HRIR 6805 – Leadership Practicum
Fall Semester: Thursdays from 12:00 – 2:00 p.m.
Spring Semester: Thursdays from 10:00 a.m. – 12:00 p.m.

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Office Hours: by appointment

I encourage you to make an appointment to meet with me if you have any questions, suggestions, or would like to discuss any parts of the class or the Program. This is a course that lends itself well to a continuous learning environment so I welcome your thoughts, ideas, and suggestions.

Course Description:

The Leadership Practicum is designed to build the cohort of students and to provide experiences and understanding that enhance the learning in the classroom and prepare students for work in the field of human resources. Practicum sessions are built to help students think critically about the diverse workplace in which they operate and understand multiple ways of being and thinking within that workplace. The Practicum will be taught with a substantial component of class discussion, individual practice, small group work, guest facilitators, and reflection. The purpose of these various modes of instruction are to give students the chance to analyze, evaluate, and determine the best course of action for a given human resources situation. As every organization, every employee, and every HR professional will face different challenges this course will allow you to try out your ideas, practice your skills and understand yourself better to prepare you for the varied needs and realities facing employees in the workplace.

Course Objectives are based on L. Dee Fink's Taxonomy of Learning:

Knowledge: Students will think critically about the diverse workplace in which they operate and understand multiple ways of being and thinking within that workplace.

Application: Students will be able to analyze a workplace situation to demonstrate cross-cultural agility in their ability to adapt their leadership style appropriately and effectively.

Integration: Students will connect similarities and differences in their own cultures with those of others in their workplace and personal lives.

Human Dimension: Students will reflect on possible reasons for conflict and ways to overcome miscommunications, prejudice and discrimination on a personal level and as HR professionals going forward.

Caring: Students will be able to interpret and assess a given work or personal situation and develop appropriate and effective leadership capabilities to address the needs of a diverse workplace.

Learning How to Learn: Students will be able to conceptualize problems and goals with the workplace and seek solutions or further development opportunities for themselves and others.

Required Materials:

Any required readings or resource materials will be listed on the Canvas site prior to each class.

> **Distribution of the assigned articles for HRIR 6805 is limited to students enrolled in the course.** University Library Services require that due to copyright restrictions you may not share the course Canvas Site password with anyone not enrolled in the course. Password protection creates a secure environment for access to copyrighted works that allows University Libraries to make materials available to students under the provisions of fair use. Limiting access to students registered in HRIR 6805 helps assure that materials are used only for educational purposes, and minimizes any impact on the market for the original work. This restriction is essential to allow the University to maintain a good faith assertion of fair use in electronic reserves service.

Coursework and Grades:

The purpose of this course is not to test your knowledge or critique your analytical skills. Rather the purpose of this course is to give you the space to try things you learn about in classes, expand your knowledge of workplace scenarios, build your networks, and reflect on what you have learned and how you have grown as an HR professional.

To that end this is a pass/fail course. You are required to attend and participate and there will be assignments you are required to complete. Completing the assignments and participating in the class (as described below) will earn you a passing grade for this course. This course is a required part of the Master of HRIR curriculum and is necessary for graduation.

Class Participation and Reflection

This class is heavy on discussion and analysis of ourselves as HR Leaders and how we act and react in various workplace scenarios. Your participation grade will be based on the extent to which you attend and ACTIVELY participate in class. This extends beyond asking and responding to questions. You need to be prepared to listen, comment, solicit the viewpoints of others, etc. I also recognize that, given the nature of enrollment for this course, many of you may have very relevant personal experience that could benefit all of us if they are shared. So, again, I encourage you to share these experiences with your classmates and with me.

Each week we have Practicum you need to submit a reflection on the class. This might be a question about what happened in class, something you found interesting, something you agreed or disagreed with in the discussions, etc. You can focus on one particular thing in class or touch on something that spanned the entire class session. **The paragraph must be submitted by 11:59pm the Wednesday after class to ensure that the Practicum session is still fresh in your mind.**

These reflections will be of benefit to you as you gather information about your time in the Program for your final reflection due at the end of the Program. The reflections also help me as I work to incorporate your thoughts and ideas into the Practicum curriculum.

CQ Assessment and 360 Evaluation

(From the Cultural Intelligence Center website: culturalq.com) *Cultural intelligence (CQ) is a critical part of setting yourself apart in today's globalized world of artificial intelligence, machine learning, and innovation. It's the ability to relate and work effectively with people from different cultural backgrounds and it goes beyond existing notions of cultural sensitivity and awareness. With cultural intelligence, you'll know how to strategically use cultural differences to come up with more innovative solutions.*

Most cultural competence programs focus on teaching information about different cultures (e.g. Indians versus Germans; Millennials vs. Boomers). Cultural intelligence takes a different approach. Based on more than twenty years of research across over 100 countries, we know that there are four capabilities that need to be developed in order to relate and work effectively with people from different backgrounds.
Cultural Intelligence begins with CQ Drive—the curiosity and motivation needed to work well with others. Next is CQ Knowledge—understanding the kinds of differences that describe one group versus the next, without resorting to stereotyping specific cultures. Third is CQ Strategy—learning how to plan effectively in light of cultural differences. And finally is CQ Action—being able to adapt behavior when the situation requires it.

In the Master of HRIR program we use the CQ assessment to provide us with a common language upon which we can talk about workplace and personal scenarios and experiences. The CQ assessment provides you with a view into how you approach the world and how you work within it. We will use the CQ as a tool to approaching various scenarios throughout the Practicum. You started with a personal CQ assessment before orientation and you will have the chance to take the CQ again at the end of your first year as well as have others complete the assessment on your behalf to help you understand how others perceive how you work in the world. Both of these assessments are required and integral parts of the Practicum curriculum.

Internal Case Competition

In a case competition, participants compete to present the best solution to a business case within an allocated time frame. The internal case competition for the HRIR Program will be held in spring semester and will focus on a topic of human resources management. The competition is team-based. Every team will have a team of four members (or three as cohort numbers dictate). Teams deliver presentations for judges that include a formal presentation and the answering of questions from the judges. It is a great opportunity for students to find creative and strategic solutions to real-life business issues.

Teams, dates, and specific information will be given at the beginning of spring semester. All students in the full-time program are required to participate in the internal competition.

Final Reflection Paper (due the second year of the program)

This paper should be 5-8 pages in length and must be completed as an individual reflection of your time in the Program. **Due date is April 15th at 11:59pm.**

The individual reflections are your final assignment for the Leadership Practicum. Once complete and reviewed you will receive your passing grade for the class.
(Unless otherwise discussed with the instructor.)

This paper is designed to help you make connections and uncover insights (personal, business, cultural, sociological, professional, etc.) about your experiences in the MHRIR Program. Writing here will help you to reflect on your experiences and have a place to think through what you have done and how it may impact the way you view the world and yourself. Think about how the classes, the Leadership Practicum, GSHRL, GSPTHRS, case competitions, GVC, internships, the GBCC, the cohort, the library and more all part of the

MHRIR Program and what value do these experiences have in the business world and in your life as a leader.

This paper should not be a simple listing of everything you did during the Program, rather it should describe your experiences (who, what, where, when, and why does it matter), draw conclusions, and provide insights about what you are thinking, feeling, and learning. You should also reflect on how you have changed as an HR professional and leader. Your paper should include your thoughts on your HR leadership style and who you hope to be as an HR Professional.

Over the course of the Program you have been collecting reflections, papers, projects, etc. in your Canvas Portfolio. Take time to look through these things and think about what they mean to you. Reflect on your experiences, attitudes, leadership style, cross-cultural agility, or themes you see in these items and how your understanding may have changed over the course of the Program.

Your paper will be evaluated on the fullness of your reflection and analysis of events; insightful and critical thinking on your experiences, and overall writing quality.

There are a few parts you need to include within the paper:

1) A reflection on the CQ and your own understanding of your cross-cultural agility capabilities.
2) Thoughts on your initial Individual Development Plan, how that went for you in the Program and if there are still pieces of that IDP you are continuing to work on.
3) Lessons you have learned about yourself, the HR profession, or life in general during the Program. Make sure to include examples related to how you learned those lessons.
4) A statement on your HR Leadership style and who you intend to be as an HR professional.

Additional Information:
Remember too that the Program has established a set of competencies for students as they leave the Program. You can think about how those have played into the work you have done in the Program and how you feel about each as you write your paper. They are listed below again for your reference:

Strategic Partner
HR Specialization: core HR functions like recruiting, selection, training, compensation, benefits, labor and employee relations
Business Acumen: knowledge of managerial economics, organizational theory, strategic planning, resource allocation, marketing, and other functional areas
Law and Policy: knowledge of laws, legal codes, court procedures, regulations
Analytics: underlying principles and software for HR metrics

Competent Professional
Self-regulation: knowledge of problem-focused coping; comfort with ambiguity
Self-presentation: ability to read situations, self-awareness, social appropriateness
Proactivity: asking questions, seeking information, starting projects
Critical thinking: ability to source, evaluate, and apply information

Organizational Leader
Leading: skill in engaging, motivating, and developing others
Cross-cultural agility: understanding the perspective and viewpoints of others
Communication: being able to communicate with others effectively and build networks
Project management: skill in coordination of diverse activities with others

Finally, feel free to use the following questions as thought provokers, but do not be bound by these questions alone if you have other observations to share

a. How were things different than what you expected in the Program?
b. What did you find surprising or challenging about your experience?
c. What have you noticed in yourself that may be changing or surprising?
d. What have you noticed in your classmates that may be surprising?
e. What did someone else do or say that you appreciated?
f. How was your team process during the Program, what did you learn as a team member?
g. Did communications and work go well with your cohort and classmates?
h. What obstacles or successes did you have with people in the Program, classes you took, or experiences you had while in the Program?
i. How is what you learned in the Program going to shape what you do next?
j. Think about your beginning CQ results and the CQ results you took at the end of your first year. Think about the differences in your results, if there are any.
   i. What might your results be now?
   ii. What does this say to you about your experiences in the Program?
   iii. How would you explain your experiences in a way that will relate to the global business environment into which you hope to be going?

Summary of Grading

The four components above (Class Participation and Reflection, CQ Assessment and 360 Evaluation, Internal Case Competition, and Final Reflection Paper) are the basis upon which a pass or fail grade will be assessed. Final grades will be assigned based on the following information:

- Completing all assigned work is required
  o Post-session reflections are due after EACH Practicum session. Missing more than one of these reflections during a semester may require additional assignments to make up for the missing work to obtain a passing grade.
- Participation in the CQ Assessments and 360 Evaluation is required.
  o Missing either these may require additional assignments to make up for the missing work to obtain a passing grade.
- Participation in the Internal Case Competition is required
  o Missing this may require additional assignments to make up for the missing work to obtain a passing grade.
- Final Reflection Paper is due on time at the end of your second year.
  o Missing this paper may result in you not passing the required Practicum course.

Disclaimer
This syllabus is not a contract, but a plan for action. The instructor reserves the right to alter its stipulations, upon prior notification to students, if and when educational circumstances warrant changes.

Course Schedule
This course schedule is tentative. Some of the sessions may be switched depending on the availability of outside speakers and the length of discussion of the cases we discuss in class. However, you will always have at least a week of advance notice about what topic we will cover in the next session. The course schedule can be seen on Canvas.