LEAD 565: Leadership Coaching

Instructor

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(she/her/hers)

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Communication Policy

As this is an online course, I will not be holding on-campus office hours for Fall 2022. I am more than happy to meet via Zoom to talk. In general, ***email is the best way to contact me****.* I check my email periodically throughout the day. You should normally expect an email response from me within 24 hours. If I will have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

Blackboard Help/WKU IT Help Desk

270-745-7000

Make Sure You Know How to Use Blackboard

Bb Student User Training
If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training… you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners
You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/): https://www.wku.edu/online/srp/

Texts

Crane, T. G. (2012). *The heart of coaching,* 4 ed. FTA Press. ISBN: 978-09660874-3-7
Stanier, M. B. (2016)., *The coaching habit.* Box of Crayons Press. IBSN: 978-0-9784407-4-9

Other Items Needed

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.

- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) (https://www.wku.edu/it/sms/microsoft_sa.php)
- I recommend Firefox or Chrome as the Internet browser you use.

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

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

The letter grade for the course will be as follows: 1000 - 915 = A (92%), 914 - 815 = B (82%), 814-715 = C (72%), 714 - 645 = D (65%), and fewer than 645 points = F.

Course Activities and Your grade

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 Survey	20 points
•	Coaching Podcast	80 points
•	Coaching/Professional Development	100 points
•	Leadership Development Plan	100 points

Total: 1000 points

Class Policies

WKU Policies

The registration guide will provide you with information concerning, drop dates, withdrawals. Also, all institutional policies are in this WKU guide: or provided in your student handbook

Due Dates of Assignments

All assignments are due according to the Assignments Schedule at the end of this syllabus.

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 7th 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.

Work Submission

All work is to be typed and formatted according to APA style, double-spaced, 12 point, Times New Roman. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.
- Discussion board postings should be typed directly into the textboxes; no attachments
- Papers and Case Studies must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

Corrupted Files
A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make

sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission). Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students, and I don't tolerate it.

<u>If you submit the wrong file....</u>
If you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

<u>If Blackboard locks or is down when you need to submit....</u>
If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then *when you next are able* (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

Failure of Technology

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the IT Help Desk.* Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to access Blackboard in an attempt to get more time on work. If you are not honest about this, you will be reported to the Office of Student Conduct. I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, blogs, papers, peer reviews—on all work!

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 565. All writing submitted for LEAD 565 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 565 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 565 or for other courses will receive a failing grade for the course.

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 student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. The final withdrawal date is can be found in the WKU Registration Guide (https://www.wku.edu/registrationguide/) .

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances for those who have only a few assignments outstanding at the term's end.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook for additional guidance, available at http://www.wku.edu/handbook.

ADA Notice: Disability and Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

The WKU Writing Center

Cherry Hall 123 and Cravens Library Commons (4th Floor)
I encourage you to utilize the services of The Writing Center in planning, drafting, and revising your work! They do offer online services!
http://www.wku.edu/english/writingcenter/writingcenter.php

Respectful Behavior and General Civility

In my classes, I like to have free and open discussions of what we think and feel about class topics. So that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don't agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, I will report him/her to the Office of Student Conduct for further action, possibly even removal from class.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

My Pledges to You

✓ To be available to you in a virtual environment to help you as you need it.
✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates
✓ To answer reasonable questions by e-mail within 24 hours.

Description of Assignments

Discussion Boards

Each student will participate in discussions frequently *Each discussion question is worth 15 points.* Guidance on what is an acceptable posting can be found in the Start Here area of Blackboard. 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 Analyses

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. Anticipated length: 4-6 pages.

Coaching Worksheet Logs

You will be selecting an individual to work with on 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 the 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 <u>can be an employee or member and take the survey.</u>

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 parts (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.

Course 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 4th edition.*

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 4th edition*

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

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

Assignments Schedule

- HC = *The Heart of Coaching*, 4th Edition
- *The Coaching Habit* by Stanier
- Links for some materials for each week's lesson are in the **Lessons** area of Blackboard—each Lesson has its own folder.
- All work is due on Sunday at 11:59pm CT of the week listed unless otherwise noted.

Lesson 1 – Why Leadership Coaching? (Aug. 22-28)

To Read and Review:

- Read the syllabus
- Watch the "Welcome Video"
- Review the information on "How to Use SafeAssign"
- Read Chapters Introduction, 1-3 in HC
- Read the APA Guide Powerpoint Presentation

What Is Due:

- Syllabus Quiz\
- APA Quiz
- Introductions Discussion
- Lesson 1 Discussion

Lesson 2: Foundation of the Coaching Process (Aug. 29-Sept. 4)

To Read and Review:

- Read Chapters 4-6 in HC
- Read pages 1-54 in the Coaching Habit book

What Is Due:

- Lesson 2 Discussion
- Coachee Identified Discussion

Lesson 3: The Communication of Coaching (Sept. 6-11)

To Read and Review:
- Read Chapter 7-9 in HC
- Read pages 55-78 in The Coaching Habit

What Is Due:
- Coaching Worksheet Log

Lesson 4: Resiliency Coaching, Part 1 (Sept. 12-18)

To Read and Review:
- Watch the Interpersonal Problem Solving video
- Watch the Problem solving through perspective change video
- Read the article Optimize Your Health
- Read the article Skillfully Problem Solve
- Review the PowerPoint: LEAD Coach—Resilience and Problem solving

What Is Due:
- Lesson 4 Discussion
- Coaching Worksheet Journal 1

Lesson 5: Resiliency Coaching Part 2 (Sept. 19-25)

To Read and Review:
- Watch the Put it in perspective video
- Watch the How to stop catastrophe video
- Read Learning Your ABCs
- Read Putting it in Perspective
- Review the PowerPoint: LEAD Coach: Resilience and put it in perspective

What Is Due:
- Lesson 5 Discussion
- Leadership Development- Coaching/Podcast Summary

Lesson 6: Resiliency Coaching Part 3 (Sept. 26 – Oct. 2)

To Read and Review:
- Read the article Avoid thinking traps
- Watch the Getting stuck video
- Watch the Thinking Traps video
- Review the PowerPoint: LEAD Coach: Avoid thinking traps

What Is Due:
- Case Study- Avoid Thinking Traps
- Coaching Worksheet Journal 2

Lesson 7: Resiliency Detecting Icebergs (Oct. 3 - 9)

To Read and Review:
- Read pages 79-108 in The Coaching Habit
- Read the article Detecting icebergs
- Watch the Iceberg video
- Watch the Iceberg model of issues video
- Review the PowerPoint: LEAD Coach: Detecting Icebergs

What Is Due:
- 'What is your theme?' Paper
- Coaching Worksheet Journal 3

Lesson 8: Peer Leadership (Oct. 10 - 16)

To Read and Review:
- Read the article Peer Leadership
- Read the article on the Relational Leadership Model
- Review the PowerPoint: Peer Leadership Overview

What Is Due:
- Discussion for Lesson 8
- Peer Leadership Survey
- Case Study- Peer Leadership
- Coaching Worksheet Journal 4

Lesson 9: Coaching Leadership Change (Oct. 17-23)

To Read and Review:
- Read 109-132 in The Coaching Habit
- Watch the Learning from a Great Leader: Coaching for Behavioral Change video
- Read the article Coaching for behavioral change

What Is Due:
- Lesson 9 Discussion

Lesson 10: Youth Leadership Coaching (Oct. 24 - 30)

To Read and Review:
- Read the article Generation of Social Capital in a Young Organizing Program
- Watch the TedX video: Youth Leadership Shaping Tomorrow
- Review the PowerPoint: Youth Leadership Coaching

What Is Due:
- Leadership Development- Coaching/Professional Development Paper
- Coaching Worksheet Journal 5

Lesson 11: Coaching Community Leadership (Oct. 31 – Nov. 6)

To Read and Review:
- Watch the video Modern nonprofit board of governance: Passion is not enough!
- Read the article Youth-Adult Partnerships in Community Decision Making
- Read pages 133-158 in The Coaching Habit

What Is Due:
- Case Study- Non-Profit Legal Issues
- Coaching Worksheet Journal 6

Lesson 12: Transformational Coaching (Nov. 7 - 13)

To Read and Review:

- Read Chapters 10-12 in HC
- Read pages 159-184 in The Coaching Habit

What Is Due:

- Lesson 12 Discussion
- Coaching Worksheet Journal 7

Lesson 13: Tips and Tricks to improve Self-Esteem (Nov. 14 - 20)

To Read and Review:

- Read Chapters 13-15 in HC
- Read pages 185-225 in The Coaching Habit

What Is Due:

- Lesson 13 Discussion
- Organizational Cultural Assessment

Lesson 14: High Performance Coaching Culture (Nov. 21 – Dec. 4)

To Read and Review:

- Read Chapters 16-17 in HC
- Review all materials in the course to help you with the Final Reflections and Synthesis

What Is Due:

- Lesson 14 Discussion
- Final Reflection and Leadership Development Plan