

**Leadership Assessment and Coaching  
 EXLR 5130A**

**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 individual style that influence their behavior and impact in working with others. Additionally, the course provides some tools for students to both receive and provide feedback and coaching to others, exploring implication of students’ tendencies for leadership effectiveness. One-on-one work with an Executive 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 contributes to the following Program Learning Outcome:

- Students will demonstrate a deepened consciousness of Self as a leader, and
- Superior leadership acumen (knowledge and skills).

**Class Schedule & Assignments**

Date & Time	Pre-Class Learning Activities	Discussion topics	Deliverable(s)
Friday August 16	1. Prepare Introduction Assignment (sent via email)  2. Review coaching bios provided via email.	Introductions (11.30am–1pm)  Coach Intros and Selection (4.00-5.15pm)	<u>Before 8/16</u> • MBTI & FIRO-B Assessments Complete  <u>On 8/16</u> • Introduction Assignment  <u>By 8/16</u> • Rank your coach preferences.  <u>By 8/19</u> • Complete Client Coaching Intro Form. Send to Lorri Sheffer with resume. (These will be shared with your coach.)

Friday September 6	No class meeting. Please ensure deliverables are completed by this date.		<ol style="list-style-type: none"> <li>1. Review your MBTI &amp; FIRO-B Results</li> <li>2. Review MBTI &amp; FIRO-B lecturettes on Canvas in Modules</li> <li>3. Read: Hirsch, E.; Hirsch, K. W.; Hirsch, S.K. <i>Introduction to Type and Teams</i> (provided at Bastyr).</li> </ol>
September 7-14	Keller Johnson, L. (2007) "Getting more from executive coaching." Harvard Business Update, 12, 1-6.		Use the reading in your binder to help you prepare for a meeting during October with your coach.
October 4	You should have scheduled your first coaching meeting by this date.		Reflection paper due for sharing with your coach.
October 5-31	Read: Stone, D., & Heen, S. (2009). "Difficult conversations 2.0: thanks for the feedback." <i>Rotman Management</i> , 71-75		Readings are provided in your binder.
October - March	Peer feedback: Due dates: October 11, 2019 – Team evaluation December 6, 2019 – Cohort member evaluation		Please check Canvas for instructions. You will email evaluations to Lorri Sheffer ( <a href="mailto:shefferl@seattleu.edu">shefferl@seattleu.edu</a> ).

**Course Requirements:**

**Assessments**

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

You should review your MBTI and FIRO-B assessment results with your coach. You should also share and discuss these results with your social-justice team members, exploring how your different styles can be understood and leveraged for effective team performance.

Seattle University  
Albers School of Business and Economics  
Fall & Winter– 2019-2020

Faculty: Marilyn Gist, PhD.  
[gistm@seattleu.edu](mailto:gistm@seattleu.edu)  
Coaching Program: Lorri Sheffer,  
shefferl@seattleu.edu

### **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 16 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 relate 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 2019 through March 6, 2020 (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](mailto:shefferl@seattleu.edu) with your resume **no later than Monday, August 19**. 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 your 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 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 a 48-hour 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 6, 2020.
- Students who routinely violate this policy risk failing the course for lack of engagement with their coaching.

### Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oie@seattleu.edu](mailto:oie@seattleu.edu); phone: 206.296.2824)

### 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 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.*