

**Leadership Assessment and Coaching
 EXLR 5130B**

Course Description and Objectives:

This course provides a foundation for participants to assess their leadership skills and cognitive and interpersonal styles. Students focus on core indicators of leadership success such as confident expression, managing self-defeating behaviors, and interactive dignity. Additionally, the course provides some tools for student to both receive and provide feedback and coaching to others, exploring implication of students’ tendencies for work and personal effectiveness. One-on-one work with a Leadership Coach allows integration of this material with other learnings in the program.

To successfully complete this course, you must demonstrate the following skills:

- Reflecting on feedback needs and solicit feedback.
- Listening actively to understand and interpret feedback.
- Creating action plans for personal growth and development.
- Expressing feedback in a way that preserves dignity and conveys developmental gaps to others.

This course addresses the following Program Learning Outcomes:

- Students will demonstrate strategic decision-making capability.
- Demonstrate wisdom through judgment/decision-making that integrates the needs of multiple stakeholders and adapts personal behavior appropriately.

Class Schedule & Assignments

Date & Time	Pre-Class Learning Activities	Discussion topics	Deliverable(s)
Friday August 18	1. Prepare Introduction Assignment (sent via email) 2. Review coaching bios provided on Canvas.	Introductions (11.30am–1pm) Coach Intros and Selection (4.00-5.15pm)	<u>Before 8/18</u> • MBTI & FIRO-B Assessments Complete (see Canvas) <u>On 8/18</u> • Introduction Assignment <u>By 8/18</u> • Rank your coach preferences. <u>By 8/21</u> • Complete Client Coaching Intro Form. Send to Lorri Sheffer with resume. (These will be shared with your coach.)

Friday September 8	<ol style="list-style-type: none"> 1. Review your MBTI & FIRO-B results 2. Review MBTI & FIRO-B Lecturettes on Canvas 3. Read: Hirsch, E.; Hirsch, K. W.; Hirsch, S.K. Introduction to Type and Teams. 	Receiving Feedback; The Coaching Process; Assessment Results; Feedback Analysis Paper	<ul style="list-style-type: none"> • Completed reflections on MBTI & FIRO-B results. See Canvas for instructions on peer coaching; due 10/6/17. • Completion of team type exercise. See Canvas for instructions; due 11/6/17
October 1-17	<ol style="list-style-type: none"> 1. Keller Johnson, L. (2007) Getting more from executive coaching. Harvard Business Update, 12, 1-6. 2. Key, Stephen (Nov. 13, 2015) "Coaches Corner: 11 Ways to Get the Most Out of Working With a 		<ul style="list-style-type: none"> • Use the readings to help you prepare for a meeting during October with your coach.
October 17-23	<ol style="list-style-type: none"> 1. Read: Stone, D., & Heen, S. (2009). Difficult conversations 2.0: thanks for the feedback. <i>Rotman Management</i>, 71-75 2. Read: Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In praise of the incomplete leader. Harvard Business Review, 110. 3. Read: Drucker, P. (1999/2005). Managing oneself. Harvard Business Review, 1-12. (2007). 		<ul style="list-style-type: none"> • Reading and submission of reflection. See Canvas for instructions
Friday February 16	<u>No Class Meeting</u> , paper due.		Feedback Analysis Paper – see directions on Canvas.

Course Requirements:

Assessments

1. FIRO-B and MBTI Assessments (distributed via email in July):
2. Introductory Exercise (distributed in your pre-program mailing)

Mediated Discussions

In this class, you will participate in two mediated discussions on Canvas to ensure the discussion and reflection on FIRO-B and MBTI results. Instructions for participation in

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Albers School of Business and Economics
Fall & Winter– 2017-2018

Faculty: Holly Slay Ferraro, PhD.
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Coaching Program: Ariel Rosemond,
rosemond@seattleu.edu

mediated discussions are available on Canvas.

Paper

Feedback Analysis (Assignment available through Canvas. Due Friday February 16, 2018)

Peer Feedback

You will be asked to provide constructive feedback on your classmates throughout the program. Look for instructions, forms and deadlines on Canvas.

Individual Coaching Sessions

Each student is assigned an executive coach from a selection of executive coaching professionals. Your preferences will be solicited on August 18 and attempts will be made to honor them. We will distribute Coach Assignments at Bastyr.

Participants are expected to use their coaching sessions to integrate program materials and learning to improve leadership capabilities. During confidential sessions with your coach, you should explore the implications of leadership tendencies as they related to work and personal effectiveness. Students are expected to initiate the coaching agenda based on individual needs. Professional as well as holistic issues can drive the agenda of coaching sessions.

Coaching sessions can provide tremendous value to those being coached. However they are limited in length. Therefore, participants should arrive to each coaching session prepared to discuss a topic of their choosing.

To receive full credit students are expected to meet with their coaches monthly, beginning in October 2017 through March 2, 2018 (a total of six sessions). Please see the Seattle University Executive Leadership Program Coaching Policy in **Appendix A** of this syllabus.

Other

Client Introduction Form

This short introduction form is to be sent to Lorri Sheffer at shefferl@seattleu.edu with your resume **no later than Monday, August 21**. These forms will be shared with your Executive Coach prior to your first session. You may want to use some of the questions on this form as a starting point for you coaching sessions.

Evaluation

The subjective nature of coaching necessitates that a Credit/Fail grade be given for this 1-credit course.

Students will be evaluated on their completion of all assignments and assessments as well as participation at coaching sessions, and their willingness to be engaged with their coaches. Preparedness for coaching sessions will also be evaluated.

Students' ability to integrate learnings from their coaching sessions into the remainder of their coursework in a way that reflects an understanding of how their styles have implications for their personal effectiveness will also be evaluated.

Appendix A

Seattle University Executive Leadership Program Coaching Policy:

- Sessions will be scheduled between coach and participant at mutually agreeable times.
- Coaching cancellation policy:
 - It is the responsibility of the participant to cancel/reschedule coaching sessions no less than 48 hours prior to a session.
 - Sessions cancelled with less than 48 hours notice will not be rescheduled or refunded.
 - No reimbursement/make-up will be made if a participant fails to attend a scheduled session.
- Program coaching must conclude no later than Friday, March 2, 2018.
- Students who routinely violate this policy risk failing the course for lack of engagement with their coaching.

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial *(found on Angel and SU Online)*

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.