

## **EDC 639: Mentoring and Team Leadership**

**Instructor:** Jenith Mishne

Email: [jmishne@gmail.com](mailto:jmishne@gmail.com)

TI: JenithMi Skype: jmishne

Office: (949) 891-2650

Sakai: [https://sakai.pepperdine.edu/portal/site/edc639.20\\_2102](https://sakai.pepperdine.edu/portal/site/edc639.20_2102)

**Location:** Online (Sakai, TI, Skype, Wiki)

**Course Description:** This course assists students with the concepts and skills necessary to improve their practice via mentoring and team leadership. Students plan and execute mentoring/team leadership projects and share ideas, challenges, and successes online. Readings and experiences will fuel an ongoing discussion of key topics including individual styles, motivation and constructivist approaches to mentoring and leadership.

**General Objectives:** Upon completing this course, students will:

- Understand mentoring models, theory, and practice
- Plan, execute, and document a mentoring service project
- Participate in online discussions of leadership/mentoring topics
- Develop mentoring skills and understanding of leadership
- Revisit learning goals and discover new ways of learning for yourself

During this semester we focus on understanding our practice and facilitating local change. In this class we will explore how mentoring relates to learning, communities of practice and leadership as a powerful change agent. We will explore the dynamic nature of mentoring and its use as a tool to integrate technology and learning theory into today's varied learning environments.

### **Course Requirements and Grading**

Final grades are based on reading, assignments and online participation as follows: See Blackboard/Sakai for further details regarding assignments.

<i>Assignment</i>	<i>% Grade</i>	<i>Due Date</i>
A1 Mentoring Letter	10	End Jan
A2 Mentoring Analysis	10	End Jan
A3 Mentor Agreement	10	Mid Feb
A4 Movie Circle Discussion	10	Mid March
A5 Personal Mentee Plan	10	End March
A6 Mentoring Report	30	Mid April
Online Participation	30	Ongoing
Total	100	(70% C, 80% B, 90% A)

### **Required Reading:**

The Mentors Guide: Facilitating Effective Learning Relationships (2000) Lois J. Zachary

Power Mentoring (2005) Ensher & Murphy

Tao Mentoring: Cultivate Collaborative Relationships in All Areas of Your Life (1999)

Huang & Lynch  
 Art of Possibility (2002) Zander & Zander

**Optional Reading:**

Mentoring 101: What Every Leader Needs to Know (2008) John. C Maxwell

**Course Synchronous Class Time:**

**THURSDAYS** (6 pm and 9 pm PST): Jan 28; Feb 4, 11, 25; Mar 11, 25 Apr 1, 8, 15  
*Let's discuss times and tool in Orlando*

**Content Outline**

<i>Week</i>	<i>Topic</i>	<i>Readings</i>	<i>Activities</i>
1	On Being Mentored <i>Who were your mentors? Why? What did they do for you?</i>	Ensher 1-2	Thank a Mentor, Mentor Month
2	Mentoring Defined <i>What makes mentoring unique vs. Coaching? Counseling? Leading?</i>	Ensher 3	A1- Mentor Letter
3	Preparing to Mentor <i>Will I be a good mentor? What makes a good mentor? Why?</i>	Ensher 4-5; Tao p16	Select a Mentee
4	Start Mentoring <i>Who will I mentor? What are my/their expectations?</i>	Ensher 5; Zachary 1	A2- Mentor Analysis Due
5	Mentoring Issues <i>What role does gender, age, race, language play?</i>	Ensher 6	Mentor Movie/book
6	Mentor Rendezvous <i>Does a community of mentors make sense? Why F2F?</i>	None	A3 – Mentoring Plan/Agreement
7	Mentoring Skills <i>How can I be a better mentor? Importance of confidentiality?</i>	Zachary 2-3	Mentoring Journal
8	Online Mentoring <i>Can mentoring happen online? What are challenges/advantages?</i>	Zachary 4-6	Mentoring Journal, Mentor Site
9	Co-mentoring & Tao <i>Does mentoring imply learning from each other? What am I learning?</i>	Tao (Heart)	A-4 Mentor Movie Discussion Circle
10	Progress Check <i>What is happening in your mentoring relationship? Why?</i>	Tao (Soul)	Mentoring Journal
11	Life Coaching <i>What about me? Do I need more mentoring?</i>	Ensher 7; Zachary 8	Mentoring Journal
12	Progress Check <i>Where does mentoring show up at my workplace? In the world? Why?</i>	Ensher 8	A-5 Personal Mentee Plan
13	Leadership Revisited <i>What is leadership? What is the relationship to Mentoring/Community?</i>	Zander	Mentoring Journal
14	Mentoring Reflection <i>What worked well? What might I have improved?</i>	Zachary 7 & 8	Leadership Discussion Circle
15	Mentoring Reports <i>What did we learn about learning? ...about Leadership?</i>	None	A-6 Mentoring Report Due

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**GSEP Mission Statement:** As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities.

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**Plagiarism:** Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one’s own. When paraphrasing or quoting an author directly, credit the source appropriately. Plagiarism is not tolerated at the Graduate School of Education and Psychology.

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**Maintaining Copies Of Assigned Course Work For Program Evaluation:** The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students. In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges (WASC), California Council on Teacher Credentials, and the American Psychological Association (APA), to make decisions as to whether we can maintain our accredited status with these respective associations. To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled. Names will be removed from the assignments we opt to archive for evaluation purposes. **If you prefer that your course work not be**

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