

 <p>NEW YORK UNIVERSITY NYU STERN LEONARD N. STERN SCHOOL OF BUSINESS</p>	<p>Foundations of Business Coaching Spring 2015 MCOM-GB.2125.30--meets in KMC Tuesdays: March 31, 7, 14, 21, 28; May 5--6:00-9:00 PM</p>
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SAMPLE SYLLABUS

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

- 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, A Guide to Model Development for Practitioners and Students of Coaching*. Routledge, 2010. (Available at NYU Bookstore or Amazon.)
- McCarthy, Grace and Julia Ahrens. "How and why do managers use coaching skills?" *Proceedings of the Irish Academy of Management Conference*. 2012. (NYU Classes)
- McGonagill, Grady. "The Coach as Reflective Practitioner." *Executive Coaching: Practices & Perspectives*. Davies-Black, 2002. (NYU Classes)

Foundations of Business Coaching

Spring 2015

- 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

All written assignments must be submitted online each Monday no later than 11:59 pm.

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

Please purchase Lennard's *Coaching Models: A Cultural Perspective* at the NYU Bookstore or on Amazon. Additional course materials will be handed out in class.

SESSION OUTLINE

SESSION 1	Tuesday, March 31
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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, Chapter 5 in *Coaching Models*). 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 7
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TOPICS: The Coaching Process
Core Communication Skills

READINGS: 1. Lennard, Chapter 1
2. McCarthy/Ahrens, “How and why do managers use coaching skills?” (NYUC)

DELIVERABLES: 1. Summary/Response Paper with Focused Reading Questions
Respond to the assigned McCarthy/Ahrens 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 14

TOPICS: Team Coaching
 Guest Speaker: Dr. Robert Anderson, President of McDonald 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 21

TOPICS: Feedback
 Coaching Practice

READINGS: 1. Lennard, Chapter 3
 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 28

TOPIC: Coaching Styles
 Coaching Practice

READING: 1. Lennard, Chapter 4
 2. Clutterbuck, “Coaching reflection: the liberated coach” (NYUC)
 3. 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 worksheet.

SESSION 6 Tuesday, May 5

TOPICS: Ethics of Coaching
 Coaching Model Presentations

READING: Lennard, p. 84-86, 90-92, 96-98 (Reflective Activities 5, 10, 15 in Ch. 5)

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 31	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, Chapter 5 in <i>Coaching Models</i>)
2 April 7	Coaching Process Communication Skills	· Lennard, Ch. 1 · McCarthy/Ahrens, “How and why do managers use coaching skills?” (NYUC)	· Summary/Response Paper with Questions · Coaching Practice Activity #1: Listening
3 April 14	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 21	Feedback Coaching Practice	· Lennard, Ch. 3 · McGonagill, “The Coach as Reflective Practitioner” (NYUC)	· Summary/Response Paper with Questions · Coaching Practice Activity #3: Observing
5 April 28	Coaching Styles Coaching Practice	· Lennard, Ch. 4 · 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 5	Ethics of Coaching Model Presentations	· Lennard: p. 84-86, 90-92, 96-98 (Reflective Activities 5, 10, 15 in Ch. 5)	· Final Paper Developing Your Own Coaching Model (4 minute presentation)