

Course Syllabus for
HDDR 6372 SECTION 775 PERFORMANCE COACHING

Dr. Robert Barner
SUMMER TERM, 2014
June 16 – July 18, 2014

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Course Overview

Performance coaching is designed to help managers address significant behavioral problems or leadership style issues that are adversely impacting their performance. This course introduces students to research on interpersonal and leadership style issues that have been shown to play key roles in leadership success or failure. Students are also introduced to research related to leadership “derailment”, or failure patterns observed in managers who have been previously assessed as being high-potential leaders. Students also review studies that evaluate the impact of coaching practices on outcomes in coaching.

Within this course students learn about the most common performance coaching challenges that are likely to be encountered in performance coaching. They learn how to meet and address resistance to coaching and learn the intricacies of client contracting, with particular attention to establishing clear and detailed expectations for performance improvement. Students learn how to help clients and their organizational stakeholders gain alignment on the performance metrics they will use to gauge the effectiveness of the coaching process. Students are also shown how to adapt coaching interventions to this most difficult of coaching areas. Finally, students engage in structured practice in conducting performance coaching sessions.

Course Content

First Weekend: June 20-22

Friday; 4 – 9 pm; Sat-Sun 8:30 am – 5:30 pm

Pre-work:

- “Leadership is a Contact Sport” Marshall Goldsmith
- “The Targeted Assessment Coaching Interview” Robert Barner
- “Coaching Executives for Business Results” Alyssa M. Freas
- “Getting Smart: Clarifying Coaching Goals & Roles” Robert Witherspoon
- “The Coaching Process: Guidelines and Protocols” Perry Zeus & Suzanne Skiffington

Content:

- The unique challenges faced by performance coaches
- Leadership style and behavioral patterns that are associated with managerial success or failure
- A model for executive coaching
- Establishing the coaching partnership: roles & accountabilities
- Contracting for performance coaching – Why outcomes and metrics are important to the success of performance coaching
- Establishing trust and working through issues of resistance
- Adapting the assessment process to the unique needs of performance coaching
- Gaining stakeholder alignment on success factors and coaching guidelines
- Evaluating Contextual Factors [changes to organizational structure, underlying job requirements, etc.] that can affect the success of coaching engagements
- Homework assignment: obtaining multi-rater feedback

Second Weekend: June 27-29**Friday; 4 – 9 pm; Sat-Sun 8:30 am – 5:30 pm****Pre-work:**

Articles:

“360 Feedback: Best Practices to Ensure Impact” Center for Creative Leadership

“Coaching for Behavioral Change” Marshall Goldsmith

“Executive Focus: How leaders lose it, how to regain it” DDI

“Why executives derail: perspectives across time and cultures” Ellen Van Velso and Jean Brittain Leslie

“Try Feedforward instead of Feedback” Marshall Goldsmith

Content:

- How to balance accountability and commitment
- Conducting the first coaching session
- Conducting the check-in process with organizational stakeholders:
- Modeling of a performance coaching scenario by the instructor
- Structured role-play and practice in performance coaching
- Conducting the second coaching interview session
- Conducting the check-in process with organizational stakeholders
- Dealing with setbacks and failures

COURSE TEXT

In lieu of a text, students will be asked to purchase a binder of articles containing required readings. Students will be notified by email in advance regarding required pre-readings for each course session.

GRADING PROCESS

The course evaluation process is as follows:

- a) 50% of the course grade will be based on a final closed-book, multiple-choice and short answer completion exam that will be given the afternoon of **Sunday, June 29, 2014.**
- b) 50% of the course grade will be based on completing a written self-evaluation of a coaching simulation. Directions for completing this assignment are detailed below:

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.
2. The topic that you will be discussing can be:
 - a) A leadership style or work relationship issue that you are currently attempting to revolve or,
 - b) 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.
3. 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.
4. 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.
5. You will then transcribe this 10-minute section and from this section.

6. 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. The self-assessment should be 5-8 pages in length, double-spaced (excluding transcript).

7. Papers and accompanying transcripts are to be emailed no later than 4 pm CT, **Tuesday, July 8, 2014** to kbarclay@smu.edu. Papers should be submitted with no names; please use only your student ID numbers. (example: 24555566.docx) This due date provide four weeks to complete the assignment. Please note that papers received after this date will not be accepted and will result in a grade of F. Your instructor 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.) (2 page)

 - c. Your self-assessment of your basic coaching skills (2-8 pages), indicating your strengths as a coach and areas for improvement.
8. 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.

 - Ability to accurately self-assess your use of basic coaching

 - Ability to accurately and clearly your partner's development needs & goals

 - 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).

- A detailed rubric is attached to explain the rationale for the scoring process for this assignment.

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.

Academic Policies of Special Importance to Students:

HONOR CODE

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. 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/studentlife/PCL_05_HC.asp

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 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.

DISABILITIES ACCOMMODATIONS

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of 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.

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; your instructor cannot do it for you.

SMU EMERGENCY PREPAREDNESS

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Optional (or you may want to include the information in the last two paragraphs)

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.

Key Learning Objectives and How Learning Objectives Are to Be Achieved

Key Learning Objectives As a result of this course students will be able to...	How Achieved
1. Identify the unique coaching challenges that differentiate performance coaching from transitional or developmental coaching.	Given a written summary of a leader who is about to initiate performance coaching students will be able to a) identify, from the facts presented in the summary the unique coaching issues that the coach is likely to face, and b) explain how these coaching challenges are representative of performance coaching engagements.
2. Identify, from behavioral observations and background data on a leader, leaders style and behavioral patterns that are likely to be contributing to work performance issues.	Students will take part in a coaching simulation involving a) a background summary of a leader who is seeking performance coaching to address certain performance issues, observations of the leader within a client-coach role-play session. Based on this data students will be asked to identify factors that are likely to be contributing to the leader's performance issues. They will also be asked to link their conclusions to available research regarding underlying leadership and behavioral patterns that have been shown to influence leadership job success, with specific attention to research on leadership derailment.
3. Conduct an initial coaching session to clearly define the client's expectations for coaching, to assess performance improvement issues, and to set goals for improvement.	Based on the conclusions that they develop in objective #2 students will be asked to engage in a role play situation with another student representing the client, and to use the session to convey their framing of the client's performance issues, confirm the client's expectations for coaching, and jointly set goals for improvement. Students will receive written feedback from their partners on a coaching feedback form provided by the instructor.
4. Evaluate contextual factors (changes to organizational structure, underlying job requirements, etc.) that can affect the	Students will be provided with supplemental information that builds on the case material summarized in objective #3. This

<p>success of coaching engagements.</p>	<p>information will references changes the hypothetical organization is about to encounter in its reporting structure, job requirements, and leadership roles. Based on this new information students will be asked to reassess their initial recommendations that they've developed on the goal's and action plans that they've developed to support their performance coaching assignment.</p>
<p>5. Create a performance consulting contract that addresses the expressed needs of the client and organizational stakeholders</p>	<p>Based on the information provided under objectives #2 and 3, students will be asked to engage in a role play scenario, in which they meet with their client to formalize the client's performance improvement needs and coaching goals into a contract.</p>

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>Self-Assessment 20% of Grade</i>	Ability to accurately self-assess one's coaching style	Self-analysis is vaguely worded	Self-analysis is somewhat detailed.	Self-analysis is very detailed.	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-

		Example: "I need to be a better communicator."	Example: "I need to work more on listening."	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."	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</i> 20%	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</i> 15% of Grade	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.	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	Gives the client sufficient opportunity to talk, and often encourages the client to expand on his or her views. Frequently paraphrases

		Frequently shifts the conversation away from the client's concerns,.	Occasionally wanders off the conversation topic.	what the client is saying. Seldom wanders off the conversation topic.	what the client is saying. In addition, will occasionally connect the client's ideas through the use of a summarizing statement. Seldom 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	Transcript lacks line codes. Transcript comments are not referenced in the analysis. Transcript includes less than 10 minutes of coaching dialogue.	Transcript contains line codes. Transcript comments are referenced in the analysis, but lack line codes. Transcript includes at least 10 minutes of coaching dialogue.	Transcript contains line codes. Transcript comments are referenced in the analysis, along with line codes. Transcript includes at least 10 minutes of coaching dialogue. A brief preface is provided that tells the reader with context regarding the discussion that led up to the transcript extraction.	Transcript contains line codes. Transcript comments are referenced in the analysis, along with line codes. Transcript includes at least 10 minutes of coaching dialogue. A brief preface is provided that tells the reader with context regarding the discussion that led up to the transcript extraction.