The VMI Core Curriculum:
The Nucleus of Effective Citizenship and Leadership

PS 344 – Leadership in Organizations

A. Course Information

1. Department: *Psychology and Philosophy*

2. Course Number: *PS 344*

3. Credit Hours: *3-0-3*

4. Full Course Title: *Leadership in Organizations*

5. Course Description:

   PS 344, Leadership in Organizations, is a core curriculum course (3-0-3) to be required of all cadets commencing with the Class of 2010. The focus is 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 case studies. 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.

6. Prerequisite(s): *This course is required of the Class of 2010 and all classes thereafter. To enroll in this course, the student must be in either the second semester of the third class year or the first semester of the second class year. All students must have completed this requirement not later than the end of the second class year.*

7. Status: *This is a new course*.

8. Schedule: *The course is offered on an elective basis in Fall 2007, with the full requirement to be implemented in Spring 2008. It will be offered every semester thereafter*.

9. Enrollment: *Expected enrollment per section is 18. (This results in about 10 sections being offered each semester, assuming the typical Class size to be about 360. There are currently 305 members in the Class of 2009 and 388 members in the Class of 2010. Upon completion of the new barracks construction, these figures are expected to grow.)*

10. Faculty: *Three positions are authorized and were advertised nationally*.

"The Virginia Military Institute Department of Psychology & Philosophy invites applications for three five-year appointments to teach leadership theory and leader development and other areas as appropriate. Leadership theory courses are a central component of VMI's new core curriculum The Nucleus of Effective Citizenship and Leadership. Ph.D. in psychology (with specialization in such areas as cognitive psychology, industrial/organizational, and social psychology), business/management or related areas with a concentration in leadership is required."

The three positions are now filled.

A. *Thomas N. Meriwether*
Colonel and Professor
Degrees: Ph.D. and M.S., University of Tennessee; B.A., Vanderbilt University
Discipline: Industrial and Organizational Psychology
Certifications: Senior Professional in Human Resources (Society for Human Resource Management); Organizational Effectiveness Consultant (U.S. Army).
Background: Member of the Department of Psychology & Philosophy at VMI since 1995, additionally serving as a tactical officer with Charlie Company for five years. Previous experience includes positions as Senior Military Assistant to Secretary of the Army, Staff Director for a U.S. Senator, Assistant to the General Manager of the Metropolitan Washington Airports Authority, Games Staffing Manager for the Atlanta Committee for the Olympic Games, Organizational Effectiveness Consultant, and more than 20 years commissioned service in the U.S. Army, including combat command.
Courses taught: Leadership; motivation; organizational behavior; general psychology; developmental psychology; human resource management; history and systems of psychology; industrial and organizational psychology.

B. *Herbert F. Barber*
Colonel and Professor
Degrees: Ph.D. and M.A., Southern Illinois University, Carbondale; B.A., University of Arizona.
Discipline: Industrial and Organizational Psychology.
Background: Previous experience includes positions as Director of Leadership and Employee Development Program, National Institute of Standards and Technology; Professor of Leadership and Management, U.S. Army War College; Assistant Professor of Psychology, James Madison University; Personnel and Research Psychologist, U.S. Army.
Courses taught: Strategic leadership; executive skills; creative thinking; critical thinking; adaptive leadership; tests and measurements; statistics; industrial relations; organizational behavior; human factors; industrial and organizational psychology; and introductory psychology.

C. *Dave I. Cotting*

Major and Assistant Professor
Degrees: Ph.D. and M.Phil., City University of New York; M.A., Hunter College; B.S., University of Geneva, Switzerland.
Discipline: Social-Personality Psychology
Background: Previous experience includes positions as Deputy Director of Research, Army Physical Fitness Research Institute/U.S. Army War College; Chief of Combat and Psychological Resilience Studies Department of Military Psychiatry, Walter Reed Army Institute of Research; Chief of Technical Operations, Department of Military Psychiatry, Walter Reed Army Institute of Research; Chief of Research Operations, U.S. Army Surgeon General's Mental Health Advisory Team; Adjunct Professor of Psychology, Hunter College and The College of Staten Island.
Courses taught: Social psychology, personality psychology, research methods, human development, sport psychology, theories of affect, and introductory psychology.

11. Resources: *New resources required to offer the course for the Core Curriculum:*
    a. *Three teaching positions (about $168,000 total).*
    b. *Office space for three new assistant professors, including phone lines, LAN connections, phones, computer, office furniture [desk, chair(s), bookcase, waste basket, computer desk/table, filing cabinet] (about $4,800 for three computers and phones; about $9,000 for three office suites).*
    c. *Two dedicated classrooms, each with computer, ceiling mounted projector, overhead, VCR/DVD, 12 two-person tables and 24 chairs plus an instructor podium, table, and chair (about $2000 with the remainder from existing equipment, assuming the electronic equipment is already in place).*
    d. *Start-up money and continuation money to buy three sets of class/course materials (about $5000 total).*
    e. *Funds for the library to purchase films, books, and journals ($5,000).*
    f. *Speakers fund for at least one high-powered speaker each semester ($10,000).*
    g. *The Psychology and Philosophy Department annual budget will need to increase by about $5500 (from about $14,500 to about $20,000) to support the increase of full-time faculty from five to eight.*

B. Core Curriculum Contributions

1. Core Curriculum Component: Foundations of Citizenship and Leadership.

2. Meta-competencies:
   NA

C. **Syllabus**

1. Click here.

2. Intended Learning Outcomes:

The QEP, p. 11, identifies the learning outcomes for 2.3.2 Leadership and Human Relationships to prepare graduates who can:

a. Articulate a philosophy of leadership that includes a statement of his/her personal code of ethics. (LHR 1)
b. Identify moral and ethical issues inherent in a group task. (LHR 2)
c. Design an action plan that takes moral and ethical issues into account and conforms to his/her philosophy of leadership. (LHR 3)
d. (*Understand the processes necessary to*…) motivate a group to complete the (assigned) task. (LHR 4)
e. (*Understand how to* …) evaluate the groups' progress (*toward task completion*). (LHR 5)
f. Articulate a philosophy of leadership that includes a statement of his/her personal code of ethics.

D. Discussion.

1. Contribution of the course to the overall goal of the core curriculum:

   The stated goal of the core curriculum is to provide each student with the nucleus of effective citizenship and leadership. We in the Department of Psychology and Philosophy view PS 344, Leadership in Organizations, as <u>the</u> central <u>academic</u> element of the Leadership and Human Relationships component of the core curriculum. It is the mandated interdisciplinary course on leadership.

2. *Course support for each of the core learning outcomes mandated in C.2., above, is specified in the approved SACS QEP - Assessment and Evaluation Plan (Spring 2007), pages 4-7 and 31-40, which is attached. Additional information is provided below.*
   a. *LHR 1. The course requires each student to demonstrate the ability to synthesize insights gained from an understanding of the leadership process with his/her emerging self-concept and experiences to develop a character-based approach to leading in a culturally diverse organization in a democratic, constitutionally based society. Each student develops a Personal Leadership Profile containing the results of the self-assessments taken during the semester so as to identify leadership strengths and blind spots based on evaluation and analysis, and an action plan to enhance his/her leadership effectiveness.*
   b. *LHR 2. The course examines leadership ethics, organizational ethics, the role of values, and ethics at work.*
   c. *LHR 3. The course requires of each student, when given a leadership situation, to use their understanding of the behavioral sciences to identify what is happening, account for what is happening, and formulate leader actions to address observed or potential leadership challenges.*
   d. *LHR 4. The course provides a theory-based examination of those processes that relate to motivation, satisfaction, and performance in an organizational setting. Similarly, a detailed examination of the dynamics and characteristics of effective groups and teams is provided, as well as an examination of the leader's motivation to lead.*

e. *LHR 5. Each student is provided tools to measure a group's progress toward goal completion, including setting objectives, measuring results, and conducting performance reviews. Upon completion, the student will also be able to evaluate leadership, organizational, and ethical climate in an organization*.

3.

a. NA

4. Assessment Plan: *A detailed assessment plan for this course is available on the VMI webpage for Core Curriculum Assessment: http://new.vmi.edu/show.asp?durki=8292*.

5. Pedagogy. *The course routinely employs case studies, current events, films, readings, small group discussions, individual and group presentations, as well as self-assessments related to the course subjects. Active research of the VMI organizational setting will also be pursued for discussion in the classroom.*

6. Consistency and effectiveness across multiple sections. *The course will be taught from a common syllabus with allowances for individual differences in instructor background and expertise. See the assessment plan for further details.*

Submitted by:

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