

## COURSE OUTLINE

Semester: Winter 2021

Class dates: March 6, 13, 20, 27, April 10

Location: Zoom

Instructor: Nadine Milne

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### 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.

### Course Delivery

This course will be delivered virtually via Zoom. It will include a combination of pre-recorded lectures, real time class discussions and virtual group presentations.

### Technical Requirements

To be successful in this class you will require access to a computer, reliable internet, a camera and a microphone.

### Learning Outcomes

- To differentiate the concepts of mentorship and coaching
- To critically assess the value of communities of practice and peer mentoring in leadership 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  
Clutterbuck, David, author.; Kochan, Frances K., author.; Lunsford, Laura Gail, author.; Dominguez, Nora, author.; Haddock-Millar, Julie, author. 2017.  
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.**
- <http://www.emeraldinsight.com.libproxy.uregina.ca:2048/doi/pdfplus/10.1108/ICT-07-2013-0052>  
The fast are eating the slow: mentoring for leadership development as a competitive method.  
Corner Judy
- <http://onlinelibrary.wiley.com.libproxy.uregina.ca:2048/doi/10.1002/jls.21253/epdf>  
Effects Of Mentoring On The Development Of Leadership Self Efficacy And Political Skill.  
Suzzette M. Chopin, Steven J. Danish, Anson Seers, and Joshua N. Hook

- [https://search-proquest-com.libproxy.uregina.ca:8443/docview/1673849350?rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.libproxy.uregina.ca:8443/docview/1673849350?rfr_id=info%3Axri%2Fsid%3Aprimo)  
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.
- [https://search-proquest-com.libproxy.uregina.ca:8443/docview/204678042?accountid=13480&rfr\\_id=info%3Axri%2Fsid%3Aprimo](https://search-proquest-com.libproxy.uregina.ca:8443/docview/204678042?accountid=13480&rfr_id=info%3Axri%2Fsid%3Aprimo)  
The Differences Between Coaching And Mentoring. Marshall, Percy.
- <https://search-proquest-com.libproxy.uregina.ca:8443/docview/206791731/B33F0FD5AB994F23PQ/2?accountid=13480>  
Mentoring & coaching help employees grow. Sketch, Edward.
- <https://search-proquest-com.libproxy.uregina.ca:8443/docview/213647711/7D30DCBFBE114340PQ/4?accountid=13480>  
Mentoring and Coaching in the Workplace. Watt, Linda.
- <http://go.galegroup.com.libproxy.uregina.ca:2048/ps/i.do?&id=GALE|A430497841&v=2.1&u=ureginalib&it=r&p=ITOF&sw=w&authCount=1>  
Mentoring & diversity. Hyo Jin Cho.

### **Accommodation / Accessibility Needs**

If there is any learner who, because of a disability, may have a need for accommodation(s), please contact the Centre for Student Accessibility <https://www.uregina.ca/student/accessibility/>

### **Writing Assistance**

The Student Success Centre ([www.uregina.ca/ssc](http://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.

**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**

|               |  |      |
|---------------|--|------|
| 27-Feb        | Individual Submission – Mentoring and Coaching                               | 30%  |
| 02-Mar        | Individual – Mentoring image and interpretation                              | 5%   |
| various dates | Group Article Presentation in Class  | 10%  |
| 10-Apr        | Group Presentation – Build a Mentorship program for an organization          | 15%  |
| 10-Apr        | Group Assignment Submission – Build a Mentorship program for an organization | 30%  |
| On-going      | Participation  | 10%  |
|               | Total  | 100% |

**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/> . 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. **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 do not meet and those that exceed the word count allotment noted.

**Mentoring and Coaching** ...30%...February 27, 2021

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 posted on URcourses

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

**Mentoring image and interpretation** ... 5%...Due March 2, 2021

Please submit an image that represents mentoring to you. You will be asked to provide the class with an interpretation/explanation of your image choice on the first day of class.

**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 13, 2021. No written submission required.

A listing of articles to choose from will be posted on February 14<sup>th</sup> 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 30 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.....**40%....consists of two components: a group presentation and a group written submission. I will assign groups. Groups will be posted by February 24, 2021.

**Group Presentation...**15%...Due April 10, 2021.....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 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.

**Group Assignment Submission...**30%...Due April 10, 2021

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)?

**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.