

LEAD 465: 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.

INSTRUCTOR INFORMATION

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Adjunct Professor

Interim Superintendent, Owensboro Public Schools

270.313.5495 – Text/Cell

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 465 course, and 800#**. Professional emails should have proper spelling and grammar and have greeting and salutation for each email.

Purpose of the Course:

Examination of fundamental leadership coaching skills that improve the adjustment and performance of individuals in an organizational setting. Topics to be covered include: the scope of coaching practice, optimal practitioner characteristics, resiliency training, peer leadership, coaching youth, related organizational dynamics, and coaching interventions and resources. This course also includes an emphasis on experimental learning through coaching practice activities.

Prerequisites:

Lead 200 or Lead 300 or permission of instructor

Learning Outcomes:

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

- Categorize and apply the key elements and foundations of effective leadership coaching.
- Analyze and apply coaching principles to personal professional growth development.
- Analyze and compare executive leadership coaching within the profit and non-profit organization
- Evaluate and interpret peer, youth, and service leadership coaching strategies.
- Differentiate various techniques for resiliency training within the organization

Grading.

Satisfactory completion of the objectives will be measured as follows:

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| • Syllabus/APA Quiz: | 10 points |
| • Quizzes (6 quizzes @ 15pts) | 90 points |
| • Discussion Boards (10@15 points each) | 150 points |
| • Case Study Analysis (2 @ 100 points each) | 200 points |
| • Coaching Worksheet Logs (8 @ 5 points each) | 40 points |
| • What is your theme paper | 80 points |
| • Organizational Cultural Assessment | 80 points |
| • Coaching Podcast | 30 points |
| • Coaching Professional Development | 100 points |
| • Peer Leadership Evaluation | 20 points |
| • Leadership Development Plan | 200 points |

Total: 1000 points

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.

Grading Timeline:

Papers typically take up to two weeks to be graded. Everything else is usually graded within a week.

Texts:

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

Class Policy.

All assignments are due according to the Assignments Schedule found in the Administrative Section of the Blackboard course site.

Late work:

Up to one week late, with 5% of the assignment value deducted for each day late for up to one week/7 days. After the 7th day, the assignment will not be accepted. Anything beyond those 7 days must have a medical excuse or 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" [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 3rd 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.

Coaching Worksheet Log

To improve and build on your personal coaching skills, collaborate with someone in this class to practice coaching and being coached. By participating in eight weekly meetings guided by the weekly Coaching Worksheet Logs, you and your partner will pick a specific leadership trait or task to improve during these coaching sessions. Each person will each take turns being the coach and coaches. 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.

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.

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).**

Leadership Development- Coaching Podcast

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

Select and listen to one 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 podcast, write a 1-2 page summary of the podcast and your takeaways.

Leadership Development- Coaching/Professional Development

Similar to the Leadership Development- Coaching Podcast assignment, you will choose **three different medians** of gathering information (TED Talks, podcasts, audiobooks, a book, YouTube, ect.) to research a particular area(s) 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(s) and types of delivery* (video, podcast, audiobook, etc.) then expand about each resource chosen. *Include a summary of the resource watched or read and the strengths and weaknesses of the material* in the resource for each of the three 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.

Leadership Development Plan

Final reflection paper (5-6 pages) on your development through coaching and your development as a coach. You will need to use citations and APA for this paper. This is a **synthesis paper**, you will be reflecting on your experience as a coach and 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 1st 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 found below,

<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, withdraws which are located in the registration guide which is updated for each semester. Also, all institutional policies are in this [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](#) (270) 745-5065.

TLC @ DSU

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| 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 realtime at 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: http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf 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.