

***Personal and Professional Development***

**EDLD 8220/8226**

**Spring 2019**

**Professor:** Dr. Amy Serafini

**Office:** Haley Center / Room 4061

**Mobile Phone/Text:** 915/217.5779 (Preferred)

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**Email:** serafini@auburn.edu

**Office Hours:** Tuesdays, Wednesdays, Thursdays between 10:00a.m. and 1:00p.m.

As your instructor, I encourage you to schedule an appointment with me if you have questions or need clarification. Because today’s students often juggle family, jobs, volunteer work, and a myriad of other tasks in addition to school, I offer flexible office hours to meet your scheduling needs. Students can schedule a face-to-face appointment or a virtual appointment. To make an appointment, send your request via email.

**Course Description:** This course offers instruction in and exposure to the area of personal and professional mentoring and coaching in leadership domains and organizational cultures. This course includes applications for successful and systematic mentoring and coaching. It also includes activities and assignments which lead to better self-understanding, including an assignment to prepare a mentoring relationship with oneself.

**Required Texts:**

Zachary, L. J., & Fischler, L. A. (2009). *The Mentee's Guide: Making Mentoring Work for You*. John Wiley & Sons.

**Class Meetings:** This class is scheduled in a hybrid format with three (3) face-to-face meetings. All students are expected to attend face-to-face class meetings. Please refer to the attendance section of the syllabus and the Auburn University Student Handbook for specific information on attendance. This class is scheduled to meet on the following dates:

* Sunday, January 20th
* Sunday, February 24th
* Sunday, March 24th

**Start Time:** 9:00a.m. **End Time:** 5:00p.m. **Location of Class:** Haley Center / Room 1454

**Course Objectives:**  This course will include content and assignments for meeting selected objectives from the following list:

* Describe and define mentorship and different types of mentoring practices.
* Understand the field of research related to mentoring.
* Conduct a personal development project in seeking a mentor for themselves.
* Apply adult learning theory and strategies to personal and professional development.
* Identify personal and professional areas of mentoring to be developed within their own lives.
* Conduct a personal development project in seeking a mentee.
* Learn the value of professional development in transforming organizations into learning communities.
* Engage in the use of educational simulations to explore mentoring and coaching.

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| **Evaluation / Description of Course Activities** |
| **1. Performance Assessment: Educational Leadership Simulations**This assignment will be discussed in class. | **Total Points Possible: 25** |
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| **2. Reflection Paper: Leadership Self-Understanding** Based on taking inventories and self-assessments, students will write a reflection paper (3-4 pages in length) to describe their leadership profile. The goal of the reflection paper is to allow the aspiring leader to focus on the assets they bring to a leadership position.  | **Total Points Possible: 25** |
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| **3. Written Assignment: Mentoring Case Study (Writing Partner Assignment)**The case study assignment requires the students to identify problems and issues in a scenario, to demonstrate their developing knowledge of theories and professional policies and to make decisions and recommendations based on these to either prevent or solve some of the issues in that scenario. | **Total Points Possible: 25** |
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| **4. Written Assignment: Conference Presentation Proposal (Individual or Writing Partner)**Students will write a proposal for a professional conference. This assignment will be discussed further in class.  | **Total Points Possible: 25** |
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| **5. Presentation: Professional Development Workshop (Conducted in teams of two scholars)**Based on information received in class on what makes for powerful professional development and adult learning concepts, you will plan a professional development session for a chosen audience. We will share the presentation in class this semester. The topic of the professional development will be *mentoring*. The presentation audience can be: new teachers, new staff, new principals, or for the mentors in any of these areas. Another choice is to offer the presentation to mentors and protégés. The goal is to develop a presentation that would serve to enhance a current mentoring program or to it could be to the kickoff to a mentoring program. | **Total Points Possible: 25** |

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| **6. Required Field Experience: Mentoring Experience**For this assignment, you will reflect on leadership qualities you wish to develop within yourself, identify the qualities and skills in a potential mentor for yourself, determine some goals for a potential mentoring relationship, and make an initial contact/first mentoring session with an identified mentor. Once locating a mentor, the mentee will meet a minimum of three times with the mentor. Evidence of the meetings will be required. | **Total Points Possible: 25** |
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| **7. Mid-Term Conference with the Professor**The Professor will meet with each student in an online platform to discuss progress in the course, as well as provide mentoring and coaching.  | **Total Points Possible: 25** |
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| **8. Reflection Exercises: Exercises from the Zachary Text** | **Total Points Possible: 25** |

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| **Grading Scale****Total Points Possible:**  |
| A | 180 - 200  |
| B | 160 - 179 |
| C | 140 - 159 |
| D | 120 - 139 |
| F | 119 and below |

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| Week of January 6th | ***Welcome Week!**** Preview the syllabus
* Create a digital calendar (using any medium of your desire) to organize assignments found in the syllabus
* Prepare a tentative personal plan to execute course assignments for the semester
* Purchase textbook(s)
* Establish Google Scholar account
* Download Virtual Private Network
* Bookmark your Auburn University Box account
* Become familiar with Canvas
* Introduce yourself to your classmates via Canvas
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| **Date** | **Topic/Theme** | **Assignments/Tasks to Complete** |
| Week of January 13th Week #1 | * The Power and Process of Mentoring
* Preparing Yourself for Mentoring
 | * Self-Development: Personality assessments
* Zachary: Chapters 1 & 2
* Exercise 2.1
* Exercise 2.2
* Exercise 2.3
* Exercise 2.4
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| Week of January 20thWeek #2 Face-to-Face Session: January 20th  | * Finding and Getting to Know Your Mentor
* Establishing Agreements with Your Mentor
* Case Study in Educational Leadership
 | * Zachary: Chapters 3 & 4
* Exercise: Choosing a Mentor (Criteria-Based Decision-Making Model)
* Exercise: Mentoring Conversation Plan
* Exercise 4.1
* Exercise 4.2
* Exercise 4.3
* Exercise 4.4
* Exercise 4.5
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| Week of January 27th Week #3 | * Doing the Work
 | * Zachary: Chapter 5
* Exercise 5.1
* Exercise 5.2
* Exercise 5.3
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| Week of February 3rdWeek #4 | * Doing the Work, continued
 | * **Written Assignment: Mentoring Case Study (Draft)**
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| Week of February 10th Week #5 | * Doing the Work, continued
 | * Individual Conference with the Professor: Case Study
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| Week of February 17th Week #6 | * Making the Transition from Mentee to Mentor
 | * Zachary: Chapter 7
* Exercise 7.1
* Exercise 7.2
* Exercise 7.3
* Exercise 7.4
* Exercise 7.5
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| Week of February 24th Week #7Face-to-Face Session:February 24th  | * Making the Transition from Mentee to Mentor, continued
* **Performance Assessment: Educational Leadership Simulations**
 | * **Written Assignment: Conference Presentation Proposal**
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| Week of March 3rdWeek #8 | * **Individual Mid-Term Conferences**
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| Week of March 10th Week # 9 | ***Spring Break*** |
| Week of March 17th Week #10 | * Making the Transition from Mentee to Mentor, continued
* Experiential Learning Experience: Educational Leadership Simulation
 | * Experiential Learning Experience: Educational Leadership Simulation
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| Week of March 24th Week #11Face-to-Face Session:March 24th | * Making the Transition from Mentee to Mentor, continued
 | * **Presentation: Professional Development Workshop**
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| Week of March 31st Week #12 | * Doing the Work, continued
 | * Individual Conference with the Professor: Case Study
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| Week of April 7th Week #13 | * Doing the Work, continued
 | * **Written Assignment: Mentoring Case Study (Final Draft)**
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| Week of April 14th Week #14 | * Doing the Work, continued
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| Week of April 21st Week #15 | * Doing the Work, continued
 | * **Required Field Experience: Mentoring Experience**
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| Week of April 28th Week #16 | * Reflection on Mentoring
 | * **Reflection Paper: Leadership Self-Understanding**
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**Class Policy Statements**

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Note: Copying and/or pasting other individuals’ work and then presenting it as your own (intention or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 office hours, an alternate time can be arranged. To set up a meeting, please feel free to contact me via email or on my mobile phone. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility. The office is located at 1228 Haley Center. Their number is 334/844-2096 (V/TT).

**Attendance:** Class attendance and punctuality are expected and required. Students must meet the assignment due dates described in the syllabus. Communication with the professor is key!

**Excused Absences:** Students are granted excused absences. In an asynchronous distance course, absences may translate into submitting late assignments into Canvas. Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays, as detailed in the Student policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Make-Up Policy:** Arrangements to make up a missed activity/assignment due to properly authorized excused absences must be initiated by the student within one week following the excused absences(s).

**Writing Guidelines**

To assist you with scholarly writing, consider the following as a checklist for success:

* APA style of writing (6th edition)
* <https://owl.english.purdue.edu/owl/resource/560/01/> **- This link serves as an APA resource**
* 1-Inch margins
* Times New Roman 12-point font
* Use proper punctuation
* Check grammar
* Check spelling
* Does the paper demonstrate an adequate understanding of the relevant literature in the field?
* Are results presented clearly and analyzed appropriately?
* Do the conclusions adequately tie together the other elements of the paper?
* Include a title page
* List your references at the end of the paper. Your reference page is not included in the expected page limit.
* Direct quotes should be followed by a page number
* Consider running a plagiarism check (examples: Grammerly, ithenticate, etc).