

Course Syllabus for
HDDR 6371
JANUARY TERM, 2017
TRANSITIONAL & DEVELOPMENTAL COACHING

Oct 28-30 and Nov 18- 20, 2016

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Course Overview

This course provides students with an introduction to two unique applications of executive coaching: transitional coaching and developmental coaching. Transitional coaching is designed to help leaders make rapid, successful transitions to totally new work cultures and settings. Students learn the unique skills required of transitional coaches, and the challenges that they are likely to face within transitional coaching assignments. Students also learn how to contract for such assignments, and how to adapt coaching interventions to the short-term requirements of this coaching specialty. Finally, students are introduced to tools and techniques they can use to help leaders quickly adapt to new work environments.

Developmental coaching focuses on preparing leaders to take on broader organizational assignments. Students explore the unique challenges faced by developmental coaches, and by those who coach ‘fast-track’ or high-potential leaders (HIPOs). Students also learn how to integrate development coaching into the sponsoring organization’s internal development efforts. Finally, they discover how the coaching goal setting process and supporting coaching interventions can be adapted to improve the success of developmental coaching assignments.

Course Content

Part One: Transitional Coaching

First Weekend	Oct 28	4:00 pm – 9:00 pm
	Oct 29-30	8:30 -5:30

Pre-reading:

- *The First 90 Days: Critical Success Strategies for New Leaders at All Levels*, Michael Watkins; Harvard Business School Press, 2003
- *Accelerating Your Development as a Leader*, Robert Barner, Pfeiffer, 2011.

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- *The First 90 Days: Critical Success Strategies for New Leaders at All Levels*, Michael Watkins; Harvard Business School Press, 2003
- Articles:
 - “The crucial first Three Months: An analysis of leadership traps and successes” John Molson and Miguel Valero
 - “Leaders coaching across borders” Mary Dee Hick and David B. Peterson
 - “The targeted assessment coaching interview: Adapting the assessment process to different coaching requirements” Robert Barner
 - “Winning the war on talent: Developing leadership pipeline for succession planning through transition coaching” by Sattar Bawany

Note: Before the first class session please attempt to give the text a quick reading. Also, be sure to read all of the articles and be prepared to discuss the following questions in class:

1. Based on this research, what are the most critical challenges that a leader faces during the first few months after making an important work transition?
2. What are the unique requirements that must be considered in taking on a transitional coaching assignment, when the career transition involves a move to cross-cultural work setting?
3. Based on the article, “The targeted assessment coaching interview” what do you think are some of the major questions that the coach is attempting to resolve in the initial transitional coaching interview?

Introduction to Transitional Coaching

- Transitions as adaptations to different work cultures, to new organizational settings, and to international assignments
- The role of transitional coaching in supporting new leaders
- The unique challenges faced by coaches in transitional coaching (functioning as the “organizational translator”, short “learning ramps”, etc.)
- The unique contract requirements in transitional coaching
- Research findings regarding leadership failure during work transitions
- International assignments as a special case of leader transition
- The role of transitional coaching in supporting new leaders

Assessment and Alignment in Transitional Coaching:

- Structuring coaching interventions to support abbreviated time-frames
- Assessing the potential adjustment challenges faced by a transitioning leader
- How to translate organizational culture adjustment issues into developmental requirements
- Gaining alignment with organizational stakeholders on 90-day performance

Conducting the First Coaching Session:

- Setting goals
- Clarifying roles
- Gaining commitment
- Clearing the calendar for accelerated coaching
- Agreeing on first-step actions

Understanding the Transitional Agenda:

- Building trust and creating coalitions
- Seeking early wins
- Negotiating successes
- Building alignment
- Building your team
- Matching strategy to situation
- Conducting the second coaching session

Conducting the Check-in Process with Organizational Stakeholders:

- How and when to contact organizational stakeholders
- How to integrate stakeholder feedback into the coaching assignment

Modeling of a Transitional Scenario by the Instructor

Structured Role-Play and Practice

Completion of Transitional Coaching Case

Part Two: Developmental Coaching

Second Weekend	Nov 18	4:00 pm – 9:00 pm
	Nov 19-20	8:30 -5:30

Pre-reading:

- *The Development Pipeline: How to build the leadership powered company*, Ram Charan, Stephan Drotter, and James Noel; Jossey-Bass, 2006 [Note: This book is not required, but is recommended, particularly for those students who have had little experience in corporate work settings, and who want to obtain a better understanding of the relationship between organizational settings and leadership challenges]
- *Accelerating Your Development as a Leader: A Guide for Leaders and Their Managers*, Dr. Robert Barner (Wiley: Pfeiffer))
- Articles:
 - “Early identification of international executive potential” Gretchen Spreitzer, Morgan McCall, Jr. and Joan Mahoney
 - “Managing high-potential employees: current practices in thirty-three U.S. corporations”, C. Brooklyn Derr, Candace Jones, and Edmund Toomey
 - “The expansive executive: How the drive to master helps and hinders organizations” by Robert Kaplan
 - “Accelerate executive development – at your peril!” Douglas Hall
 - “High potentials as high learners” Michael Lombardo and Robert Eichinger
 - “Building leaders at every level: a leadership pipeline” Stephan Drotter and Ram Charan
 - “Using Learning Agility to Identify High Potentials Around the World” Kenneth P. DeMeuse, Guangrong Dia, George S. Hallenbeck, and King Yii Tang
 - “Building the Leadership Skills that Matter,” by J. Evelyn Orr and Kathleen Sack

Note: Before the second weekend session please give the text(s) and articles a thorough reading. Also, be prepared to discuss the following questions in class:

1. What are reasonable criteria for defining and evaluating potential for leadership?
2. Based on what you have read, what are the most critical challenges that are faced by high-potential (HIPO) leaders? [Look closely at “The expansive executive: How the drive to master helps and hinders organizations” by Robert Kaplan and “Accelerate executive development – at your peril!” by Douglas Hall]
3. What are some of the most frequent causes for HIPO derailment?
4. Based on the pipeline model how does the coach’s development focus have to change at each stage of the leadership pipeline model?
5. Please take the time to read and complete the self-assessment forms found in the your three-ring binder. You will be sharing this information with a coaching partner on Sunday, Dec. 21, so it is essential that you make this class. Failure to do so may result in an Incomplete grade for the course.

Developmental Assignments and the Identification of High-potential Leaders

- Factors that contribute to leaders’ success and failure on developmental assignments
- The role of learning agility in the assessment and development of high-potential leaders
- Factors that have been shown to make a job assignment developmental

The Crossroads Model of Leadership Development:

- Basic assumptions behind the crossroads model
- Understanding the 6 major leadership crossroads
- How to assess a leader’s next ‘turn’ in his or her career path

Unique Challenges Encountered in Coaching High-Potential Leaders:

- Coach credibility [Are you smart enough?]
- Translation issues [Do you understand my next-level requirements?]
- The ‘golden child’ syndrome [coaching the overly protective manager]
- Managing expectations [“Are we there yet?”]
- The Icarus Syndrome: Addressing hidden career derailment factors

Setting Expectations and Framing the Development Need:

- How to interview the client’s manager and other key stakeholders to assess next-level job challenges
- A data-gathering structure for evaluating developmental moves
- Structuring coaching interventions for bridging steep ‘development ramps’

Conducting the First Coaching Session:

- Setting goals
- Clarifying roles
- Gaining commitment
- Agreeing on first-step actions

Implementing the Five-Phase Model of Accelerated Developmental Coaching

- Identifying development gaps
- Constructing a development plan

- Leveraging developmental assignments
- Accelerating On-the-Job learning
- Managing professional brands

Conducting the Check-in Process with Organizational Stakeholders:

- How and when to contact organizational stakeholders
- How to integrate stakeholder feedback into the coaching assignment

Modeling of a Developmental Scenario by the Instructor

Addressing Unique Issues in Developmental Coaching

Review of the Key Concepts from the Course

GRADING PROCESS

The course evaluation process is as follows:

100% of the final grade will be based on the development of a written self-analysis of your own coaching style.

Directions for Conducting the Written Self-Analysis:

A critical part of developing your expertise in coaching involves being able to objectively understand the communication style that you bring into the coaching process. To build skills in this area, during the final weekend you will be asked to complete an actual coaching session with a coaching partner. Here are the steps that you will follow:

1. You and your partner will take turns presenting each other one leadership development issue that each of you are currently attempting to address. This should be an actual leadership issue, rather than a “role play” scenario.
2. As a means of identifying issues before you come to class you will be asked to complete the self-analysis section provided in your three-ring binders.
3. The topic that you will be discussing can be:
 - a) a career development decision that you are facing
 - b) a leadership style or work relationship issue that you are currently attempting to revolve or,
 - c) Insight you are attempting to gain regarding the leadership and technical skill gaps that you hope to close in order to achieve an identified professional/career objective.
4. During the last class you will have 45 minutes to present your issue to your partner, with your partner playing the role of peer-coach. Immediately after the session, you and your partner will switch roles. Your goal in this session is to help your partner translate their coaching development needs into 1- 3 development goals. You will not be asked to help your partner create a detailed action plan to support these goals.

5. After the session you and your partner will be asked to provide each other with feedback, through use of a feedback form provided by the instructor.
6. As a means of strengthening this area, you will be asked to make an audio recording of your session and select from this session a 10-minute section for review.
7. You will then transcribe this 10-minute section and from this section.
8. You will use the observation notes that you take during the coaching session and the review of your transcript to conduct a self-analysis of your coaching style. Your self-assessment will be based on an interview assessment protocol provided by the instructor.
9. You will be asked to email this self-assessment to Kay Barclay at kbarclay@smu.edu by **4pm Monday, January 2nd, 2017. Papers will not be accepted beyond this deadline. Please note that I employ a 'blind' grading structure. Therefore please do not put your names on your papers. Instead, use your SMU Student ID numbers. For that same reason, make sure that you email your papers directly to Kay Barclay, rather than to Dr. Barner's email address.** In grading your papers Dr. Barner will provide you with a personalized written feedback summary, suggesting steps you could take to strengthen your coaching communication style.

Based on your observations during the coaching session, the written feedback that you receive from your partner and your analysis of the coaching transcript, you will create the following review:

- a. A summary of your partner's most important coaching issue (1 page) and a clear identification of your partner's coaching goals.
 - b. Information pertaining to organizational context that could impact your partner's coaching goals (your partner's work setting, extensive work hours, leadership experience, current organizational changes that could be impacting career goals, etc.) (1 page)
 - c. Your self-assessment of your basic coaching skills (2-6 pages), indicating your strengths as a coach and areas for improvement.
10. Your grade for this project will be determined by the following factors:
- Ability to put into practice basic coaching guidelines (asking probing and clarifying questions, reflecting concerns, checking assumptions) that will be reviewed in class. (10% of grade)
 - Ability to accurately self-assess your use of basic coaching skills (40% of grade)
 - Ability to accurately and clearly your partner's development needs & goals (20% of grade)
 - Ability to provide complete and detailed information (transcript, observations) and to construct a summary in terms of clear format, clarity of organization, depth of analysis, and completeness (the degree to which you have thoroughly analyzed important coaching issues) (30% of grade).

Grading Scale

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

Key Learning Objectives and How Learning Objectives Are to Be Achieved

Key Learning Objectives	How Achieved
1. Compare and contrast the unique coaching challenges faced by coaches who are involved in transitional or developmental coaching assignments.	Given a description of a transitional leadership coaching assignment, and a second description of a promotional leadership assignment, students will compare and contrast the differences in the coaching challenges that would be faced in these two different assignments.
2. Identify the underlying organizational and leadership factors that could contribute to a transitional leader's success or failure in a new work setting.	Students will be given a case history of a leader who is attempting to transition into a new work setting. Students will be able to identify from the case, those organizational and leadership factors that would be most important in determining the leader's success or failure in the new job assignment. Students will be asked to justify their findings on available research regarding those underlying leadership style, experience and communication factors that have been shown to be associated success or failure in new work settings
3. Identify the underlying leadership style, experience and communication factors that have been shown to be associated with a leader's potential to succeed within high-level job assignments.	Students will be given a case history of a leader who is being considered for a major promotional assignment. Students will create a written summary that 1) evaluates the leader's readiness for the promotional assignment and 2) identifies the leadership style, experience and communication gaps the leader will need to close to prepare for this assignment. Students will be asked to justify their findings on available research the underlying leadership style, experience and communication factors that have been shown to be associated success or failure in promotional assignments.
4. Compare and contrast the different	Given background summaries of three leaders, each of whom is

development hurdles that leaders must overcome as they prepare for different organizational levels or “crossroads” (as delineated within the Crossroads Model of leadership development).	attempting to progress to the next leadership crossroad, students will identify the different development gaps that each of these leaders must address before they could be considered ready to take on the new assignment.
5. Identify the characteristics of job assignments that are most likely to yield developmental growth in leaders.	Given a case study of a leader who is preparing to take on a developmental assignment, students will identify those work and organizational characteristics of the new assignment that are not directly related to the leader’s developmental growth. Students will base their conclusions on available research regarding the developmental aspects of job assignments.
6. Identify those behaviors and learning approaches that have been demonstrated by leaders who have performed well on international assignments.	Given a case study of a leader who is having difficulty performing within an international assignment, students will identify those interpersonal and contextual factors that are most likely to be contributing to the leader’s performance problems. Students will base their conclusions on available research regarding those underlying leadership style, experience and communication factors that have been shown to be associated with success or failure in international assignments.

Rubric for Determining Grades for the Coaching Practice Session					
Grading Factor	Definition	Scoring Scale			
		Low 1-6 Points	Moderate 7-12 Points	Strong 15-19 Points	Exceptional 20-25 Points
<i>Application 20% of Grade</i>	Ability to put into practice basic coaching guidelines (asking probing questions, use of clarifying questions, checking assumptions)	Has difficulty establishing rapport. Follows few coaching guidelines: * Continually interrupts coaching partner * Interjects own values on the client * Doesn’t effectively probe on key issues * Prematurely attempts to provide guidance or counsel	Establishes rapport, but inconsistently follows coaching guidelines.	Establishes rapport, and consistently follows coaching guidelines.	Establishes good rapport. Consistently follows coaching guidelines and knows how to effectively <u>apply</u> those guidelines. Example: Knows when and how to employ probing questions.
<i>Use of Feedback 10% of Grade</i>	Degree to which student incorporates feedback from the coaching partner in the learning process	Doesn’t incorporate feedback from coaching partner into self-analysis.	Draws a few generalized conclusions from partner’s feedback.	Probes during feedback session to obtain a clear view of coaching performance	Probes during feedback session to obtain a clear view of coaching performance.

<i>Listening 15% of Grade</i>	Ability to accurately and clearly listen to and reflect back to the client, the client's development needs	<p>"Overtalks" the client.</p> <p>Does not paraphrase what the client is saying.</p> <p>Frequently shifts the conversation away from the client's concerns,.</p>	<p>Gives the client sufficient opportunity to talk.</p> <p>Makes little use of paraphrasing.</p> <p>Occasionally wanders off the conversation topic.</p>	<p>Gives the client sufficient opportunity to talk, and often encourages the client to expand on his or her views.</p> <p>Frequently paraphrases what the client is saying.</p> <p>Seldom wanders off the conversation topic.</p>	<p>Gives the client sufficient opportunity to talk, and often encourages the client to expand on his or her views.</p> <p>Frequently paraphrases what the client is saying. In addition, will occasionally connect the client's ideas through the use of a summarizing statement.</p> <p>Seldom wanders off the conversation topic. In addition, helps the client remain focused on the topic at hand.</p>
<i>Thoroughness 15% of Grade</i>	Ability to provide complete and detailed information	<p>Transcript lacks line codes.</p> <p>Transcript comments are not referenced in the analysis.</p> <p>Transcript includes less than 10 minutes of coaching dialogue.</p>	<p>Transcript contains line codes.</p> <p>Transcript comments are referenced in the analysis, but lack line codes.</p> <p>Transcript includes at least 10 minutes of coaching dialogue.</p>	<p>Transcript contains line codes.</p> <p>Transcript comments are referenced in the analysis, along with line codes.</p> <p>Transcript includes at least 10 minutes of coaching dialogue.</p> <p>A brief preface is provided that tells the reader with context regarding the discussion that led up to the transcript extraction.</p>	<p>Transcript contains line codes.</p> <p>Transcript comments are referenced in the analysis, along with line codes.</p> <p>Transcript includes at least 10 minutes of coaching dialogue.</p> <p>A brief preface is provided that tells the reader with context regarding the discussion that led up to the transcript extraction.</p>

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Class Decorum:

To foster a good learning environment for yourself and your fellow students we ask that you adhere to the following guidelines during class:

- Please turn off (or set on vibrate) all cell phones
- Do not engage in social media, read newspapers, books for other classes or other outside reading material during class
- Walking into class late is as disruptive as leaving early. If you must leave early, make arrangements with the instructor before class begins, and when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times
- Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program

Absence

Students may miss no more than five (5) hours of a seminar format (weekend) class and no more than 2 full classes of regular evening courses. Basic and Family Mediation courses are part of the Texas Statutory certificate requirement, no more than two hours total may be missed to qualify for these certificates.

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the online university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or billing. Withdrawing is a formal procedure which you must initiate with the Dispute Resolution office; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of "I"(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two concurrently held grades of Incomplete in courses is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other personal information, reactions, etc., only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. Failure to do so can result in termination from the program.