COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

**Faculty, staff and students
strive to prepare and be professionals who are:**

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All

AUBURN
UNIVERSITY

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Auburn University
Syllabus

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Course Number:	**EDLD 8220**	**Dr. Ellen Reames**
Course Title:	**Personal and Professional**	**Office: Haley 4072**
	Development	**office: 334 844-3067**
Credit Hours:	**3 semester hours**	**(C) (706) 573-7563 (H) 706 327-1102**
Prerequisites:	**None**	**Office hours: T & W 2-4 pm or by**
Corequisites:	**None**	**appointment**
		Classroom: TBA
		Email: reamseh@auburn.edu

Date Syllabus Prepared: Fall, 2010

Course Description:
This course offers the only instruction in and exposure to the area of personal and professional mentoring in leadership domains and organizational cultures. This course deals with theoretical frameworks of analysis and applications for successful and systematic mentoring. It also includes an action research study that motivates graduate students to synthesize their learning by assessing a major mentoring relationship of their own in the academy or a professional domain. 43.

Texts:
Zachary, L. (2000). *The mentor's guide: Facilitating effective learning relationships.* San Francisco, CA: Jossey-Bass. ISBN# 0-7879-4742-3.

Zachary, L. (2005). *Creating a mentoring culture: The organization's guide.* San Francisco, CA: Jossey-Bass. ISBN# 0-7879-6401-8.

Knight, J. (2009). Coaching: Approaches & Perspectives. Corwin Press ISBN-13:978-1-4129-6925-3

Supplementary/Optional/Additional texts:
Kochan, F. (2002). A Volume in: *Perspectives in mentoring: Volume I The organizational and human dimensions of successful mentoring across diverse settings.* Greenwich, CT: Information Age Publishing. ISBN1-930608-36-5 (paperback)

Course Objectives:

Upon completion of this course, students will be able to:

1. describe and define mentorship in various contexts.
2. apply studies of mentoring to university and school systems.
3. identify resources needed for conducting studies of mentoring.

4. conduct an action research study in an applied (academic or professional) context.
5. learn about various applied theoretical frameworks of mentoring.
6. identify major mentoring issues, concepts, and practices, and articulate unresolved problems to be investigated.
7. understand issues of mentoring from the perspectives of school and university stakeholders.
8. identify personal and professional areas of mentoring to be developed within their own academic lives and graduate programs
9. link mentoring (issues and dynamics) with leadership models and systems thinking as well as organizational cultures, effectiveness and reform.
10. understand why mentoring is vital to the professional success of academics, administrators, teachers, students, and others.
11. develop a comprehensive mentoring plan that has narrative, research and evaluative components.
12. create an assessment plan for periodic review of a major mentoring relationship in higher education or a professional domain.
13. devise a model that reflects the learning and thinking involved in the comprehensive mentoring plan.
14. discover innovative approaches to mentoring in professional relationships and organizational cultures.
15. describe different types of coaching.
16. link coaching (issues and dynamics) with leadership models and systems thinking as well as organizational cultures, effectiveness and reform.
17. learn how coaching and mentoring can be used to transform organizations into learning communities.

Course Content:

I.   Course Introduction (Week 1)
A.   Discuss the comprehensive mentoring plan (idea and assignment)
B.   Describe and define mentorship in various contexts
C.   Share vital mentoring experiences and together identify common patterns and themes

II.   Mentoring Concepts and Practices (Weeks 2 & 3)
A.   Discuss various applied theoretical frameworks and practices of mentoring within university and school systems
B.   Talk generally about research on mentoring undertaken by university and school researchers
C.   Consider critical and unresolved issues in mentoring

III.   Researching Mentoring in Professional Relationships and Organizational Cultures (Weeks 4 & 5)
A.   Compare and contrast research on mentoring from the perspectives of school and university administrators and faculty
B.   Graduate student self-assessment: Identify particular approaches to and understandings of mentoring in the textbook that are of interest

C.	Graduate student collective assessment: Share commonly-held issues and concerns relating to mentoring in academic and professional domains

**IV.	Mentoring and Support Group Building (Weeks 6 & 7)**
A.	Discuss traditional and alternative forms of mentoring in higher education and learning organizations more generally
B.	Explore innovative approaches to mentoring using team-building and action research frameworks
C.	Consider how team-building and action research frameworks can be applied to the graduate students' academic relationships and program experiences

**V.	School-University Partnership Programs with Mentoring Components (Weeks 8 & 9)**
A.	Discuss the school-university model used in the textbook and compare it to other models
B.	Consider the role of mentorship in improving contact, communications, and research in school-university cultures
C.	Identify issues in mentoring that involve researcher responsibility and ethics

**VI.	Comprehensive Mentoring Plan/Action Research Study (Weeks 10 & 11)**
A.	Compare learning involved in developing the comprehensive mentoring plan
B.	Share forms of documentation and insights into the current mentoring experience (with, e.g., a program advisor, major professor, or employer)
C.	Examine forms of self-assessment and ideas for improved study of the academic/professional mentoring experience

**VII.	Role of Leadership and Systems Thinking in Mentoring and Research Approaches that Enhance the Study of Mentoring (Week 12)**
A.	Connect mentoring theories and practices to leadership and systems thinking models
B.	Use Senge's (1990), <u>The Fifth Discipline</u>, section on personal mastery to help develop the graduate students' mentoring goals (in the context of the professional mentoring plan)
C.	Link leadership and systems thinking models to issues of personal and professional assessment
D.	Explain various research approaches (e.g., case study, narrative, and empirical) that are used to organize and communicate studies of mentoring
E.	As a group, critique the mentoring plans developed

**VIII.	Professional Coaching: Discovering the Different Types of Coaching (Week 13)**
A.	Describe the various types of coaching: instructional, literacy, leadership, cognitive, content.
B.	Discover ways to use coaching to improve your school organization.

**IX.	Making a Case for Leadership Coaching (Week 14)**
A.	What is leadership coaching?
B.	Meeting the challenges of the principalship.
C.	Using Coaching to drive school improvement: coaching for systems change and designing a leadership coaching program.

D.   Discussion of future research on mentoring and coaching; new prospects and unresolved issues

X.   Final Presentation of Professional Mentoring Plans (Week 15)
A.   Share major components of the mentoring projects (e.g., narrative, research, documentation, assessment, and model)
B.   Group feedback on and assessment of each presentation

Learning Activities: Class discussion, on-line chat sessions, on-line responses to discussion boards, lecture, guest speakers, video/DVD, group activities, individual projects, personal reflections, and student presentations.

1. Class Participation. As graduate students, you are expected to attend class **regularly** and **on time**, be prepared, and meaningfully participate in class discussions and activities. Being prepared means that you will have read and thought about the assigned readings and that you will have thoughtfully prepared any assignments that will be discussed in class.

My policy: Because this is a hybrid course, and students have agreed to the times and places we will meet, students who miss class during this semester will receive a reduction in grade and/or an incomplete and will be asked to make the time up during the semester by doing additional library and one-to-one assignments with the instructor.

Additional statements concerning attendance and participation:

Students are expected to attend all class meetings. Excessive class absences will result in a grade reduction. Those students seeking certification seriously jeopardize their standing when classes are missed. See the *Tiger Cub* for a complete explanation of the University's attendance policy. The *Tiger Cub* is also available on-line at www.auburn.edu/tigercub/rules/rules_regs_policies. Excerpts from the policy are presented here to help guide the student in their graduate studies. From *Tiger Cub Rules: Faculty Responsibilities in the Instructional Program:*

"Students are expected to attend all their scheduled University classes. College work proceeds at such a pace that regular class attendance is necessary to receive proper instruction. Specific policies regarding class attendance are the prerogative of individual faculty in writing at the beginning of the course regarding the effect of absences on the determination of grades" (page 3: Class Attendance, Rule 2).

See *** below for additional information concerning make-up work.

2. Group Presentation/Discussion Groups (20 points total see rubric). Topics for discussion are below. Each group is to pick 1 of the mentoring topics and 1 of the coaching topics so that each group is responsible for two group presentations. **These are 10 pts each for a total of 20 pts (see rubric).**
Group 1:
- Examine research based models for school improvement and discuss the implications for mentoring as a tool for achieving the established mission and goals

- Explore innovative approaches to mentoring using team-building and action research frameworks.
- Discuss traditional and alternative forms of mentoring in learning organizations
- Identify the types of school data that instructional coaches would find useful and how the data would be used to improve instruction.

Group 2:
- Discuss adult learner theories and how they can impact mentoring
- Discuss the role of mentoring in developing the individual's ethical and moral purpose in public service organizations
- Mentoring research and strategies for children in K-12 settings or undergraduates
- Discuss the various types of teacher leadership and school leadership that would be necessary to support instructional coaching.

Group 3
- Consider the role of mentorship in improving contact, communications, and research in school-university cultures
- Examine mentoring practices and strategies that can assist cultural diversity in university/school settings.
- Connect mentoring theory to promotion of organizational change.
- Discuss what instructional coaching looks like.

Group 4
- Use Senge's (1990) The Fifth Discipline, section on personal mastery to help develop mentoring goals (in the context of professional mentoring). You should also use Senge's Schools That Learn Fifth Discipline Handbook to shape your ideas.
- Examine organizational practices that effectively promote co-mentoring among stakeholders
- Connect mentoring theories and practices to leadership
- Discuss the various types and forms of coaching

Full explanation of the project can be found in the rubric document. While Powerpoints are not always necessary they are helpful but groups are also encouraged to use other means of visual presentation. Each project should last no more than 15 minutes. **Project is Due _____**

*** <u>A MOMENT OF TRUTH ABOUT GROUP WORK</u>: I see group work as an important process in any "learning community". In our educational leadership master's and doctorate degree programs we strive to provide our students with opportunities to work in diverse settings as well as provide multiple opportunities for student work and growth to be assessed. When I assign students to group work it does not mean "divvy" things up and then put something together. It means get together and work together to complete a project. In putting groups together this semester, you should think about research interests, classes you might take together and degree programs you were in. If you have a problem with your group you may let me know. Otherwise, I expect you to meet, in person, away from class to complete these group assignments. I want you to learn from each other and embrace what each of you has to offer our class.

3. **Action Research Project (Mentoring Project/Paper).** As members of organizations, each of us is involved in professional improvement efforts. As members of this class, you are to determine one of the improvement efforts you are currently involved in and develop a personal mentoring plan with another individual that will help you in reaching the improvement goals. **At each in-class session you will be expected to update the class on where you are in the project. This is a "check-in" i.e. personal accountability for the development of your project throughout the semester.** This plan will include establishing a mentoring relationship with someone who will assist you in reaching the improvement goals. Please structure your plan, relationship and activities so that you and your mentor can reach some type of Closure as suggested in Part V of the Mentoring Project Portfolio. See rubric (50 points). **Project is Due** _____

5. Weekly written assignments with questions and/or quizzes will be given. 30 points. These will be done on-line and will cover assigned readings.

On-line discussion board topics. Each week, students are expected to complete assigned readings and activities, and participate in an online discussion about what they have studied. **Students are expected to respond to the instructor's weekly prompt by midnight each Tuesday.** The assessment of discussion board posts will be on *quality and depth* of posts, not quantity **(see rubric for discussion board)**. Some assignments will state minimums or have specific requirements. Always read the directions to the assignment prior to posting your responses. **Postings are due Tuesday by midnight.**
Grading and Evaluation Procedures:

The final grade for the course will be based on the following:

Group Presentations (2 projects = 10 pts each)	20 pts
Action Research Project	50 pts
Weekly written assignments/quizzes (postings)	30 pts
Total	100 pts

Grading Scale:
   A = 90 – 100 points
   B = 89 – 80 points
   C = 79 – 70 points
   D = 69 – 60 points
   F = 59 points and below

***Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are <u>expected and required</u>. If assignments are missed, only University-approved excuses as outlined in the <u>Tiger Cub</u> will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance.** Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.

B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.

C. Make-up exams will be given only for University-approved excuses as outlined in the <u>Tiger Cub</u>. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. <u>Honesty Code</u>: All portions of the Auburn University Honesty Code and the <u>Tiger Cub</u> Rules and Regulations pertaining to Cheating will apply to this class. Scholarly writing is part of our Ph.D. program. I expect students to complete assignments using authentic language and wording. Students are not allowed to turn in identical or closely related assignments to more than one instructor at any time in the program.

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

9. Justification for Graduate Credit:
This course offers the only instruction in, and exposure to, the area of personal and professional mentoring in leadership domains and organizational culture. Students are expected to do high

quality research and explore how mentoring can foster a healthy, open organizational culture. Leaders are expected to provide professional development for their followers. This course is designed to foster ideas associated with this important leadership function.

EDLD 8220 Personal and Professional Development. If the faculty member becomes ill or Auburn University closes students will be directed to complete their work online. All course work is presently posted on Blackboard. This includes weekly assignments, Session folders, written assignments and projects. In the event we are not able to meet students will be instructed to follow weekly postings and on-line submission of class projects.

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

H1N1 Contingency Plan for both courses:
"1. Students will be expected to complete all assignments via Blackboard" and University policies concerning excused illness will apply. 2. All group work will be posted as video or PowerPoint presentations. 3. Instructor will use Auburn University email for all correspondence with students. 4. In the event the professor is ill Dr. Reames will notify the EFLT office of said illness and students will receive an email stating cancellation of face-to-face class."