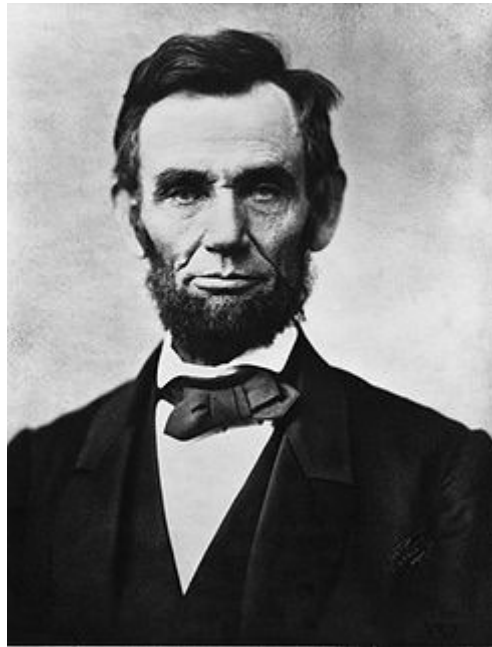


**ORGANIZATIONAL BEHAVIOR AND LEADERSHIP 425**

**INTRODUCTION  
TO  
LEADERSHIP/PROJECT MANAGEMENT**



**COURSE SYLLABUS**

**SPRING 2023**

## ORGANIZATIONAL BEHAVIOR AND LEADERSHIP 425 INTRODUCTION TO LEADERSHIP- CAPSTONE

### Spring 2023 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.

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**Virtual Class Section:** Tuesday 5-6:30 pm

**Office Hours** W(9-9:45 am, 1<sup>st</sup>/3<sup>rd</sup> 2-3 pm) Th (2-3), or by appointment

#### 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 ORGL 425 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](http://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](http://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

**Class Discussion Points (CDP) Points (200 points – 20%).** CDP comprises 20% of your grade in the course. These points are worth 30 points per week for the 2-week period, resulting in a possible 200 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 (240 points - 24%)** – The reflection journal will be a personal journal revealing your views about various leadership examples/thoughts that you encounter during the two-week period (1 entry per week, 80 Points per submittal). You will submit your journal every other week (three submittals) for a possible total of 150. You should generate one to two paragraphs (1-1.5 pages per week maximum) for at least two different leadership situations each week.

**Leadership Exemplar Paper (250 points - 25%)** – You will choose a person from their life that they consider being the greatest leader by whom they have personally been led. 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 to that made your leader the leader you believe her/him to be. Later, in class you will be required to discuss your leader's personality and behavior so as to encourage class discussion. 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 lead 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 4 pages of text maximum.**

**Leadership Demonstration Presentation (110 points 10%)** – The individual/team 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.

**Bonus Points (15 Points maximum)**

To encourage an in-depth reading and review of this syllabus and other course material, this instructor will award any student 1 point (up to a maximum of 15 points-1.5% of your grade) for any error that s/he discovers in any of the instructor’s written documents. Only the first individual who notifies the instructor of the error will receive the point. So as not to interrupt the class, students are to notify the instructor before or after class via email. E-mail is the acceptable method of notification as this provides this instructor with a traceable record for assigning the bonus points. Only students who email the error will get credit. Verbal notification is not enough. However, if two students should have the same error listed, I will use the date/time of the message to indicate who was first. The instructor will keep a master copy of the student’s name for each error for each document. Since I strive to produce the best product possible, this approach will help me reach my goal of zero errors in my materials. Should a student also receive a verbal bonus point in class, that student must again email the instructor reminding him of that bonus point awarded on that day. Delayed or Non-notification results in loss of the bonus point.

**Course Grading Summary**

CDP	200	20%
Reflection Journal	240	24%
Leadership Exemplar Paper	250	25%
Leadership Demonstration Project	210	21%
<u>Leadership Final Presentation</u>	<u>100</u>	<u>10%</u>
Total	1000	100%

## THE MEANING OF GRADES IN ORGL 425

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:

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

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 2023 Schedule**

<b>Week Start</b>	<b>Topic</b>	<b>Reading</b>	<b>Items Due</b>
<b>Jan</b>			
24	Course Introduction What is Leadership? Leadership Development	Chapters 1-2	Syllabus
<b>31</b>	Leadership Development Skills Leadership Power and Influence	Chapters 3-4	Discuss Journal entries <b>J1 Entry 8%</b>
<b>Feb</b>			
14	Leadership Values, Ethics, & Character Leadership Attributes	Chapters 5-6	
<b>28</b>	Behaviors Leadership Influence Tactics	Chapters 7-8	<b>J2 Entry 8%</b>
<b>Mar</b>			
14	Motivation, Satisfaction, and Performance Groups and Teams	Chapters 9-10	<b>Leadership Exemplar paper (25%)</b>
28	Skills for Developing Others The Situation	Chapters 11-12	
<b>Apr</b>			
11	Contingency Theories of Leadership/Change	Chapters 13-14	<b>J3 Entry 8%</b>
25	The Dark Side Traits	Chapter 15	<b>Leadership Project paper (21%)</b>
<b>May</b>			
9	Presentation-Leadership Demo		<b>10%</b>
	<b>Have a Great Summer!</b>		