LEADERSHIP INTERNSHIP: GOVT/JLS 391-003
American University, Spring 2012
Thursdays 8:10-10:10 PM in Ward XXX

Professor Jackie Norris

“Office” Hours Location: Ward Lobby

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)

REQUIRED TEXT

(Print it Yourself approximately $25.00, Black & White $35.00, Color $70.00)

RECOMMENDED TEXT


COURSE OVERVIEW

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

REQUIREMENTS

Students will be expected to:
1) Complete an internship working for at least 12 weeks. (See credit breakdown at end of requirements)
2) Complete three papers analyzing the organization and the student’s internship in light of the course materials, interviews and including outside research. (See credit breakdown at end of requirements)
3) Secure a closed (online) supervisor’s evaluation.
4) Participate in class discussion, orally present the student’s paper(s) to the class, complete all homework assignments including job description, learning contract and class readings.
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 an article with your group from a newspaper, magazine or academic journal which demonstrates key concepts in organizational behavior relevant to leadership, motivation, power or change as discussed in class.
CREDIT BREAKDOWN

5-6 Credits  20-24 hours per week, full paper load (3 papers, incl. final paper)

4 Credits  20-24 hours per week + reduced paper load (2 papers, incl. final paper) **OR**
           15 hours per week + full paper load (3 papers, incl. final paper)

3 Credits  15 hours a week + reduced paper load (2 papers, incl. final paper)

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)
- **15%** Class Participation, including attendance, active participation in the class
  dialogue, 4 reading quizzes, timely completion of homework assignments including job
  description, learning contract, readings and article presentation.

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)
- **20%** Class Participation, including attendance, active participation in the class
  dialogue, 4 reading quizzes, timely completion of homework assignments including job
  description, learning contract, readings and article presentation.

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 readings in advance of the class
meeting. **More than 1 absence**, whether for good cause or not, will detract from the class participation
grade in proportion to the number of absences exceeding one. (Caveat Emergency Preparedness)
EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), or other emergency 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.

Should there be any incident in which you need to be contacted immediately at your internship location, please be sure your contact information is up to date both with the Director of Experiential Education in the Career Center and with Professor Norris.

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: If credit/no credit 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 YouTube 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. Any academic misconduct in the context of Leadership Program work will result in being excused from the Program. 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.
**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 is expected to do all of the readings and is responsible for presenting readings assigned to their group (A, B, C or D) over the course of the semester. You will be assigned to your readings group on the first day of class.

Each class will include an opportunity to discuss the “highs and lows” of your internship and will challenge you to make real world connections in light of the theories of organizational behavior you are learning about in class. You will benefit most from reading *The Successful Internship*, by reading two chapters per week. It is a quick read and will track with our conversations in class.

**Jan. 19: Introduction, Journals/Topics, Negotiating an Internship Description and the Learning Contract**

**Jan 26: Welcome to Your Internship!  Guest Speaker: Bess Evans, Office of Science and Technology Policy, White House**

Read: Assigned Readings  
All: “The Learning Contract” (p. 97 -106) in *The Successful Internship* or on Blackboard  
All: Top 5 Strategies for Making the Most of your Internship  
  *Turn in:* Leadership Intern Journal #1 (First Impressions)  
  *Turn in:* Draft Learning Contract  
  *Turn in:* 1 small photo (computer printed is fine) of you

**Feb. 2: Introduction to Organizational Behavior,  Guest Speaker: Jenny Lawson, Director, Billion + Change**

Read: *Organizational Behavior*, Ch. 1, 2 and Assigned Reading  
All: Putting People First for Organizational Success (Pfeffer and Veiga)  
All: Fast Forward: 25 Trends That Will Change the Way You Do Business  
  *Turn in:* Leadership Intern Journal #2 (Office Culture)  
  *Turn in:* Final Learning Contract

**Feb. 9: An In Depth Look at Leadership, Reading Quiz #1**

Read: Assigned Readings  
A: Managing Oneself (Drucker)  
B: The Nature and Tasks of Leadership (Gardner)  
C: Servant Leadership: Its Origin, Development and Application (Sendjaya and Sarros)  
D: The Discipline of Personal Mastery (Senge)  
  *Turn in:* Leadership Intern Journal #3 (Leadership)  
  *Turn in:* Internship Description, signed by your supervisor (See Blackboard Template)  
  *Turn in:* Final Learning Contract (See Blackboard Template)
Feb. 16: Organizational Decision Making and Leadership

Read: Organizational Behavior, Ch. 11 and 12 and Assigned Readings
A: From Transactional to Transformational Leadership: Learning to Share the Vision (Bass)
B: Emotional Intelligence and Leadership (Goleman)
C: The Function of the Executive (Barnard)
   Turn in: Leadership Intern Journal #4 (Decision Making)

Feb. 23: Leadership and Power in Organizational Settings, Reading Quiz #2

Read: Organizational Behavior, Ch. 13 and Assigned Readings
D: How Bad Leadership Happens (Kellerman)
A: Power Acquisition and Retention (Salancik and Pfeffer)
B: Sources of Power of Lower Participants in Complex Organizations (Mechanic)
   Turn in: Leadership Intern Journal #5 (Power)

March 1: Dinner at Norris Residence, Guest Speaker John Norris, Topic: Power

C: Two Faces of the Powerless: Coping with Tyranny in Organizations (Bies and Tripp)
D: Leadership: The Art of Empowering Others (Conger)
   Turn in: Leadership Intern Journal #6 (Power Distribution)
   Turn in/Present: Article Presentation (Group A)

March 8: Present Papers on Leadership and Power, Guest Speaker TBA

   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; fuller description will be distributed and discussed in class)
   Turn in: Leadership Intern Journal #7 (Leadership at all levels)

March 15: Spring Break

March 22: Motivation in Organizations

Read: Organizational Behavior, Ch. 4, 5 and Assigned Reading
All: The Three Things That Employees Really Care About (Pershawaria)
A: How I Learned to Let My Workers Lead (Stayer)
B: Human Side of Enterprise (McGregor)
   Turn in: Leadership Intern Journal #8 (Motivation)
   Turn in/Present: Article Presentation (Group B)
March 29: Motivation in Organizations, continued and Teams in Organizations, Reading Quiz #3, Guest Speaker TBA

Read: Organizational Behavior, Ch. 6 and Assigned Readings
C: The Role of Work Context in Work Motivation: A Public Sector Application of Goal and Social Cognitive Theories (Wright)
D: One More Time: How do you Motivate Employees? Not by Improving Work Conditions, Raising Salaries or Shuffling Tasks (Herzberg)

Turn in: Leadership Intern Journal #9 (What Motivates Employees?)
Turn in / Present: Article Presentation (Group C)

Apr. 5: Teams in Organizations

Read: Organizational Behavior, Ch. 8, 9 and Assigned Reading
A: Why Teams: Leading to the High Performance Organization (Katzenbach and Smith)
B: The New Self Directed Work Teams (Orsburn and Moran)
C: Can Absence Make a Team Grow Stronger (Majchrzak et. al.)
D: Powering up Teams (Kirkman and Rosen)

Turn in: Leadership Intern Journal #10 (Teams)
Turn in / Present: Article Presentation (Group D)

Apr. 12: Teams in Organizations (continued)

Read: Organizational Behavior, Ch. 10, 14 and Assigned Reading
A: Evolution and Revolution as Organizations Grow (Greiner)
B: Transforming Organizations: Why Firms Fail (Kotter)
C: The Fifth Discipline: The Art and Practice of the Learning Organization (Senge)
D: Generating Short Term Wins (Kotter) excerpted from Leading Change

Turn in: Leadership Intern Journal #11 (Teams vs. Groups)

Apr. 19: Present Motivation and Teams Paper and Introduce Organizational Change, Guest Speaker TBA

***SCHEDULE YOUR FINAL ONE ON ONE WITH YOUR SUPERVISOR FOR EVALUATION REVIEW

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 new interview results. Fuller description will be distributed and discussed in class.)
Turn in: Leadership Intern Journal #12 (Organizational Culture)

Apr. 26: Organizational Culture, Reading Quiz #4

Read: Organizational Behavior, Ch. 15
All: Anchoring New Approaches in Culture (Kotter) excerpted from Leading Change
All: Former Enron Vice President Sherron Watkins on the Enron Collapse
All: Leadership and Lifelong Learning (Kotter) excerpted from Leading Change

Turn in: Leadership Intern Journal #13 (Organizational Change)
May 3: (Final Exam Period): In Class Presentation of Final Papers

Due: Supervisor’s CLOSED online evaluation of intern’s work, including recommended letter grade on or before 12/15

Turn in: Final Paper (about 8 double-spaced pages). Choice of one of two topics: 1) measure the student’s progress against the learning contract; or, 2) an overarching paper on the organization and specifically its internship program, with recommendations for change, incorporating the organizational culture and change articles from Blackboard. (Fuller description distributed and discussed in class.)