Syllabus

Executive Coaching Theory and Practice [MHTC 6523] Milano The New School for Management and Urban Policy

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This course focuses on the theory and practice of professional coaching as an increasingly popular method for helping leaders at all organizational levels develop their skills and improve their performance. The goal is to provide a useful combination of learning about coaching and beginning skills in doing coaching. By the end of the course, each student will have a working knowledge of how coaching can be used in organizational settings and the competencies that coaches need to be effective.

The course covers the conceptual foundations of facilitating a successful adult's behavior change within the context of job performance. A variety of coaching models are examined and students start to formulate their own perspectives on coaching. Each student will explore the experience of coaching during the semester by taking on a brief coaching assignment with an external client. More detail on the coaching engagements are explained in class

The course is taught in six class meetings from 1:00 – 5:00PM on every other Friday afternoon starting September 16th and continuing on September 30, October 14, October 28, November 11 and concluding on December 3.

The first three classes cover the logic, structure and dialogue of coaching.

- Class 1: The Logic of Executive Coaching
 - Outline of the course
 - A working model of executive coaching
 - Popularity of coaching
 - Definitions of executive coaching
 - Varieties of coaching services
 - Relationships to other helping services
- Class 2: Structuring an Executive Coaching Assignment
 - Models of change
 - Streams and banks of coaching
 - Goals and engagement management in coaching
 - Models of coaching
 - Process contracting in coaching
 - Boundaries and managing multiple relationships

- Class 3: The Coaching Dialogue
 - Coaching assignments
 - Managing presence
 - Handling the first session
 - Questions, dialogue and client stories
 - Data collection and feedback
 - Development goals and action planning

After class three, students begin a brief (3-5 weeks) coaching assignment with a real client arranged by the faculty. This experience extends students' learning by providing opportunities to apply coaching concepts and practices.

The fourth class has elements of a coaching lab as students work through the challenges of their coaching assignments in small groups with the faculty facilitating; coaching concepts are also discussed. A paper analyzing a fictitious coaching case, referred to as the "Tony case," is due by the fourth class.

In the fifth class, we connect theory to the real events of the coaching assignments and discuss ways to use evaluation during and after an assignment. A paper summarizing and analyzing each student's coaching assignment is due by class five.

The sixth and final class is an opportunity to look at professional practice issues in the field of executive coaching [e.g., values and ethics, the business of coaching, coach self-management, and career options].

Three work products are expected to be completed during the course:

- 1. an analysis of a fictitious case study (the Tony case)
- 2. a case report analyzing each student's actual coaching assignment
- 3. a paper articulating each student's perspectives on coaching
- 1. Analysis of a Case Study
 - "Tony" case is distributed during Class 2; analysis is due at Class 4
 - Provides an opportunity to think through a realistic executive coaching case
 - Readings, concepts and class discussions can be applied to the case
 - Questions at the end of the case can be used as prompts in writing the paper
- 2. Actual Coaching Assignment and Case Report
 - Goals: Experience coaching; try methods and approaches; test one's "presence"; learn to reflect on and analyze one's own experience; satisfaction of helping an actual client
 - Coaching Assignment occurs approximately between Class 3 and Class 5; Case Report is due at Class 5.
 - Case Report should respond to these questions:
 - 1. Describe the participants, events and context
 - 2. What was the client's interest in coaching and initial goals? What were the organization's goals?

- 3. How did the process of contracting the engagement happen between you and client/sponsors?
- 4. What information was available to you, how did you obtain it and what did you do with it?
- 5. What challenges or obstacles did you face in coaching the client?
- 6. What did the client ultimately commit to changing? How did this differ from initial goals and what was the process of their evolution?
- 7. What were the outcomes: Client's view? Yours? Organization's?
- 8. What did you learn by doing this coaching assignment and what might be implications for your future work?
- 9. How was actually doing coaching different than you expected and why do you think that was?
- 10. Answer this question: "When I do my next coaching engagement, I will ... " what would you try to do differently?
- 3. Paper on Each Student's Perspectives about Executive Coaching
 - Goal: Consider and analyze key issues for you as a coach and for conducting coaching generally, such as: applying who you are as a person to being a coach, how individual change happens, approaches to coaching you prefer, evaluation of coaching, etc., drawing from material presented in class, assigned books, and possibly the actual case experience; the goal is to integrate various inputs about coaching into a perspective preferred by each student
 - Title: "My Perspectives on Coaching"
 - Due by Class 6; end of the course
 - Target 10 double spaced pages

Considerations:

- Your own history, interests, talents, competencies, key influences that may apply to coaching; your comfort and effectiveness in organizational contexts
- Your learnings about coaching from class, books, case experience, etc.
- Which coaching approaches, methods, tools appeal to you and why?
- What do you find most challenging about doing coaching? Consider your own style/personality, the organizational context, and coaching processes
- What might you do with coaching in your professional career, now and in the future?
- What do you want to learn more about related to coaching and/or skills to develop?

A recommended tool throughout the course is <u>journaling</u> your experiences with the material and the actual case, as well as your thoughts, reactions, and ideas in response to everything that happens. This supports self-insight and provides material for both the case and perspectives papers. Journals are not to be handed in – they are for student use only.

Grades are based on the following:

- 1. an analysis of a case study, mid-semester [20%]
- 2. a case report analyzing the actual coaching assignment [30%]
- 3. a paper describing each student's perspective on coaching [40%]
- 4. class participation [10%]

Note: Class attendance and participation are particularly important in this course. It is structured in a way that maximizes the use of class time and other learning opportunities to engage each student. It is therefore important to attend all of the 4-hour class sessions.

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Texts:

1. Mary Beth O'Neill, Executive Coaching with Backbone and Heart 2nd Ed., Jossey-Bass, 2007 ISBN 978-0-7879-8639-1

- 2. Michael Frisch, Robert Lee, et. al., *Becoming an Exceptional Executive Coach*, AMACOM 2012 ISBN-13:978-0-8144-1687-7
- 3. James Flaherty, *Coaching: Evoking Excellence in Others, 3rd Ed.,* Butterworth-Heinemann, 2010 ISBN 9781856178167

COACHING	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
READINGS	Logic of	Structure	Coaching	Case	Evaluation	Practice Issues
	Coaching		Dialogue	Assignment		
	(Sept. 16)	(Sept. 30)	(Oct. 14)	(Oct. 28)	(Nov. 11)	(Dec. 3)
O'Neill	Ch 1,	Ch 3-6	Ch 2, 7, 8,		Ch 9	Ch 10,11
	Appx A &B		Аррх С			Appx D
Frisch et al	Intro, Ch 2,	Ch 4-6, 8,	Ch 7, 9-15, 17		Ch 1, 18, 21-24	Ch 19, 20
	3, 16, Glossary	Exhibits			, ,	·
Flaherty	Ch 1-2	Ch 3, 7, 11	Ch 4-6, 8, 9		Ch 10, 12	Appx A & B
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All three texts have been ordered specifically for this class and are available at Barnes & Noble (122 Fifth Avenue, at 18th Street).