



Duke University, Fuqua School of Business
Management 491 Syllabus
Professor Joseph LeBoeuf

Introduction

..... winning companies win because they have good leaders who focus on the development of other leaders [and managers] at all levels of the organization.

Noel Tichy and Eli Cohen, in their book *The Leadership Engine*, seem to summarize the importance of facilitation, coaching and mentoring in an organizational context: effective leaders are those who build leaders; they invest their time in the development of others. According to Tichy and Cohen, “the ultimate test for a leader [and manager] is not whether he or she makes smart decisions and takes decisive action, but whether he or she teaches others to be leaders and builds an organization that can sustain its success even when he or she is not around. The key ability of winning organizations and winning leaders [and managers] is creating leaders [and managers].”

This belief is echoed in the book by Francis Hesselbein and General, Retired, Eric K. Shinseki, *BE, KNOW and DO: Leadership the Army Way*, when they state that “one of the most important duties of leaders at all levels is to develop subordinates.” Facilitation, coaching and mentoring play a significant role in developing competent and confident future leaders and managers --- the life blood of winning organizations. In a recent study of the top companies for developing leaders, the management consulting firm Hewitt Associates found that top executives often spend 50-60 percent of their time mentoring, coaching and developing others to be more effective leaders and managers.

MG 491 is designed to help you become a more effective leader and manager by enhancing your knowledge, skill and abilities in facilitation, coaching and mentoring, behaviors essential in creating the conditions to enhance the performance of others, resulting in the creation of “winning organizations,” organizations that produce leaders at all levels in the organization.

Coaching, facilitation and mentoring are applicable in every context. At work or in school, informal coaching interactions – known in the literature as “coachable moments” – are quick conversations in which, for example, one person shows another how to do something, answers a question, or offers advice. Similarly, in many other life settings, people coach one another informally. A faculty member might mentor a student on careers in the faculty member’s area of expertise. A second-year student might coach a first-year on selecting an off-campus project. An external advisor might coach a second-year student on interviewing with a specific organization. Beyond the academic environment, Scout leaders facilitate merit badge projects, neighbors coach each other about lawn care and house maintenance, fellow church members may mentor each other



around managing teenagers. The list of examples is endless. Having skills to call upon and processes to apply will make even these informal situations go more smoothly and produce better results.

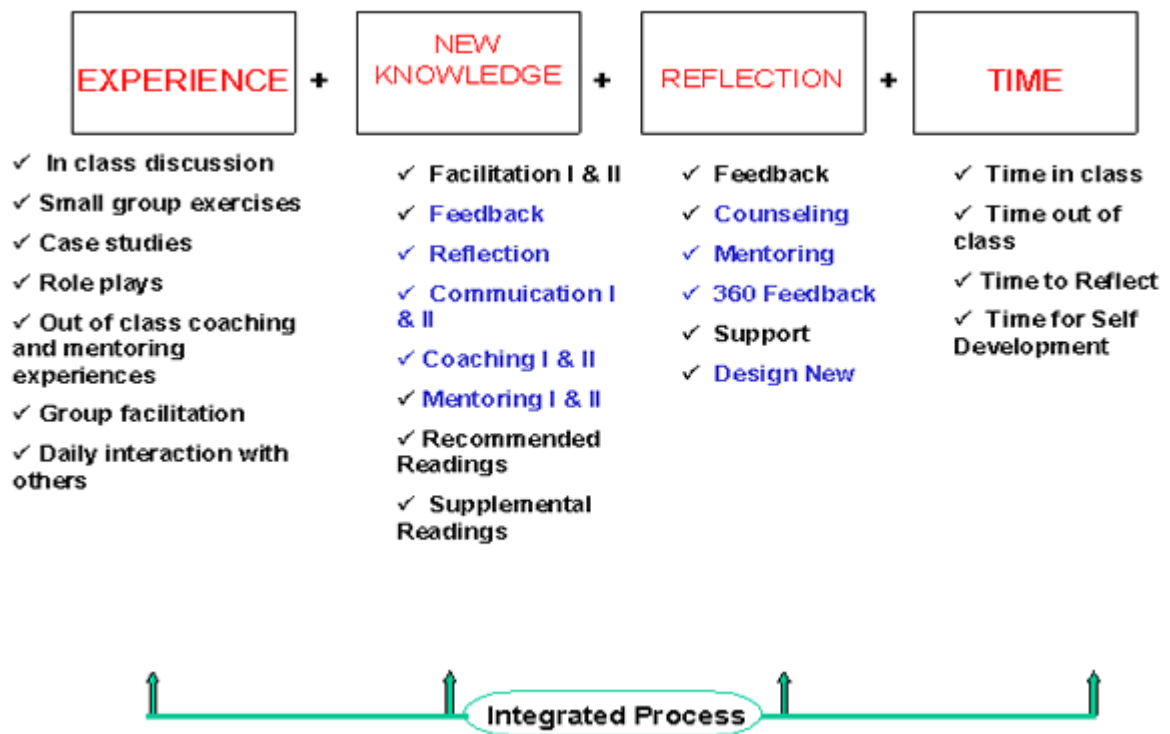
Noel Tichy refers to possessing these skills in the collective as having a “teachable point of view” and the opportunities to implement coaching, mentoring and facilitation as “teachable moments.” These moments, “special turning points and situations in people’s lives when they are most open to learning and accepting guidance from others,” serve as the fuel for creating winning organizations and are the true legacy of leadership and management.

Course Overview:

This course is designed to provide the essential knowledge, skills and abilities associated with effective facilitation, coaching and mentoring. It is based on a perspective that effective leadership and management are grounded in a solid grasp of these three activities, in terms of both working knowledge and effective application. The course is framed around a learning model that proposes that you will develop your competencies in these behaviors if four key steps happen (see diagram #1):

- you have *structured experiences* with each competency;
- your *individual readiness* necessary to benefit from the experiences is developed through increased knowledge;
- you are required to *reflect* on the topics and on your experiences (both past and present), with sufficient *support* and *feedback* for your reflective practice; and finally,
- you have *sufficient time* to solidify your learning into relevant habits and practices.

Diagram #1



The course overall and each session of the course are designed with this conceptual framework in mind. Our efforts will be to maximize your learning through application of the concepts in practical experiences related as directly as possible to your future work context.

Since this course is being taught for the first time, the following course guide is intentionally detailed to clearly lay out our current thinking on how to effectively conduct a theoretically sound and practically useful conversation related to facilitation, coaching and mentoring in individual and organizational life. Please attend carefully to this guide, as it is designed to guide and facilitate your learning in this course.



Course Purpose:

To further develop your knowledge, skills and abilities to facilitate team performance effectively within an organizational context and to coach and mentor peers and subordinates to enhanced levels of individual and collective performance.

This course is an opportunity to enhance your knowledge, skills and abilities by increasing your understanding of the theories, concepts and practices associated with effective facilitation, coaching and mentoring. The course also will provide multiple opportunities to use new concepts and skills through:

- individual writing and reflective projects,
- group in-class presentations,
- numerous practical applications, both in and out of class.

Upon completion of the course you will have significantly enhanced your ability to facilitate effective team and group activities, to coach and mentor others effectively, and to secure effective coaching and mentoring to enhance your own development as a leader and a manager.

Course Philosophy:

What we have to say next is extremely important in understanding the design of MG 491. It would be unrealistic for us to believe that we are experts in all the areas of facilitation, coaching and mentoring. We do expect to contribute to the best of our abilities what we know about theory, concepts and frameworks from the literature and from significant practical, “real world” experiences. Equally important, as you would expect from graduate-level education, your learning is *directly a function* of your intellectual engagement, both on an individual and collaborative basis, with the readings, associated research and topics presented in this course.

This learning is increased when you summarize and synthesize the material and are actively involved in discussion. We want you to “dig into,” read and become intellectually engaged with the materials assigned in this class. In other words, we are asking you to **BE** an *active learner*. What this all depends upon is the following agreement:

We pledge to you we will do the following *every* class period:

- **Be** prepared for class.
- **Be** enthusiastic about the material.
- **Be** inspirational.
- **Be** transducers; help you translate theory into practice.



For your part, we expect *you will take responsibility for your own learning*. We expect that you will do the following:

- **P**repare for class each week READ and STUDY!
- **P**articipate in class, challenge us and each other ACTIVE LEARNING.
- **P**ractice what you learn, through some serious *reflection and application*.

It is our intent that this class be conducted in a seminar format, with lively and engaging experiences to include small group presentations, role plays, class discussions and a variety of interactive experiences. We would like to maximize conversation and student sharing and we expect you to become active leaders in class. We have our ideas about the topics and we are interested in your ideas and reflections.

Learning Objectives:

Successful completion of MG 491 will enable you to accomplish the following learning outcomes:

1. **Describe** key theories, concepts and frameworks associated with facilitation, coaching and mentoring.
2. **Describe** the content and research base of selected theories, concepts and frameworks of facilitation, coaching and mentoring.
3. **Explain** the role of facilitator, coach and mentor, and **demonstrate** the ability to perform these roles in a variety of in and out of class situations.
4. **Demonstrate** key relationship skills in facilitation, coaching and mentoring, to include: entering a group, making offers, recognizing and accepting offers, building trust, showing empathy, setting boundaries, managing emotions, and adjusting your behavior to match the other person's needs, styles and preferences.
5. **Demonstrate** key communication skills in facilitation, mentoring and coaching, to include: expression, listening, questioning, conversation strategies, managing impact, self-disclosure, inviting others' disclosure, managing the inner monologue, undiscussables and defensive routines, and managing difficult conversations.
6. **Demonstrate** the coaching process and coaching skills to include: contracting, exploring, setting goals, making action plans, giving feedback, inviting self-assessment, following up and holding others accountable.
7. **Discuss** and **evaluate** the key issues in facilitation, coaching and mentoring, and **describe** their relationship to effective leadership and management.
8. **Effectively communicate** the above, both orally and in writing, consistent with the school's established criteria of effective communication.

In reality, discussion, demonstration and evaluation are the learning objectives to apply to each session, and will be the focus of our conversations on facilitation,



coaching and mentoring. So, as you prepare for each class period, engage the reading, writing and practicum activities through the lens of these learning objectives.

Course Goals:

Achieving the learning objectives will result in your successful accomplishment of the MG 491 course goals:

1. *Describe, discuss, and evaluate* selected theories, concepts and frameworks of facilitation, coaching and mentoring and *relate* their importance to leadership and managerial effectiveness, at the individual, group (team), and organizational level.
2. Using multiple theories, concepts and frameworks of facilitation, coaching and mentoring, *explain* effective leadership and managerial behavior and then *formulate* leader plans to apply these theories, concepts and frameworks to enhance individual, group (team), and organizational outcomes.

The focus of each session in the course is to address the various aspects of these two goals, so you will have many opportunities in MG 491 to practice the course goals. As the course progresses, you will come to better understand what it means to successfully accomplish these goals and their components. For now, it is important that we briefly introduce what these goals and their components mean.

Describe, discuss and evaluate selected theories, concepts and frameworks of facilitation, coaching and mentoring. For the theories, concepts and frameworks we discuss each session, you must be able to provide a detailed account of the theory, concept or framework, and be able to articulate the differences in the related research perspectives. In addition, you will be asked to judge the power, usefulness or value of the theory, concept or framework in explaining leadership and managerial behavior directed at enhancing individual, group (team) and organizational outcomes.

Relate their importance to leadership and managerial effectiveness, at the individual, group (team) and organizational level. Additionally, you should be able to demonstrate that you understand how the theory or concept *impacts* effectiveness at the individual, group (team) and organizational level.

Use multiple theories, concepts and frameworks of facilitation, coaching and mentoring effectively in organizational settings. Leadership and management is situationally determined. By this we mean that leadership and management are a function of the leader, the led and the situation. As a leader and manager in business, you will probably always be a member of one or more work teams, probably at least one virtual team, and a larger organization of some sort. Your success as a leader will be leveraged by your ability to facilitate, coach and mentor individuals, teams and groups to accomplish relevant tasks and missions. You will need to bring to bear a number of



theories, concepts and frameworks to effectively lead and manage in a variety of team and organizational situations.

In addition to these specific course goals, there are other expectations and goals that we would like you to pursue. These general expectations and goals are discussed below.

Cultural Perspective : All human beings are imbedded in a cultural context encompassing all features of life: language, acts, symbols, rituals, customs and rules of etiquette, religious beliefs, and values. These elements of culture shape, organize, and sustain the collective life of peoples and dramatically influence leader behavior – leadership and management are culturally bound. This course is taught predominantly from a “Western, American” perspective, therefore has associated Western biases. Taking a leadership and managerial perspective, we encourage you to develop an appreciation of cultural diversity with continuous consideration of the implications of theory and practice in relation to differences in nationality, culture, race, ethnicity, gender, and socio-economic status.

Self Awareness and Understanding Human Behavior: Facilitation, coaching and mentoring are about influencing others; therefore an understanding of human behavior is a critical aspect of effective leadership and management. The study of leadership and management begins with understanding ourselves, and developing a measure of self-awareness provides us with the foundation to understand the behavior of others and ultimately to apply effective leadership behavior.

Communication: This course depends heavily on your ability to communicate orally and in writing. All your assignments involve reading. Your comprehension of and ability to apply your learnings will be assessed predominantly through written assignments and oral presentations. Do your best to speak and write clearly, thoughtfully and succinctly.

Life-long Learning: This course is organized to inspire and encourage students to pursue continued development in the areas of facilitation, coaching and mentoring. To inspire, this course aims to demonstrate the value of the concepts in enhancing your ability to be an effective leader and a manager as a student, and more important, as a leader and manager in your career.

Creativity: This course aspires to open intellectual, personal, and social development in terms of thinking, feeling, and acting creatively. Creative thinking can assist in problem solving and explaining the phenomena you experience. Creative thinking will be evident in the processes of: preparation of your work, incubation of ideas and insights, persistence through challenging experiences, resourcefulness in seeking or providing technical assistance, developing analogies for explaining your own or others’ experiences, and creating sustaining practices. Eventually a creative breakthrough may result.



Critical Thinking: This course encourages systematic adherence to testing and evaluating, i.e., critical thinking. In 1906, William Graham Sumner published a groundbreaking study of the foundations of sociology and anthropology, *Folkways*, in which he documented the tendency of the human mind to think socio-centrally and the parallel tendency for schools to serve the (uncritical) function of social indoctrination. At the same time, Sumner recognized the deep need for critical thinking in life and in education:

Criticism is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to reality or not. The critical faculty is a product of education and training. It is a mental habit and power. It is a prime condition of human welfare that men and women should be trained in it. It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves, and our earthly circumstances. Education is good just so far as it produces well-developed critical faculty . . . A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision is cultivating that method as a habit in the pupils. Men [and women] educated in it cannot be stampeded . . . They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence...They can resist appeals to their dearest prejudices . . . Education in the critical faculty is the only education of which it can be truly said that it makes good citizens” (pp. 632-633).

In pursuing these broader objectives, we will consider the following specific topics in detail:

- **Setting the Context and Understanding the Basics**
- **Communication Skills I: Relationships & Communication – The Heart and Soul of Effective Facilitation, Coaching and Mentoring .**
- **Feedback: An Essential Competency.**
- **Facilitation I & II: Model, Role, Tasks, Group Dynamics & Challenges.**
- **Coaching I & II: Process, Philosophy, Ethics, Skills .**
- **Communication Skills II: The Thinking Behind Communication, Difficult Conversations**
- **Mentoring I & II.**
- **Integration and Synthesis.**

An important part of MG 491 is learning from each other at the same time that you learn the formal course material. We will build a **learning community** --- a community of practice, in current language. It is our intent to create a learning situation that maximizes the synergies that can occur through collaboration both in and out of the classroom. One device to promote the learning community concept is the learning team: you will be grouped into learning teams for the duration of the course, and each learning team will



complete some assignments together as a group. We will encourage you to use your learning team as a sounding board and coach as well as a resource for some individual assignments.

A unique way in which the concept of a learning community applies relates to the fact that this course is a pilot. More than usual, the instructors will be learning right along with the students. Therefore, we need your feedback and coaching to us during the course and especially at the end. If possible, we will apply your insights as the course proceeds; we will definitely need them to shape future offerings.

This is one of the top graduate programs in the country. Expectations of what Fuqua graduates need to *Be, Know, and Do* are high, as well they should be. The school has a national reputation for high standards of excellence, and you certainly chose this school for that reason. You will have to work, read and assimilate a lot of material. This course and program are investments in yourself; invest wisely and diligently. Classes will have a number of articles, notes, and exercises associated with them. Your role as a student will be to read these works before each class and come to class prepared to actively participate in the educational process.

Course Requirements and Grading

Fuqua School policy requires a specific distribution of grades. For elective classes, this distribution is approximately **30% SP, 45% HP, and 25% P, LP, and F**. Grades lower than P are possible but rare. You can be assured that we will have a conversation if your individual or team performance is below a P level. We have a responsibility to insure that the conditions are set in this course so that each student can learn and be successful.

Your grade in this course will be based on several components:

- **Student Contribution Grade (see Annex A)**
- **Facilitation/Coach/Mentor Practicum (see Annex B)**
- **Individual Research/Writing Projects (see Annex C)**
- **Final Course Integrative Experiences (see Annex D)**

Grading Written Work: Much of the grade work in the course will be based on individual or team writing projects. Students may be concerned that grading written work is subjective and based on the opinions of the instructors hold, not on the quality of the work of the student. We will strive to maintain objectivity as far as possible, based on content and manner of delivery. The following is a qualitative definition of excellent written work.

Qualitative Definition of a “SP” Paper

A SP paper (at the individual or team level) is exciting to read and accommodates itself well to the intended question or outline. The evidence is well detailed and used persuasively. The reasoning is thoughtful, and the essay may even exhibit unusual insight and precision. The organization of a SP written assignment gives the reader a sense of the flow of the argument or explanation or description. Paragraphs are fully developed and follow naturally from what precedes them; the conclusions reinforce the reader's confidence in the writer's control of the argument. Finally, the prose is clear, apt, and occasionally memorable without being overburdensome. The paper contains few errors, none of which undermines the overall effectiveness of the paper. Grades are lowered when the work does not meet the above standards.

Your written work is a conversation with us, without your presence. We can't ask you questions for clarification and elaboration. Many of your writing assignments are short; intentionally so to encourage quality over quantity. Your writing will need to be precise and convey your intended meaning. Your written work will also be graded in accordance with standards of effective writing which includes *correctness* (prose is free of error in spelling or grammar), *substance* (the content of the written work), *style* and *organization*.

To help further clarify evaluation methods more specifically, grades have the following meaning:

“SP” Work:

1. Clearly meets established criteria (substance);
2. Is organized and unified in presentation (organization);
3. Maintains excellence throughout, and shows originality and creativity (style);
4. Is free of errors in grammar, punctuation, word choice, spelling and format (correctness).

“HP” Work: Meets the requirements in (1), (2), and (4) above, but demonstrates relatively less originality or creativity.

“P” Work: Meets the requirements of (1) and (2), but contains relatively little creativity or originality and a few, relatively minor errors or flaws. Reads like a first draft.

“LP” Work: Fails to realize several critical elements of (1) thru (4), and to meet some of the criteria in significant ways.

“F” Work: Fails to realize several critical elements of (1) thru (4); does not meet the criteria and contains serious errors or flaws.



Written work in this course will conform to the following format standards to help level the playing field and establish a measure of fairness. Written work will be double-spaced, with one inch margins, using 12-type font, with end notes. Each submission will have a cover page with the title of the document, the course name and individual or team members' names. Each page of the text will be numbered in upper right and include name(s) in the header. Correct documentation and attributions are expected at all times.

Honor Code and Learning Partnership

The business world has been rocked by some significant corporate scandals recently, and the aftermath of these scandals continues to reverberate throughout the business world and in the private lives of thousands of citizens whose economic security has been destroyed. This situation caused Andy Grove, CEO of Intel, to declare: "These days I'm ashamed I'm part of corporate America." Warren Bennis, in his 2nd edition of *On Becoming A Leader*, stated that "one thing that has become clearer than ever to me is that integrity is the most important characteristic of a leader, and one that he or she must be prepared to demonstrate again and again."

The Fuqua School's Honor Code is designed to "promote an environment of mutual respect, trust and academic integrity of the highest order." The Fuqua School's Honor Code applies to all activities in our course. More important, it stands as a reminder of the importance of ethical practices in business. We will be asking you to conduct a lot of independent work in this course, and reporting the results of that work, through summaries of interviews, practical applications and feedback sessions. A culture of trust and candor will be essential to the effectiveness of your learning.

Honor and ethical practices in our public discourse, and the manner in which we behave toward one another are essential for an effective learning community. Suspected violations of the honor code in this course should be reported promptly to one of the course instructors. Such suspected violations, if they are found to have substantive merit, may result in judicial board proceedings.

Course Readings

Most of the readings for this course are contained in the course pack of photocopied materials. We will distribute additional materials, such as in-class exercises, parts of case studies, and other current items as they come up throughout the course. Specific readings are assigned for each class session and should be prepared prior to the session. You should be prepared to summarize or discuss the highlights of each reading. Details regarding readings for this course are in Annex E.

Reading and Class Preparation Assignments



We are student-centered teachers. We tend to orchestrate our discussions around the questions and comments that emerge in class. We do not consider ourselves required to discuss all the content material assigned for each session in class --- you should get a lot of that on your own. We will emphasize key issues, and try to make the material come alive through inspirational classroom experiences, and reflective exercises. *The course syllabus is a guide, but sometimes it does not survive first contact with students, and your questions and interests.* Our classroom activities and discussion will proceed at a rapid pace ---- we have lots to discuss. You need to be ready. Again, we stand by to help you, the best we can, successfully navigate your way through this experience. For many of the assignments, we have provided comments and questions to guide and frame your reading, writing and reflective practice.

Annexes

Annex A – Student Contribution Grade

Annex B – Facilitation/Coach/Mentor Practicum

Annex C – Individual Research/Writing Options

Annex D – Course Integrative Experiences

Annex E – Reading Assignments (see [Calendar page](#))

Annex F – Evaluation Criteria

Annex G – Key Word List

Annex H – Session Schedule (see [Calendar page](#))

Annex I – Student Activity Matrix

Annex A: Student Contribution Grade (25%)

The student contribution grade is designed to motivate and assess your preparation for and participation in classroom discussions and activities. It is intended to be a more objective process than merely tracking comments or questions answered in class. Additionally, this grade is designed to provide you some more immediate support and feedback (consistent with our learning model) for your learning.

There will be several components of the student contribution grade:



1. *Written reflections* : During the course, you will be required to submit several reflections (at least one in each term) on your learning in the course. The details of each reflection exercise will be provided during the terms.
2. *In-class exercises, reflective activities and team projects* : You will have a number of in-class practical exercises, both individual and small group, throughout the course. The output of these exercises will be noted and graded.
3. *Assigned class presentations on specific topics* : Learning teams will be required to make at least one short presentation or demonstration related to a topic or skill associated with a designated.
4. *Class participation* : Participation in class is an essential aspect of active learning. When you share your thinking on a given topic (and this takes a bit of courage), you contribute to the learning of others; the essence of a learning community. Participation is also a means that you hold yourself accountable for preparation for class, and one way in which we hold you accountable for that preparation as a necessary precursor to learning and development. We will reward relevant contributions to our class discussions, and a lack of participation will be noticed and have a negative impact on your evaluation. For example:
 - a. We will “cold call” regularly during class, and your ability to effectively respond to our questions will be noted;
 - b. We will track individual volunteered contributions (questions as well as comments) for their relevance to the topic of the day and to the readings associated with the topic;
 - c. Contributions that do not help move the conversation forward and clearly reflect an obvious lack of preparation for class or demonstrate a lack of respect for others will have a negative impact on your contribution grade.

Annex B: Facilitation & Coach/Mentor Practicum (25 %)

Since this course is focused on the practices of facilitation, coaching and mentoring, you will be required to have three applied, practical experiences to test and refine the concepts, frameworks, skills and tools covered in your reading, research and classroom learning.

1. Interview

You will be expected to conduct a detailed interview with

- a member of the Fuqua or Duke Corporate Education faculty
- someone from the business world who has been a coach or a mentor to you
- someone that you know in another context



The intent of this interview is to gain a deeper understanding of coaching or mentoring from someone who has had first hand experience in this important leadership and managerial behavior.

We will provide an interview protocol as a baseline for your interview process. You are encouraged to add further questions to our baseline reflecting your own interests in the coaching and mentoring processes. Your interview account and theory integration will be between 4 - 6 pages in length, and due at Session 7.

2. Facilitation

You will be expected to facilitate a small group or team meeting with

- a project team from another course or activity
- a learning team from this course or any other
- a club or other non-academic group

The intent of the exercise is for you to apply and experiment in a live setting with the ideas, skills and tools gained from reading and class. Success in this activity will depend primarily on your willingness to follow through, reflect on what happens (including mistakes and missteps), and demonstrate insight about your strengths and your remaining learning needs related to facilitation.

You will be expected to set up the experience, act as the facilitator, distribute and analyze feedback forms (to be provided by the instructors), and submit both the feedback data and a 1 – 2 page summary of your insights from the experience and the feedback.

3. Coach or Be Coached

With guidance and support from the instructors, you will be expected to work with a coach (or existing mentor) or with a coachee (someone you give coaching to). The coach may be

- Your interview subject from Practicum activity #1
- Another individual at Fuqua, Duke Corporate Education, or elsewhere
- A Fuqua alumnus from the Alumni Office's mentoring initiative currently under development

The coachee may be

- A peer, from this class or another
- A first-year Fuqua student you know as an ILE Fellow or from some other activity



- Someone from the Durham community that you would appropriately have a coaching relationship with – a youth group member, church group member, or project participant

The intent of this Practicum activity is for you to test and adapt the ideas, skills and tools acquired from class and in reading, clarifying your own philosophy and style. Success in this activity will depend largely on your willingness to dive into it and experiment, follow through, reflect on what happens (including mistakes and missteps), and cultivate insight about your strengths and limitations as an experienced coachee or a novice coach.

After you identify your coach or coachee and have approval from the instructors, you will hold a contracting conversation and at least 2 coaching sessions of at least 20 minutes each with your coach or coachee. You will prepare journal-style reports on each session, following general guidelines; you will give your coach or coachee feedback forms to complete; and you will write and submit a self-assessment as well as an analysis of the feedback of 2 – 4 pages in length.

***Note 1:** The course as a whole and these practicum experiences in particular are preparation for the typical interactions that managers have with their peers and subordinates. It is NOT preparation for professional coaching work or for an HR position focused on coaching or including coaching as a primary responsibility. In a course on coaching skills for students preparing to be managers and leaders, the assumption is that the interactions are mostly informal, of relatively short duration, and not intended to address serious personal, interpersonal, psychological, legal or ethical problems. As students now and as managers and leaders in the future, you are advised to always consult with the appropriate experts if you find yourself in any coaching, mentoring or facilitation situation that is out of your depth.*

***Note 2:** Students and their prospective coaches or coachees are advised that the coaching interactions associated with the course practicum are informal, do not qualify as professional advice of the kind one might receive from a counselor, a therapist, or a legal or financial advisor, and carry no requirements that the coachee act on the coach's ideas. Coach and coachee enter the experience in the spirit of learning and are free to terminate the relationship at any time that either one of them deems it appropriate. A decision to terminate a class-related coaching relationship would not necessarily have a negative impact on a student's grade, since reflecting on the process, including the termination, could well qualify for the Practicum written report.*

Annex C: Individual Research and Writing Options (25 %)

This requirement is designed to allow you to develop a more in-depth understanding of a particular topic or lesson through an independent research and study process. Additionally, this project is designed to enhance the learning that occurs in each session



in that you can bring your knowledge to bear in class discussion and outside class conversations. You have several options for this requirement.

1. You can select 3 suggested or supplemental readings from any of the sessions (where these readings are provided), and prepare a 1-1.5 page abstract of each reading for distribution and possible discussion during the relevant class sessions.
2. You can do additional research on a topic of your choosing from any given session and prepare a 3-4 page summary of the research for distribution and possible discussion.
3. You can prepare a case study to illustrate a given theory, concept or framework of your choosing, based on your personal work experience. This experience can be either a success or a failure, but one that should illustrate how the theory, concept or framework was effectively or ineffectively applied. This is a 3-4 page paper due by Lesson 9.
4. The instructors have built a comprehensive list of books relevant to the topics of facilitation, coaching and mentoring. You may select one of these books for reading during the course, and submit a 3-4 page book review due by Lesson 9. If you have a different book that meets the topical requirements that you would rather read and review, you can secure permission from one of your instructors. The book review will meet the following requirements:
 1. Provide a summary of the key points made by the author.
 2. Critically assess the value of the book in relation to the material we are studying in this course: in effect, tell us if this book is worth our time and effort to read.
 3. Clearly draw some connections between the content of the book and the material we have been discussing in class.

Annex D: Course Integrative Experiences (25%)

The major component of the final integrative project will be a team-based exercise that will allow you to integrate your learning in the course and apply it to a real world work setting. This exercise, framed and delivered as a real world project, will be focused on constructing a coaching and mentoring program for the CEO of a major company, for presentation to the company's board of directors. Specific guidance and criteria for this integrative experience will be issued during Session 7, at the beginning of Term 4, with the final presentation to be given during Session 11.

Other components of the final integrative experiences will include reporting out on your Practicum activities, summarizing your learnings from the course, and providing detailed coaching and feedback to the instructors to facilitate any needed re-design of this course.



Annex F: Evaluation Criteria

Letter grades for each assignment and the final course grade will be determined using the following scale as a guide. Adjustments may be made to actual class grade distribution consistent with business school guidance for grades (see p. 8, course guide):

| <u>Point/Grade</u> | <u>Translation</u> |
|--------------------|--------------------|
| SP | 920-1000 points |
| HP | 820-919 points |
| P | 730-819 points |
| LP | 670-729 points |
| F | < 669 points |

Grades have the following meaning:

“SP” Work:

1. Clearly meets established criteria (substance);
2. Is organized and unified in presentation (organization);
3. Maintains excellence throughout, and shows originality and creativity (style);
4. Is free of errors in grammar, punctuation, word choice, spelling and format (correctness).

“HP” Work: Meets the requirements in (1), (2), and (4) above, but demonstrates relatively less originality or creativity.

“P” Work: Meets the requirements of (1) and (2), but contains relatively little creativity or originality and a few, relatively minor errors or flaws. Reads like a first draft.

“LP” Work: Fails to realize several critical elements of (1) thru (4), and to meet some of the criteria in significant ways.

“F” Work: Fails to realize several critical elements of (1) thru (4); does not meet the criteria and contains serious errors or flaws.

Additionally, your writing will be evaluated the following writing standards, based on *four* dimensions of effective writing:



1. **Substance** . Factual accuracy, appropriate and adequate evidence, pertinent research, purposeful use of data, quality of ideas, propriety of attribution.
2. **Organization** . Coherence, intelligibility, conciseness, orderliness, soundness of logical relationships, persuasiveness, completeness, method and form of presentation.
3. **Style**. Fluency of language, precision of vocabulary, appropriateness of tone, effectiveness of sentence structure, use of active verbs, imaginative use of language.
4. **Correctness**. Observance of appropriate usage, grammar, spelling, punctuation, documentation, format and other conventions of educated discourse.

ANNEX G - Key Word List

Purpose: To promote an understanding of what is intended by performance objectives and assignment questions. The key words are presented in ascending order of cognitive complexity and level of understanding. Behaviors required by these terms range from simple recall tasks to application of learned concepts in new situations.

I. Knowledge: Requires recall of specific information, concepts and theories from the assigned material.

Identify: To recognize and indicate specific concepts and theories from information such as definitions, names, principles, etc..

List: To reproduce an itemized set of terms, principles or things in a prescribed order if appropriate.

Define: To state the meaning of a term.

Describe: To give a detailed account of a theory, concept, thing or an event.

Differentiate: To give a detailed account of distinctions between related theories, concepts, things or events.

II. Comprehension: Requires, in addition to recall, demonstrated awareness of the implications of assignments. Comprehension subsumes knowledge of the material.

Summarize: To express assigned material in concise form without losing key implications of reading.

Illustrate: To make plain, clear and intelligible a term, concept or theory by means of figures, examples, comparisons, etc..



Infer : To draw conclusions or make generalizations suggested by a specific set of data.

Classify: To place concepts, terms, objects, words or situations in categories according to specific criteria.

Relate: To bring into logical or natural association by stating the connection between or among concepts, theories, terms, issues, etc.

Predict: To use a concept, theory or principle to forecast an outcome.

III. Application: Requires the use of abstractions from assignments to solve particular problems. It includes the ability to predict a probable outcome. Application subsumes comprehension of the material to be applied.

Explain: To use a given theory or concept, to account for the occurrence of a given phenomenon.

Demonstrate: To perform a skill or put a concept or framework into action.

Apply: To use learned material such as rules, concepts, principles or theories to solve a problem in a given situation.

IV. Analysis: Requires breaking a situation, issue, or event into its constituent elements so that the assumptions or components are made clear and the relationships between or among them are made explicit. Analysis subsumes comprehension of the material to be analyzed.

Compare: To state similarities by bringing theories, concepts, paradigms, or principles together for the purpose of demonstrating likeness.

Contrast: To state dissimilarities by bringing theories, concepts, paradigms or principles together for the purpose of demonstrating unlikeness.

Analyze: To break down a situation, issue or event into its component parts, summarizing relationships among components.

V. Synthesis: Requires combining elements or parts so as to form a new whole.

Design: To conceive, contrive, or create a plan which draws on two or more elements and has a reasoned purpose or intent.

Synthesize: To combine separate elements into an orderly, functional, structured new whole.



VI. Evaluation: Requires judgment about the value of material based on quantitative or qualitative criteria.

Discuss: To state arguments for and against an issue, concept or term.

Evaluate: To form a conclusion as to whether a concept, principle, theory, etc., is right, just or valid when compared against definite criteria established by the instructor or provided by the student.

VII. Teach or Coach: Requires mastery of data, concepts and skills at sufficient depth to be able to facilitate another’s learning OR the meta-competency of being able to figure out how to acquire new knowledge, concepts, tools, skills, attitudes or competencies.

ANNEX I – Student Activity Matrix

| Lesson | Daily In-Class Pes, Small Group Presentations | Term 3 Reflection | Term 4 Reflection | Coach & Mentor Practicum | Team Lesson Project | Individual Research and Writing Project | Course Integrative Experience |
|--------|---|-------------------|-------------------|--------------------------|---------------------|---|-------------------------------|
| 1 | | | | | | | |
| 2 | X | | | | X | X | |
| 3 | X | X | | | X | | |
| 4 | X | X | | | X | | |
| 5 | X | | | | | X | |
| 6 | X | X | | X | | X | |
| 7 | X | | X | X | | | |
| 8 | X | | X | X | X | | |
| 9 | X | | X | X | X | X | |
| 10 | X | | X | X | X | | |
| 11 | X | | X | X | | | X |
| 12 | | | X | X | X | | X |

| | Prep + | In-class | Journal, Reports | Practice activities |
|--|---|--|--|---------------------|
| Session 1: Setting the Context, and Understanding | <ul style="list-style-type: none"> Reading | <ul style="list-style-type: none"> Discussion Exercise Lecture w/film | <ul style="list-style-type: none"> Interview report | |

| | | | | |
|---|---|---|--|---|
| the Structure, Process and Content of the Course | | clips and ppt <ul style="list-style-type: none"> • Small group discussion and report out | | |
| Session 2: Relationship & Communication Skills | <ul style="list-style-type: none"> • Reading • Demo prep • Interview | <ul style="list-style-type: none"> • Discussion • Exercise • Demo • Small group report out | <ul style="list-style-type: none"> • Improve exercise reflection | |
| Session 3: Feedback—An Essential Competency and Leadership and Managerial Imperative | <ul style="list-style-type: none"> • Reading | <ul style="list-style-type: none"> • Discuss • Demo through role play • Films clips for practice • Student conducted role plays with feedback | <ul style="list-style-type: none"> • Journal reflection • Student provided and receive feedback to each other based on a standard form | <ul style="list-style-type: none"> • Practical exercise on giving and receiving feedback based on real world case study role plays |
| Session 4: Facilitation I | <ul style="list-style-type: none"> • Reading • Demo prep | <ul style="list-style-type: none"> • Demo • Small group report out | <ul style="list-style-type: none"> • Communication Skills development plan | <ul style="list-style-type: none"> • Facilitation Practicum : Group facilitation exercise |
| Session 5: Facilitation II | <ul style="list-style-type: none"> • Reading | <ul style="list-style-type: none"> • Analysis exercise • Case discussion • Demo | <ul style="list-style-type: none"> • Facilitation practicum report | <ul style="list-style-type: none"> • Facilitation practicum |

| | | | | |
|---|--|---|--|---|
| Session 6 & 7: Coaching I & II | <ul style="list-style-type: none"> • Reading | <ul style="list-style-type: none"> • Discussion • Profile report • Trios coaching practice • Reflection & report out | <ul style="list-style-type: none"> • Interview report • Journal report on contracting conversation • Journal reports on each coaching interaction (2 – 4) • Journal report on skills application • Feedback form • Feedback summary • Self-assessment | <ul style="list-style-type: none"> • Interview a coach • Coaching Practicum: Coachee contracting conversation • Coaching Practicum: 2 – 4 twenty to forty-minute coaching interactions |
| Session 8: Communication Skills II | <ul style="list-style-type: none"> • Reading • Demo prep | <ul style="list-style-type: none"> • Discussion • Demo • Self-assessment on boundaries • Case discussion | <ul style="list-style-type: none"> • Journal report – awareness exercises • EI rating & summary • Journal reports on coaching - Difficult conversation report – application of model | <ul style="list-style-type: none"> • Coaching Practicum |
| Sessions 9 & 10: Mentorship | <ul style="list-style-type: none"> • Reading | <ul style="list-style-type: none"> • Discussion • Demo • Case discussion • Film clip discussion • Team exercises | <ul style="list-style-type: none"> • Reflective journaling | <ul style="list-style-type: none"> • Coaching Practicum |
| Session 11: Course | <ul style="list-style-type: none"> • Integrative Experience | <ul style="list-style-type: none"> • Team project | <ul style="list-style-type: none"> • Journal report on Coaching | <ul style="list-style-type: none"> • Coaching |

| | | | | |
|--|--|---|--|--|
| Integrative Experience | <p>presentation</p> | <p>presentations to “live” panel of judges</p> | <p>Practicum</p> <ul style="list-style-type: none"> • Term 4 Reflection due • Assessments, feedback, learnings | <p>Practicum</p> |
| Session 12: Course Summary Reflection and Closure | <ul style="list-style-type: none"> • Assessments, feedback, learnings | <ul style="list-style-type: none"> • Team feedback assessment of course • Summary reflections on practicum experience | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Coaching instructors |