

Course Syllabus for  
HDDR 6371  
TRANSITIONAL & DEVELOPMENTAL COACHING  
SPRING TERM JAN 22 – MARCH 28, 2013

Dr. Robert Barner

Office: Legacy Campus, Bldg. 3, Suite 118, Room 3-119

Office Hours: (by appointment only) Thursdays & Fridays; 9:00 a.m. – 4:00 p.m.

Tel: 214-621-1514

E-mail: [bbarner@smu.edu](mailto:bbarner@smu.edu)

### 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***

<b>First Weekend</b>	<b>February 15</b>	<b>4:00 pm – 9:00 pm</b>
	<b>February 16-17</b>	<b>8:30 -5:30</b>

**Pre-reading:** *The First 90 Days: Critical Success Strategies for New Leaders at All Levels*, Michael Watkins; Harvard Business School Press, 2003

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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    March 1    4:00 pm – 9:00 pm**

**March 2-3    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

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 Saturday, April 28th, 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 derailers

#### **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**

#### **Final Exam (April 29, 2012)**

## **GRADING PROCESS**

The course evaluation process is as follows:

50% of the final grade will be based on a comprehensive, closed-book exam that includes both multiple-choice and short-essay format.

50% 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](mailto:kbarclay@smu.edu) by **4pm Friday, March 15, 2013. No paper will be accepted**

***after 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.

## 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 25 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 (six hours) concurrently held grades of Incomplete in courses other than thesis 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 other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

## **Academic Policies of Special Importance to Students:**

### *Academic Integrity and Ethical Conduct as an SMU Student:*

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

[http://www.smu.edu/studentlife/PCL\\_05\\_HC.asp](http://www.smu.edu/studentlife/PCL_05_HC.asp)

### *Religious Observance.*

Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the term, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

### *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 or pagers.
- Internet surfing is not allowed in class. Please restrict the use of your web-surfing to class breaks.
- Do not read newspapers, books for other classes, or other outside reading material during class.
- Walking into class late is as disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times.

## 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 development hurdles that leaders must overcome as they prepare for different organizational levels or "crossroads" (as delineated within the Crossroads Model of leadership development).	Given background summaries of three leaders, each of whom is 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	Given a case study of a leader who is preparing to take on a developmental

developmental growth in leaders.	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 based 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.

<b>Grading Rubric – Final Exam</b>		
<b>Question Type: Multiple Choice (24 questions/2 points each – 48 points)</b>		
<b>Cognitive Domain</b>	<b>Objectives</b>	<b>Evaluation 0-2 Points</b>
Knowledge	Recognize key vocabulary terms Recall components and sequence of theories	2 points earned per correct question
Comprehension	Identify connections between vocabulary terms and theories Select common and disparate themes among theories	2 points earned per correct question
Application	Apply vocabulary terms and theory tenets to novel scenarios Interpret presented case and predict appropriate connection or outcome	2 points earned per correct question
<b>Question Type: Short Answer/Essay (13 questions/4 points each = 52 points)</b>		
<b>Cognitive Domain</b>	<b>Objectives</b>	<b>Evaluation 0-4 Points</b>
Analysis	Compare/contrast presented topics	4 – <i>Demonstrates mastery of concepts</i> Student correctly utilizes applicable terms and generates a thoughtful response with logical organization and accurate conclusion(s).
Synthesis	Formulate/organize a “next-step” or	

Evaluation	<p>plan of action given a scenario</p> <p>Argue/support a perspective using empirically supported evidence</p>	<p><i>3 – Demonstrates understanding of concepts</i>  Student utilizes most applicable terms and generates a thoughtful response with mostly accurate conclusion(s).</p> <p><i>2 – Demonstrates some knowledge of concepts</i>  Student utilizes some terms and generates a response having nearly accurate conclusion(s).</p> <p><i>1 – Demonstrates marginal knowledge of concepts</i>  Student does not utilize appropriate terms but does respond with a nearly accurate conclusion(s).</p> <p><i>0 – Does not demonstrate knowledge of concepts</i>  Student does not utilize appropriate terms and either leaves the question blank, or does not respond with an accurate conclusion(s).</p>
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<b>Rubric for Determining Grades for the Coaching Practice Session</b>					
Grading Factor	Definition	Scoring Scale			
		Low 1-6 Points	Moderate 7-12 Points	Strong 15-19 Points	Exceptional 20-25 Points
<i>Application</i> <i>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</i>	Degree to	Doesn't	Draws a few	Probes during	Probes during

<i>Feedback 10% of Grade</i>	which student incorporates feedback from the coaching partner in the learning process	incorporate feedback from coaching partner into self-analysis.	generalized conclusions from partner's feedback.	feedback session to obtain a clear view of coaching performance	feedback session to obtain a clear view of coaching performance.
<i>Self-Assessment 20% of Grade</i>	Ability to accurately self-assess one's coaching style	Self-analysis is vaguely worded  Example: "I need to be a better communicator."	Self-analysis is somewhat detailed.  Example: "I need to work more on listening."	Self-analysis is very detailed.  Example: "I need to work more on listening. I noted three times during the conversation when I responded without first confirming that I understood what my partner was saying."	Self-analysis is very detailed, and development needs are precisely worded. Vague development terms are "unpacked" through the use of behavioral descriptors.  In addition, consolidates all self-observations and feedback, with knowledge of past history into a concise set of "lessons learned"  Example: "I need to work more on listening. I noted three times during the conversation when I responded without first confirming that I understood what my partner was saying. This

					relates to the feedback that I received from my partner, which was..."
<i>Self-Development 20%</i>	Ability to incorporate self-observations and feedback into a meaningful self-development summary.	Overlooks obvious areas for development. [Doesn't note consistent pattern of failing to listen to the client's concerns]	Identifies some critical areas for self-improvement.	Identifies several critical areas for self-improvement.	Identifies several critical areas for self-improvement and suggests actions to support this improvement.
<i>Listening 15% of Grade</i>	Ability to accurately and clearly listen to and reflect back to the client, the client's development needs	"Overtalks" the client.  Does not paraphrase what the client is saying.  Frequently shifts	Gives the client sufficient opportunity to talk.  Makes little use of paraphrasing.	Gives the client sufficient opportunity to talk, and often encourages the client to expand on his or her views.  Frequently paraphrases what the client is saying.	Gives the client sufficient opportunity to talk, and often encourages the client to expand on his or her views.  Frequently paraphrases what the client is saying. In addition, will occasionally connect the client's ideas through the use of a summarizing statement.  Seldom

		the conversation away from the client's concerns,.	Occasionally wanders off the conversation topic.	wanders off the conversation topic.	wanders off the conversation topic. In addition, helps the client remain focused on the topic at hand.
<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>