted criteria, if the student is taking the course for three academic credits:

- 30% Supervisor’s evaluation
- 20% Leadership & Power Paper or Motivation & Teams Paper (About 8 pages, double spaced)
- 20% Final Paper (About 8 pages, double spaced)
- 10% Journal entries (All even numbered for a total of 6 of 13, credit/no credit)
- 15% Class Participation, including attendance, active participation in the class dialogue, timely completion of homework assignments, and performance on any quizzes given.
- 5% 1 Current Article (Selection, Presentation, Facilitate Discussion)

CLASS PARTICIPATION

Class attendance is mandatory and I expect you to participate and engage and share. All students are expected to be prepared for each and every class, having completed the designated readings in advance of the class meeting. Each student is entitled to two absences throughout the term, whether for good cause or not, without any adverse effect on his/her grade. I do not evaluate whether an absence is “excused” or not. More than 1 absence, whether for good cause or not, will likely detract directly from the class participation grade. (Caveat Emergency Preparedness)
EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

GRADING GUIDELINES

I take very seriously the responsibility of grading your work, striving always to be fair and accurate in my evaluations. These are the guidelines I work with in assigning letter grades to your work:

A: Excellent work with clear, challenging, original ideas supported with convincing, logical arguments, including relevant counter-arguments and refutations, relying on sufficient appropriate evidence. An excellent paper reflects thorough research, is clear, well organized, logical, and demonstrates college-level command of writing mechanics. Work of 'A' quality should not just be good but outstanding in ideas and presentation.

B: Good to quite good work. The 'B' paper demonstrates a strong familiarity with relevant material and offers a thorough answer, with minor exceptions. The work may have some outstanding qualities but be marked by significant flaws which keep it from being an excellent, and therefore an 'A' paper; or it may be all-round good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The product meets the basic requirements of the assignment, but it needs work in familiarity with course materials, research, thinking, or presentation. The work may lack clarity, or the evidence may not always be sufficient and appropriate, or the argument may have marked logical flaws. The work may have significant organizational, mechanical, or clarity problems that keep it from being good. Work of 'C' quality may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall. Should you receive a C, I will ask that you schedule time to discuss the work with me so we can identify ways for improvement.
**Not Passing:** Work that does not meet the minimum requirements of the assigned task and is therefore unsatisfactory. This is not necessarily a measure of effort. Examples include work that shows little thought or lack of familiarity with course materials, work that fails to approach the word count or page-length expected of the document, or assignments the student fails to turn in. Should you receive a not passing grade, I will ask that you schedule time to discuss the work with me so we can identify ways for improvement.

**CREDIT/NO CREDIT:** Assignments: If the work is of B quality or better, the student receives credit for the timely completed work.

**TIMELINESS:** Graded assignments that are late without “good cause” will be reduced one whole letter grade for each 24 hour period the paper is late, including weekends and holidays, starting with the end of the class period at which it is due. Late credit/no credit assignments will not receive credit. Any quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

**ACCOMMODATIONS**

If you qualify for an accommodation because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

**TECHNOLOGY ETIQUETTE**

Let’s face it – technology helps us do “our business.” At times, it feels as though we can’t survive without a quick check of email, sending a short text to a friend about social plans or surfing the Web for the best You Tube Video. Two words: Please refrain. When you come in the classroom, I expect that all technology will be turned off and unplugged. If you wish to use a laptop during class or need a cell phone handy for an emergency call, please discuss with me during the first class or before class begins.

**ACADEMIC INTEGRITY CODE**

ANY violation of the University's Academic Integrity Code will be reported to the University for further action. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code, which is published on the University’s web page, among other places. Please be true to yourself and to me.

**JUST ASK!**

I look forward to working with you this semester and am happy to discuss your work and experiences and identify ways that I can be helpful in your pursuits. The key is to ASK for help. I am not a mind reader. If you don’t ask, I won’t know. Let’s have a great semester as we grow and learn together.