

PSYCH 462:
Leadership Vision in Personal, Organizational, and Community Change
University of Waterloo, Winter 2009
Thursdays, 12:30 - 2:20 p.m.
Room: HH 336 (primary); PAS 4029, 4032 (secondary)

Instructor

Prof. John Michela
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Textbook (required)

Burgess, T., Pugh, K., & Sevingny, L. 2006. *The personal vision workbook*. Thompson Delmar Learning. ISBN: 1-4018-9939-0 ISBN-10: 1401899390 ISBN-13: 978-1401899394

Course Description

This course covers the concept of vision within the larger topic of leadership, as it applies to community change, organizational development, and personal development for effectiveness as a leader or other contributor. Readings will be drawn from academic and non-academic literatures, and students will produce personal or organizational visions for beneficial change.

"Vision" is held to direct and motivate people's efforts. These effects will be analyzed from many angles, drawing upon various streams of theory and research in social and organizational psychology related to affect, cognition, and motivation. The application of visionary leadership in specific business contexts (e.g., entrepreneurship or organizational change) and community settings (e.g., voluntary organizations) also will be explored.

This topic lends itself to exploring a wide range of related topics in social and organizational psychology, including creativity, affect in the workplace, emotional intelligence, and employee participation, among others. Students will participate in choosing topics to be covered.

Instructor's Vision for this Course

Students will be enthusiastic about doing assignments, attending class, and participating in class as a result of intellectual stimulation, personal or community improvement stemming from involvement with course material, and shared discovery.

Meanwhile the instructor will learn new aspects of leadership vision and will become more effective at using vision to direct and motivate others.

Course Objectives

Knowledge: Students will learn about the place of vision within leadership more broadly; whether and how leadership vision exerts influence on followers; and how vision currently is applied in various contexts including business organizations, community redevelopment, and religious congregations, among others.

Skills: Ideally, students will be more able to formulate, communicate, and otherwise use a vision to influence themselves in self-management for personal fulfillment and community betterment. Students will also be more able to influence others in leader, peer, or follower roles through use of vision.

Attitudes: When in leadership or otherwise influential roles, students will seek to engage others' commitment to pursuing common goals through "visionary" actions.

Learning Process in this Course

Students will be able to acquire these KSAs through

- studying reading material and engaging it by producing commentaries in advance of class
- discussing course material with one another and the instructor during scheduled class time
- completing structured tasks outside of class, involving developing a personal vision that promotes personal fulfillment, community improvement, entrepreneurial success, or other ends
- producing a culminating product such as a term paper, research proposal, or action plan

Course Requirements and Marking

For most weeks, students will be required to produce a one-page commentary on the assigned readings for that week. A commentary is due for any week that has a corresponding drop box in the Lessons area of the ACE website. Details are stated in the handout "Guidelines for Commentaries on Readings." These commentaries will impact 33.33% of the course mark.

Over the course of the term, students are required to document their completion of the exercises or other activities in the *Personal Vision Workbook*, for another 33.33% of the course mark. The ACE website has a drop box for each of the 10 chapters in this book. Students should provide a submission to a drop box each week or more frequently. Details about these submissions are stated in the handout "Guidelines for Documenting Personal Visioning."

A culminating product is due on the last day of class. This product counts 33.33% toward the course mark. By the seventh week of class (Feb. 26, 2009) a preliminary proposal for this product is due. Options for this product will be discussed in the first several weeks of class. Marking will take account of the nature of the product. That is, term papers will be scored relative to other term papers at this level, and more novel products will be scored on their own scale, giving credit to scholarly or other support for the approach, along with originality, practicality, and likely contribution to knowledge or society.

Resources

- Book chapters and journal articles in hard copy, PAS 4028
- Journal articles available electronically from the UW library's website for e-Journal Titles, <http://sfx.scholarsportal.info/waterloo/az> (probably accessible on-campus only)
- Textbook - *Personal Vision Workbook*
- Instructor (office hours, other times by appointment, email with approx. 24-hour response)
- "Break out" rooms in PAS
- Slide projector and, possibly, other audio-visual aids
- Volunteer course assistants (if any volunteer)
- Visitors? Other resources?

Policies

Auditors will not be admitted to this course.

Notices Required on Course Outlines

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns about the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca

Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts incorporate the following note on avoidance of academic offenses:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,
<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Guidelines for Commentaries on Readings

A commentary concerning the readings is to be turned in for most weeks. Its length should be equivalent to approximately one single-spaced typewritten page. It is due by noon on the *day before* class to allow the instructor and class members to view it in advance of the class. It must be submitted to the course website to allow access to it.

A commentary is not a summary and it is not just a list of questions. Ideally, commentaries will provoke thought in others and consolidate and advance the commentator's thinking. Within the expected length, probably a few different ideas or issues will be addressed. There could be some use of point form or other departure from standard sentence and paragraph structure, but the material should be understandable to others in any case.

Points in commentaries might

- Dispute conclusions in one or more of the assigned readings (tell why you disagree)
- Offer alternative theoretical accounts
- Point out methodological shortcomings (and/or recommendations for improvement)
- Suggest further theoretical or practical implications (e.g., for management practice)
- Identify connections across topics in the field (or apparent contradictions)
- Identify connections to "real life" inside or outside organizations
- Note when findings are especially meaningful or unexpected (tell why)
- Suggest productive directions for future research (as specifically as possible in terms of variables investigated and processes those variables are thought to reflect)

Please use the following procedure to submit your commentaries. Go to the ACE course website and click the "Lessons" tab. Click on the folder for "Drop boxes for Commentaries," and then click on the drop box for the particular week. (Choose according to the Due: date.) After clicking on the particular drop box folder you will see a screen with Title and Message. Put your name in the title. Then click below the Message block, where it says HTML Editor. You may type your commentary in there, but probably it is a lot better to use a different word processor, use the copy command to copy all the text of your commentary, then switch windows from your word processor to this HTML editor screen, and paste the text in there. **DO NOT UPLOAD ANY ATTACHMENTS.** Problems are certain to result. Moreover, uploading of attachments has been "disabled." Use the preceding procedure or else in some other way enter your commentary directly into the Message block. This will ensure that everyone (including the instructor) can read your message.

Commentaries will be scored "out of a maximum of 10 points," as follows. Turning in a commentary on time yields 7 points immediately. Turning in a commentary between the time due and class time nets 6 points. Turning in a commentary within one week after the corresponding class will yield 5 points. (The drop box will close one week after the initial due date.) Commentaries turned in on time are eligible for additional points. Three points will be added (very rarely) for especially complete, well-reasoned or well-documented analysis. Two or one point will be added on the basis of reasoning, documentation, original thought, or other pertinent qualities. Greater length, per se, does not increase the quality of a submission (and may undermine it). Quality of participation in class (and attendance) also will affect this scoring. A commentary turned in on time or late may be returned to the student to be redone if it is off track, poor quality, etc.

If possible, please look at others' commentaries in the 24-hour period between submissions and class. This will provide everyone with a better basis for having a worthwhile discussion of the readings.

Guidelines for Documenting Personal Visioning

Although specific due dates are indicated on the ACE website for documenting your completion of each individual unit (chapter) of *The Personal Vision Workbook*, you may complete these units more quickly than the unit-per-week rate implied on the ACE website. "Completing" a unit entails submitting a "reflection" as described below.

Unlike the commentaries on the required readings for the course, the material that you submit concerning *The Personal Vision Workbook* will *not* be made public at any time (i.e., will not be made visible to anyone other than the course instructor). However, even to the course instructor you should hold back from expressing anything that you consider to be uncomfortably personal or otherwise overly revealing. That is, "level with yourself" and be self-revealing to *yourself* when doing the exercises in *The Personal Vision Workbook*, but censor yourself in what you submit as a reflection if that will help you to get the most out of the exercises.

Thus, marking of submissions will *not* be based on openness or extent of personal revelation. Instead, for each unit, students should compose "reflections" on

- what students did or did not discover through the exercise(s) or
- the extent to which they did or did not experience personal development as a result of doing the exercises in each unit or
- how the concepts or exercises in the unit relate to readings in this course or in other scholarship.

Reflections will be scored "out of a maximum of 10 points," as follows. Turning in a reflection on time yields 8 points immediately. The dates given on the ACE website for each chapter's drop box have a grace period of one week, during which time the assignment will still be considered to be on time. For example, where a deadline is given as "Thurs., Jan. 22, midnight" it is recommended that you submit your reflection by this time, but it will still be considered on time until Thurs., Jan. 29, midnight. Reflections turned in on time are eligible for additional points. Two points will be added (very rarely) for especially complete, well-reasoned or well-documented analysis. One point will be added on the basis of reasoning, documentation, original thought, or other pertinent qualities (e.g., clarity). Greater length, per se, does not increase the quality of a submission (and may undermine it). The drop boxes will all close at the same time, at midnight one week after the last class session of the term. Reflections turned in more than one week after the stated deadline, but before the closing of the drop boxes, will yield 7 points with no additional points awarded. Reflections will not be accepted after their drop boxes close. A reflection turned in on time or late may be returned to the student to be redone if it is off track, poor quality, etc.

These reflections are expected to correspond with a length of one single-spaced typewritten page *or less*. Please see the handout "Guidelines for Commentaries on Readings" for instructions on how to submit your reflections. (Of course you should use the drop boxes in the "Reflections" folder, not the "Commentaries" folder. As with "Commentaries," do *not* use attachments.)

Tentative List of Topics for Psych 462, Winter 2009

Date	Topic
Jan 08	Organizational Meeting/Envisioning a Course
Jan 15	Vision within the Field of Leadership
Jan 22	Vision, Transformational Leadership and Charisma
Jan 29	Vision in Business Leadership
Feb 05	Vision in Community Development
Feb 12	Personal Vision and Self-leadership/Values
Feb 19	Reading Week
Feb 26	Entrepreneurship (incl. Social)
Mar 05	Vision in Politics/Communication
Mar 12	Vision in Religion/Participation
Mar 19	Mental Models and Coordination
Mar 26	Affect in Organizations/Passion
Apr 02	Artistic Vision/Creativity