



SAMPLE

Foundations of Business Coaching

Spring 2017

MCOM-GB.2125.30

Tuesdays: March 28; April 4, 11, 18 25; May 2--6:00-9:00 PM

Professor Diane Lennard

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OFFICE HOURS

By appointment

TEACHING FELLOW

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Course Overview

This course provides an overview of the principles and practices of business coaching within organizational settings. You will gain a basic knowledge of the coaching process, including how to create the coaching relationship, engage in coaching conversations, and clarify action commitments. You will learn specific strategies and techniques to increase effectiveness when communicating with others, and develop an awareness of your own and others' communication patterns. We will examine coaching models and the ethics of coaching through readings, reflective writing and class discussions. In addition, you will have first-hand experience coaching and being coached, and will develop your own personalized coaching model. By the end of the course, you will have a working knowledge of how coaching can be used, what coaches need to do to be effective, and the ability to practice the skills of coaching.

Required Readings

- Batista, Ed. "How Great Coaches Ask, Listen, and Empathize," *Harvard Business Review*, 2015. (NYU Classes)
- Clutterbuck, David. "Coaching reflection: the liberated coach," *Coaching: An International Journal of Theory, Research and Practice* 3:1 (2010):73-. (NYU Classes)
- Hackman, Richard and Ruth Wageman. "A Theory of Team Coaching," *Academy of Management Review* 30.2 (2005):269-. (NYU Classes)
- Heen, Sheila and Douglas Stone. "Find the Coaching in Criticism," *Harvard Business Review* 92.1/2 (2014):108-. (NYU Classes)
- Hunt, James M. and Joseph R. Weintraub. "How Coaching Can Enhance Your Brand as a Manager," *Journal of Organizational Excellence* 21.2 (2002):39-. (NYU Classes)
- Kets de Vries, Manfred. "Leadership Group Coaching in Action," *Academy of Management Executive* 19.1 (2005):61-. (NYU Classes)
- Lennard, Diane. *Coaching Models: A Cultural Perspective*. Routledge, 2010. (NYU Classes)
- McGonagill, Grady. "The Coach as Reflective Practitioner." *Executive Coaching: Practices & Perspectives*. Davies-Black, 2002. (NYU Classes)

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- Ross, Judith A. “How To Be the Best Coach for Your Team,” *Harvard Management Update* 10.11 (2005):3-. (NYU Classes)
- The Executive Coaching Forum. *The Executive Coaching Handbook*. 2012. (NYU Classes)

Recommended Readings

- Fitzgerald, Catherine and Jennifer Garvey Berger. *Executive Coaching: Practices & Perspectives*. Davies-Black, 2002. (Available at NYU Bookstore.)
- Hunt, James M. and Joseph R. Weintraub. *The Coaching Manager, Developing Top Talent in Business*. Sage, 2002. (Available at NYU Bookstore.)

Grading

The assignments for this course are listed below. Grading criteria for each assignment can be found on NYU Classes in the Course Information section.

ASSIGNMENT	% OF GRADE	DUE
Description of Coaching Experience	*	Session 1
4 Summary/Response Papers with Focused Reading Questions	20%	Session 2 Session 3 Session 4 Session 5
4 Coaching Practice Activities	20%	Session 2 Session 3 Session 4 Session 5
Final Paper Developing Your Own Coaching Model	40%	Session 6
Participation (includes * item above)	20%	Ongoing

Post all written deliverables on NYU Classes/Assignments and bring 1 hard copy of each to class. Class discussions will be based around assigned readings and deliverables; therefore, late assignments are not acceptable.

Class Participation

In-class contribution is a significant part of your grade and an important part of our shared learning experience. Your active participation helps me to evaluate your overall performance as a student, and makes the class more interactive and engaging for all of us.

The quality of your participation is more important than the quantity.

Positive contributions are those that advance our discussions by presenting new ideas or insights, building on others' comments, or presenting a counterpoint to others' comments in a respectful way. I want to stress that positive contributions are not necessarily "right" answers. I encourage you to experiment and take risks. "Wrong" answers can also be instructive and discussion is often a good way to learn.

Foundations of Business Coaching is designed to be a highly interactive course. The more you invest in it, the more you will learn and the more others will learn from you.

Laptops

You will not need to use your laptops in class.

NYU Classes

Please check NYU Classes regularly for announcements and documents related to our class. Selected readings for the course are available on NYU Classes. These are denoted in the syllabus by a (NYUC) symbol.

Course Materials

You do not need to purchase any course materials. They will be available on NYUC or handed out in class.

SESSION OUTLINE

SESSION 1	Tuesday, March 28
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TOPICS: Course and Student Introductions
Coaching Principles and Practices
Assess Your Listening Skills
Build Your Coaching Model

READINGS: 1. Hunt/Weintraub, “How Coaching Can Enhance Your Brand as a Manager” (NYUC)
2. The Executive Coaching Forum, *The Executive Coaching Handbook*, pages 10-17 (NYUC)

DELIVERABLES: Reflective Activity 1: Describe your coaching experience (p. 81 in *Coaching Models* - Reflective Activity 1 posted on NYUC/Course Documents). Recall a time when you coached or were coached at work or school. Write a brief 1-2 page (double spaced) paper describing the experience. Provide background information about when and where the coaching took place and who was instrumental in making it happen. Include your insights about the results, impact or outcome of the coaching experience.

SESSION 2	Tuesday, April 4
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TOPICS: The Coaching Process
Core Communication Skills

READINGS: 1. Lennard, Chapter 1 (NYUC)
2. Batista, “How Great Coaches Ask, Listen, and Empathize” (NYUC)

DELIVERABLES: 1. Summary/Response Paper with Focused Reading Questions
Respond to the assigned Batista article by writing a brief 1-2 page (double spaced) paper that includes:

- a one paragraph summary (you may want to refer to this when you build your own model)
- your personal reflections on or reactions to the article (you can analyze, doubt, believe, refute, illustrate through your own experience, or go beyond it)
- your list of two, three or four questions raised by reading the article (student generated questions will be addressed in class discussions)

2. Coaching Practice Activity #1: Listening
Schedule uninterrupted time into your normal day and carry out this activity. Follow the instructions on the activity worksheet distributed in class and complete the worksheet for this activity.

SESSION 3 Tuesday, April 11

- TOPICS: Team Coaching
 Guest Speaker: Dr. Robert Anderson
- READINGS: 1. Ross, “How To Be the Best Coach for Your Team” (NYUC)
 2. Hackman/Wageman, “A Theory of Team Coaching” (NYUC)
 3. Kets de Vries, “Leadership Group Coaching in Action” (NYUC)
- DELIVERABLES: 1. Summary/Response Paper with Focused Reading Questions
 Respond to the assigned articles by writing a brief paper that includes:
- a one paragraph summary
 - your personal reflections on or reactions to the articles
 - your list of two, three or four questions raised by reading the articles
2. Coaching Practice Activity #2: Questioning
 Schedule uninterrupted time into your normal day and carry out this activity.
 Follow the instructions and complete the activity worksheet.

SESSION 4 Tuesday, April 18

- TOPICS: Feedback
 Coaching Practice
- READINGS: 1. Lennard, Chapter 4 (NYUC)
 2. McGonagill, “The Coach as Reflective Practitioner” (NYUC)
- DELIVERABLES: 1. Summary/Response Paper with Focused Reading Questions
 Respond to the assigned McGonagill article by writing a brief 1-2 page (double
 spaced) paper that includes:
- a one paragraph summary
 - your personal reflections on or reactions to the article
 - your list of two, three or four questions raised by reading the article
2. Coaching Practice Activity #3: Observing
 Schedule uninterrupted time into your normal day and carry out this activity.
 Follow the instructions and complete the activity worksheet.

SESSION 5 **Tuesday, April 25**

- TOPIC: Coaching Styles
 Coaching Practice
- READING: 1. Clutterbuck, "Coaching reflection: the liberated coach" (NYUC)
 2. Heen/Stone, "Find the Coaching in Criticism" (NYUC)
- DELIVERABLES: 1. Summary/Response Paper with Focused Reading Questions
 Respond to the assigned Clutterbuck article by writing a brief paper
 1-2 page (double spaced) paper that includes:
- a one paragraph summary
 - your personal reflections on or reactions to the article
 - your list of two, three or four questions raised by reading the article
2. Coaching Practice Activity #4: Giving feedback
 Schedule uninterrupted time into your normal day and carry out this activity.
 Follow the instructions and complete the activity

SESSION 6 worksheet. **Tuesday, May 2**

- TOPICS: Ethics of Coaching
 Coaching Model Presentations
- READING: Lennard, Chapter 5 Intro & Reflective Activities 5, 10, 15 (p.84-86, 90-92, 96-98)
- DELIVERABLE: Final Paper Developing Your Own Coaching Model
 Reflect on your reading assignments, summary/response papers, focused reading
 questions, reflective activities, class discussions and coaching practice. Synthesize
 all you've learned about effective business coaching, build and write a paper
 developing your own personalized model of coaching.
- As you design your own coaching model, consider the following:
- What is the *purpose* of coaching in your model?
 - What coaching *process* and related skills are included in your model?
 - What are the key elements of the *coaching relationship* in your model?
 - How does your model reflect your *coaching style* and ways of working with people whose social styles are different?
 - How does your model reflect your *specialized interests* and build on your *strengths and experience*?
 - What are the *underlying principles and ethical guidelines* in your coaching model?

Come to class prepared to present (in 4 minutes) highlights of your coaching model, including its importance to you as you advance in your career.

SESSION	TOPICS	READINGS	DELIVERABLES
1 March 28	Course and Student Introductions Coaching Principles and Practices Listening Skills Coaching Models	· Hunt/Weintraub, “How Coaching Can Enhance Your Brand as a Manager” (NYUC) · The Executive Coaching Forum, <i>The Executive Coaching Handbook</i> p.10-17 (NYUC)	· Reflective Activity 1: Describe your coaching experience (p. 81 in <i>Coaching Models</i> - posted on NYUC)
2 April 4	Coaching Process Communication Skills	· Lennard, Ch. 1 (NYUC) · Batista, “How Great Coaches Ask, Listen, and Empathize” (NYUC)	· Summary/Response Paper with Questions · Coaching Practice Activity #1: Listening
3 April 11	Team Coaching Guest Speaker	· Ross, “How To Be the Best Coach for Your Team” (NYUC) · Hackman/Wageman and Kets de Vries articles (NYUC)	· Summary/Response Paper with Questions · Coaching Practice Activity #2: Questioning
4 April 18	Feedback Coaching Practice	· Lennard, Ch. 4 (NYUC) · McGonagill, “The Coach as Reflective Practitioner” (NYUC)	· Summary/Response Paper with Questions · Coaching Practice Activity #3: Observing
5 April 25	Coaching Styles Coaching Practice	Clutterbuck, “Coaching reflection: the liberated coach” (NYUC) · Heen/Stone, “Find the Coaching in Criticism” (NYUC)	· Summary/Response Paper with Questions · Coaching Practice Activity #4: Giving feedback
6 May 2	Ethics of Coaching Model Presentations	· Lennard, Ch. 5 Introduction and Reflective Activities 5 (p. 84-86), 10 (p. 90-92), and 15 (p. 96-98)	· Final Paper Developing Your Own Coaching Model (4 minute presentation)