LEADERSHIP INTERNSHIP: GOVT 391-003
American University, Spring 2014
Mondays 8:10 – 10:10 PM in Ward 203

Professor: Susannah Washburn
Email: washburn@american.edu
Office Hours: By appointment on Mondays and Thursdays
Cell Phone: 202-304-7254

TEXTS USED


Additional readings/viewings will be assigned to students as noted below and provided on Blackboard.

COURSE OVERVIEW

In this course students work as interns for 14-26 hours per week for at least 14 weeks. During the class period students will examine and analyze the internship in light of organizational behavior theories. The goal is to heighten the learning of the internship experience through a theoretical understanding of organization behavior: the individual within the organization (motivation, diversity, personality and values), the group (dynamics, teams and managing conflict), and the organization system (communications, power, influence, organizational design and managing change and stress).
LEARNING OBJECTIVES

1. Gain a solid understanding of Organizational Behavior and related theories
2. Demonstrate the ability to apply OB theory to real-life situations through an internship
3. Gain a greater understanding of self and personal and professional goals
4. Prepare students to be successful in a professional work environment

CREDIT BREAKDOWN

6 Credits: 26 hours per week, 3 papers, 10 journal entry submissions
5 Credits: 22 hours per week, 3 papers, 10 journal entry submissions
4 Credits: 18 hours per week, 2 papers, 5 journal entry submissions
3 Credits: 14 hours per week, 2 papers, 5 journal entry submissions

DELIVERABLES

Students are expected to submit all assignments on the date listed on the syllabus. All assignments should be submitted to the professor in person, in class, in word format, double spaced and in Times New Roman 12 point font.

Learning Journal

Students will be required to keep learning journals to be submitted on paper in class. The journals should be no less than two pages in length, double spaced, word format, and in 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 integrate the readings into your analysis
- Project your personal and professional goals for the next week

Only Professor Washburn will read the journals. Every effort will be made to return them the following week.

Class Presentation Summarizing the Week’s Reading

Each week, one or two students will make a short presentation (about 5 mins) on the topic for that week. Content could include:

- A summary of the reading for the week
- An overview of the ideas from the reading you find most interesting
- An analysis of how the reading pertains to a past or current internship
- New material relevant to the weekly topic

A different student will present each week. Logistics may require for students to present in pairs. Assignments will be random and will be made at least one week in advance of the presentation.
**Class Participation**  
Students are expected to be prepared for every class and actively participate. Students will complete all assigned readings/viewings in advance of class. Each week, I will provide you with discussion questions for the next class. Please come to class prepared to discuss the questions. I may call on people randomly, whether your hand is up or not.

Class attendance and punctuality is mandatory. If you must miss a class, please notify me via email as soon as you know you will be absent. More than two absences will detract from the class participation grade. (Caveat: Emergency Preparedness.)

**Paper #1** (about 5 double-spaced pages)  
In this paper you will explore the readings from unit#1, “The Individual,” and apply them to yourself and your professional development and aspirations. A detailed description of paper requirements will be provided at least two weeks prior to the due date.

**Paper #2** (about 5 double-spaced pages)  
In this paper you will explore the readings from unit #2, “The Group,” and apply them to your internship organization. A detailed description of paper requirements will be provided at least two weeks prior to the due date.

**Final Paper** (about 8 double-spaced pages)  
This paper will require you to apply the reading from the entire semester, with special emphasis on unit #3 “The Organization” to yourself and your host organization. A detailed description will be provided at least two weeks prior to the due date.

**EVALUATIONS**

**5 or 6 credits**  
A student’s final evaluation will be based on the following weighted criteria:

- 30% Supervisor’s evaluation to be provided online via the Career Center
- 15% Paper #1
- 15% Paper #2
- 15% Final Paper
- 10% Leadership Journal submissions (10 entries)
- 15% Class Participation, including attendance, presentation, active participation in class, learning contracts and performance on any quizzes given.

**3 or 4 credits**  
A student’s final evaluation will be based on the following weighted criteria:

- 30% Supervisor’s evaluation to be provided online via the Career Center
- 20% Paper #1 or #2
- 20% Final Paper
- 15% Leadership Journal submissions (5 entries, due every other class)
- 15% Class Participation, including attendance, presentation, active participation in class, learning contracts and performance on any quizzes given.
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. The assignment will be final as of 9:00 am on the Wednesday prior to class.

**Class 1: Introduction**

**January 13**
- Getting to know each other
- Sharing your internship (internship description)
- Review syllabus

**January 20: No class, MLK day**

**Class 2: Overview of Organizational Behavior & Stages of an Internship**

**January 27**
- Read: *Organizational Behavior*, Kreitner, Chapter 1
- Read: The Learning Contract, pp. 97-106 in *The Successful Internship*

**Unit One: The Individual**

**Class 3: Individuals on the Road to Success**

**February 3**
- Read: *Organizational Behavior*, Kreitner, Chapter 5
- Turn in: Your Learning Contract
- Turn in: Leadership Journal #1
- Presenter/s: Kendall Karr

**Class 4: Values, Attitudes and Job Satisfaction**

**February 10**
- Read: *Organizational Behavior*, Kreitner, Chapter 6
- Turn in: Leadership Journal #2
- Presenter/s: CJ Murphy

**Class 5: Emotions and Moods**

**February 17**
- Read: *Organizational Behavior*, Robbins, Chapter 4
- Turn in: Leadership Journal #3
- Presenter/s: Frank Tripp and Joelle Appenrodt
- Receive: Instructions for paper #1 and paper #2
Class 6: Motivation
February 24
Read: *Organizational Behavior*, Kreitner, Chapter 8
   “A Theory of Human Motivation,” Abraham Maslow
   “What we should know about motivation theory,” Locke & Latham

Turn in: Leadership Journal #4
Presenter/s: Emily Horowitz

Class 7: Diversity
March 3
Read: *Organizational Behavior*, Robbins, Chapter 2
Turn in: Leadership Journal #5
Turn in: Paper #1
Presenter/s: Laura Bruns and Sam McBee

March 10: No class, Spring Break

Unit Two: The Group

Class 8: Group Dynamics
March 17
Read: *Organizational Behavior*, Kreitner, Chapter 10
Turn in: Leadership Journal #6
Presenter/s: Caroline Ladzinski

Class 9: Developing and Leading Effective Teams
March 24
Read: *Organizational Behavior*, Kreitner, Chapter 11
   “Why Teams: Leading to the High Performance Organization,” Katzenbach and Smith
Turn in: Leadership Journal #7
Presenter/s: Angelo Curto

Class 10: Managing Conflict and Negotiating
March 31
Read: *Organizational Behavior*, Kreitner, Chapter 13
Turn in: Leadership Journal #8
Presenter/s: Trevor Langan
Unit Three: The Organization

Class 11: Communications
April 7
Read: *Organizational Behavior*, Kreitner, Chapter 14
Turn in: Leadership Journal #9
Presenter/s: Lori Interlicchio and David Shadburn

Class 12: Influence, Empowerment and Politics
April 14
Read: *Organizational Behavior*, Kreitner, Chapter 15
“The Bases of Social Power,” French and Raven
“Power Failure in Management Circuits,” Rosabeth Moss Kanter
Turn in: Leadership Intern Journal #10
Presenter/s: Gabe Menchaca and Madison Muller

Class 13: Organization Design, Effectiveness and Innovation
April 21
Read: *Organizational Behavior*, Kreitner, Chapter 17
Presenter/s: Tyrees Smith and Harry Weiss

LAST CLASS
Class 14: Managing Change and Stress
April 28
Read: *Organizational Behavior*, Kreitner, Chapter 18
Turn in: Final Paper
Presenter/s: Marc Lewis

No class meetings during final exam periods
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

These guidelines are used to assign a letter grade 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 is 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 does not show sufficient 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 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

There are many resources at American University to help you succeed. In addition to your internship supervisor, academic advisor, and professors, the university offers a wide range of services, 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.

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 demonstrating 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. Credit/no credit assignments that are late will not receive credit. Any quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

TECHNOLOGY ETIQUETTE

Class meetings are a time to focus exclusively on the course material. Using technology during class— including cell phones, checking messages, text-messaging, using the internet, playing games on laptops – distracts the user and also those around him or her. Therefore, the use of use unrelated technology during class is not permissible. All students are asked to turn off their cell phones. If there is an urgent matter that requires your attention during class, then please let me know in advance of class.
Laptops are a valuable tool for taking notes, but they can distract other students. After the first class meeting, those who wish to use laptops during class must talk to me to receive permission. 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.

**ETHICS**

Students in this course can expect that any violation of the University's Academic Integrity Code will be reported to the University. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code. The code is published on the University’s web page. 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**

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 washburn@american.edu. If your need is urgent or time sensitive, then please text me at 202-304-7254; please be sure to identify yourself as an AU student. To meet in person, please contact me by email to schedule an appointment.