

## **LEAD 565: Leadership Coaching Syllabus**

*This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course begins. Please check on line for an updated syllabus the day before the class begins.*

### **Dr. Matthew Constant**

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Email: matthew.constant@wku.edu

Office hours: As needed (text, calls, and emails are all acceptable)

### ***Communication Policy:***

Email is the preferred method of communication. My response time is within 24 hours Monday – Friday, and 48 hours on the weekends. My expectations for email requires that you **provide your name, Lead 565 course, and 800#**. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

### ***Purpose of the Course:***

The study and analysis of leadership coaching within the organization. This class focuses on resiliency, peer leadership, youth leadership models that influence leadership across contexts.

### ***Prerequisites:***

Lead 500 or permission of instructor

### ***Learning Outcomes:***

Upon the conclusion of this course, students will gain the ability to:

- Compare and contrast the foundational elements of leadership coaching. Interpret theories and principles, and identify preferred practices of leadership coaching within organizations.
- Analyze and implement techniques for resiliency training.
- Evaluate and assess peer and service leadership coaching strategies.
- Synthesize and apply mentoring principles for professional growth development.
- Evaluate and interpret organizational culture and select appropriate strategies for coaching.

### ***Grading.***

Satisfactory completion of the objectives will be measured as follows:

• Syllabus Quiz/APA Quiz:	10 points
• Discussion Boards (10@15 points each)	150 points
• Case Study Analysis (3 @ 100 points each)	300 points
• Coaching Worksheet Logs (8 @ 5 points each)	40 points
• What is your theme paper	100 points
• Organizational Cultural Assessment	100 points
• Peer Leadership Evaluation	20 points
• Coaching Podcast	80 points
• Coaching/Professional Development	100 points
• Leadership Development Plan	100 points
<hr/> <b>Total: 1000 points</b>	

The letter grade for the course will be based on 1000 point: 1000-900 points = A, 899-800 points = B, 799-700 = C, 699-600 = D, and less than 599 = F. Given the nature of our course, students will receive 65 points as a bonus to help you achieve the academic performance you desire.

### ***Texts:***

*The Heart of Coaching*, 4<sup>th</sup> Edition by Thomas G. Crane  
ISBN: 978-09660874-3-7

*The Coaching Habit* by Michael Bungay Stanier  
ISBN: 978-0-9784407-4-9

### ***Class Policy***

*All assignments are due by midnight on Sunday.* For example, the assignments for Lesson 1 are due by midnight on the Sunday following the first week of classes.

### ***Late work***

Up to one week late, with a 5% of the value of the assignment deducted for each day late for up to one week/7 days. After the 7<sup>th</sup> day, the assignment will not be accepted. Anything beyond those 7 days must have a medical excuse or an extreme circumstance reason that I approve.

### ***All Papers and Homework***

Format for all papers is double-spaced, Times New Roman font, 12 pitch, one-inch margins and APA style. If you prefer to use another style (Chicago, MLA, etc.) please indicate the style on the cover sheet/first page.

### ***Discussion Board Questions***

Each student will participate in discussions frequently and **will receive a grade for each discussion question** based on the rubric below.

*No Credit.*

- "I agree."
- "Wow that must have been really annoying!"
- "I'll check."
- "Visit [www.cnn.com](http://www.cnn.com)" [These 4 are fine to do and viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]
- "In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

*Borderline Credit:*

- "I agree. The theory you bring up is similar to Wechsler's original justification for his theory of intelligence (p. 100 text)." [Not enough information.]
- "Wow that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

*Solid Credit:*

- "Wow that must have been really annoying! When I was in 3<sup>rd</sup> grade we were given a standardized test and the teacher started giving out the answers while we were taking the test. Since the test was supposed to tap a person's existing knowledge getting the answers would invalidate the whole thing because it wasn't our knowledge. The teacher should not have given all the correct answers. Someone looking at the results would have gotten suspicious if everyone got 100% since the tests are designed to have some very hard items that almost no one can get right." [A bit forced but does reveal that the person can think about how the material is applied.]
- "Visit <http://www.cnn.com> this week (right hand side click on 'Exams in the News'). They have an entire section on the controversy of standardized testing in the public schools. I particularly liked the section by Smith on test construction. It helped me understand the section in our text (p. 140) about how hard it is to write test questions and how they have to be checked by several people." [Cites sources, mentioned specifics. provides a brief review of why we should go and where.]
- [In response to a request for a definition of creativity] "I think that creativity is willingness to take risks. I have a friend who is a creative dress-maker and another who is a creative painter and they always shock me a little. I have another friend who can carve anything as long as he has a model- but he can't make up his own designs so I don't think he is creative. His work is always boring. I think this fits best with Gardner's model of intelligences, particularly the person who knows himself well (Intrapersonal). You have to know yourself in order to be different from everyone else." [Answers the asked question, not something else, gives examples and connects to course material.]

***Each discussion question is worth 15 points.*** To receive 13 of the 15 points for each discussion board question, students must 1) answer the question; 2) apply an appropriate leadership theory/aspect/practice to the answer; and 3) provide an example (can be personal) that illustrates

your answer. Providing these three aspects earn students 13 points. Students earn the other 2 points by their active participation regarding the question by posting comments to other student posts within your group.

- Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free flowing and somewhat informal, students ***MUST use correct grammar, spelling, and punctuation during the postings!***

### ***Case Study Analysis***

Student will read the assigned case studies then answer the questions at the end of the case study. When answering the questions, students should *incorporate key aspects of the lesson into answers* and not just answer the question. Each case study is worth 100 points. Students will post case study analysis to the provided link in the lesson folder selection in Blackboard. 4-6 pages/APA format.

### ***Coaching Worksheet log***

You will be selecting an individual to work with in this coaching worksheet log. Your goal is to find a friend, colleague, or someone who wants to improve and build on a leadership trait or a task even. You will work with them as a coach to guide them through the process. Once you initiate the following 8 questions, ask the Kickstart question. Record not only the answers but follow up with interpretations and your assumptions as well. This will allow you to apply coaching principles to develop your personal professional growth development by incorporating what we learn in each lesson and using constructive feedback to improve. Each Coaching Worksheet Log is worth 5 points and found in the lesson folder in Blackboard.

1. What are you trying to achieve?
2. Why is this important to you?
3. What have you done so far?
4. How has it worked? How has it not worked?
5. What options do you have going forward?
6. What input would you like from me?
7. What is your "go forward" plan?
8. How can I support you?

Kickstart Question – What is on your mind?

### ***Paper – What is your theme?***

On Page 129 of [Detecting Icebergs](#), an article found in your lesson folder, read *What is Your Theme?* Write a 4-page paper answering the questions in the section and identifying what your theme may be. Give examples and explain. Do not forget to use APA. The citation for the article is found below.

Reivich, Karen & Shatte. (2002). *The Resilience Factor: 7 Keys to Finding Strength and Overcoming Life's Hurdles*. Broadway Books.

## ***Organizational Cultural Assessment***

The organization's culture is key to handling change and leading your organization into the next era. You first must understand the culture. This assignment asks that you select an organization that you can assess. You must pick an organization and three employees and/or members and ask the following questions. You must have a minimum of three people to do this assessment, you can be an employee or member and take the survey.

The purpose of the OCAI is to assess six key dimensions of organizational culture. In completing the instrument, you will be providing a picture of how your organization operates and the values that characterize it. You will **follow the rubric provided** and scoring guide to assess the culture of the organization. You can survey as many as 9 individuals. **Make sure your paper provides a thorough and complete assessment of data in the organization by utilizing lessons learned from the textbook (should be around 2-3 pages).**

## ***Lead Program Development – 3 (2 summaries and 1 Final Paper)***

### ***1. Leadership Development- Coaching Podcast***

Go to the following website: <https://www.stitcher.com/podcast/coaching-for-leaders>

Please select and listen to two of the podcasts from the link provided above that you are genuinely interested in learning more about to help you develop your leadership coaching. After you have listened to the podcasts, write a 1-2 page summary of the two and your takeaways.

### ***2. Leadership Development- Coaching/Professional Development***

Similar to the Leadership Development Coaching Podcast assignment, you will choose **five different medians** of gathering information (TED Talks, podcasts, audiobooks, a book, YouTube, ect.) to research a particular area of coaching to develop that will be useful in your current/future profession. Your paper should include an introduction about *why you selected the topic and types of delivery* (video, podcast, audiobook, ect.), then expand about each resource chosen. Include a *summary of the resources you chose and the strengths and weaknesses of the material* in the resource for each of the five chosen. For the conclusion, *expand on how these help you to develop your coaching skills*. The assignment should be a four to six page paper using APA formatting with correctly cited sources.

### ***3. Final Synthesis Paper and Reflection***

Based on the two books, your coaching worksheet log, podcasts, professional development, and your individual leadership development plan. Please submit your final reflection and leadership development plan, minimum of nine pages. This is a synthesis paper, you will be reflecting on your experience as a coach and your experience in developing you. What worked, what did not, what did the book say? Finally, you get to answer question 8, what is next for you as an individual and as a coach.

## ***Accommodations.***

Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact The Student Accessibility Resource Center (SARC) in DSU 1<sup>st</sup> floor Room 1074 Downing Student Union. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

## ***Course Software Standards.***

The course software standards are Word for word processing, PowerPoint for presentations, Excel for presentations, and Adobe Acrobat for viewing PDF files. WKU faculty, staff, and students can download and install Microsoft Office 365 ProPlus free of charge. Microsoft Office 365 is provided through WKU's enterprise licensing agreement with Microsoft.

<https://products.office.com/en-us/student/office-in-education?legRedir=true&CorrelationId=d1addf7a-e943-42fe-ac2e-7bc4d8b53953>

## ***Blackboard.***

Blackboard serves as a repository for course documents and communication in mass--please visit [Blackboard](#) Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select "Effective Leadership Studies" to enter LEAD 200. **If you have technical issues, please call (270) 745-7000, the WKU IT Help Desk.** The most used aspect for the class is the "Course Documents" section of Blackboard where electronic copies of course documents reside.

## ***WKU policies.***

This link will provide you with information concerning, drop dates, withdrawals which are located in the registration guide which is updated for each semester. Also, all institutional policies are in this [WKU guide](#): or provided in your [student handbook](#)

## ***The Learning Center.***

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, Room 2141) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment. [The Learning Center website](#): [www.wku.edu/tlc](http://www.wku.edu/tlc) (270) 745-5065

### **TLC @ DSU**

Monday – Thursday	8:00 am – 7:00 pm
Friday	8:00 am – 4:30 pm

## ***The Writing Center.***

Writers need feedback from readers to help refine their writing. The Writing Center can give you this feedback. Tutors will talk with you about your writing to help you: brainstorm ideas, clarify main points, strengthen logic and support, smooth out organization, integrate sources and credit them properly, fine-tune sentence style, and learn to proofread. The WLC helps you to become a better writer, they won't edit or proofread your paper for you. WLC helps you learn to revise and edit so you will be better able to catch your own errors and improve your own content, organization, and style.

Schedule an Appointment:

- Visit [Appointment Scheduler](#) Please take note of the location at which your appointment is scheduled.
- Email to find out about scheduling an Adobe Connect Conference for a conversation with a tutor in real-time at [writingcenter@wku.edu](mailto:writingcenter@wku.edu)
- [Submit your paper here](#) if you need help from our online resource.\*
- After you submit your paper, WLC tries to respond on the next business day via email with an estimated return time for your feedback (generally returned within 72 hours--not counting weekends). Please submit your request as soon as you know you need help. If you wait until your deadline is looming, there may be others who submitted before you (first come, first served), plus you'll need time to read and utilize our suggestions.
- \*We'll give you our feedback on your writing by email, but will not proofread your entire paper (see below for details).
- Call our primary location in 123 Cherry Hall at (270) 745-5719 during our operating hours if you have questions or would prefer to schedule your appointment by phone.
- Cherry Hall 123: Monday – Thursday 9-4  
Friday 9-1
- Cravens Commons: Monday - Thursday 4-9

## ***Cheating and Plagiarism.***

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to the "academic offenses" section of the [WKU Student Handbook](#) for more details.

## ***Incompletes.***

A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grade of "X" received by a student will automatically become an F unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

## ***Privacy Matters.***

The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event students use a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

## ***Intellectual Property.***

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation.



## Outline

Lesson 1 – Introduction to Leadership Coaching – four types of coaching, foundational theories and applications – *Developing Effective Coaching Skills*; Heart of the Coaching Process – Foundation, feedback, forwarding action, language, and dialogue – *The Heart of Coaching 4<sup>th</sup> edition*.

Lesson 13 – Beyond the Walls – Responsibility, Business Ethics, Focus and Action Oriented, Applying the Coaching Model - *Leading from the Inside Out*.

Lesson 2 – Resiliency Coaching - Problem solving & Mental Skills *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert. Putting Things into Perspective *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert.

Lesson 3 – Resiliency Coaching – Identifying and Controlling Thoughts *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert. Breaking the Mold. *The Resiliency Advantage: Master Change, Thrive Under Pressure, and Bounce Back from Setbacks* by Al Siebert.

Lesson 5 – Peer Leadership – Understanding the foundational theories of peer leadership and identifying strategies for implementing peer leadership.

Lesson 9– Youth Leadership Coaching – fundamentals of youth coaching, dynamics of leadership coaching youth 6-12; 13-18; legal issues, 501(c)3, parental involvement, confidentiality.

Lesson 4 – Leading Within – Establishing the Relationship, Collecting Data, Analyzing Data, Processing and Planning Actions. *Leading from the Inside Out*

Lesson 6 – Organizational Leadership Coaching – AAA Plan, Awareness, Action and Accountability processing 360° Self-Assessments externally and internally.

Lesson 7- Organizational Leadership Coaching – Understanding and designing coaching contracts and conducting post-contracting interviews.

Lesson 8 – Organizational Leadership Coaching – Cultural Assessments within the organization, understanding, analyzing and processing data from the cultural assessments from a coaching perspective.

Lesson 10– The Leader and the Team – Establishing the Relationship within the Team, Collecting, Data, Analyzing Data, Processing, Action Steps, Evaluating Progress - *Leading from the Inside Out*.

Lesson 11 – Coaching for organizational change, behavioral coaching and strategy coaching techniques. *The Art and Practice of Leadership Coaching* by Howard Morgan, Phil Harkins, and Marshall Goldsmith.

Lesson 12 – Transformational Coaching – Communication Filters, Coaching Styles, counseling within, Applied Leadership - *The Heart of Coaching 4<sup>th</sup> edition*

Lesson 14 – High Performance Coaching Culture – Vision of High Performance, Creating High-Performance Organizations, Coaching Cultural Assessment - *The Heart of Coaching 4<sup>th</sup> edition*.