**Course Overview**

**EDLD 7970 (Special Topics): Mentoring for Career Development**

 This course is designed to assist graduate students in their current or future careers in any field. Mentoring has become a commonly accepted phenomenon in business, industry, and academia as a process which enhances an individual’s professional development. Previous research studies have shown that those who are mentored earn higher salaries, receive more promotions, and have greater career and job satisfaction than those who are not mentored (Allen, Eby, Poteet, Lentz, & Lima, 2004). Ehrich, Hansford, and Tennent (2004), in their analysis of over 300 research-based mentoring articles in the fields of education, business, and medicine, found that mentoring yields positive outcomes of learning, personal growth, and career development. It is common to find mentoring programs for new professionals in almost every industry or field. Therefore, it is important for graduate students to be prepared for the future mentoring relationships which have the potential to assist them in psychosocial and career development.

 In this course, students will become acquainted with research on mentoring, but more importantly, they will determine how mentoring can enhance their own personal and career development. These two goals will be accomplished through reading of assigned texts and journal articles, engaging in interactions with other students and guest speakers in class, and completing assignments which will demand a great deal of personal introspection and reflection.

 This course was offered for the first time in Spring, 2013, in a blended format (combination of face-to-face and online sessions). Details regarding distance education delivery are noted in the syllabus.

**“It is no wonder, then, that when people tell us about the leaders who really make a difference in their lives, they frequently tell us about people who believe in them and encourage them to reach beyond their own self-doubts, to more fully realize their own greatest strengths. They talk about leaders who treat them in ways that buoy their self-confidence, making it possible for them to achieve more than they themselves initially believe possible.” From James M. Kouzes & Barry Z. Posner, *Encouraging the Heart: A Leader’s Guide to Rewarding and Recognizing Others.***

**Auburn University**

**Syllabus**

1. **Course Number:** EDLD 7970-002

 **Course Title: Special Topics:** Mentoring for Career Development

 **Instructor**: Dr. Linda Searby Email: ljs0007@auburn.edu

 **Office**: Haley Center 4075

 **Office Phone:** 334-844-7784 **Cell: 205-907-6285**

 **Credit Hours:** 3 semester hours

 **Prerequisites:** Enrolled atGraduate Level

 **Co-Requisites:** None

**2. Date Syllabus Prepared: Spring, 2014**

**3. Required Texts:**

Ensher, E., & Murphy, S. (2005). *Power mentoring: How successful mentors and protégés get*

 *the most out of their relationships. San Francisco: Jossey-Bass.*

Zachary, L. (2009). *The mentee’s guide: Making mentoring work for you .* San Francisco, CA:

 Jossey-Bass.

**Optional Resources**:

Johnson, W. B., & Huwe, J. M. (2002). *Getting mentored in graduate school.* Washington,

 D.C.: American Psychological Association Press.

Johnson, W. B., & Ridley, C. R. (2004). *The elements of mentoring*. New York: Palgrave

 MacMillan

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Kochan, F. (2002). A Volume in: *Perspectives in mentoring: Volume 1, The*

*organizational and human dimensions of successful mentoring across diverse settings.*  Greenwich, CT: Information Age Publishing.

Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life.*

Lanham, MD: University Press of America.

Zachary, L. (2012). *The mentor’s guide: Facilitating effective learning relationships*, 2nd Ed.

 San Francisco: Jossey-Bass.

Zachary, L. (2005). *Creating a mentoring culture: The organization’s guide.*  San Francisco,

 CA: Jossey-Bass.

**4. Course Description:**

 This course is designed to assist graduate students in their current or future careers in any field through the discovery of how mentoring, a commonly accepted phenomenon in business, industry, and academia, can enhance their professional development. In this course, students will become acquainted with research on mentoring, but more importantly, they will acquire the skills to prepare themselves to seek a mentor. These two goals will be accomplished through reading of assigned texts and journal articles, engaging in interactions with other students and guest speakers in class, and completing assignments which will require a great deal of personal introspection and reflection. The course is delivered in a blended format, with both face-to-face and online sessions over 15 weeks.

**5. Student Learning Outcomes (SLO’s):**

Upon completion of this course, students will be able to:

1. Increase their self-understanding and assess their personalities and current strengths and weaknesses.
2. Articulate their core values and clarify their own personal vision and mission.
3. Identify personal and professional development goals.
4. Conduct a personal development project in seeking a mentor for themselves.
5. Understand the various types of mentoring and developmental networks and how current leaders have benefited from these relationships, as well as identifying the potential of mentoring relationships for themselves.
6. Understand the elements and processes of mentoring, and how to prepare for a mentoring relationship.
7. Understand the psychosocial and career benefits of mentoring, as well as the possible pitfalls of mentoring relationships.
8. Evaluate a formal mentoring program, specifically focusing on the unique cultural considerations that should be in place.
9. Begin to project themselves into the role of mentor to others.

**6. Course Content Outline:**

**See Appendix B for Projected Course Outline Chart**

In a blended format course, over half of the class sessions will be online (and for some students, completely online), thus, certain technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University Canvas course site (discussion board, some live synchronous sessions, and conferencing features); Dr. Searby will be available for office hours in Haley Center on Tuesdays from 1-3 and Wednesdays from 9-11 and 1-3; students should also feel free to contact Dr. Searby via telephone, email, Canvas chat features or Skype; (b) students will engage with each week’s content by following the Modules in Canvas (Narrated Power Point presentations, articles/ reading material, other posted links, assignments) asynchronously; all assignments are to be submitted in Canvas where Dr. Searby can grade them and post grades for students to monitor; discussion among class members will take place both in class and on the Canvas Discussion Boards; (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Canvas, and allow for personalized support from the instructor via email; (d) 6 - 7 weekly class sessions will be face to face meetings for those who have not made arrangements to take the course totally distant. Distance students will access the face to face meetings synchronously.

Please note that technology failure will not be an acceptable reason for a student to submit a late assignment or for failing to participate in any synchronous or asynchronous discussions. Each student is expected to have access/get access to the needed technology in order to meet all deadlines and requirements for the course. Students are expected to check their Auburn email account regularly, as communication from Dr. Searby and graded assignment notification will be emailed to Auburn email addresses through Canvas.

**7. Assignments/Projects:**

**See the Course Assessment Map (Appendix A) for alignment of assessments and student learning outcomes.**

**THIS COURSE WILL BE CONDUCTED THROUGH CANVAS. THERE WILL BE WEEKLY MODULES TO FOLLOW. A SUMMARY OF THE MAJOR ASSIGNMENTS IS LISTED HERE – HOWEVER, YOU SHOULD FOLLOW THE WEEKLY CANVAS MODULES AS YOUR OFFICIAL WEEKLY DIRECTIONS, AS ADDITIONAL READING ASSIGNMENTS AND LINKS ARE POSTED IN THE MODULES. CANVAS MODULES TRUMP THE SYLLABUS FOR ALL ASSIGNMENTS AND DIRECTIONS, AS THEY CAN BE CHANGED EASILY BY DR. SEARBY AS NEEDED FOR COURSE FLEXIBILITY.**

**A. Reflection Rounds (conducted in the Discussions tab in Canvas .** 5 pts, every online week x 7 = 35 points. Prompts will be provided by Dr. Searby that will ask you to reflect on assigned readings or class presentations. The online discussions are labeled on the weekly schedule and in Assignments as “Reflection Rounds #1, #2, etc” and replies are to be posted in the Discussions section of Canvas. The assessment of Reflection Rounds will be on *quality and depth* of posts, and unless otherwise designated, should be about 200-250 words in length. Many will require you to respond to others’ posts in order to truly have a ‘discussion.’ Always read the directions to the assignment prior to posting your responses. A minor typo here and there might occur and be overlooked. However, posts should be error-free in grammar, spelling, punctuation, and sentence syntax. Points will be deducted for errors of this nature, so take care to proof your postings (suggestion – compose your post in Word, then check it for errors, then post it in the Discussion). Postings are due at midnight the night before class. **7 posts X 5 pts. =** **35 points total**

**B. “My Lifeline of Mentors.”** For this assignment you will compose a timeline of your life, inserting both positive and negative life experiences that were significant to you, as well as inserting the names (or designated title, such as “close friend,” “teacher” etc. if you want the person to remain anonymous) of individuals who were key influences (mentors in some form) to you during those significant times. Positive experiences will be written above the timeline, and negative experiences below. Then, you will write an accompanying narrative with an expanded explanation of your timeline, focusing chiefly on the roles that your significant key influencers and mentors played in your life, and how they influenced you. **10 points**

**C. Self-Understanding Reflection Paper:**

Based on taking the DISC personality analysis, Animal Personality test, and Strengths and Weaknesses inventory, you will write a 2 – 3 page reflection which conveys your self-understanding in these areas. This reflection will allow you to focus on the skills, gifts, and preferences you bring to a mentoring relationship, and also where your “growing edges” may be. **25 points**

**D. Core Values/ Vision Identification Exercise.** After being introduced to this topic in class, you will create a list of your core values with brief explanations, and compose your personal vision statement. **20 points**

**E. Preparing for Meeting Your Mentor –**You will have small assignments, based on what you read in Zachary’s book, that you will do to prepare yourself for meeting your mentor for the first two times. These will be worth **5 points each** x 5 parts = **25 points total.**

**F. Developmental Network Map:** After being introduced to the concept of Your Develpmental Network of Mentors, you will create a graphic “map” of your CURRENT developmental network. A written narrative will accompany this map, describing the rationale for the inclusion of each of your network members. Then you will conduct an analysis of your current network, identifying the strongest, most influential members, and also identifying gaps that you discover in your network, which will assist you as you think of whom to add to your network. **10 points**.

G. **Mentoring Program Review:** You will be instructed to conduct a review of an existing formal mentoring program in an organization with which you are familiar, or can become familiar. Specific emphasis will be on ascertaining the extent to which *cultural issues* are considered. A detailed description of this assignment will be explained by Dr. Frank Kochan, guest speaker, and expert on mentoring and culture. **50 points**

# H. Final Reflection Paper: **Experiencing Mentoring Firsthand -Seeking a Mentor For Myself. 25 points**

For this assignment, you will reflect on personal and professional qualities you wish to develop within yourself, identify the qualities and skills in a potential mentor for yourself, determine relevant S.M.A.R.T. goals for a potential mentoring relationship, draft a mentoring partnership agreement, and arrange and conduct two mentoring sessions with an identified mentor.

You will write a Mentoring Reflection Paper on this experience. A more detailed handout will be given (posted in a Canvas Module) describing this assignment. Points: 50

**Points of Assignments and Grading Scale:** The final grade for the course will be based on the following:

Reflection Rounds- 7 @ 5 pts. each 35 points

Lifeline of Mentors 10 points

Self Understanding Reflection 25 points

Core Values/Vision 20 points

Developmental Network Map 10 points

Preparing to Meet Your Mentor 5 parts@ 5 points each 25 points

Mentoring Program Review 50 points

Experiencing Mentoring Firsthand Reflection paper 25 points

Total 200 points

**GRADING SCALE:**

A = 180 - 200 points

B = 160 – 179 points

C = 140 - 159 points

D = 120 - 139 points

F = 119 points and below

**8. Class Policy Statements:**

1. **Class Attendance/Absences: Punctuality** is expected and required for the face to face meetings. If you have arranged with Dr. Searby to take this course totally distant, it is required that you log in and participate in any live sessions, and/or listen to any saved Panopto class sessions. Missing one of these will hinder your ability to complete the assignments. If class meetings are missed, only University-approved excuses as outlined in the Auburn Student eHandbook will be allowed. Arrangements to make-up the work must be made in advance, and any class information should be obtained from another student.
2. Other unavoidable absences from class must be documented and cleared with the instructor **in advance.**
3. **Attendance** in the online environment will be taken as follows: Posting your Reflection Rounds responses by midnight the day before class (class is on Wednesday, so Reflections are due on Tuesday night) will constitute the weekly attendance if there is no face to face class that week. If you do not post, you will be “absent” that week. More than 2 absences (whether face to face or online) will result in an additional 10 point reduction from the total points possible for the course.
4. **Late Work**: If you post your assignment late (Canvas will mark it as late if it is after the posted deadline), you will receive a 10% reduction in points for the late assignment for each day it is late. The only exception to this will be for extreme circumstances that are brought to my attention if you anticipate a late assignment and get permission to hand it in late. **Any student requesting an Incomplete in the course can only earn a B as the highest possible grade.**

 E.. **Accommodations:** Students who need accommodations are asked to arrange a meeting

 with Dr. Searby if accommodations are needed for any reason.

 F. **Honesty Code:** All portions of the Auburn University Honesty Code and the Auburn

Student eHandbook Rules and Regulations pertaining to Cheating will apply to this class. Scholarly writing is part of our Ed.S. and Ph.D. programs, and you are expected to follow the APA 6th Edition guidelines**. Students are not allowed to turn in identical or closely related assignments to more than one instructor at any time (that is, no “double dipping” of the same work submitted for two different classes). If that happens, a zero will be given for the assignment and there will be no opportunity to re-submit.**

**G. Professionalism:** As faculty, staff and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
	+ Contribute to collaborative learning communities
	+ Demonstrate a commitment to diversity
	+ Model and nurture intellectual vitality

Appendix A

Course Assessment Map

EDLD 7970- Mentoring for Career Development

|  |  |
| --- | --- |
| **Course Objectives** | **Course Assessments****See #7 for descriptions of assignments/projects** |
| ReflectionRounds | Lifeline of Mentors; Self-Understanding Reflection; Core Values/Vision | DevelopmentalNetworkMap & Reflection | Mentoring Program Review | Seeking a Mentor Assignments & Final Reflection |
| 1. Increase self-understanding and assess personalities and current strengths and weaknesses
 |  x | x |  |  |  |
| 1. Articulate core values and clarify their own personal vision and mission.
 |  x | x |  |  |  |
| 1. Identify personal and professional development goals
 |  x | x |  |  | x |
| 1. Conduct a personal development project in seeking a mentor for self
 |  x |  | x |  | x |
| 1. Understand the various types of mentoring and developmental networks and how current leaders have benefited from these relationships, as well as identifying the potential of mentoring relationships
 |  x |  | x |  | x |
| 1. Understand the elements and processes of mentoring, and how to prepare for a mentoring relationship
 |  x |  | x |  | x |
| 1. Understand the psychosocial and career benefits of mentoring, as well as the possible pitfalls of mentoring relationships.
 |  x |  |  |  |  |
| 1. Evaluate a formal mentoring program
 | x  |  |  | x |  |
| 1. Begin to project self into the role of mentor to others.
 | x |  |  |  |  |

# Appendix B

Projected Course Outline for EDLD 7970 Mentoring for Career Development

Spring 2014

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| --- | --- | --- | --- |
| Week/Date | Topic(s) | Due Tonight | Assignment for Next Week |
| 1January 8FACE TO FACE | Syllabus Overview; Establishment of Class Norms; What is Mentoring? Dr. Searby’s Mentoring Story; The IMA | None | “My Lifeline of Mentors” & Two Definitions of Mentoring (bring to class); Read Chandler article on “Relational Savvy”  |
| 2January 15FACE TO FACE | The Benefits of Mentoring; DISC and Animal Personality Assessments; Strengths and Weaknesses inventory; Relational Savvy | “My Lifeline of Mentors” | Read Ensher & Murphy (E & M): Chs. 1, 2, 3; Read Zachary (Z): Ch. 1; Self-Assessment of Personality Reflection; Preparing to Meet Your Mentor, Part 1 |
| 3Jan. 22ONLINE | The Elements of Mentoring- Motivation, Benefits, and Who Gets Mentors [Panopto Lecture] | Reflection Rounds on Discussion Board #1; Preparing to Meet Your Mentor, Part 1 | Read E & M, Ch. 4;Read Z -Ch. 2; Read Z-“7 Developmental Conversations” (article posted in Canvas) |
| 4Jan. 29ONLINE | “Know Thyself”: Core Values, Personal Vision; Goal Setting, S.M.A.R.T. Goals[Voice Over PPt. in Canvas] | Reflection Rounds on Discussion Board #2 | Read Z – Ch. 2; Do Core Values & Vision Assignment (directions in Module); Preparing to Meet Your Mentor – Part 2, which is Learning Goals;  |
| 5Feb. 5FACE TO FACE | “Mentors in My Life”- Guest Speaker; and“The Role of Culture in Mentoring” – Dr. Fran Kochan, Guest Speaker | Core Values & Vision Assignment due; Preparing to Meet Your Mentor (Learning Goals) – Part 2 due | Read “But I Thought….!” Article by Searby in Canvas; Read “Expatriates Developmental Networks” (in Canvas); Do Preparing to Meet Your Mentor, Part 3 – Assumptions |
| 6Feb. 12ONLINE |  The Mentoring Menu: Formal vs. Informal, Distance, Group/Cluster, Reverse, Cascade, Mentoring Lineages, Coaching vs. Mentoring | Submit Preparing to Meet Your Mentor, Part 3 (Assumptions)  | Read E & M – Ch. 5;Read Kram & Higgins article from Wall Street Journal; Read Higgins & Thomas article: Constellations & Careers” (in Canvas); Do Preparing to Meet Your Mentor, Part 4 (Boundaries, Ground Rules) |
| 7Feb. 19ONLINE | Your Developmental Network of Power Mentors; What You Should Expect From a Mentor | Preparing to Meet Your Mentor, Part 4 (Boundaries, Ground Rules) due;Reflection Rounds in Discussion Board #3 | Read Carr article titled “The Four Pillars”; Read Ragins/Cotton article on “Marginal Mentoring” in Canvas; Do Your Developmental Network Map and Narrative |
| 8Feb. 26 FACE to FACE | Guest Speaker: Dr. Mark SearbyYour DISC Personality Assessment andMentoring as an Investment in Your Future | Your Developmental Network Map and Narrative due; Reflection Rounds in Discussion Board #4 | Read E & M- Chs. 6, 7; Read Allen, Day, & Lentz article “Interpersonal Comfort in Mentoring Relationships”; Do Preparing to Meet Your Mentor Part 5 (Partnership Agreement) |
| 9March 5ONLINE | Effective Protégéship: What the Mentor Wants in YOU [Searby Research on Mentoring Mindset] | Mentoring Partnership Agreement due (Part 5)Self-Understanding Reflection Paper due | Read a Journal Article of your choice on a mentoring topic/issue that is of particular interest to you – you will write a review of it for March 19 Reflection Round #5 |
| AUBURN SPRING BREAK – March 10-14Beginning on March 7, you may now meet for the first time with your mentor. Meet with your mentor twice between now and April 18. |
| 10Mar. 19FACE to FACE | Secrets of a Good Mentoring Relationship; Phases of the Mentoring Relationship; A Glimpse Inside a Mentoring Relationship – Dr. Lois Zachary, Guest Speaker (virtual) | Reflection Rounds in Discussion Board #5 | Read E & M – Ch. 8; Read Z – Chs. 5, 6; Be working on your review of a formal mentoring program. |
| 11March 26ONLINE | Best Practices in Formal Mentoring Programs(How Mentoring Programs Get IMACertification) | None | Read Johnson & Huwe article: “Toward a Typology of Mentorship Dysfunction in Grad. School”; Read Scandura article, “Dysfunctional Mentoring Relationships & Outcomes” in Canvas |
| 12April 2ONLINE | “Risk Management” in Mentoring; The Dark Side of Mentoring; | Reflection Round #6 in Discussion Board; (Be working on Program Review/ Culture Assignment) | Read Z – Ch. 7; Program Review due next week |
| 13April 9 ONLINE | Paying it Forward: You, The Mentor | Program Review/Culture Assignment Due | Review Power Mentoring book |
| 14April 16ONLINE | Paying It Forward: You, The Mentor (continued) | Reflection Rounds inDiscussion Board #7 | Final Mentor Reflection due Next week |
| 15April 23FACE TO FACELast Class | Summing it Up:Mentoring for Every Career Stage | Final Mentor ReflectionPaper due – post in Canvas | Course Evaluation |

* E & M refers to Ensher and Murphy book, *Power Mentoring*
* Z refers to Zachary book, *The Mentee’s Guide*
* All Reflection Rounds are due at midnight the night before class (which means Tuesday)
* All other assignments are due at midnight the day of class (Wednesday)