

HONR 3332.02, Wednesday 4-6:50pm

LDB 213 and Various Locations

Instructor of Record

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Office hours by appointment

Course Description

Our goal with this course is to offer students from many majors the opportunity to extend their knowledge of leadership theory to the actual practice of designing and implementing leadership development programs. Students will explore potential frameworks for program design, develop specialized programs, and practice applied facilitation skills in implementing exercises and activities designed to meet desired goals and specific leadership development outcomes. These skills will provide graduates with added skills that will make them more marketable to organizations in a variety of industries.

Desired Outcomes:

- Describe various frameworks for leader development programs
- Demonstrate an ability to apply leadership theories in the design of programs
- Determine desired organizational outcomes through inquiry
- Design leadership development programs to meet the specific desired outcomes
- Facilitate a leadership development experience
- Assess program effectiveness and levels of individual leader development
- Gain practical leadership field experience in a variety of settings

Assignments

Journals: An online journal has been set up in Blackboard. No hard copies accepted. Entries in the journal should recap each session as well as encompass your thoughts and feelings about the experience. Explain specifically how you feel you will be able to adapt the experience to your career field. There will be 4 graded journal entries. These entries will collectively count for **20%** of your final course grade. (See journal rubric enclosed)

- 1) Each entry should be at least 400 words.
- 2) Complete these entries prior to the following session (within one week).
- 3) Paste in your entries rather than upload files.
- 4) We will review the journal format in class. The journal will address the desired outcome of the session, key facilitation points, application to your desired career, and a personal story (or a relevant story) that enhances the experience.

Writing assignments: There will be two writing assignments this semester. All writing assignments should be double-spaced. Citations should follow the common style for your discipline. **No late work is accepted.** Turn in all assignments via Blackboard. These papers will count as **25%** of your overall course grade.

- Write an **800-word Personal Leader Development Plan (15%)** Turn in by **Mar 7, 4pm**. Your plan should address your personal support team, physical and mental wellness, professional reading, mentor meetings, and your leader development rhythm. We will discuss this plan in more detail in class.
- Write an **800-word** summary of **session with a mentor (10%)**. Complete this by **March 28, 4pm**. You will address the preparation of the criteria you used in the selection of your mentor, your communication method, the purpose of your session, key points made during the session, and the follow-up actions identified during the meeting with your mentor.

Group Project: Each group will produce a **Leader Development Exercise (20%)** turned in by **April 25, 4pm**. The design of each exercise will result in a fieldbook entry covering the desired outcome, exercise description, key facilitation points, dry erase board images used for facilitation, stories used during facilitation (summaries and purpose), applicable links to videos used, and any graphics or images used to support outcomes. (See exercise fieldbook template enclosed)

Final Project: Each student will produce a **Leader Development Fieldbook (35%)** turned in by **May 2, 4pm**. This fieldbook will be a guide for your future leader development sessions (i.e. a compilation of leader development experiences you can use in your future organizations). This fieldbook will serve as a key reference you can use when designing and facilitating development sessions. The fieldbook will have an experience title, a graphic to support the description, desired outcomes, key facilitation points, the design of the experience, applicable stories, and your facilitator notes.

**Participation:* You must be present for each of the sessions and student-led exercises and remain for the full class period. Do not schedule other activities prior to the official end of this class, 6:50 pm We will only accept official excuses from the university. An unexcused absence will result in a 6% deduction from your course grade. An absence will require a makeup assignment for an excused absence, the topic chosen by the instructor.

The final course grade will be based on the following:

Assignment:	Points:	Due Date:
Journals (4)	20 (5 each)	Prior to next class meeting
Personal Leader Development Plan	15	March 7, 4pm
Summary of Mentor Session	10	March 28, 4pm
Leader Development Exercise (Group Project)	20	April 25, 4pm
Leader Development Field Book	35	May 2, 4pm
Total:	100	

GRADING SCALE	
A	90-100
B	80-89
C	70-79
F	Below 70

Course Schedule:

Date	Activity
17-Jan	Great teams and story telling (CANCELLED DUE TO WEATHER)
24-Jan	12 O'clock high (facilitation) or movie with leadership points
31 JAN	Leadership in Crisis (INCOSIT) Negotiation exercise
7-Feb	Influence Exercise (courtroom)
14-Feb	Leader Development 101 (Evolving Leaders - Palus and Drath)
21-Feb	Experience exploration and design
28 FEB	Personal Leader Development Plan preparation time – No class meeting
7-Mar	Facilitation techniques and connecting with participants
21-Mar	Leader Development Fieldbook -- Leadership Counts
28-Mar	Student led facilitation (great teams, values, purpose)
4-Apr	Student led facilitation (movie)
11-Apr	Student led Influence exercise (courtroom)
18-Apr	Student led INCOSIT Negotiation exercise
25-Apr	Outdoor Challenge Course
2-May	After Action Review of experiences

Group Assignments

	Name	Group (1 - 5)
1	Anderson, Kimberly R.	
2	Baeza, Lorenzo	
3	Brimo Haek, Amel	
4	Downs, Amanda	
5	Ernst, Janika	
6	Gilliam, Bethanne R.	
7	Goldwait, Madeleine	
8	Kramer, Ashley M.	
9	Millerick, Evan M.	
10	Mizell, Jessica	
11	Perry, Logan T.	
12	Pervakova, Yuliya D.	
13	Primrose, Rebekah E.	
14	Robinson, Jocelynn H.	
15	Rombado, Valentina	
16	Scharf, Ryan L.	
17	Straus, Christian M.	

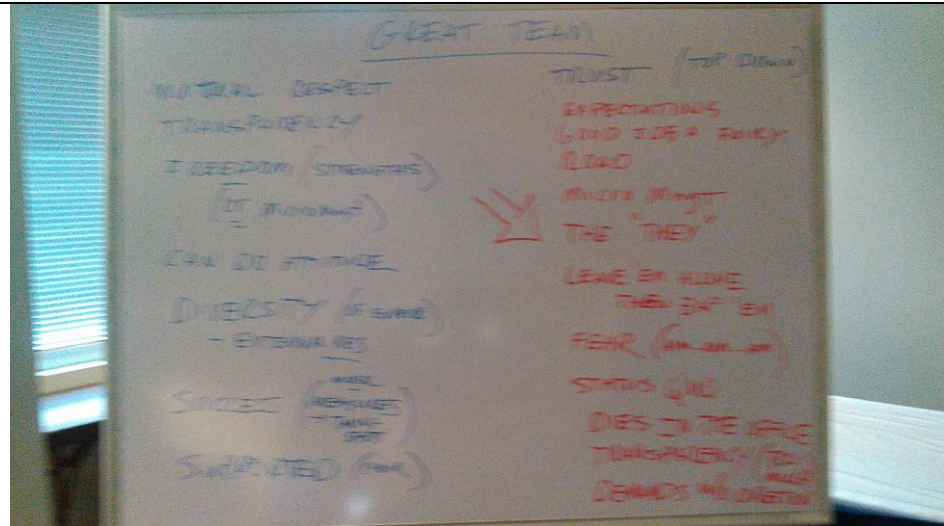
Leadership Journal Rubric

Category	Below Expectations	Meets Expectations	Exceeds Expectations
Inclusion of Journal Components (Desired outcome, facilitation points, application, and personal story)	Journal is missing several of the assigned topics.	Most topics are addressed.	All assigned topics are addressed.
Quality of Journal Entry	Entry covers the basics only and seldom involves evidence of extended thought.	Entry has evidence of further thought and interesting additional items.	Entry is thorough and nearly all include instances of extended thought and additional items.
Followed Directions (Length – 400 words, Due Date – within one week following the session and Pasted Entry)	Several of the directions were not followed.	Most of the directions were followed.	All directions were followed.
Comments:			

Fieldbook Template

Exercise	Name of the exercise (i.e., Leadership in Action- Leading vs. Managing)
Desired Outcome	Describe the desired outcome of the exercise discovered during the exploration (i.e., Clearly understand the difference between the role of the leader and the role of the manager)
Description	Describe how you will conduct the exercise and your design concept. (i.e., We will break the group down in to smaller groups of 3-4 people. They will brainstorm for 20 minutes identifying the differences between leading and managing. We will come back together as a large group to facilitate a discussion to identify key descriptions of leaders and managers.....)
Timeline	Identify the timeline for the exercise. (example below) <ul style="list-style-type: none">• 15 MIN: Introduction• 20 MIN: Small group discussion• 30 MIN: Large group facilitation• 15 MIN: Implications and the way ahead
Facilitation Points	<ul style="list-style-type: none">• 1st Point (i.e., Does this imply that being a manager is bad—why does this have a negative implication?)• 2nd Point• 3rd Point
Stories	<ul style="list-style-type: none">• Story #1 summary and purpose (i.e., Man climbing a ladder ...only to realize wrong building – Leaders need to stop and look around)• Story #2 summary and purpose
Video Links	Simon Sinek: Why good leaders make you feel safe

Images and dry
erase graphics



<u>LEADER</u>	<u>MANAGER</u>
Provide: Purpose, Direction, Motivation	
People	Tasks
Cast a Vision	Processes
Create Commitment	Budget
Transformational	Transactional
Strategic	Tactical
Break Rules	Enforce Rules
Intuition	Logic
Effective	Efficient
Meaning Maker	

Course Information

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular telephones, Ipads, laptops or similar electronics must be turned off and put away before class.**

Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Visitors in the Classroom: Visitors are welcome, but please inform the instructor if you have a visitor with you. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion if the visitor will be allowed to remain in the classroom.

Americans with Disabilities Act: It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any academic or Student Life program of activity. Disabled students may request assistance with academically related problems stemming from individual disabilities by contacting the Director of Counseling Center in the Lee Drain Annex or by calling (936) 264-1720. Students who have disabilities that may prevent them from fully demonstrating their abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure the students educational opportunity. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Religious Holidays: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.