



Mentorship and Leadership Development GBUS846AF-001

Winter 2022

INSTRUCTOR DETAILS:

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Office Location: ED 524.6

Office Hours: by appointment via Zoom

CLASS DETAILS:

Class Dates: Saturdays – March 5, March 12, March 19, March 26, and April 2

Class Times: 8:30AM – 4:30PM

Class Location: ED514

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 OBJECTIVES / 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

COURSE EXPECTATIONS

This course will entail a combination of lectures, seminar discussions, videos and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. **Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc.** It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.

COURSE 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
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

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=uregina.lib&it=r&p=ITOF&sw=w&authCount=1>

Mentoring & diversity. Hyo Jin Cho.

- <https://eml.usc.edu/blog/leadership-development>
What is Leadership Development, John Schiavone

Additional readings may be assigned as the course progresses.

COURSE ASSESSMENT SUMMARY (include reference to FGSR grading description – see included here)

27-Feb	Individual Submission - Mentoring and Coaching	30%
03-Mar	Individual - Mentoring image and interpretation	5%
Various dates	Group Article Presentation in Class	10%
02-Apr	Group Presentation - Build a Mentorship Program for an organization	15%
04-Apr	Group Build a Mentorship Program written submission	25%
08-Apr	Individual - Post class Reflective Assignment	5%
on-going	Participation	10%
	Total	100%



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

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 so that feedback can be provided. 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, 2022

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 3, 2022

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. No written submission is required...just the image.

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 12, 2022. No written submission required. Topics and dates will be assigned randomly by me. Presentations will be a maximum of 20 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 26, 2022.



****Group Presentation...15%...Due April 2, 2022...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 20 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 20-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.
- Anticipated costs

*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...25%...Due April 4, 2022**

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)?
- Anticipated costs

Post Class Reflective Assignment...5%...Due April 8

I am an avid believer in the value of reflection. The reflective practice has significant benefits in increasing self-awareness, which is a key component of emotional intelligence, and in leadership development. As such, after we have concluded this class, I want you to reflect on what you have learned and how you can apply it in your work and life. Examples include, but are not limited to, are there people in your work team that you see an opportunity to mentor them? Are you in need of a mentor yourself and how might you go about finding one? Is your organization in need of a mentorship plan and how can you support that?

This assignment needs to be 800 – 1000 words, double spaced, submitted via the assignments tab on our URcourses page.

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 all classes, 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.

ACADEMIC REGULATIONS

All late in-semester assignments will be deducted 10% per day after the submission date. For the pre-class first essay and the Mentorship image, no submissions will be accepted once the class in question starts. For the final reflective paper, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approved comes from the Faculty of Graduate Studies and Research.

Request for Deferred Submission of Work.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their



submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/gradstudies/forms.html>

STUDENT RESOURCES

Accessibility Services

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course <https://www.uregina.ca/student/accessibility/>. The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services

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

Writing Assistance

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

CLASS SCHEDULE

Note: the schedule is subject to change

March 5, 8:30AM start time

To be prepared for this class you need to be able to speak to:

Chapters 1, 2, 3, 24

Article: Mentoring & diversity. Hyo Jin Cho.

Video:https://www.ted.com/talks/brene_brown_the_power_of_vulnerability/transcript

Video:

https://www.ted.com/talks/patrice_gordon_how_reverse_mentorship_can_help_create_better_leaders/transcript

Class introduction

Discussion on the definition and purpose of mentorship, and mentorship as a strategy to support diverse populations

Group 2 presentation Why and how does mentoring work

Group 1 presentation Mentorship and Diversity

March 12, 8:30AM start time

Should have read and be able to speak to:

Article – Mentoring and Coaching in the Workplace

Article - Mentoring and Coaching Help Employees Grow

Article – The differences between Coaching and Mentoring

Chapters 7 and 25 of our text

Video:

https://www.ted.com/talks/atul_gawande_want_to_get_great_at_something_get_a_coach/transcript

Discussion on the definition of Coaching and the difference between coaching and mentoring



Discussion on considerations of mentor and mentee for your programs

Group 3 presentation Who makes a great mentor?

Group 4 presentation The possibilities for coaching

March 19, 8:30AM start time

Should have read and be able to speak to:

Article - The Fast Are Eating the Slow, article Effects of Mentoring on the Development of Leadership Self-Efficacy and Political Skill

Chapter 6

Article - Peer Mentoring in Communities of Practice

Article/Video: <https://ideas.ted.com/are-you-mentorable/>

Discussion on Discussion on Mentorship for leadership Development

Discussion on Peer mentoring and communities of practice

Group 5 presentation Mentorship for Leadership Development

Group 6 peer mentoring and communities of practice

March 26, 8:30AM start time

To be prepared for class you will need to be able to speak to:

Chapters 9, 10, 11, 12, 15, 16

Discussion will be focused on the components of a successful program, options available, and a consideration of the pro's and con's of each approach

Group 7 presentation The value of trust and respect in the mentoring relationship

Group 8 presentation How to structure your mentoring programs for success

Time will be allotted for work on group assignment

April 2, 8:30AM start time

This day will be dedicated to all Create a Mentorship Program presentations.

Anytime remaining in the day will be dedicated as time for the teams to work on their group paper submission.