Course Syllabus
U87 HRM513-01 Executive Coaching, Spring 2018
Master of Human Resources Management

COURSE 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 to achieve identified personal and organizational goals. 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 peer coaching, two or more colleagues work together, in confidence, to reflect, solve problems and learn from one another. In any case, coaching requires learned skills, ethical behavior and evidence-based approaches to be effective.

INSTRUCTOR OVERVIEW
Sherry Harsch-Porter, Ph.D.
314-963-7878 / sharschp@wustl.edu

My Background: I earned a Ph.D. in Social Science, a Master’s Degree in Human Resources Management, and a Bachelor’s Degree in Business Administration. I am a Board-Certified Coach and am certified to administer a number of assessment tools, including the ones used in this course.

I founded PorterBay Insight, a leadership development consulting firm, in 2000 and work with science-, engineering- and technology-based organizations. My prior corporate experience includes AT&T and DuPont. Over my career, I held leadership positions in a variety of functions including Finance, Information Technology, Corporate Development, International Marketing, and Human Resources.

I am a contributing author to the coaching reference book "The Handbook of Knowledge-Based Coaching: From theory to practice"; author of “Education as Possibility: Coaching for Persistence”; I serve on the editorial board and am a frequent contributor to Global Coaching Perspectives, an online journal for coaches and managers.

Other courses I teach at Washington University: Organizational Behavior (U87 HRM 520); Human Performance in the Organization (T55 ETEM-521); and Information Management and Enterprise Transformation (T81 INFO 507D).

My Availability: Monday through Friday I check emails several times each day and will generally respond the same day. On weekends, I check emails at least once and will respond within 36 hours. I will respond to Canvas posts within 24-48 hours throughout the week. Meetings (telephone or face-to-face) may be scheduled by mutual agreement.

LEARNING OBJECTIVES
At the end of the semester you will be able to:
• Define coaching and what distinguishes it from other professional development activities
• Compare and contrast commonly used coaching models
• Use the GROW model to structure coaching conversations
• Develop a personal coaching model
• Summarize the core coaching competencies as defined by the International Coaching Federation (ICF)
• Explain the construct of emotional intelligence
• Develop and use a repertoire of coaching questions
• Demonstrate effective ways to give (and receive) feedback
• Explain the importance of active listening skills
• Discuss the role of assessments in developing self-awareness
• Summarize personal strengths and weaknesses as a coach
• Create a professional development plan
• List and define core coaching ethics as defined by the ICF and other accrediting bodies
• Demonstrate ethical behavior in all aspects of the coaching relationship

**CLASS MEETINGS and COURSE DESIGN**

1. **Three Face-to-Face Classes** – all meet from 8:00 a.m. to 5:00 p.m.
   
   **Location:** Seigle Hall, Room 303
   
   Saturday, January 19
   
   Saturday, February 16
   
   Saturday, March 9

2. **On-line learning via Canvas** *(our online classroom opens January 14th)*

   **Course Design:** This is a compressed (8-week) course taught in a blended learning format. This means that some of the content and learning happens in a traditional face-to-face classroom setting and some happens on-line as you engage with course content, other students and me. The on-line portion of this course is asynchronous, that is, not at the same time. There are no live lectures to attend. Lectures and other material will be filed in our e-classroom on Canvas, the university’s Learning Management System (LMS). You may choose the time and place you engage with the course material and complete assignments. Please note, however, that assignments have due dates. These due dates are noted on the Module Overview and Requirements document posted on Canvas.

   I have organized the semester using modules. Each module is roughly one week of the semester. A new module will open on Saturday of each week, the day of our scheduled class. Just as you would prepare for face-to-face class discussion, you should review the relevant content before beginning module assignments.

   The class is **not self-paced** because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in on-line discussions, with your assigned team or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

**Required Course Materials**

1. **Books:**
   
2. **Harvard Course Pack - $43.12**: I have created a course pack that includes readings, case studies and a self-paced tutorial for this class. 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: [https://hbsp.harvard.edu/import/598233](https://hbsp.harvard.edu/import/598233)

3. **Course Lab Fee - $65**

   The lab fee includes two self-assessments: Everything DiSC-Workplace® - $40 (retail is $64.50) and Personal Listening Profile - $25 (retail is $43). Both assessments are published by Wiley.

   Online links and instructions on how to take the self-assessments will be emailed to you before class begins.

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**Other Journal Articles and Readings as assigned**: These will be available on Canvas or held in Ares Reserve, if required by copyright.

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**COURSEWORK COMPONENTS**

**Weekly Assignments and Discussion Boards**

As in other graduate courses an important part of your learning comes from your preparation for, and engagement in, classroom discussion with your peers and the instructor. For the online portion of this class, the opportunity for participation does not occur naturally and must be intentionally designed. This design may include on-line discussions, critical reflections, content quizzes, wiki projects and content analysis as assigned by the instructor.

**Behavioral Interviews**: You will conduct behavioral interviews for a student partner as part of your coaching practice. Coaching assignments and instructions for the interview will be covered in class. Interviews will be conducted after our first face-to-face class. Findings will be debriefed with your partner during the second face-to-face class.

**Peer Coaching**: You will be assigned to a coaching-pair and/or -triad the first night of class. You will practice coaching skills both inside and outside of class with this partner (or partners).

**Practical Application**: You will be matched with a volunteer coachee to allow ‘real world’ application of coaching skills. A minimum of three coaching sessions are required. You will be given additional information about your coachee in our second face-to-face class.

**Reflective Journal**: Reflection is an important part of learning and is integral to the coaching process. It is a useful tool for both coaching clients and coaches. Reflection allows you to think back, observe yourself in action, consider your experience and learn from it. Perhaps most importantly, it allows you to be intentional about your growth as an effective coach. You will keep a guided reflective journal throughout the semester. This Journal will become part of your final exam portfolio.
**Exams:** There will be one exam in the course that covers terminology and concepts. The test will be open-book/notes and untimed.

**Final Exam Portfolio:** Your final exam will take the form of a portfolio of assignments. The construction of this portfolio will begin on the first day of class and I recommend that you use folders (electronic or paper) to keep items organized. Most of the course requirements discussed above are included in your portfolio, in some form.

The portfolio will include your journal reflections, coaching notes, assessment results, feedback and other assignments. The completed portfolio will be submitted electronically via Canvas and will be due approximately two weeks after the class ends (**March 24**) at midnight. The final exam portfolio will include:

- Assessments with associated reflections and action plans
  - Personal Listening Profile
  - DiSC® Behavioral Profile
  - Coaching Styles Preference
  - Assessment and Feedback on Coaching Style
  - Leadership Life Map
- Your professional development plan
- Your Reflective Journal
- A case study analysis
- A paper in which you will develop your own coaching model. This paper will build on your coaching work in- and outside- of class, theory-based lectures, assigned reading material and independent research. Guidelines will be provided. You will share a 5-minute overview of your model in our last face-to-face class.
- Other material, as assigned by instructor.

**GRADE COMPOSITION**

<table>
<thead>
<tr>
<th>Major Coursework Components</th>
<th>Component Proportion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments &amp; Discussion Boards</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Test</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>50%</td>
<td>500</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

**ASSIGNMENT SUBMISSION AND GRADING POLICIES**

Unless otherwise specified, ALL of your assignments must be uploaded into Canvas. This places your assignment into my grading area AND it serves as a date/time stamp for your submission. This tells you, and me, that your assignment was submitted on time. Canvas will confirm that your assignment has been successfully uploaded. **If you do not see this confirmation – it did not upload.** DO NOT wait to notify me that there was an error or issue in uploading an assignment. Email me immediately, and if applicable, send me a screen shot of the error message, if you received one. If your email is not date/time stamped before the deadline, your assignment will be counted as late.
Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>*</td>
<td>4.0</td>
</tr>
<tr>
<td>A / HP</td>
<td>≥ 93%</td>
<td>4.0</td>
</tr>
<tr>
<td>A- / P</td>
<td>90% - 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ / P</td>
<td>87% - 89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B / P</td>
<td>83% - 86%</td>
<td>3.0</td>
</tr>
<tr>
<td>B- / LP</td>
<td>80% - 82%</td>
<td>2.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+ / LP</td>
<td>77% - 79%</td>
<td>2.3</td>
</tr>
<tr>
<td>C / NP</td>
<td>73% - 76%</td>
<td>2.0</td>
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<tr>
<td>C- / NP</td>
<td>70% - 72%</td>
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<tr>
<td>D+ / NP</td>
<td>67% - 69%</td>
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</tr>
<tr>
<td>D / NP</td>
<td>65% - 66%</td>
<td>1.0</td>
</tr>
<tr>
<td>F / NP</td>
<td>&lt; 65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* Due to the nature of the assignments in this class, A+ is rarely used and is reserved for truly outstanding work demonstrated in the Final Exam Portfolio.

Late Assignments / Requests for Extensions

This is a compressed course with a variety of assignments to complete between our face-to-face sessions and as part of your final exam portfolio. Because of the course structure it is difficult to grant assignment extensions.

To help in planning and organizing, all assignments, including the requirements for your Final Exam Portfolio, will be available in our online classroom after our first face-to-face class.

- We will review the requirements during our first class.
- Some assignments (the exam, for instance) may be opened later to ensure that you have sufficient background knowledge.
- Do NOT wait to begin your Final Exam Portfolio. Many of the reflections and the research paper can be completed early in the semester.

Extensions to due dates will only be considered in the case of documented illness or family emergency.

Late assignments will incur a penalty of 5% for each day the assignment is late.

ATTENDANCE AND TECHNOLOGY IN THE CLASSROOM

Attendance: Research shows that your learning success is directly related to your class attendance and participation. You are expected to attend all face-to-face classes and to notify me in advance if you cannot attend. Points are given for attendance and class participation. If your absence is unexcused, you will not be eligible for make-up work.

You are also expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your participation in the course. I am able see when you log into Canvas and how much time you’ve spent in various areas of the classroom.

Technology in the Classroom: As a graduate-level course, much of our learning will come through small and large group discussion. In general, our classroom should be considered a technology-free zone. The only exceptions to this are note-taking; document review as part of a class discussion; and technology applications that I direct you to use as part of our learning.
ADDENDUM

WASHINGTON UNIVERSITY POLICIES

Use of Laptop Computers and Electronic Devices in the Classroom
Laptop & tablet computers, smart phones and other electronic devices can be helpful in taking notes, providing tools for
course exercises and referencing course related materials. However, they can also be distracting when used for non-
course related activities such as emailing & texting, posting on social media, reading news sites, shopping online, or
looking at YouTube videos. Some students have even been observed working on class assignments for the same or other
courses. As common sense suggests, and a March 2013 study by Faria Sana, Tina Weston and Nicholas J. Cepeda
confirmed, students who are multitasking during class have less understanding and recall of what’s being discussed. The
study also found that “participants who were in direct view of a multitasking peer scored lower on a test compared with
those who were not.” *

This course is part of a professional, graduate program. Consequently, it is expected that students conduct themselves in
a professional manner. This includes being engaged in the class proceedings, by attentive listening, critical thinking,
asking appropriate questions and participating in active discussion. Your attendance and participation in class is
important for the class and is expected to be more than just physical attendance. Engaging in non-class related activities
during class time is not acceptable and disrespectful of the lecturer and other students.

* Reference the Wall Street Journal article: I’m Banning Laptops from My Classroom, July 10, 2016 by Stuart Green
* Reference the WashU Teaching Center Article https://teachingcenter.wustl.edu/resources/course-design/developing-course-
policies-on-laptops-mobile-devices/

Privacy and Security
Recording of class sessions either audio or video is prohibited without permission from the instructor and the other class
members.

Collaboration:
With the exception of your team projects, all assignments are to be completed on your own. You are encouraged to
discuss ideas and techniques broadly with other class members, but all written or presentation work, whether in
preliminary or final form, is to be generated by you working alone. If in doubt - ask.

Language Sensitivity
When in the classroom, all Students should speak English at all times. While meeting with classmates on a classroom
project, speak a language that every Student present (in your group) understands, without exception.

Professionalism:
You are part of a professional, graduate program. Consequently, it is expected that you conduct yourselves in a
professional manner. This includes being on time for classes and meetings, being prepared, and participating in class
discussions, group activities, projects, etc. The level of professionalism you exhibit throughout the course will impact
your final grade. It directly affects the participation portion of the grade but is also taken into consideration in all other
aspects of the course as it reflects the overall quality of professional performance.

Statement Regarding Academic Honesty
Students are bound by the University College policy on academic integrity in all aspects of this course. All references to
ideas and texts other than the your own must be so indicated through appropriate footnotes, whether the source is a
book, an online site, the professor, etc. All Students are responsible for following the rules outlined in the document
regarding the university academic integrity policy. All Students are expected to abide by proper citation and attribution
techniques.
Academic Support
All University College Students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone**: Cornerstone provides access to academic peer mentoring, assists Students with essential study and test-taking skills, and offers disability resources to Students in need. In addition, Cornerstone connects first-generation college Students to leadership programs and offers academic, research and career opportunities.

- **Writing Center**: The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL Students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing**: Arts & Sciences Computing operates two labs that are open to students, faculty, and staff.

- **Library**: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.

Student Accommodations
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to Yours with disabilities and welcomes opportunities to consult with Yours, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

Inclusive Learning Environment Statement
The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage Yours to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and Yours—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

Preferred Name Policy for Students
The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

Accommodations Based on Sexual Assault
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director.
of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a Student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.