LEADERSHIP INTERNSHIP: GOVT 391-003
American University, Fall 2013
Thursdays 8:10 – 10:40 PM in Ward 203

Professor Melissa Bradley
“Office” Hours Location: Ward Lobby
Email: bradley@american.edu
Office Hours: Thursdays 7:00 – 8:00 PM and by appointment
Cell Phone: 917-549-6092 (by appointment)

REQUIRED TEXT
Additional readings will be provided on Blackboard.

RECOMMENDED TEXT

COURSE OVERVIEW
In this course students will pursue an internship, working 14-26 hours per week for at least 14 weeks. During the class period students will examine and analyze the internship in light of the theories of organizational behavior. The goal is to leverage the internship experience with theoretical understanding to student leadership, motivation and power within organizations.

LEARNING OBJECTIVES
• Gain a solid understanding of the foundation of Organizational Behavior and related theories
• Demonstrate the ability to apply OB theory to real-life situations through internship
• Prepare students to be successful in professional work environment

STUDENT RESPONSIBILITIES
Students are expected to be prepared for every class and actively participate in discussions and when called upon. To support your success, here are some guidelines for class preparation and assignment submission:

“Leaders don’t force people to follow — they invite them on a journey,” Charles S. Lauer
“Management is doing things right; leadership is doing the right things,” Peter F. Drucker

- Students will be expected to submit all assignments on the date (before class starts) listed on the syllabus. All assignments should be submitted to the professor via email, in word format, double spaced and Times New Roman 12 point font.
- Students are to have read all assigned readings (text and articles) in advance of the class where it is to be discussed.
- Students will be assigned to make group presentations related to the course throughout the semester. Groups will be randomly assigned and students will be given two weeks notice to prepare a presentation. Both the content and presentation guidelines will be provided in advance of the assignment.
- In the event that students are not demonstrating the appropriate completion of assignments and readings in class, quizzes may be used to test the retention of key concepts and theories.
- Students will be required to keep Learning Journals to be submitted via email, 24 hours in advance of the class. The Journals should be no less than two pages in length, double spaced, word format, and Times New Roman 12 point font. The format for the weekly Journal may include the following:
  - Discuss your personal and professional goals for the week
  - Share your accomplishments and challenges
  - Document lessons learned and be sure to integrate the readings into your analysis
  - Project your personal and professional goals for the next week

**CREDIT BREAKDOWN**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hours per week</th>
<th>Papers</th>
<th>Journal submissions</th>
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<td>26</td>
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*Note: Please see Leadership Paper Submission Guidelines Fall 2013 for more details.*

**EVALUATIONS**

A student’s final evaluation will be based on the following weighted criteria, if the student is taking the course on a three-paper (3) option:

- 30% Supervisor’s evaluation to be provided online via the Career Center
- 10% Leadership, Power & Motivation Paper (About 8 pages, double spaced)
- 10% Diversity Paper (About 8 pages, double spaced)
- 15% Final Paper (About 8 pages, double spaced)
- 10% TED-like Talk

Students will be required to offer a 5-minute TED-like talk at the end of the semester that reflects the top two to three lessons learned in class on

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organizational behavior. The talk will be directed toward their peers and must integrate at least two leadership theories during the presentation.

10% Leadership Internal Journal submissions
The journals should record 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. The journal entries are due 24 hours before each class via email (10 journal entries due)

15% Class Participation, including attendance, active participation in the class dialogue, presentation of articles and papers, timely completion of homework assignments, and performance on any quizzes given.

A student’s final evaluation will be based on the following weighted criteria, if the student is taking the course on a two-paper (2) option:

30% Supervisor’s evaluation to be provided online via the Career Center
15% Leadership & Power Paper or Diversity Paper (About 8 pages, double spaced incorporating result of interviews of personnel at your internship)
15% Final Paper (About 8 pages, double spaced)
10% TED-like Talk
Students will be required to offer a 5-minute TED-like talk at the end of the semester that reflects the top two to three lessons learned in class on organizational behavior. The talk will be directed toward their peers and must integrate at least two leadership theories during the presentation.

15% Leadership Internal Journal submissions
The journals should record 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. The journal entries are due 24 hours before each class via email (5 journal entries due)

15% Class Participation, including attendance, active participation in the class dialogue, timely completion of homework assignments, and performance on any quizzes given.

CLASS PARTICIPATION: Class attendance is mandatory. 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, but I do ask that you notify me via email as soon as you know of your absence. More than 2 absences, whether for good cause or not, will detract directly from the class participation grade. (Caveat Emergency Preparedness)
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SCHEDULE OF STUDIES
Subject to Change at Professor Discretion

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 and assigned reading material.

* August 29: Introduction Class
Review syllabus, discuss grading, papers, journal
Sharing your internship (internship description)
Getting to know each other
Discuss and review Learning Contract

* September 5: Introduction to Organizational Behavior & Stages of an Internship
Read: Organizational Behavior, pp. 1-31
Read: The Learning Contract, pp. 97-106 in The Successful Internship

* September 12: Understanding Leadership
Read: Organizational Behavior, pp. 464-499
Turn in: Your Learning Contract, your personal goals for the internship, including assessment methods.
Turn in: Leadership Intern Journal #1

Additional Readings:
“The Learning Leader as Culture Manager,” Edward Schein

September 19: Motivation
Read: Organizational Behavior, pp. 210-241
Turn in: Leadership Intern Journal #2

Additional Readings:
“A Theory of Human Motivation,” Abraham Maslow
“What we should know about motivation theory,” Locke & Latham

September 26: Values, Perception and Decision Making
Read: Organizational Behavior, pp. 335-369
Turn in: Leadership Intern Journal #3

October 3: In-Class Presentations
Turn in: Leadership Intern Journal #4
Turn in: Leadership, Power and Motivation Paper

* October 10: Power & Influence
Read: Organizational Behavior, pp. 434-463
Turn in: Leadership Intern Journal #5

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Additional Readings:
“The Bases of Social Power,” French and Raven
“Power Failure in Management Circuits,” Rosabeth Moss Kanter

* October 17: NO CLASS DUE TO FALL BREAK

October 24: Understanding Groups, Building Teams and Managing Diversity & Conflict
Read: Organizational Behavior, pp. 32-61; pp. 304-333; pp. 370-398
Turn in: Leadership Intern Journal #6

Additional Readings:
“The Fifth Discipline: the art and practice of the learning organization,” Peter Senge
“Why Teams: Leading to the High Performance Organization,” Katzenbach and Smith

October 31: NO CLASS DUE TO HALLOWEEN
Turn in: Leadership Intern Journal #7

* November 7: Organizational Change & Culture
Read: Organizational Behavior, pp. 62-91; pp. 532-565
Turn in: Leadership Intern Journal #8

November 14: In-Class Presentations & Introduction to Performance Evaluations
Read: Organizational Behavior, pp. 242-270
Turn in: Diversity & Conflict Paper
Turn in: Leadership Intern Journal #9

November 21: TED TALKS
Turn in: Leadership Intern Journal #10

November 28: NO CLASS DUE TO THANKSGIVING HOLIDAY

December 5: LAST CLASS: SUBMISSION OF FINAL PAPER
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 and culture articles.

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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. Please stay home if you have a fever.

GRADING GUIDELINES

Below please find guidelines to be used 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.
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.

ASSISTANCE

Everyone at this university wants you to succeed, truly. There are many resources to assist, in addition to me and your internship supervisor, the university offers a wide range of services is available to support you in your efforts to perform well, including

**Academic Support Center** (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

**Career Center** (x1800, Butler Pavilion 5th Floor) offers internship and career counseling and advice.

**Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

**Disability Support Services** (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical medical, or psychological disabilities.

**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.

THE NOT SO FINE PRINT

**A NOTE ON TIMELINESS:**

Completing work in a prompt and timely fashion is essential to success. Accordingly, extensions of time on assignments will be granted only if requested before the due date and ONLY upon a showing of good cause. An example of good cause is hospitalization of the student or a dependent. Technology failure is not good cause, nor is forgetting about the due date or oversleeping. The sanction for graded assignments that are late without “good cause” is that the grade on the late assignment 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.

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A NOTE ON TECHNOLOGY ETIQUETTE:

Class meetings are a time to focus exclusively on the course material. Using technology during class when that technology is not required for the class meeting – including cell phones, checking messages, text-messaging, using the internet, playing games on laptops – distracts not only the technology user but also those around him or her. Therefore the use of use unrelated technology during class (including surfing the internet, checking your Blackberry/iPhone, and text messaging) is not permissible and all students are asked to please turn off your cell phone. If there is an urgent matter that requires your attention during class, then please let me know in advance of class.

Laptops are very valuable tools for taking notes, but they have an incredible capacity to distract those students most in need of delivering their full attention to the course. After the first class meeting, those who wish to use laptops during class must complete a laptop permission sheet. A single instance of misuse of a laptop (e.g. surfing the net) may result in a class participation grade of zero for the entire semester.

AN ETHICAL ADMONITION:

Students in the course can expect that 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. Academic integrity violations are heart breaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Remember leaders exemplify ethical conduct for others to follow.

QUESTIONS:

It is my goal to be available to you to support your success in this class. I am very open to questions and encourage each of you to be in contact with me between classes as needed. Email is best; I can be reached at Bradley@american.edu. If urgent or time sensitive, then please text me at 917-549-6092; be sure to identify yourself as an AU student.

You are always welcome to attend my office hours. You do not need to schedule an appointment during office hours. During these hours I see students on a first come first serve basis. If you are waiting to see please me let me know, and I will try to limit the conversation with the previous student to 15-20 minutes. If you give me a heads up that you are planning to come on a particular day, I can let you know if I’ve heard from others who are also planning to come by when you are. If you want to see me and cannot attend my office hours, please contact me and we can make an appointment.

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