Instructor:  Sherry Harsch-Porter, Ph.D.
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Course Format and Meeting Dates
3.0 credit hours / intersession compressed weekend course format

Weekend 1:
    January 11 (Thursday):  6:30 – 9:00 p.m.
    January 12 - 13 (Friday and Saturday):  8:00 a.m. to 5:00 p.m.

Weekend 2:
    February 8 (Thursday):  6:30 – 9:00 p.m.
    February 9 – 10 (Friday and Saturday):  8:00 a.m. to 5:00 p.m.

Location:    Seigle Hall, Room 303

Response Time:  Monday-Friday I check voice and emails several times each day and will generally respond the same day.  On weekends, I check emails once per day and will respond within 36 hours.

General Overview
Coaching, also called business-, executive- and performance- coaching, is an effective professional development tool designed to facilitate and hasten the individual’s learning and achieve identified business results.  Coaching is a collaborative partnership between the individual (coachee) and his/her coach.  In executive coaching relationships the coach is often external to the organization and the partnership is expanded to include a sponsor (often the coachee’s manager) and frequently includes a representative of the human resources department.  When the manager is acting as a coach, the manager uses coaching skills to support learning and growth in an employee, generally his/her subordinate.  In either case, coaching requires learned skills and evidence-based approaches to be effective.

This course will compare and contrast coaching to other types of developmental approaches; personal coaching; and mentoring relationships.  This course is both practical and experiential.  Students will:

• Learn a simple framework for structuring coaching conversations
• Learn and practice core coaching skills
• Understand how to determine whether an individual is ‘coachable’ and whether coaching is the optimal development or remedial tool
• Learn ways to overcome resistance to coaching
• Develop and practice a repertoire of coaching questions
• Learn effective ways to give (and receive) feedback
• Practice coaching skills in a variety of settings
• Understand the importance of active listening and practice active listening skills
• Experience assessments designed to improve self-awareness and practice coaching skills using them
• Understand personal strengths and weaknesses as a coach and develop an improvement plan
Required Course Materials

Books:


*Emotional Intelligence 2.0*, Travis Bradberry & Jean Greaves, 2009, TalentSmart (ISBN: 978-0-9743206-2-5) **NOTE:** You must buy this book new, not used. The book contains a code that you will need to take an emotional intelligence assessment. Each code may be used only one time.

Harvard Course Pack: I have created a course pack that includes two (2) case studies and a self-paced tutorial for this class. Cost of the required course pack is $23.50.

- HBR Self-Paced Tutorial Harvard ManageMentor: Coaching (Linda A. Hill)
- HBR Case Study: Darcy Gallagher: Performance Coaching Discussion (Jane M. Howell; Ken Mark)
- HBR Case Study: Jones Schilling Employee Coaching Workshop (Jane M. Howell; Ken Mark)

If you do not already have an account set-up with Harvard Business Publishing, you will have to create one. Use this link to access the course materials: [http://cb.hbsp.harvard.edu/cbmp/access/72580755](http://cb.hbsp.harvard.edu/cbmp/access/72580755)

Assessments: Students will complete two additional assessments. I purchase many of these assessments in bulk for use in my work with organizations which means I can offer them to you at a discounted price. Online links and instructions on how to take the self-assessments will be emailed to you seven days before class begins.

- **Self-assessments:**
  - **Personal Listening Profile**, Inscape Publishing. (Access code purchased through instructor $20, retail is $39.50).
  - **Everything-DiSC Workplace Profile** (Access code purchased through instructor $30, retail is $59.25)

  There are two options for paying for your self-assessments. You may bring a check for $50 (made out to me) to class. Or, if you prefer to use a credit card you may do so after class ends or during a break.

Journal Articles and Readings as assigned. These will be available on Black Board or held in Ares Reserve, if required by copyright.

Other Course Requirements:

- **Behavioral Interviews**: Each student will conduct a set of behavioral interviews for an assigned student partner as part of your coaching practice. Coaching assignments and instructions for the interview will be covered in class. This interview is to be conducted between the two face-to-face classes. Findings will be debriefed with your partner during the second weekend class.

- **Peer Coaching**: Students will be assigned to coaching-pairs and/or triads the first night of class. Students will practice coaching skills both inside and outside of class.
Practical Application: Students will choose to apply and practice coaching skills with a current/former employee, work- or class-peer. This will be conducted between the two face-to-face classes and after class ends, as needed.

Final Exam
Your final exam will take the form of a portfolio of assignments. The construction of this portfolio will begin on the first night of class and I recommend that you use a binder to keep these items organized.

The portfolio will include the student’s assessments, journal reflections, coaching notes, assessment results, feedback and other assignments. The completed portfolio will be submitted electronically via Black Board and will be due approximately two weeks after the class ends (February 25) at midnight. The final exam portfolio will include:

- Assessments and assigned journal reflections
  - Personal Listening Profile
  - DiSC® Behavioral Profile
  - Coaching Styles Preference
  - Assessment and Feedback on Coaching Style
  - Life Map Reflections
- Student’s professional development plan;
- Observation/Learning Journal;
- Coaching notes from coaching experiences (as assigned by instructor);
  - Behavioral Interview
  - Reflections and feedback from interview process
  - Coaching Session Reflections (minimum of three, including in-class sessions)
- Ethical Dilemma – analysis and recommendations
- Student essay on coaching for development and leadership theory based on lecture, assigned reading material and independent research. Guidelines will be provided in class.
- Other material, as assigned by instructor.

Course Grading
Class participation = 20%
Final Exam Portfolio = 80%