



**GBUS 846-AF: Mentorship and Leadership Development  
SPRING 2026  
Course Outline**

---

**INSTRUCTOR DETAILS:**

Name: [REDACTED]  
Email: [REDACTED]

Office Location: [REDACTED]  
Office Hours: [REDACTED]

**CLASS DETAILS:**

Class Days: [REDACTED]  
Class Dates: [REDACTED]  
Class Time: [REDACTED]  
Location: [REDACTED]

**Land Acknowledgment**

*The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.*

**Course Overview**

The course explores the theory and practice of mentorship as a leadership development practice. Students will learn how to establish an organizational wide mentorship program and how to evaluate it. The course will also examine leadership development more broadly including allyship, sponsorship and coaching.

**Learning Outcomes**

By the end of the course, students will:

- Understand leadership development activities
- Analyze the explanatory mechanisms and limitations of effective mentorship
- Develop mentorship and coaching skills
- Design an evaluation of organizational mentorship programs
- Evaluate other leadership development initiatives

**Required Course Materials**

- **Textbook:** Not applicable.
- **Harvard Business Publishing Course Pack:** Includes articles and cases. Access online: TBA.
- **Additional Materials:** Provided free of charge as PDFs or links on UR Courses.

**COURSE EXPECTATIONS**

Students should come to class prepared by reading the assigned chapter(s)/article(s), watching any assigned videos, and staying informed on current business issues.

**STUDENT ACCESSIBILITY**

If any student in this course requires accommodations due to a disability, please contact UR Accommodated at 306-337-2200 or email [accessibility@uregina.ca](mailto:accessibility@uregina.ca). Additionally, discuss your accommodation needs with me as soon as possible.



**COURSE ASSESSMENT SUMMARY**

| <b>Deliverable</b>          | <b>Due Date</b>      |             |
|-----------------------------|----------------------|-------------|
| Group Case Analyses (5)     | See schedule below   | 25%         |
| Quizzes (4)                 | See schedule below   | 20%         |
| Personal Reflection         | Monday, August 17    | 10%         |
| Individual Case Analysis    | Monday, August 17    | 25%         |
| Contribution and Engagement | All throughout class | 20%         |
| <b>Total</b>                |                      | <b>100%</b> |

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

**DESCRIPTION OF ASSESSMENT**

**Assignment Format and Grading**

Assignments must be uploaded via UR Courses on or before the specified due date. For detailed instructions of each assignment, refer to the instruction sheets provided on UR Courses.

**All assignments will be submitted through Turnitin to detect academic misconduct, including plagiarism and the use of generative AI tools like ChatGPT and Grammarly. All cases of misconduct will be reported.**

**Group Case Analyses (5) (5% x 5 = 25%)**

There will be **five** group case analyses throughout the course, as outlined in the course schedule. Assigned groups will be posted on UR Courses before the first case is due. Each group will submit a brief analysis of the case (2 pages, single-spaced, in point form or paragraphs). Please ensure you read the case prior to class. Case questions will be posted in the afternoon. You will have class time to complete the case analyses and should only work on this assignment during class. Assignments will be graded on a five-point scale.

- 1 – Indicates that the group put little effort into the analysis or made obvious errors.
- 2 – Indicates that the group put in some effort but did not analyze the case properly or make relevant recommendations.
- 3 – Indicates that the group put in good effort, analyzed the case content, and made relevant recommendations.
- 4 – Indicates that the group put in great effort, analyzed the case content, and made relevant recommendations.
- 5 – Indicates that the group did an exceptional job integrating multiple theories/perspectives in the analysis and made insightful recommendations.



| Item   | Case Name   | Due Date              | Value |
|--------|---|-----------------------|-------|
| Case 1 | Balmer Lawrie: Developing and Scaling Up an Effective and Sustainable Mentorship Program    | Monday,<br>July 13    | 5%    |
| Case 2 | Stonegate: Managing Mental Health and Fostering Resilience                                  | Wednesday,<br>July 22 | 5%    |
| Case 3 | Leader as Coach: Restoring Employee Motivation and Performance (A)                          | Monday,<br>July 27    | 5%    |
| Case 4 | Performance Coaching: General Manager Role  | Monday,<br>August 3   | 5%    |
| Case 5 | Beyond Learner Reaction: Measuring the Impact of Leadership Development at The Ivey Academy | Monday,<br>August 10  | 5%    |
| Total  |   |                       | 25%   |

**Quizzes (4) (5% x 4 = 20%)**

There will be four quizzes throughout the course. Each quiz will be completed during scheduled class time on UR Courses. You will have up to 25 minutes to complete each quiz.

Quizzes will assess your understanding and application of course material, including readings, lectures, videos, guest speakers, and class discussions. A variety of question formats may be used, including multiple choice, matching, true/false, short answer, and short answer questions. Some questions will require reflection on course content (e.g., guest speakers, articles, or videos), while others will involve applying concepts to real-world scenarios or analyzing situations using course theories and frameworks.

Quizzes will be graded based on your understanding of course concepts, your ability to accurately and effectively apply those concepts, and the depth, thoughtfulness, and insightfulness of your responses.

| Item   | Class Dates & Topics   | Date                    | Value      |
|--------|--|-------------------------|------------|
| Quiz 1 | Class 1 – Introduction: Leadership Development as a Whole<br>Class 2 – Mentorship<br>Class 3 – EDI and Mentorship                    | Wednesday,<br>July 15   | 5%         |
| Quiz 2 | Class 5 – Sponsorship & Allyship<br>Class 6 – When Does it Work, When Doesn't it Work?   | Monday,<br>July 27      | 5%         |
| Quiz 3 | Class 7 – Coaching Principles<br>Class 8 – Practicing Coaching Activity<br>Class 9 – Program Evaluation, Measurement & Psychometrics | Wednesday,<br>August 5  | 5%         |
| Quiz 4 | Class 10 – Planning and Implementing Leadership Development Programs<br>Class 11 - Evaluating Leadership Development Programs        | Wednesday,<br>August 12 | 5%         |
|        |  | <b>Total</b>            | <b>20%</b> |

Quizzes are intended to be completed during the scheduled class period; however, some flexibility will be provided. If you miss a quiz due to illness or personal circumstances, you must notify the instructor



as soon as possible. Depending on the situation, a make-up quiz or alternative assessment may be arranged at the instructor's discretion.

### **Personal Reflection (10%)**

At the end of the course, you will be given questions designed to help you integrate course material with your own experiences and insights on mentorship and leadership development, including how your knowledge has changed throughout the semester. You are required to submit a 6–8-page, double-spaced document that presents your reflections and self-insights. Your submission should be insightful, well-organized, and thoroughly grounded in the course content. Be sure to apply course terminology and content, including articles and videos, accurately. It is due on Monday, August 17<sup>th</sup> at 11:59 pm.

### **Individual Case Analysis (25%)**

You will be tasked with analyzing a case and writing a report with your solution to the case questions and problems. This report should be approximately 8-10 pages (double-spaced, not including graphs or other appendices). Your analysis should be thoroughly grounded in course content. A suggested structure and more details will be given on the assignment instructions. It is due on Monday, August 17<sup>th</sup> at 11:59 pm.

### **Contribution and Engagement (20%)**

Students are expected to attend every class, either in person or online. Students attending online are expected to keep their cameras on throughout the class.

As much class time will involve small- and large-group discussions, it is essential that students complete the assigned readings in advance. Active participation and meaningful contributions to discussions and group assignments are required from all students.

The majority of the participation grade will come from in-class discussions and engagement, as well as participation in the “Practicing Mentorship Activity” Wednesday, July 8 and “Practicing Coaching Activity” on Wednesday, July 29. Additionally, students must complete a peer evaluation for their case group and a self-evaluation at the end of the course (Due Aug 17) which will factor into the participation grade.

At a graduate level, students have many great insights, experiences, ideas, and expectations that are critical to share to get the maximum value out of the course. Therefore, I encourage students to take advantage of opportunities that will become available during this course to:

- Share your firsthand experiences
- Offer your observations to help clarify and/or integrate class concepts
- Share relevant comparisons based on your knowledge of various organizations, legal parameters, geographic locations, etc.
- Ask questions of classmates to drive further discussion and analysis
- Respectfully disagree or inquire about information presented in class by the instructor and / or fellow students
- Follow-up on class discussions by way of updates or presentation of relevant information.
- Bring in additional research or current affairs into the course for discussion.

### **Writing Assistance**

The Student Success Centre ([www.uregina.ca/student/ssc](http://www.uregina.ca/student/ssc)) offers both on-line resources and in-person tutoring on writing skills.



## Formatting

This will be our go-to resource for all things APA, which is the required referencing and formatting guidelines for this course: <https://library.uregina.ca/c.php?g=606347&p=4202685>. This site is published and maintained by the Dr. John Archer Library here on campus. One of the resources on the site is the Purdue Online Writing Lab (OWL), a world-renowned referencing resource. There is an online chat tool and lots of great resources to help you make sure your writing is compliant with 7th edition APA formatting, referencing, and citations guidelines.

In addition to the above website, there are many resources and websites out there about how to format and reference a document according to APA guidelines. When in doubt refer to the 7<sup>th</sup> edition APA

resources provided by the Dr. John Archer library at the link above. At a minimum you must:

- Submit everything in MS Word
- Include a title page with a running header
- No logos or colour on title page
- Page numbers on all pages including the title page
- Black font only – *no colours*
- Times New Roman 12 pt font with standard margins
- Double space body text
- Indent each new paragraph in the body text
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion (except for reference lists)
- Reference list must be formatted with a hanging indent and ordered alphabetically

## Academic Integrity:

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

## Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. Unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily
2. Copying from the work of other students



3. Communicating with others during an examination to give or receive information, either in the examination room or outside it
4. Consulting others on a take-home examination (unless authorized by the course instructor)
5. Commissioning or allowing another person to write an examination on one's behalf
6. Not following the rules of an examination
7. Using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early)
8. Altering answers on an assignment or examination that has been returned
9. Taking an examination out of the examination room if this has been forbidden

### **Plagiarism**

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following:

1. Not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. Presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain of what plagiarism is are encouraged to discuss it with their instructors and should consult the vast resources available on this topic that can be found on the internet and in most libraries. <https://www.uregina.ca/student-conduct/index.html>

### **Use of Generative AI**

Students are expected to complete assignments, exams, and other academic evaluations using their own knowledge and abilities. The use of generative AI tools, including but not limited to ChatGPT and Grammarly, is considered a breach of this expectation. <https://ctl.uregina.ca/sample-syllabus-statements-for-generative-ai>

### **Counseling Services**

If any student is experiencing personal problems which may be affecting their studies, please consider consulting U of R Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>



**CLASS SCHEDULE** (e.g., date, topics, reading required, etc.)

**Class 1: Monday, July 6**

**Introduction: Leadership Development as a Whole**

- **Read:**
  - *The Roles of Allies, Mentors and Sponsors in Employee Development* (Forbes, UR Courses)
  - *A Guide to Mentors, Sponsors, and Coaches* (Harvard Course Pack)

**Class 2: Wednesday, July 8**

**Mentorship**

- **Read:**
  - *Leader as a Coach and Mentor* (Harvard Course Pack)
  - *Why Mentoring Programs Fail - and How to Make Them Worthwhile* (Harvard Course Pack)
- **Watch:**
  - TedTalk: *The Mutual Benefits of Mentorship* (UR Courses)

**Practicing Mentorship Activity**

**Class 3: Monday, July 13**

**EDI and Mentorship**

- **Read:**
  - *A Better Approach to Mentorship* (Harvard Course Pack)
  - *Challenging Our Gendered Idea of Mentorship* (Harvard Course Pack)

**Group Case 1:** Balmer Lawrie: Developing and Scaling Up an Effective and Sustainable Mentorship Program (Harvard Course Pack)

**Class 4: Wednesday, July 15**

**Case Debrief**

**Quiz 1 (Classes 1-3)**

**Guest Lecture**



**Class 5: Monday, July 20**

**Sponsorship & Allyship**

- **Read:**
  - *How to do Sponsorship Right* (Harvard Course Pack)
  - *How Organizations Can Encourage Productive Allyship* (Harvard Course Pack)
- **Watch:**
  - TedTalk: *How to Find the Person Who Can Help You Get Ahead at Work* (UR Courses)
  - TedTalk: *3 Ways to Be a Better Ally in the Workplace* (UR Courses)

**Class 6: Wednesday, July 22**

**When Does it Work, When Doesn't it Work?**

- **Read:**
  - *Why Leadership Training Doesn't Work (And What Actually Does)* (Forbes, UR Courses)
  - *5 Reasons Leadership Development Programs Fail* (Forbes, UR Courses)
  - *Where Women's Leadership Development Programs Fall Short* (Harvard Course Pack)

**Group Case 2:** Stonegate: Managing Mental Health and Fostering Resilience (Harvard Course Pack)

**Class 7: Monday, July 27**

**Case Debrief**

**Quiz 2 (Classes 5 & 6)**

**Coaching Principles**

- **Read:**
  - *4 Styles of Coaching-and When to Use Them* (Harvard Course Pack)
  - *How to Lead like a Coach* (Harvard Course Pack)
- **Watch:**
  - TedTalk: *Leaders who coach are creating better workplaces, and so can you* (UR Courses)

**Group Case 3:** Leader as Coach: Restoring Employee Motivation and Performance (A)  
(Harvard Course Pack)

**Class 8: Wednesday, July 29**

**Case Debrief**

**Guest Lecture**

**Practicing Coaching Activity**



**Class 9: Monday, August 3**

**Program Evaluation, Measurement & Psychometrics**

- **Read:**
  - *Rethinking Leadership Development Evaluation* (Stanford Social Innovation Review, UR Courses)
  - *The Power of Psychometric Testing in Tailored Training and Development Programs* (The Business Standard, UR Courses)

**Group Case 4:** Performance Coaching: General Manager Role (Harvard Course Pack)

**Class 10: Wednesday, August 5**

**Case Debrief**

**Quiz 3 (Classes 7-9)**

**Guest Lecture**

**Class 11: Monday, August 10**

**Planning, Implementing and Evaluating Leadership Development Programs**

- **Read:**
  - *How to Create a Successful Leadership Development Program* (Harvard Business, UR Courses)
  - *What Makes Leadership Development Programs Succeed?* (Harvard Course Pack)
  - *Measuring the True Impact of Leadership Development: A Holistic Approach* (Ivey, UR Courses)

**Group Case 5:** Beyond Learner Reaction: Measuring the Impact of Leadership Development at The Ivey Academy (UR Courses)

**Class 12: Wednesday, August 12**

**Quiz 4 (Classes 10 & 11)**

**Course Wrap-Up & Group Discussion**

**Due Monday, August 17 @ 11:59 pm**

- **Peer & Self Evaluation Form**
- **Personal Reflection**
- **Individual Case Analysis**
  - *Case: Building Inclusive Leadership at TBK Beverages: Developing a New Mentorship Program* (Harvard Course Pack)