HRD 5350: Leadership and Ethics in HRD

Credits: 3 (3-0-0)

Term to be offered: Spring 2010

Class Time: 6:00 pm – 8:40 pm

Class Date: Wednesday

Prerequisites: Graduate student status

Instructor: Jerry W. Gilley

E-Mail: jgilley@uttyler.edu

Phone Number: 903-566-7328

Preferred Method of Contact: E-mail

Office Hours: 4:00 pm – 6:00 pm Tuesday and Wednesday

Office Location: Main office of the Department of HRD and Technology, 236 HPR Building

Other Availability: Contact Professor

Final Exam: Assignment 2

Text(s):


Course Objectives:

Students will be able to:

Course Objectives / Outcomes: As a result of this course, you will be able to:

1. Identify, analyze, evaluate, and select an appropriate leadership style in response to organizational performance problem or organizational breakdown.
2. Develop a personal definition of leadership and be able to develop it based on readings, discussions, and class assignments.
3. Interpret, and apply the role of leadership in accomplishing organizational change.
4. Determine one's scholar-practitioner acumen.
5. Analyze and interpret the differences between leadership and management.
6. Distinguish different levels of conceptualization for leadership through a process of critical analysis and comparison.
7. Interpret and demonstrate the decision-making aspects of ethical leadership.
8. Analyze and evaluate your personal attributes, which will help make you an effective leader and identify the ones that may need further development.
Assignments:

1. Scholar-practitioner analysis 40 points
2. Leadership Philosophy/Style Professional Paper 50 points
3. Attendance and Participation 10 points

Assignment 1: Scholar-Practitioner Analysis (40 points)

Address the following questions:

1. Which is more important theory or practice; and what is the relationship between these two constructs?
2. What is a scholar-practitioner and how does a scholar-practitioner differ from an atheoretical practitioner, practitioner, reflective practitioner, and theoretical scholar?
3. When it appropriate to be an atheoretical practitioner, a practitioner, a reflective practitioner, theoretical scholar, and a scholar practitioner?
4. How does a person move from atheoretical practitioner, to practitioner, to reflective practitioner, and to scholar-practitioner?
5. Which of the general competencies do you believe are critical to becoming a scholar practitioner; and how would you rank your degree of proficiency of each?
6. Does a person need to become a scholar practitioner to be an effective leader, if so why, if not, why not?

Assignment 2: Leadership Philosophy/Style Professional Paper (50 points)

In response to organizational performance problem or organizational breakdown, write a professional paper (15-20 pages) that articulates your personal:

1. leadership style (e.g. those outlined in the text or from other sources) (discuss in detail);
2. discuss the (a) principles, (b) practices, (c) characteristics, (d) values, and (e) competencies (conceptual, human, technical) needed to be successful;
3. discuss the appropriateness of your leadership style;
4. identify and discuss the personal attributes, which will help make you an effective leader and identify the ones that may need further development;
5. describe what it means to be an ethical leader.

Participation and Attendance (10 points)

Participation is not mere attendance in the class! In order to effectively participate in the course, it is critical that you read the course assignments and participate in class discussions, simulations, and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. Each class missed deducts points from your grade unless the absence is approved by the instructor. Coming to class late or leaving early can adversely affect your attendance and participation points.

To participate in class more fully, you will need to prepare at least three questions based on: class readings; previous class discussion; concerns, insights, or inquiries; questions not covered in the readings; or other relevant information meaningful to the class.

Grading Policy

The assignment is due on the specific date posted. Failure to meet these specific deadlines will result in a reduction in the points a student receives for an assignment (10 points per week). Furthermore, students must inform the instructor if they will be unable to meet any of the assignment deadlines.

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The assignment will be graded based on:

- the assignment questions
- evidence that each of the corresponding learning objectives has been satisfactorily addressed.

**Grading Scale:**

A (90-100 pts.)  
Excellent work and evidence of achieving each of the learning objectives at an **expert level**

B (80-89 pts.)  
Good work and evidence of achieving each of the learning objectives at a **mastery level**

C (70-79 pts.)  
Average work and evidence of achieving each of the learning objectives at a **modest level**

D (60-69 pts.)  
Poor work and **little or no evidence** of achieving each of the learning objectives

F (59 pts. and below)  
Unacceptable work and **no evidence** of achieving each of the learning objectives

**Policy on Incomplete Assignments**

If a student fails to meet any or all of his/her assignment responsibly, an incomplete **WILL NOT** be issued. Rather, the points for all completed assignments will be calculated and the corresponding grade will be issued. Assignments cannot be made up once the semester is completed.

**Course Topics/Weekly Schedule:** All HRD courses are hybrid/blended courses meaning they do not meet every week. Accordingly, you will be working on your two assignments during off weeks.

**Class 1: (1/19/11)**

- Overview class assignments, activities, and schedule
- Discuss attendance policy
- Distribute class materials
- Answer questions and discuss expectations
- Introduce the Scholar-practitioner

**Class 2: (2/2/11)** (Reading: distributed article from *Advances in Developing Human Resources*)

- Discuss the types of practitioners possible in the workplace: atheoretical practitioner, practitioner, reflective practitioner, theoretical scholar, and scholar-practitioner.
- Discuss the general competencies of a scholar-practitioner.

**Class 3: (2/16/11)**

- Discuss the Trait, Skills, Style, and Situational Approaches to Leadership (Northouse: Chapters 1, 2, 3, 4, & 5)

**Class 4: (3/2/11)** (Assignment 1, due)

- Discuss the Contingency, Path-Goal, & Leader-Member Exchange of Leadership (Northouse: Chapter 6, 7, & 8)

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Class 5: (3/16/11)

- Discuss Developmental Leadership (Gilley and Maycunich (2000) chapter from Beyond the learning organization)

Class 6: (3/30/11)

- Discuss Transformational Leadership (Northouse: Chapter 9)

Class 7: (4/13/11)

- Discuss Psychodynamic Approach to Leadership and Leadership Ethics (Northouse: Chapters 12 & 15)

Class 8: (4/27/11)

- Discuss Assignment 2

(Assignment 2 due, 5/4/11)

Disability Statement

"If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)."

Academic Dishonesty Statement

“Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.