

LEADERSHIP THEORY AND PRACTICE

FALL TERM 2016		Tuesday Evenings, 7:00 p.m. to 9:30 p.m.			
Location:	Dane Smith Hall - Room 134 & ITV	Office Hours:	By Appointment in Office or Off-Campus Location		
Instructor:	Steven G. Meilleur, Ph.D., SPHR	Office:	Social Sciences Bldg, 3rd floor – No Office Hours		
E-mail:	smeilleu@unm.edu (Primary Contact)	Skype Contact:	Bluesmeanie	UNM Learn Chat:	By Appointment

1. COURSE OVERVIEW:

This course is a graduate level introduction to the study of leadership theory and its practical application in modern organizations. The subject matter will be applicable to all students who are currently in, or who aspire to be in leadership positions, regardless of the sector that they work in.

The purpose of the course follows the direction presented by Peter Northouse in his book, *Leadership Theory and Practice*; that is, “to bridge the gap between the often simplistic popular approaches to leadership and the more abstract theoretical approaches” presented by numerous writers and practitioners in the field. This is not to suggest that the popular and often prescriptive approaches found in the literature are without merit; however, to study and accept them at their face value negates a more thorough understanding of the context and dynamics of leadership required to effectively lead in an organization as a graduate student.

Leadership is often referred to as the ability to influence people toward achieving a goal. Thus, my task is to increase your understanding of how effective leaders motivate others to succeed, with particular attention to the multiple theories, styles, models, and principles found in the study of modern organizations, with a focus on public and nonprofit organizations. Particular attention is given to discussion, analysis and critique of the theory and research literature. You will be encouraged to challenge the ‘conventional wisdom’ of current leadership thought, and reflect on your personal perspective and experience in organizations.

2. COURSE OBJECTIVES:

This course will provide the opportunity to increase your understanding and awareness of how leaders in any organization can guide employees to effectively and efficiently deliver services and products to their constituents, clients, customers, and the public. This course will cover leadership theory and practice in the public sector, private non-profit sector, and private for-profit sector. Specific course objectives include enabling students:

- To understand the intellectual development of the study of leadership in modern organizations, with an emphasis on the theory and practice in public and private organizations.
- Develop personal understanding and self-awareness of your leadership style, and how to develop new skills and techniques to support effective leadership skills; and
- Examine leadership practices in various work environments.

3. CLASS METHODOLOGY AND LEARNING APPROACH:

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, volunteers and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

“Safe Space” Policy: Ground Rules for a Positive Classroom Environment and Experience

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;

- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

4. COURSE MANAGEMENT:

As an in-depth elective course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique leadership theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. **DO NOT submit your papers to me via UNM Learn Mail.** Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

As a student you are responsible for:

- Being prepared to discuss assigned course readings and exercises, and contribute to class each session.
- Contributing to and assisting with the learning of your classmates.
- Making up any missed readings, exercises, and assignments made or due during his/her absence.
- Reading for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions.
- Finding connections with your professional experiences and aspirations; consider the conceptual relationships among topics in the course and the practical application of course material to HR management.
- Regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Preparing all written assignments per instructions in the syllabus and submit them per the course schedule.
- For unexpected personal life difficulties, or difficulties with assignments, e-mail or phone contact with me is strongly encouraged. My schedule can be irregular, but I am responsive to questions and concerns.
- Take charge of what you want to get out of the course. You can explore a new topic or challenge to satisfy a curiosity. Alternatively, you can pick something close to your field of study or career goals and build on short- and medium-term needs for your intellectual or professional development.

5. COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

Because I am not sure how rapidly we will proceed through the different modules of this course, the course schedule is subject to revision and should always be considered to be in draft form. Therefore, the actual timeline of the course topics and discussions held in class may change as the semester progresses, and you are encouraged to give me feedback about your learning needs.

For many of the class sessions, I will seek guest speakers, skill-building simulations, or other opportunities to promote learning based on students' interests. Not all of these activities appear on the course schedule below.

THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION AT THE INSTRUCTOR'S SOLE DISCRETION, AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.

DATE	TOPICS, and ASSIGNMENTS	READINGS
1/21/16	Course Overview & Syllabus Review, Introductions Introduction to Leadership <i>Additional Readings and Pre-Class assignments will be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the PADM 590 Course Homepage before each class.</i>	<ul style="list-style-type: none"> • Northouse – Chapter 1 • <i>Supplemental Materials – UNM Learn</i>
1/28/16	Trait and Skills Approaches to Leadership	<ul style="list-style-type: none"> • Northouse – Chapters 2, 3 • <i>Supplemental Materials – UNM Learn</i>
2/4/16	Motivation: Science or Art?	<ul style="list-style-type: none"> • <i>Supplemental Materials – UNM Learn</i>
2/11/16	Behavioral Approach to Leadership	<ul style="list-style-type: none"> • Northouse – Chapter 4 • <i>Supplemental Materials – UNM Learn</i>
2/18/16	Situational Approach to Leadership and Contingency Theories Case Study #1 Due	<ul style="list-style-type: none"> • Northouse – Chapter 5 • Kouzes & Posner – Chapters 1, 2 • <i>Supplemental Materials – UNM Learn</i>
2/25/16	Path-Goal Theory of Leadership Leader-Member Exchange Theory	<ul style="list-style-type: none"> • Northouse – Chapters 6, 7 • Kouzes & Posner – Chapters 3, 4 • <i>Supplemental Materials – UNM Learn</i>
3/3/16	Transformational Leadership	<ul style="list-style-type: none"> • Northouse – Chapter 8 • Kouzes & Posner – Chapters 5, 6 • <i>Supplemental Materials – UNM Learn</i>
3/10/16	Authentic Leadership Case Study #2 Due	<ul style="list-style-type: none"> • Northouse – Chapter 9 • Kouzes & Posner – Chapters 7, 8 • <i>Supplemental Materials – UNM Learn</i>
3/17/16	UNM Spring Break – No Class	
3/24/16	Servant Leadership	<ul style="list-style-type: none"> • Northouse – Chapters 10 • Kouzes & Posner – Chapters 9, 10 • <i>Supplemental Materials – UNM Learn</i>
3/31/16	Adaptive Leadership Leadership Challenge Application Paper Due	<ul style="list-style-type: none"> • Northouse – Chapter 11 • Kouzes & Posner – Chapters 11, 12 • <i>Supplemental Materials – UNM Learn</i>
4/7/16	Psychodynamic Approach	<ul style="list-style-type: none"> • Northouse – Chapter 12 • <i>Supplemental Materials – UNM Learn</i>
4/14/16	Leadership Ethics	<ul style="list-style-type: none"> • Northouse – Chapter 13 • <i>Supplemental Materials – UNM Learn</i>
4/21/16	Team Leadership Leadership Research Paper Due	<ul style="list-style-type: none"> • Northouse – Chapter 14 • <i>Supplemental Materials – UNM Learn</i>
4/28/16	Gender and Leadership	<ul style="list-style-type: none"> • Northouse – Chapter 15 • <i>Supplemental Materials – UNM Learn</i>
5/5/16	Culture and Leadership Leadership Self-Assessment and Development Plan Paper Due	<ul style="list-style-type: none"> • Northouse – Chapter 16 • <i>Supplemental Materials – UNM Learn</i>
5/12/16	UNM FINAL EXAM WEEK – No Final for this Class	

6. REQUIRED TEXT AND MATERIALS - NOTE: (All texts are available at UNM Bookstore & on www.amazon.com)

- Northouse, Peter G. (2015). *Leadership: Theory and Practice* (7th ed.). Thousand Oaks, CA: Sage Publishers (paper).
- Kouzes, J. and Posner, B. (2012) *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, 5th Edition, San Francisco, CA: Jossey-Bass Publications.
- Blanchard, Ken et. al. (2007) **Leading at a Higher Level**, 1st Edition, Pearson/Prentice Hall, Upper Saddle River, NJ.
- Articles, research reports, and supplemental handout materials provided on-line through UNM Learn

7. GRADING AND COURSE REQUIREMENTS / DELIVERABLES:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Case Analyses (2)	20%	A+	98% to 100%
2. Leadership Challenge Application Paper (Kouzes & Posner)	20%	A	94% to 97.9%
3. Leadership Research Paper	20%	-A	90% to 93.9%
4. Leadership Self-Assessment and Development Plan	25%	B+	87% to 89.9%
5. Discretionary Grade (Attendance, Participation, Contributions)	15%	B	84% to 86.9%
		-B	80% to 83.9%
		C	75% to 79.9%
		F	Below 75%

INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the last class session of the term. Such requests must include a proposed timeline for submitting the work required for completing the course, and **you will be required to adhere to that timeline** once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on UNM Learn course homepage](#)} for further assistance).

NOTE that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally. It is wise to have a friend serve as an editor to proofread your written assignments.

FORM OF WRITTEN PAPERS AND APA STYLE

All papers are **required** to follow current APA Style Format. Please submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site; I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA525**. For example: **Smith_S_Current NPO Issues_PA590**. **DO NOT MAKE THE TITLE TOO LONG !!!**
- **Proper reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.

- **NOTE:** Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.

ASSIGNMENTS AND COURSE DELIVERABLES

1. Case Study Analyses (2)

The purpose of this assignment is to critically and systematically analyze an assigned leadership case using course materials from the textbooks, supplemental readings, and course lectures and discussions. You will be assigned one case by the instructor to be discussed during the semester. The case study requirements are as follows:

- Develop an overview of the case that summarizes the situation and dynamics of the persons and/or organizations involved in this case.
- Analyze the case within the context of leadership theory and practice with a focus on how the case helps us understand the dynamics of leadership and functioning of modern technology organizations.
- Recommend a course of action to address the problems and/or issues presented in the case.
- Your research can include the textbook, supplemental readings, research journals, and class discussions/lectures.

Use APA Style. Each case analysis should be no more than ten (10) pages. A minimum of five (5) outside reference sources must be used and properly cited in APA style. Be sure to support your assessment and analysis with material from the texts and other outside reference sources.

2. Leadership Challenge Application Paper (Kouzes and Posner)

The Leadership Challenge (Kouzes and Posner) has been a recognized text on organizational leadership for over twenty years. The authors have developed their 'Five Practices of Exemplary Leadership' based on research in organizations around the world, with the purpose of guiding the development of current and future leaders. The purpose of this assignment is to critically examine one of the 'five practices' and discuss your research during a class session. To analyze and critique one of the five practices, you need to dissect the author's argument and supporting evidence as to its significance in understanding the leadership process using the course textbooks, lectures and discussions, and supplemental readings from outside sources. The requirements for the paper are as follows:

- Summarize one of the five leadership 'practices' and discuss the author's argument in support of that practice in the leadership process.
- Discuss the significance of the specific leadership practice within the context of all five practices.
- Discuss specific leadership theories that lend support to the practice as a factor in the leadership process.
- Critique the specific leadership theories with a focus on discussing your agreement or disagreement with the theory and the basis for your opinion.
- Discuss the conclusions from your analysis and critique, with a focus on the lessons learned about the theory and practice of organizational leadership in public and nonprofit organization settings.

Use APA Style. The Leadership Challenge Application Paper should be no more than ten (10) pages. A minimum of five (5) outside reference sources must be used and properly cited in APA style. Use APA Style. Be sure to support your assessment and analysis with material from the texts and other outside reference sources.

3. Leadership Research Paper

The purpose of this project is to explore in detail a topic from the course that also reflects your personal interest or professional experience, and to apply that research and other learning to build a leadership development plan for yourself. The research requirements of this paper are as follows:

- Select a specific research topic from the content of the course, develop a one page research proposal for instructor approval and submit through the UNM Learn course homepage per the course schedule. Include a statement of purpose, your research question, the importance of the topic, and preliminary list of references for your research.
- Discuss the specific research issue and why it is important to address now and in the future.
- Review the relevant literature found in professional and trade journals, abstracts, research reports and dissertations and discuss the differences and similarities in the various points of view about your topic; at least five refereed research journal sources are required in addition to other library or internet sources.
- Based on your research, discuss the practical application of your research topic to better understand the theory and practice of leadership in public and nonprofit settings.

- Discuss the conclusions from your research that respond to your research question and your recommendations for improving the practice of organizational leadership in public and nonprofit organizational settings.

Use APA Style. This Leadership Research paper should be no more than twelve (12) pages. A minimum of five (5) outside reference sources must be used and properly cited in APA style. Use APA Style. Be sure to support your assessment and analysis with material from the texts and other outside reference sources.

4. Leadership Self-Assessment and Development Plan

For this assignment you are to create an applied leadership development plan for yourself, based primarily on the “Leadership Development Plan Guidelines” and the “Best Leader Exercise” both of which are found on the Learn Course Homepage, and which are based on Kouzes and Posner's “The Leadership Challenge.” You should use the data from these plus other materials from the course, **and apply at least 3 other leadership models and self-assessment tools** from the class or from your own research, to prepare a leadership self-assessment and development plan. Include a discussion of what you have learned about leadership, and how that knowledge has impacted your understanding of effective leadership and management of nonprofit organizations. For the paper, use outside references and other leadership models as appropriate, and you should include the completed self-assessment as an attachment to your paper. It is expected that you will begin to implement your development plan during the course and continue with it after the course ends.

Use APA Style. This Leadership Self-Assessment and Development Plan should be no more than fifteen (15) pages. A minimum of eight (8) outside reference sources must be used and properly cited in APA style. Use APA Style. Be sure to support your assessment and analysis with material from the texts and other outside reference sources.

5. Course Participation

This is, in large part, a skills course, so it is crucial to attend class, participate, and read the assignments. There is an inherent tension in this course between giving you opportunities to engage in participatory activity and my delivering course content through lecture-discussion. I often feel we never have enough time for either! As a result, I will not be able to cover through lecture everything that I assign in reading, but you will be held responsible for it.

Ongoing student participation is encouraged and will be assessed as apart of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student’s contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

8. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

Plagiarism

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and

may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must be conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** above).

Drops and Withdrawals

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Attendance Policy

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

Accommodations

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

9. OTHER INFORMATION:

Instructor Guidance: I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances.

You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

Syllabus Modification: The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

10. INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR currently is Senior Vice-President of Risk Services – HR & Employment, with Poms & Associates, a national brokerage firm that provides risk management training, consulting and information services for its clients and other businesses and organizations. Steve specializes in providing consulting and training in HR and employment practices for Poms' clientele in New Mexico and around the United States includes many nonprofit organizations and public entities, as well as private for-profit corporations.

Dr. Meilleur's extensive work experience in the nonprofit sector includes having served as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, as Executive Director of the New Mexico Solar Energy Association, as Director of the State Bar of New Mexico's Center for Legal Education, and as Human Resources Team Leader and Manager of Organizational Learning with Plains Electric Generation & Transmission Cooperative. Dr. Meilleur has a long service record as a board member and volunteer for numerous non-profit organizations throughout New Mexico.

Dr. Meilleur is also President of PRAXIS Management Solutions, LLC, a training and consulting firm specializing in providing consulting and training services to non-profits throughout the country for over 35 years. PRAXIS specializes in human resource management and employment practices, risk management, performance management, strategic and operational planning, organizational development, quality and process improvement, and organizational research & assessment for non-profit organizations and public sector agencies.

He is faculty member at the UNM School of Public Administration, holding the position of Visiting Lecturer III and teaching in the areas of human resource management, public administration and policy, nonprofit organization management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995, and has other professional certifications in areas such as employee relations, instructional design, leadership development, strategic planning, and conflict management.

11. FINAL REMARKS FROM DR. MEILLEUR

The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.