COURSE OUTLINE

Semester: Winter 2019
Class Time: 8:30 a.m. to 4:30 p.m. March 18, 19, 20, 21, 22
Room: TBD

Instructor: Nadine Milne
Email: nnilne068@gmail.com
Tel: 306 501-2524 (cell)
Office hours: As a sessional lecturer I do not have regular office hours, however, if you email or text me at the contacts above we can arrange a time to talk as necessary.

Course Description
The course explores the theory and practice of mentorship as a HR function and as an organizational leadership development capacity. Students will learn best practice in establishing an organizational wide mentorship program. The course will also examine leadership development more broadly including evaluation of leadership development initiatives.

Learning Outcomes
- To differentiate the concepts of mentorship and coaching
- To critically assess the value of communities of practice and peer mentoring in leader/ship development
- To evaluate the value of mentorship is supporting diversity
- To develop a comprehensive understanding of the role of mentorship in leader development and apply in a practical setting
- To develop an understanding of the components required to build and evaluate a mentorship program and apply in a practical setting

Text/Materials
- The SAGE handbook of mentoring
  This book is available for free through our on-line library, and can be found here: http://sk.sagepub.com.libproxy.uregina.ca:2048/reference/the-sage-handbook-of-mentoring/i374.xml

  For our purposes I would ask that you read chapters: 1, 2, 4-12, 15-16, and 24-25.

  The fast are eating the slow: mentoring for leadership development as a competitive method. Corner Judy

  Effects Of Mentoring On The Development Of Leadership Self • Efficacy And Political Skill. Suzette M. Chopin, Steven J. Danish, Anson Seers, and Joshua N. Hook

  Peer Mentoring Communities of Practice for Early and Mid-Career Faculty: Broad Benefits from a Research-Oriented Female Peer Mentoring Group. Rees, Amanda; Shaw, Kimberly.
Accommodation / Accessibility Needs
If there is any learner who, because of a disability, may have a need for accommodation(s), please discuss this with the instructor and / or contact the Centre for Student Accessibility https://www.uregina.ca/student/accessibility/

Writing Assistance
The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in-person tutoring on writing skills.

COURSE REQUIREMENTS
This course includes lectures, case discussions, guest speakers and experiential exercises. As a result, regular attendance in class and active participation in classroom activities are required. Students are expected to be comfortable with ALL material discussed in class (not just textbook content). Lecture content will go beyond the coverage in the textbook. It is expected that students will read and prepare appropriately for every class. Throughout the course linking theory and practice discussions will occur.

In this course you will be encouraged and expected to engage in critical thinking. This will surface in class discussions and the assigned readings. You will be rewarded for demonstrating critical thinking in your informal and formal assessment exercises throughout the course. For this course, critical thinking is defined as an ongoing process of active and reflective learning. It also involves exploring how other individuals, groups and disciplines might ‘see’ these concepts. Through this process we develop an appreciation for multiplicity, difference, ambiguity, contradiction and new ways of understanding and being.

Students will be required to work in groups for a formal case presentation. The whole team will be held responsible for the team’s success or failure. Group size will be a function of final course enrolment (likely 4-5 people). Group will be determined on the first day of class.

Use of laptops, cell phones, recording devices in class.
- Laptops can be used UNTIL misuse is suspected in class. If it is suspected that any one individual is using a laptop to check email, search the web, etc. instead of taking notes, ALL laptop use could be banned from class.
- No cell phones in class – no ringing or playing with phones.
GBUS 846AF: Mentorship and Leadership Development

- Recording devices – no recording of class lectures. Slides will be available to students in advance of class – listen and engage with the material being presented and take notes based upon that. Exceptions to this will be considered if the student makes an appointment and meets with the instructor to discuss the reasons.

**Academic Ethics.** Students are reminded that they must adhere to the standards of ethics of the university (see Section on Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct in the Academic Calendar). Students must appropriately reference material and must submit their own work. If unethical behavior is suspected, all individuals involved will receive zero on this component of the course.

**Grade Allocation**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Individual Submission – Mentoring and Coaching</td>
<td>20%</td>
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<tr>
<td>Individual – Guest Speaker Questions</td>
<td>5%</td>
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<tr>
<td>Individual – Mentorship for Leadership Development</td>
<td>20%</td>
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<tr>
<td>Group Article Presentation in Class</td>
<td>10%</td>
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<tr>
<td>Group Presentation – Build a Mentorship program for an organization</td>
<td>10%</td>
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<tr>
<td>Group Assignment Submission – Build a Mentorship program for an organization</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**COURSE COMPONENTS**

Written submission formats: All written submissions use a 12 font, 1.5 spacing, and if sourcing is required, adhere to the APA format found here [https://owl.english.purdue.edu/owl/resource/560/10/](https://owl.english.purdue.edu/owl/resource/560/10/). All assignments should be submitted using UR courses in Word so that feedback can be provided using the track changes function. For all submissions please include a header on each page which indicates the assignment title course number, and student ID only. All late submissions will be deducted 10% for every day late. For all written submissions please include a word count at the conclusion of the submission. Points will be deducted for those submissions that exceed the word count allotment noted.

**Mentoring and Coaching** ...20%...Due March 3, 2019

Individually students are to consider the concepts of mentoring and coaching. Referencing at least 5 different sources, stronger submissions will likely include 8 to 12 references (which can include those you have been assigned to read and others from peer reviewed/academic sources which you have found on your own), students are to submit a 1500 - 2000 word essay which considers the following:

- What is mentoring? What is coaching?
- Where the concepts of mentoring and coaching overlap and how are they different?
- Should the terms mentoring and coaching be used interchangeably?
- When might a mentoring approach be best used and when might a coaching approach be best used?

*Marking Template will be posted by February 1, 2019

**NOTE:** *This is an individual submission and no collaboration among students is permitted.*

**Guest Speaker Questions** ... 5%...Due March 17, 2019

Guest speaker bios and topics will be posted by March 1, 2019. Please submit 3 questions for each speaker. The instructor will compile a list of questions submitted from all class members.
and select from that list questions to pose to the guest speakers. Submissions will be evaluated based upon thoughtfulness, depth, breadth and links to course material.

NOTE: This is an individual submission and no collaboration among students is permitted.

Mentorship for Leadership Development …20%......Due March 10, 2018
Individually students are to consider the concept of mentoring for the purposes of leadership development. Referencing at least 6 different sources, stronger submissions will likely include 8 to 12 references (which can include up to 2 from those you have been assigned to read and others from peer reviewed/academic sources which you have found on your own), students are to submit a 1500 – 2000 word essay which considers the following:

- Does mentorship support leadership development? If so, how?
- Should we consider mentorship as a support to diversity initiative? Why?
- How might we measure the effectiveness of mentorship initiatives?

*Marking Template will be posted by February 1, 2018

NOTE: This is an individual submission and no collaboration among students is permitted.

Group Article Presentation in Class…10%...your group will be assigned. Groups will be posted by February 17, 2019. No written submission required.
A listing of articles to choose from will be posted on February 17th along with the day on which the presentation will be scheduled. On a first come first serve basis pairs will identify which article they want to present. Presentations will be a maximum of 40 minutes.
Your presentation should include a:

- A visual component (i.e. power point, prezi, etc.)
- A review of the research questions and methods
- A summary of the findings
- Suggested implications for business
- An interactive component (i.e. questions for discussion by the class, a really short case study to apply the findings and implications, etc.)

Build a Mentorship program for an organization .....35%....consists of two components: a group presentation and a group written submission. I will assign groups. Groups will be posted by February 17, 2019.

Group Presentation…10%...Due March 22, 2019.....Grading rubric will be posted
Each group is asked to create a presentation on their program. The group is to take the perspective of a consulting group who is presenting their recommendations to the executive group of the organization they have created the program for. You will be given a maximum of 40 minutes, which should include time for a brief Q&A. You will be deducted points for going over your allotted time and not allowing time for a few questions. You will be stopped at the 35 minute mark no matter where you are in your presentation.
Your presentation should provide a high level overview of:

- A quick snapshot of the workplace and workforce
- The goal of the program/what problem is the program trying to address/what opportunity is the program trying to explore
- Components of the program, including how the program will be evaluated for effectiveness.

*Be sure to have someone on your team tracking audience feedback and questions as these should be reflected in/addressed in your written submission.
** Non-academic sources are acceptable in relation to the organization information.
***Marking Template will be posted by Feb 1, 2019

Group Assignment Submission…25%...Due March 24, 2019
Each group is asked to provide a written submission on the mentorship program they are creating for an organization. Referencing at least 10 different sources (which should include those you have been assigned to read and others you have found on your own), the submission should be between 3500 and 4000 words. Your written submission should consider the following:

- A brief background of the organization/workplace/workforce
- Why you think mentorship would be a good opportunity for this organization
- What is the goal of your mentorship program
- What are the components of your program (i.e. how are matches made, who is managing this program, who is allowed to participate as a mentee, who is allowed to be a mentor, how will you promote, how long will matches last, how will matches be supported, how will you measure the program’s effectiveness)

*Feedback and questions during the presentation portion of the assignment should be reflected in your assignment.
**Students must appropriately reference material and must submit their own work. If unethical behavior is suspected, all individuals involved will receive zero on this component of the course.
***Marking Template will be posted by February 1, 2019

**Participation …10%**

Participation will be graded on the value of the contribution to class, rather than solely on the number of times one participates. It is essential that students are present for all classes, however, it is not enough to simply come to class, and students must be active participants in class. To receive enough points to get a passing participation grade a student must participate regularly in class discussion. To do this one must come to class having prepared for the topic under discussion. In addition, there will be times throughout the course that informal team presentations will occur and will form part of the participation grade.

An automatic grade reduction may be applied if you are not prepared to discuss the assigned topic for the day. Attendance and participation is the responsibility of the student, if you expect to miss class, etc. it is your job to inform the instructor. This will form 10% of the final grade.

You are expected to be present and engaged in class. High levels of participation would include active participation in class discussions, drawing others into the discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and personal experiences / observations.

The following guide will be used to assessing participation grades

*Exceeds Expectations 8.5-10.* Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent and contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets Expectations 7 – 8.4.* For showing an active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course material; for being a positive group member, etc.

*Does not Meet Expectations 0 – 6.9.*

5 – 6.9: For attending class on a regular basis but only occasionally contributing to classroom experience.

*Less than 5:* For failing on all of the previously identified ways of contributing and / or missing several classes.
SCHEDULE
The schedule of classes will be posted to URCourses. It should be noted that the schedule of classes may be altered slightly to accommodate the schedules of the guest speakers.