

**College of Education and Human Development
Department of Educational Administration and Human Development**

**EHRD 405
Principles and Practices of Leadership in HRD
Fall 2009**

Class Information:

Day: Wednesday
Time: 1:50 pm – 4:50pm
Location: Room 632 Harrington

Credit Hours:

3 hours

Instructor Information:

Dr. Tom Garney, P.E.
Employee Development Coordinator
Employee and Organizational Development
General Services Building
Texas A & M University
Office Ph# 979-845-1054
E-mail: tgarney@tamu.edu

Office Hours:

My goal is to be available as much as possible to meet your needs during the semester. There are three basic ways you can reach me:

- E-mail: (tgarney@tamu.edu) or (tom_garney@yahoo.com) This is the best way to contact me. I check e-mail frequently and, unless I am teaching class I will usually respond to your e-mail within the hour.
- In Person: I will be happy to meet with you in person. However, I do not have a routine schedule. I am usually in the office on Monday and Friday mornings. Please call for other times.
- Phone: (845-1054) I check voice mail daily, unless I am out of the office teaching. If you call me please leave a message, and I will get back to you as soon as possible.

Course Description and Purpose:

This course will provide the participant in-depth information on current leadership theories and practices, organizational dynamics, and concepts for interpersonal communications associated with leading individuals, groups, and organizations.

Each weekly session will be comparable to the foremost leadership development seminars currently being presented to corporate supervisors, managers, and leaders by the best commercial and university training organizations.

Course Objectives and/or Competencies:

Upon completion of this course the participant will:

1. Have produced five, one page reflection papers detailing their personal interpretations of the leadership topics presented.
2. Have produced a Leadership Portfolio, which will include; all session handouts, initial reflection papers, and final version reflection papers.
3. Be able to explain, in their own words, the leadership issues and theories presented in sessions on:
 1. Your Strengths Journey
 2. Introduction to Supervision
 3. Coaching
 4. Maximizing the Impact of Computer-Based Training
 5. Managing Change and Stress
 6. Time Management
 7. Project Management
 8. Performance Development Process
 9. Conflict Resolution
 10. Leading Effective Meetings

Prerequisites:

Junior or Senior Classification or approval of departmental advisor.

Required Text:

Strengths Finder 2.0
Gallup Press
ISBN 978-1-59562-015-6

What is Your Time Style
HRDQ
2002 Renaissance Boulevard #100
King of Prussia, PA 19406-2756
1-800-633-4533

Additional Resources:

Supplemental materials will be provided during class sessions to enhance and extend course resources.

Course Outline:

- 1) Course Introduction
 - a) Getting to know each other
 - b) Course overview and administrative details
 - c) Strengths Finder 2.0 setup
 - d) Reflection Paper Formatting
- 2) Projecting a Professional Image
- 3) Your Strengths Journey
- 4) Introduction to Supervision
- 5) Coaching
- 6) Maximizing the Impact of Computer-Based Training
- 7) Managing Change and Stress
- 8) Time Management
- 9) Project Management
- 10) Performance Development Process
- 11) Conflict Resolution
- 12) Leading Effective Meetings
- 13) Last Seminar

Optional Topics:

Decision Making Strategies
Career Management for the 21st Century
Emotional Intelligence

Grades

- 1) Midterm evaluation of portfolio (20 points)
- 2) Five reflection papers (first 2 due at mid-term)
 - a) 12 points per paper
 - b) 60 total points
- 3) Final evaluation of portfolio (20 points)
- 4) Extra Credit
 - a) 12 points possible for each additional reflection paper

Letter Grade**Numerical Score**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Late Work Policy:

Make up assignments for valid excused absences only and will be given at the professor's discretion

**EHRD 405-500: Principles and Practices of Leadership in HRD
Fall 2009**

This syllabus is subject to change at the professor's discretion.

Week	Class Date	Topic	Presenter
1	9/2/09	Getting to know each other Course overview and administrative details Strengths Finder 2.0 Prep Reflection Paper Format	Dr. Garney
2	9/9/09	Projecting a Professional Image	Kama Willems & Dr. Garney
3	9/16/09	Your Strengths Journey	Dr. Garney
4	9/23/09	Introduction to Supervision	Dr. Garney
5	9/30/09	Coaching & Organizational Structure	Margie Billingsley, SPHR
6	10/7/09	Maximizing the Impact of Computer-Based Training	Michelle Bright
7	10/14/09	Managing Change and Stress Mid-term Leadership Portfolio due	Dr. Marrs & Dr. Garney
8	10/21/09	Time Management	Dr. Garney
9	10/28/09	Project Management	Doug Sweet
10	11/4/09	Performance Development Process	Dr. Garney
11	11/11/09	Conflict Resolution	Dr. Algert (tentative)
12	11/18/09	Leading Effective Meetings	Dr. Garney
off	11/25/07	Thanksgiving	
13	12/2/09	Last Seminar Completed final Leadership Portfolio due	Last Class Meeting

Americans with Disabilities Act (ADA) Information

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Services for Students with Disabilities, Koldus 126, 979-845-1637. Due to emergency evacuation requirements, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the academic advising office, 511 Harrington Tower.

SCHOLASTIC MISCONDUCT/ACADEMIC DISHONESTY

Academic Integrity Statement

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Honor Council Rules and Procedures are on the web at <http://www.tamu.edu/aggiehonor> Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. All materials generated for this class are considered “handouts,” including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.” Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.

20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. 20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty. From <http://student-rules.tamu.edu/>

SEXUAL HARASSMENT

Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at

<http://www.coe.tamu.edu/COEguidelines/I.Administration/I62-64/I62-64.pdf>

Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources. Violators of this policy will be subject to **the maximum disciplinary action** prescribed by TAMU policy.

INCLUSIVE LANGUAGE

It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups. Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U. S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate is expected.

ATTENDANCE

You are expected to attend class. If you miss class, you miss the opportunity to hear important information that you will need to be successful in your life and career. Also, you may not write a reflection paper on any session you missed. University Rules apply concerning attendance and approved absences. As a courtesy, ***please email the instructor if you will be absent from class. Make up assignments for valid excused absences only and will be given at the professor's discretion.***

PROFESSIONAL IMAGE

Professionals and leaders in the field of adult education must always project a professional image, in both appearance and conduct. This is of critical importance. Adult educators should avoid clothing or personal accessories that would distract participants from the content being presented. Adult educators must always be aware that in the eyes of their customers they are the training organization. Conducting oneself in a professional manner both inside and outside the classroom is imperative.

EHRD COURSE EVALUATION

All students will be expected and requested to complete an EHRD course evaluation near the end of the semester. The hard copy evaluation forms are anonymous and data is compiled and reported in aggregate format.

COPYRIGHT POLICY

All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

What is a Reflection Paper?

A Reflection Paper is a formal written presentation of a critical reflection about a specific issue. In this class, your written "reflection paper" is simply a personal response to information and concepts presented in each weekly leadership seminar.

The goal of the paper is to demonstrate that you have thought critically about the session and that you can respond to it in writing by connecting it to your own observation, previous experience, or recent learning. A Reflection Paper is designed to show your synthesis of some aspect of knowledge of a certain field, and, more importantly, your awareness of how you constructed that knowledge. Thus it is an interaction between ideas received from outside (books, lectures, school experiences, etc.) and your own internal understanding and interpretation of those ideas.

More than anything else, a Reflection Paper requires critical thinking about an issue.

The capacity for self-reflection and critical thinking are vital personal and professional skills. Self-reflection in this context involves a constant questioning of one's own assumptions, and a capacity to analyze and synthesize information to create new perspectives and understanding. This is a constant process and leads to an on-going commitment to improve and refine one's own practices. These Reflection Papers are teaching you a thinking technique that you will use throughout your professional and personal life.

What is the format for our Reflection Papers?

A Reflection Paper is not a diary or journal, although these may be used as a way of processing your reflections before actually writing the paper.

A Reflection Paper is a type of essay, and as such requires:

1. a concise introduction
2. a well-structured body which presents your thoughts clearly and logically to the reader
3. a logical and thoughtful conclusion.

You are expected to use effective writing and formatting techniques that are consistent with professional writing.

1. Font - No less than Times New Roman 11
2. Typed; no less than single spaced
3. Session title, date, your name
4. Absolutely, no more than one page
5. You may use the first person in a Reflection Paper as it is a record of your own thoughts and experiences.

The quality of your thought process demonstrated within your paper will be the primary element of the paper that will actually be graded.

You must hand deliver your own paper in class. Emailed papers will not be accepted.

Reflection Paper Grading Matrix

Element	Description	Points Possible	Points Awarded
Introduction	Did the author present a concise description of the key ideas, facts, concepts, examples, strategies, etc. that were presented during the session?	3	
Body	<p>Did the author use critical thinking and reflection in the process of analyzing, reconsidering, and questioning these experiences within a broad context of issues?</p> <p>Did the author analyze their own experiences to discover the ideas or concepts that lie behind them, or apply the theories to create a new meaning?</p> <p>Did they add depth and breadth to the meanings by asking questions about and relating meanings to, a spectrum of personal and professional issues?</p>	6	
Conclusion	Did the author clearly, logically, and thoughtfully state their conclusions and give the reader a concise description of the “bottom line” for this issue(s)?	3	
Total		12	