



**Georgetown University
School of Continuing Studies
Master of Professional Studies
Human Resources Management
Course Syllabus
Fall 2014**

Course: Leadership & Organizational Behavior (MPHR 501-01)

Class time and Location: Tuesdays - 8:00 p.m. – 10:30 p.m.
640 Massachusetts Ave.
Room C223

Instructor: Professor Nicholas Clements

Office Hours: By Appointment

Contact Information: 571.991.7779 (Mobile)
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Course Description:

Leadership, employee engagement, organizational behavior, and culture change are some of today's most critical human resource topics. This course analyzes and provides students with real world knowledge and skills related to these issues. It focuses on today's organizational realities, drawing on a wide range of research and demonstrating the crucial role leaders play in achieving organizational goals. It also explores employee engagement's impact on productivity, quality, client service, loyalty, costs and retention. Topics include: strategic vision and goals, organizational culture, values and change, employee engagement and motivation, leaders' roles, assessment and measurement, communication, corporate social responsibility, managing multicultural groups, work-life balance and flexibilities.

Course Objectives:

At the conclusion of this course, students will have had to opportunity to:

- Increase knowledge on historical and contemporary leadership theories and models
- Think critically about the leadership and organizational behavior challenges that face organizations
- Analyze the role leadership and organizational behavior play in determining the direction of an organization
- Apply leadership and organizational behavior skills and strategies to positively impact organizational initiatives
- Link leadership and organizational behavior theories and models to organizational scenarios and applied practices
- Improve the ability to present analyses of issues and organizational problems in a concise, accurate, clear and interesting manner
- Recognize individual strengths, weaknesses, likes, dislikes, behaviors, and personality and better understand how to tailor your own leadership approaches to meet a variety of situational and organizational needs

Course Approach:

Taking into account the andragogical (adult learning) nature of this program, this course will utilize a mixed approach to meet the course learning objectives including: the Socratic method, case study analysis, lectures, empirical study and peer reviewed literature evaluation, online discussions, action learning projects, guest lectures, etc.

Course Requirements:

Students are expected to come to each class on time and fully prepared. This is to say that students will have read and critically reflected on the course material beforehand, will attend each class, and will actively participate in class discussions and activities.

Your in-class participation provides an opportunity for you to demonstrate your understanding of the theories, concepts, and practices. Therefore, success in this course depends on the preparedness and active engagement of all students.

Additionally, students are required to submit class assignments (papers, Blackboard discussions, projects, etc.) by the listed due dates. Only in rare circumstances will extensions on assignments be granted; it is the student's responsibility to request extensions before the assignment's due date, and there is no guarantee that an extension will be granted – this will be determined on a case-by-case basis.

Required Textbooks:

Schein, E. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass. ISBN: 978-0470185865

Rath, T., & Conchie, B. (2008). *Strengths based leadership: great leaders, teams, and why people follow*. New York, NY: Gallup Press. ISBN: 978-1595620255 (*Book comes with Strengths Finder 2.0 Assessment Access Code*)

American Psychological Association. (2010). *The publication manual of the American psychological association* (6th ed.). Washington, D.C. ISBN: 978-1433805615

Students will purchase **two cases** (TBD by Instructor) for case analysis from Harvard Business Publishing. More information will be given in class.

Recommended Reading:

Maxwell, J. (2005). *Developing the leader within you*. New York, NY: Thomas Nelson. ISBN: 978-0785281122

Additional Reading:

In addition to the required textbooks, this course will draw on information contained in scholarly papers and articles, cases, videos, popular sources, etc. to assist students in better understanding leadership and organizational behavior, as well as meeting the course learning objectives.

Syllabus Modification:

Taking into account the nature of the course, in some instances modifications to the syllabus will need to be made (i.e. readings, assignments, expert speakers, etc.). These modifications will be communicated to students through Georgetown University email and/or Blackboard. It is the responsibility of the student to regularly check these sources.

Course Requirements, Responsibilities, and Guidelines:

Final course grades will be broken down as follows:

Two Case Analysis Papers (20% Each)

Case Studies are intended to offer simulated real-world scenarios and will provide a common foundation for all students to engage in the course. Students will review and analyze two case studies (TBD by instructor) and prepare a 6-8 page response that examines the issues and associated challenges, and discusses potential solutions from a leadership and organizational behavior perspective. Students will examine the cases as if they were a real-world scenarios and look at how actionable approaches should be designed, developed, and implemented throughout the case organization – keeping in mind the focus of this course. The response should be backed by scholarly research and thought, and focus on addressing which approaches will enable the case organizations to best meet their goals.

Team Project and Presentations (20%)

Teams will be responsible for leading one or more class discussions on assigned topics. Teams will consist of approximately 3 to 5 persons based on course dynamics and the intricacies of the topic being covered. More details and guidelines for the team project will be given during the first class; however, it is expected that presentations will summarize the topic area, present the issues and challenges, and engage the class in interactive dialogue while presenting realistic approaches for addressing the specifics of the assigned topic. Individuals **must** be present to get credit for this assignment.

Final Paper (40%) and Presentation (Not Graded)

Students will prepare a 15-18 page paper on a topic related to leadership and organizational behavior. This will be the key deliverable for this course and should take into account all previous learning, current and historical scholarly thought, as well as practitioner experience and application.

Brief presentations will be given during the final classes. The presentations should focus on summarizing the key points of the paper and integrating/synthesizing course learning. The presentation will provide the opportunity for students to share their learning with course colleagues. While the presentation is not graded, it is expected that all students will give a short presentation on their final paper. Grades will be negatively impacted (up to 5%) if presentations are not completed or the student is absent during the final presentation.

Notes: All papers must be in APA format. Grades will be negatively impacted for any deviations from this format. Please procure the 6th edition of the APA publication manual and use it as a reference when developing assignments. All papers must be submitted in MS Word (.doc or .docx) format. The page limit for all papers does not include title page, abstract, table of contents, reference pages, or appendices.

Course Outline:

Date	Topics	Readings	Assignment
9/2/2014	Introduction to Course and The Concept of Organizational Culture	<ul style="list-style-type: none"> • Syllabus • Schein Ch. 1, 2 	Read syllabus and readings and come to class prepared to discuss any questions you have.
9/9/2014	Levels of Culture <ul style="list-style-type: none"> • Macro-Culture, Sub-Culture, Micro-Culture 	<ul style="list-style-type: none"> • Schein Ch. 3, 4 • Rath Intro.,Part 1 • Bb Readings 	***Take Strengths Finder 2.0 Assessment and Bring Results to Class***
9/16/2014	Adaption and Integration and Maximizing Teams	<ul style="list-style-type: none"> • Schein Ch. 5, 6 • Rath Part 2 • Bb Readings 	
9/23/2014	Assumptions on Culture <ul style="list-style-type: none"> • Reality & Truth • Time & Space 	<ul style="list-style-type: none"> • Schein Ch. 7, 8 • Bb Readings 	
9/30/2014	Human Nature, Activities, Relationships	<ul style="list-style-type: none"> • Schein Ch. 9 • Rath Part 3 • Bb Readings 	
10/7/2014	Cultural Typologies and Deciphering Organizational Cultures	<ul style="list-style-type: none"> • Schein Ch. 10 , 11 • Bb Readings 	***First Case Analysis Due 11:59 PM***
10/14/2014	How Cultures Emerge and How Leaders Create, Embed, and Transmit Culture	<ul style="list-style-type: none"> • Schein Ch. 12, 13, 14 • Bb Readings 	
10/21/2014	Leadership and Organizational Midlife and What Leaders Need to Know	<ul style="list-style-type: none"> • Schein Ch. 15, 16 • Bb Readings 	
10/28/2014	Managed Culture Change	<ul style="list-style-type: none"> • Schein Ch. 17, 18, 19 • Bb Readings 	
11/4/2014	The Learning Culture and Learning Leaders	<ul style="list-style-type: none"> • Schein Ch. 20 • Bb Readings 	***Second Case Analysis 11:59 PM***
11/11/2014	Cultural Islands	<ul style="list-style-type: none"> • Schein Ch. 21 • Bb Readings 	
11/18/2014	Group Presentations	<ul style="list-style-type: none"> • Bb Readings 	***Team Presentations***
11/18/2014	Last Day to Withdraw from Courses		
11/25/2014	Group Presentations	<ul style="list-style-type: none"> • Bb Readings 	***Team Presentations***
12/2/2014	Course Wrap-Up <ul style="list-style-type: none"> • Final questions/thoughts • Final Paper Presentations 	<ul style="list-style-type: none"> • Bb Readings 	***Individual Final Paper Presentations***
12/12/2014	No Class		***Final Paper Due 11:59 PM***

Grading:

Regarding the letter grade “A”—this is reserved for truly outstanding work. That is to say, the work must “stand out” from the crowd. By definition, if an entire group stands out—then, in fact, no one stands out. Therefore, the majority of the class cannot receive an “A.”

The following scale will serve as a guide for all assignments in this course:

A	100-95%
A-	94-90%
B+	89-87%
B	86-83%
B-	82-80%
C	79-70%
F	69% and below

***Please note that there is no grade of “D”.**

Letter Grading Descriptions:

A = 95-100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and/or lacks any noticeable attempts at application.

F = 69% and below

Fails to meet minimum acceptable standards.

Attendance and Timeliness:

Students are expected to attend all class meetings. Out of respect for your classmates please strive to be on time. Excessive tardiness of more than 5 minutes will negatively impact final grades. From time to time, family, personal or work emergencies may arise; in those circumstances, please contact me immediately via email. A student who misses more than two classes is subject to withdrawal from the class, and could receive a final grade of "F" in the course.

Late Assignments:

As mentioned previously, except in rare circumstances, late assignments are not accepted. In case of emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach me **before** the assignment is due and there is no guarantee that an extension will be granted.

Incomplete:

Grades of "Incomplete" are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "I" shall be granted until the work is handed in and, then, the grade shall be changed accordingly. Work must be submitted by the date announced in class, and the work shall be delivered no later than midnight on that day. Failure to adhere to this rule will result in an automatic "F" in the course.

Plagiarism Detection (Turnitin):

Please note that all assignments for this course will be submitted through the university's plagiarism detection tool Turnitin, and all submitted assignments will be added to the tool's database solely for the purpose of detecting plagiarism in the future. It is important to note that all assignments for this course must be the student's original work, and the sources must be cited appropriately. That is to say that all work for this course must be original and done during the current semester; that means that similar work completed for other courses cannot be turned in for credit in this course. If plagiarism is suspected, the instructor may attempt to gain clarification from the student; however, suspected violations will immediately be reported to the Honor Council.

Religious Observance:

Student members of all religious groups are entitled to courteous accommodation of religious holidays. It is the responsibility of the student to notify faculty during the first week of the semester of his or her intention to be absent from class on the day(s) of religious observance. Appropriate accommodations will be made for those students who have notified the instructor the first week of class.

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Academic Integrity & Honor System:

Students are expected to adhere to Georgetown University's honor code unconditionally. Plagiarism and other honor violations will not be tolerated. Suspected honor code violations will immediately be reported to the Georgetown University Honor Council. More information on the honor code and academic integrity can be found at <http://scs.georgetown.edu/academic-affairs/honor-code>.

The Honor Pledge:

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

*To care for this venerable campus and all of those with whom I share it;
And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition*