

LEADERSHIP IN ORGANIZATIONS
Course Syllabus for PS 344
Fall Semester 2007: Tuesday – Thursday Schedule

Text(s): Principle text:

DuBrin, A.J. (2007). *Leadership: Research Findings, Practice, and Skills, 5th Edition*. New York: Houghton-Mifflin.

Supplementary readings may also come from the following:

Manning, G., and Curtis, K. (2007). *The Art of Leadership, 2nd Edition*. New York: McGraw-Hill.

McShane, S.L., and Von Glinow, M.A. (2008). *Organizational Behavior, 4th Edition*. New York: McGraw-Hill.

Northouse, P.G. (2004). *Leadership: Theory and Practice, 3rd Edition*. Thousand Oaks, California: Sage Publications.

Key Dates

September 20	Test 1
October 16	Test 2
November 6	Test 3
November 29	Personal Philosophy of Leadership Paper
December 12-18	Exams

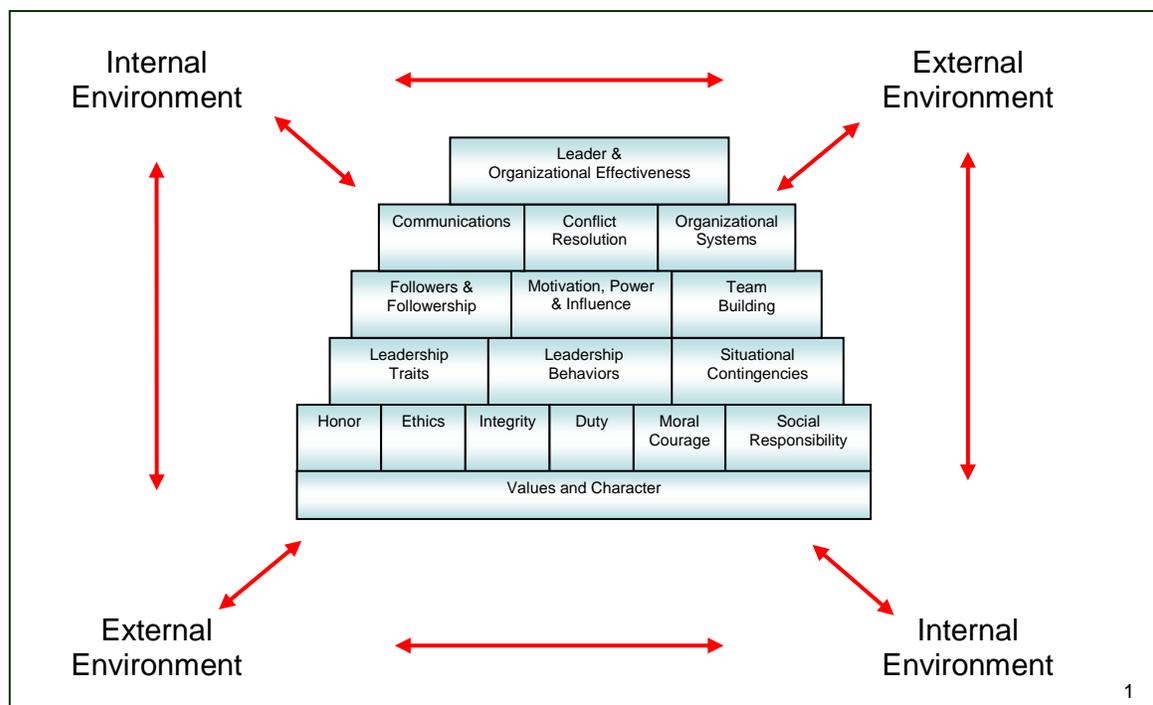
What is PS 344?

Leadership in Organizations, PS 344, is a core curriculum course (3-0-3) to be required of all cadets commencing with the Class of 2010. It is to be undertaken by the student during either the Spring Semester of his or her Third Class year or during the subsequent Fall Semester.

Course Description

Leadership in Organizations, PS 344, is an interdisciplinary study of leadership in an organizational context, which integrates both theory and practice. It focuses on the interaction between leaders, followers, and the situational context of the leadership process. Students study the leader's direct influence on individual motivation and group processes through the application of leadership theories, skills, and attributes. They also learn how to influence subordinates indirectly through organizational systems, procedures, culture, and ethical climate. The design of the course includes self-assessment, self-disclosure, small group exercises in contrived situations, and analysis of films and case studies.

Course Model & Framework



PS 344 stresses the importance of ethical and character-based leadership. Therefore, the course begins with a detailed look at the foundations of leadership, including readings and exercises related to leadership ethics and social responsibility. This is followed sequentially with an examination of a leader's characteristics and traits; a leader's behaviors, styles, and situational factors; group member characteristics and team leadership; and finally, several different organizational factors that affect leadership and organizational effectiveness. The course ends with two integrative events which provide the capstone for the course. The first is a comprehensive paper addressing one's personal philosophy of leadership along with an identification of leadership strengths and "blind spots" which culminates in an action plan for improving leadership effectiveness. The second is a comprehensive analysis of a leadership related film, which will be viewed

during the course, but analyzed as a part of the final exam using the learning outcomes below.

Learning Outcomes

Upon successful completion of the course, participants will be able to articulate a philosophy of leadership that includes a statement of the cadet's personal code of ethics. He or she will also possess the knowledge to: identify moral and ethical issues inherent in a task to be completed by a group; design a plan of action that takes these issues into account and conforms to the cadet's philosophy of leadership; motivate the group to complete the task; and evaluate the group's progress and make any necessary moral, ethical, or structural revisions to the plan.

Assignments and Schedule

See accompanying spreadsheet.

Class Attendance

A 30% attendance rule is in effect. If a student misses class 30% or more of the time, the student will be withdrawn from the course. There are 28 class meetings. If a student is absent from class nine times or more, he or she will be withdrawn from the class. If the withdrawal occurs after the third grading period, a W or WF will be assigned accordingly. If a student is more than 10 minutes late to a class, that will be recorded as absent for the class.

Evaluation

The student's grade will be determined from three tests, a personal philosophy of leadership paper, and a final exam. The tests and papers are equally weighted; the final exam counts one-third of the final grade. There is also the possibility of extra credit from an optional team project.

The personal philosophy of leadership paper (due November 29) will include a statement of the student's personal code of ethics, and will draw upon the assessments, exercises, and readings from throughout the semester. The purpose is to identify one's own leadership strengths and blind spots, based on evaluation and analysis, and to develop an action plan to enhance one's leadership effectiveness.

A capstone film will be presented to the class on November 29. A portion of the final exam will ask each student to apply the learning outcomes of the course in a detailed analysis of the film and identify any ethical, individual, group, and organizational leadership factors involved.

Students are assigned to work groups that will undertake various team projects throughout the semester. If team members desire to earn extra credit, the team may

undertake an optional project: write/find/develop and analyze a case which must be related to a specific reading assignment or block in the course. The case may be taken from military, athletic, business or VMI situations, and should be lengthy and detailed enough (not more than two pages) so as to provide fodder for a detailed analysis (about 6 pages in length) which is targeted at the topic or block of instruction as approved by the instructor. (The cases at the end of the chapters in our principle text are good models). The analysis should be framed around the appropriate learning outcomes for the topic area and for the course, demonstrate critical thinking and be reinforced with appropriate source material. The case and analysis are due not later than the final class period in the semester.

Easy Access: The Reference Handbook for Writers is VMI's authorized handbook for rules concerning quotations, paraphrases, and documentation (see Chapter 5 for a discussion of the APA format, which is preferred). The instructor will provide feedback on drafts of a paper, if provided to him with sufficient time to review. Points will be deducted for lateness in providing the instructor the final draft. Each individual is encouraged to use the Writing Center as a resource. The use of tutors is also authorized, but any assistance received must be reported as "Help Received".

Should a student not have turned in his or her personal philosophy of leadership paper by the close of the last academic day of the semester, he/she will automatically fail the course.

Honor

Honor violations will be reported. An honorable cadet does not tell a lie, cheat, steal, plagiarize, or otherwise violate the VMI Honor Code. The student should err on the side of caution. Character is important for leaders and followers alike; therefore each individual is expected to do the right thing.

Departmental Statement: Work for Grade

At the discretion of individual instructors, students in psychology and philosophy courses may take advantage of various forms of help when completing work for grade, and may periodically be involved in collaborative projects and research. The following policy delineates how such help and collaboration can be used in accordance with VMI's Honor Code.

Cadets'/Students' Responsibilities:

1. Use of tutoring assistance from Athletic Advising, the Academic Center, the Writing Center, fellow students, and private professional tutors:
 - Studying course material: cadets may receive help from tutors to assist in studying material for tests.
 - Papers, projects and presentations: cadets may receive help in the form of critical comments as defined by the institute Work for Grade Policy.

Cadets are, in fact, encouraged to use the Writing Center for help with psychology and philosophy papers. The nature of any such help received should be explained on the cover page of a paper or project and in either oral or written form when making a presentation.

2. Collaboration:

- Collaboration is often appropriate for research and discussion in the fields of psychology and philosophy. When working as a group, cadets must follow exactly the instructor's guidelines for the project and must report in detail any outside help they received when presenting the results of their work.
- In philosophy, discussion among peers and tutors is often an important component of learning and thinking. However, a cadet must be careful to attribute any specific ideas that are not his or hers to their source. Words that are not the cadet's own should be put in quotation marks in any paper and should be credited in both written and oral work.

3. Use of computer aids and calculators:

- All cadets may use statistical programs and calculators for research in psychology. The use of such equipment is standard in psychology and does not need to be reported under help received.
- All cadets may use spelling, style and grammar checkers freely and do not need to list their use under help received.

4. Quotations, paraphrases, and documentation:

- *Easy Access: The Reference Handbook for Writers* is VMI's authorized handbook for rules concerning quotations, paraphrases, and documentation.

Faculty Members' Responsibilities:

1. Faculty in the Department of Psychology and Philosophy must include the departmental work for grade policy in their syllabi. They must, as well, discuss the policy with their students.
2. In addition, they must state in writing on their syllabi or in writing at the time of an assignment whether or not cadets may use tutoring help for work for grade. If cadets are to collaborate on a project that is graded, the instructors must provide in writing clear guidelines for acceptable behavior and use of help (see above).