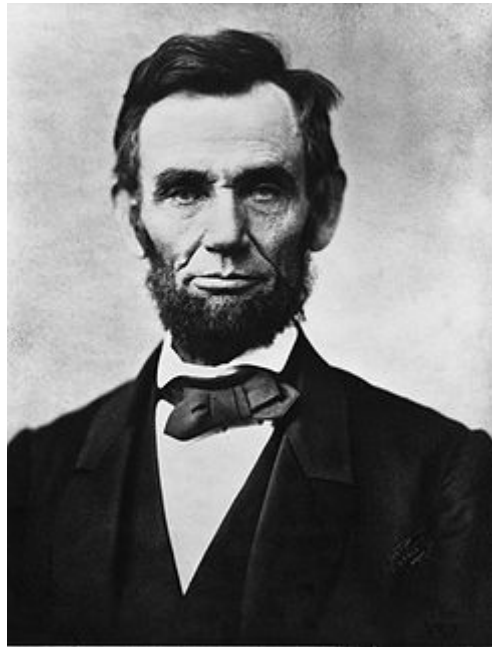


ORGANIZATIONAL BEHAVIOR AND LEADERSHIP 425

**INTRODUCTION
TO
LEADERSHIP/PROJECT MANAGEMENT**



COURSE SYLLABUS

SPRING 2021

ORGANIZATIONAL BEHAVIOR AND LEADERSHIP 425
INTRODUCTION TO LEADERSHIP- CAPSTONE
Fall 2021 SYLLABUS

Organizational Behavior and Leadership 425 Introduction to Leadership is the study of leadership through the eyes of psychologists. In this course, you will learn to understand what leadership is and how you can learn to be a more effective leader. Throughout the course, you will read and understand how leadership is studied and what makes an effective leader. You will also be exposed to various leaders and expected to explain from a critical viewpoint why various individuals are seen as leaders while others are not. Specifically, this course will cover diverse leadership theories, power issues, motivation, team building, and coaching practices. This course will allow you to understand the many diverse issues that surround psychologists when they study leadership and its effects on teams.

Instructor: Justin Rueb **Section:** W (4:00-5:00) **Room:** B301 SCI
Office: B301 Science Center **Office Hours:** W(2-3 PM) W(1-2), by appointment
Phone: 715-214-7488 **Email:** Justin.Rueb@UWSP.edu

REQUIRED TEXTS

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2015). *Leadership: Enhancing the lessons of experience* (8th ed.). New York: McGraw-Hill Education.

COURSE PROCESS

This PSYC 395 will be an individual course for you. This approach is designed to maximize your personal involvement and to give you experience participating in a course project enhance your leadership knowledge of yourself. You must come to class fully prepared to discuss the lesson assignment and to relate that material to your own experiences and observations. The lectures/discussions will not simply repeat your reading assignment. During the course, you will also work in several different teams. Each team should also ensure that absent members receive all relevant information presented during a specific class.

I believe the best way to understand leadership is through discussion, hands-on experience, and personal reflection. Since this is a writing emphasis course, I have incorporated several written projects (e.g., leadership papers, and journals) as an integral part of the course. The combination of leadership paper, journals, and one-on-one discussions will give you ample opportunity to display your knowledge and provide me with sufficient evidence to evaluate it.

Furthermore, this course is a capstone course requiring you to demonstrate the vast knowledge learned in your Organizational Studies major while at UWSP. Accordingly, you will have ample opportunity to demonstrate writing and oral communications skills throughout this semester. I know that you will embrace these opportunities and not cower from them. After all, optimism is one of the predictors of most effective leaders.

Social Sciences GEP Learning Outcomes:

- Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.
- Explain the major principles, models, and issues under investigation by the social sciences.
- Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.

Communication in the Major Learning Outcomes:

- Apply APA standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique your own and others' writing/oral presentations to provide effective and useful feedback to improve our communication.

Course Structure and Policies

Unrestricted Joint Effort - For any assignment presented in this course, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. **Any exceptions must be duly noted through proper documentation techniques.** I strongly encourage the use of fellow students as editors and reviewers of papers prior to your submittal for grade.

Attendance - University Policy is that all students will attend class (see <http://www.uwsp.edu/reg-rec/Attendance.aspx>). Failure to attend class will result in missed DQs and missed information vital to all grading aspects of the course. Scheduled weekly meetings will occur at student's convenience.

Late turn-in policy - The policy for this unlikely event will be a 10% reduction in your score for each day the paper is late. Any exceptional circumstances that may result in an unforeseen late submission (e.g., hospitalization, emergency absence) will be coordinated with your instructor. Missed exams may be rescheduled **within a week** of returning to class. Papers **are due when noted** in the syllabus unless prior arrangements have been made with the instructor.

Cell Phones and Electronic Recording Devices - All cell phones are to be silenced. Should a phone ring in class, I will be more than happy to answer that phone and talk to the caller. Anticipated emergency phone calls can be pre-arranged with the instructor, but the call must be answered outside of the classroom. Electronic recording devices for recording lectures must be pre-approved by the instructor.

Student's Rights and Responsibilities – Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>

Course Withdrawal - Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add>

Academic Honesty – If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanction in accordance with UWS/UWSP 14, “Student Academic Standards and Disciplinary Procedures,” of the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System. Copies of UWS/UWSP Chapter 14 are located at <http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf> and in paper form at The Office of Students Rights and Responsibilities, each residence hall, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean.

Emergency Response Guidance:

Medical Emergency. Call 911 or use Red Emergency Phone (List Location). Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

Tornado Warning. Proceed to the lowest level interior room without window exposure at _____. (List primary location for shelter closest to class). See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

Fire Alarm. Evacuate the building in a calm manner. Meet at west end of Gym (Swimming pool side). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter: Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.”

Title IX. *Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.*

COURSE ASSIGNMENTS

Weekly Discussion Points (WDP) Points (300 points – 30%). WDP s for 30% of your grade in the course. These points are worth 50 points per week for the -week course, resulting in a possible 300 points, based on how well and how you discussed issues for the weekly reading.

WRITTEN ASSIGNMENTS

All written assignments will be typewritten and abide by the rules of APA format as outlined in the APA Manual. I will discuss your paper and project at length with anyone who is interested.

Reflection Journal (150 points - 15%) – The reflection journal will be a personal journal revealing your views about various leadership examples/thoughts that you encounter during the week (2 entries per week 50 Points per submittal). You will submit your journal every other week (three submittals) for a total possible points of 150. You should generate one to two paragraphs for at least two different leadership situations for each week.

Leadership Exemplar Paper (250 points - 25%) – You will choose a book on someone in history that you view as an exemplar leader. Your paper will identify the leader's position, the characteristics that make her/him a great leader, examples that support that belief, and the leadership theory that best supports their leadership style (maximum of 3 pages). Focus on actual events/activities of the leader's life that made her/him exemplary. For the Leadership Exemplar papers, each individual can rewrite their paper for turn-in a second time (highly encouraged). The paper's final grade will be the average of the two papers. This process will allow the student to learn from editorial review and capitalize on improving their writing skills, the objective of a capstone course

Leadership Demonstration Community Project 200 points - 20% – You will choose a project where you will be the designated leader who leads a community-focused project. Next, you must identify the traits, behaviors, and core competencies that you believe are necessary for your success of that community project/organization. Additionally, you will choose one of the many leadership theories/concepts discussed in class and then make critical connections between the theory and your leadership skills. Students will explain how they arrived at their decisions and then elaborate how they will determine the process needed to replace their leader in the future. Please remember to include a reference page(s) and appendices as necessary. **This paper will be double-spaced with 1-inch margins, and limited to a maximum of 4 pages.**

Leadership Demonstration Presentation (100 points 10%) – The individual will present a 15-20-minute presentation that covers the main aspects of their Leadership Demonstration Community Project paper. At the completion of the presentation, a question and comment session not to exceed 15 minutes will follow. The Leadership Presentation will be during finals week or on the last day of class..

Course Grading Summary

WDP	300	30%
Reflection Journal	150	15%
Leadership Exemplar Paper	250	25%
Leadership Demonstration Project	200	20%
<u>Leadership Final Presentation</u>	<u>100</u>	<u>10%</u>
Total	1000	100%

THE MEANING OF GRADES IN PSYC 395

Since scores on papers and examinations reflect the student's ability, instructor's grading tendencies, and the difficulty of the test, a contract grade schedule for this course would be inappropriate. Therefore, this course will not use a rigid contract for converting percentages to letter grades. However, the following guidelines will be used to assign points on essays and projects. For example:

A	94-100	B+	88 – 89.99	C+	78 – 80.99	D+	67 – 70.99
A-	90-93.99	B	84 – 87.99	C	74 – 77.99	D	64 – 66.99
		B-	81 – 83.99	C-	71 – 73.99	F	Below 64

The most important question remains: What do these examinations mean in terms of academic performance. The typical project will fall into the following guidelines.

An “Average” (C) paper should meet the following standards:

- a. Conform to the basic requirements of the assignment, and address all relevant questions asked;
- b. Exhibit sound organization: a clear purpose adequately supported by main ideas that are easily identified;
- c. Be intellectually sound in developing a strong thesis, using argument strategies appropriate to the writing;
- d. Conform to APA guidelines with regard to word choice, sentence construction, and overall format; and
- e. Be turned in on the data assigned.

A “Better Than Average” (B) paper should meet the foregoing tests and also:

- a. Contain elements of vividness and special interest in its style;
- b. Be of more than average stimulative quality in challenging the reader to think or in arousing depth of response; and
- c. Demonstrate skill in understanding unusually difficult concepts or processes or in winning agreement from readers initially inclined to disagree with the writer’s purpose.

A “Superior” (A) paper not only meets the foregoing standards, but also:

- a. Constitutes a genuinely individual contribution by the writer and
- b. Achieves a variety and flexibility of mood/manner suited to the presentation.

**ORGL 425-Leadership
Spring 2021 Schedule**

Week Start	Topic	Readings	Items Due
Sep			
15	Course Introduction What is Leadership? Leadership Development	Part 1 Chapter 1-2	Syllabus
29	Leadership Development Skills Leadership Power and Influence	Chapter 3-4	Discuss Journal entries
Oct			
13	Leadership Values, Ethics, & Character Leadership Attributes	Chapter 5-6	J1 Entry 5%
27	Leadership Behaviors Leadership Influence Tactics	Chapter 7-8	Leadership Exemplar paper (25%)
Nov			
10	Motivation, Satisfaction, and Performance Groups and Teams	Chapter 9-10	J2 Entry 5%
24	Skills for Developing Others The Situation	Chapters 11-12	J3 Entry 5%
Dec			
8	Contingency Theories of Leadership/Change The Dark Side Traits	Chapters 13-15	Leadership Project paper (25%)
13	Presentation-Leadership Demo		10%
	Have a Great Summer!		