****

**Syllabus**

**EDLD 8600/8606: Mentoring for Career Development**

**Summer 2017 - ONLINE**

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.

**“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.***

1. **Course Number:** EDLD 8600/8606

**Course Title:** 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 (preferred)**

**Credit Hours:** 3 semester hours

**Prerequisites:** Enrolled atGraduate Level

**Co-Requisites:** None

**2. Date Syllabus Prepared: Summer, 2017**

1. **Required Texts:**

Johnson, W.B., & Huwe, J. M. (2003). *Getting mentored in graduate school*. Washington, DC:

American Psychological Association.

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

**Optional Resources**:

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

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

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

MacMillan

.

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.

Kochan, F., Kent, A. M., & Green, A. M. (Eds.) (2014). *Uncovering the cultural dynamics in*

*mentoring programs and relationships*. Charlotte, NC: Information Age.

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

Lanham, MD: University Press of America.

Ragins, B. R., & Kram, K. E.. (2007). *The handbook of mentoring at work: Theory, research, & practice*. Thousand Oaks, CA: Sage

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.

Zachary, L., & Fischler, L. (2014). *Starting strong: Mentoring strategies for the first 90 days*.

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 online sessions over 12 weeks ( summer session).

**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. Create or enhance 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**

This is an online class, 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 virtually as you make an appointment -- feel free to contact Dr. Searby via telephone, email, 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) Zoom will be available for any live synchronous sessions, which will be announced in advance.

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, selected weeks, 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 Strengths & Weaknesses reflection, DISC personality analysis, Animal Personality test, and E-Colors personality inventory, you will write a 3-4 page reflection which conveys your reports of each assessment plus your newly-formed 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 Developmental 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 Plan for Your Organization** Utilizing the resources from this course and other readings, you will create a plan for introducing or enhancing a mentoring program for an organization which you are associated with (sorority, fraternity, your academic department or school, church, civic organization, etc.). Evidence to be submitted is a power point you will use to introduce your plan to others in the organization, with some initial activities you incorporate with your audience. A narrative explanation for the presentation will accompany the power point. Both will be uploaded into Canvas. A more detailed set of directions will be posted in Canvas. **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 one mentoring session 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 for your Organization 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 meeting. Arrangements to make-up the work must be made in advance, and any class information should be obtained from another student.
2. **Attendance** in the online environment will be taken as follows: Posting your Reflection Rounds responses by midnight the day before class (class is on Thursday, so Reflections are due on Wednesday night) will constitute the weekly attendance.. 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.
3. **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. 50% of the course must be completed in order for an Incomplete to be requested.**

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. You are expected to follow the APA 6th Edition guidelines**.**

**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** | | | | |
| Reflection  Rounds | Lifeline of Mentors; Self-Understanding Reflection; Core Values/Vision | Developmental  Network  Map & Reflection | Mentoring Program Plan | 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. Create or enhance 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 8600/8606 Mentoring for Career Development

Summer 2017

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week/Date | | Topic(s) | Due Tonight | | Assignment for Next Week | |
| 1  May 18  FACE 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 (post in Discussion Board); Read Chandler article on “Relational Savvy” ; Take all Assessments in Module 2 and score. | |
| 2  May 25 | | The Benefits of Mentoring; Animal Personality & E-Colors Assessments; Strengths and Weaknesses inventory; Relational Savvy | “My Lifeline of Mentors”  &  Two definitions of mentoring;  All assessments in Module 2 | | Read Zachary (Z): Ch. 1; Preparing to Meet Your Mentor, Part 1;  Read J & H: Chapters 1 & 2 | |
| 3  June 1 | | 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 Z -Ch. 2; Read Z-“6 Developmental Conversations” (article posted in Canvas)  Read J & H: Ch. 3 | |
| 4  June 8 | | “Know Thyself”: Core Values,; Goal Setting, S.M.A.R.T. Goals;  DISC Personality  Assessment | Reflection Rounds on Discussion Board #2 | | Read Z – Ch. 2; Preparing to Meet Your Mentor – Part 2, which is Learning Goals; Do Self-Understanding Reflection Assignment  Read J & H: Ch. 4 & 5 | |
| 5  June 15  Week/Date | | Know Thyself    Topic | Self-Understanding Reflection paper due; Preparing to Meet Your Mentor (Learning Goals in S.M.A.R.T. language) – Part 2 due  Due tonite | | Read “But I Thought….!” Article; Read “Expatriates Developmental Networks” (in Canvas); Do Preparing to Meet Your Mentor, Part 3 – Assumptions; Write up  Vision/ Core Values  next week; J & H: Read Chs. 6 & 7 | |
| 6  June 22 | | The Mentoring Menu: Formal vs. Informal, Distance, Group/Cluster, Reverse, Cascade, Mentoring Lineages, Coaching vs. Mentoring  {power point w voice over} | Submit Preparing to Meet Your Mentor, Part 3 (Assumptions)  AND  Your Core Values  And Vision Statements | | Read Kram & Higgins article from Wall Street Journal; Read Higgins & Thomas article: Constellations & Careers”; Kochan articles; Do Preparing to Meet Your Mentor, Part 4 (Boundaries, Ground Rules) | |
| 7  June 29 | | Your Developmental Network of Power Mentors;  “The Role of Culture in Mentoring”- Dr. Fran Kochan, guest speaker | 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;  In J & H: Read Ch. 8; Do Your Developmental Network Map and Narrative | |
| 8  July 6 | | The Four Pillars  Of Mentoring  Mentoring & Culture  Dr. Fran Kochan, guest speaker | Your Developmental Network Map and Narrative due;  Reflection Rounds in Discussion Board #4 | | Read Allen, Day, & Lentz article “Interpersonal Comfort in Mentoring Relationships”; Read Searby “Mentoring Mindset” article; Do Preparing to Meet Your Mentor Part 5 (Partnership Agreement) | |
|  | | | | | | |
| 9  July 13 | | Effective Protégéship: What the Mentor Wants in YOU  [Searby Research on Mentoring Mindset] | Mentoring Partnership  Agreement due (Part 5) | | Reflection Round #5; In J & H: Read Ch. 9 | |
| As soon as Part 5 of your Preparing for Mentoring assignment has been graded, you may meet for the first time with your mentor. Meet with your mentor once between now and July 27. | | | | | | |
| Week/Date | topic | | | Due tonite | | Due next week |
| 10  July 20 | | Work on  Your  Mentoring Program for your Organization | Reflection Rounds in Discussion Board #5 | | Read Z – Chs. 5, 6;  Be working on the mentoring program for your organization – DUE NEXT WEEK; | |
| 11  July 27 | | Mentoring Programs  For  Organizations | Mentoring Program for your Organization due  On Canvas | | Read Scandura article, “Dysfunctional Mentoring Relationships & Outcomes” in Canvas; Read Z – Ch. 7; in J & H: Read Ch. 10- 11 | |
| 12  Aug. 3 | | “Risk Management” in Mentoring; The Dark Side of Mentoring; Ethics in Mentoring | Reflection Round #6 in Discussion Board Experiencing Mentoring Firsthand assignment due (post in Canvas); Reflection  Rounds #7 in Canvas; | |  | |

* Z refers to Zachary book, *The Mentee’s Guide*
* J & W refers to Johnson & Huwe, *Getting Mentored in Graduate School*
* 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)