

**Max M. Fisher College of Business  
The Ohio State University**

**Course 7234  
Developing Leaders and Coaches through Practical Exercises  
Summer 2017  
WPMBA Course Syllabus**

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### **COURSE OVERVIEW**

This course is taught in a layered effect starting with basic leadership and coaching principles and ends with complex practical exercises challenging students to become better coaches and leaders. The course progresses allowing the student to build upon the lessons learned through the course. The coaching and leader development program incorporates planning, preparation, practical exercises, case studies, coaching and assessment to train and develop future leaders. The integration of coaching with practical exercises delivers the optimal conditions to develop leaders.

### **COURSE OBJECTIVES**

This course is focused on developing the individual leadership and coaching ability of students. More specifically, students will:

- 1) Develop a more comprehensive understanding of their personal leadership style through practical exercises
- 2) Apply leadership fundamentals in a variety of situational based practical exercises
- 3) Improve self-awareness through assessments and feedback
- 4) Explore the various roots and perspectives of modern coaching
- 5) Build the skills of coaching which center upon but are not limited to deep listening, coaching presence, business acumen, cultural dynamics and powerful questioning

### **CLASSROOM ENVIRONMENT**

The classroom environment is focused on collaboration and shared learning. Students are encouraged to actively participate in class discussions. A significant amount of time will be spent conducting practical exercises focused on developing leadership ability. Also, part of coaching requires leaning into discomfort, trying on different styles and listening to private feelings and thoughts of others. Students are expected to hold classrooms discussions in confidence, endeavoring always to create a safe learning environment.

**Most importantly, it is expected that students fail.** Students are encouraged to experiment with different leadership styles to broaden their experience. This requires students to go outside of their comfort zone, take chances and seek every growth opportunity possible. The classroom is non-attributional and students are rewarded for experimenting with new leadership styles and techniques. **It cannot be stressed enough that students are expected to try new styles and techniques.**

What is a coach? Consider the stagecoach metaphor in that a “coach” much like a stage coach takes an important person from where they are to where they want to go. This requires the perspective of promoting the agenda of another. This act requires personal development or evolvment from *habitual* speaking to **listening**; from *habitual* directing to **shepherding**; from *habitual* prescribing to **co-creation**.

Organizational coaching, if done well, requires a real mindset shift. We will begin this shift through understanding first how to interpret the situation in which we're expected to lead. We will do so by understanding Michael Watkin's STARS model. From there we will explore the 6 leadership styles set forth by Daniel Goleman in his seminal book on emotional intelligence, *Primal Leadership*: visionary, coaching, affiliative, democratic, pacesetter and commanding. We will eventually do most of our skill build work on the coaching style.

In so doing we will engage in a collection of self-evaluative exercises designed to broaden our scope of interpretation, listening and analysis. Students will then be expected to create a coaching baseline captured on video. This will be the "purposeful fail" from which we will grow as coaches.

This course is intended to be practical, real world, and useful for graduate students and MBAs whose career pursuits will require a well-honed leadership skillset.

### **COURSE MATERIALS**

-CAPSIM Business Simulator Student Account (\$53.99)

-Excerpt of Goleman, Daniel, Boyatzis, Richard, McKee, Annie, *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business School Press (2002)

-Stanier, Michael. *The Coaching Habit: Say Less, Ask More, & Change the Way You Lead*. Box of Crayons Press (2016)

-Watkins, Michael, *Picking the Right Transition Strategy*. Harvard Business School Publishing (2008)

**Office hours by appointment.**

### **COURSE REQUIREMENTS AND GRADING**

#### **Course Requirements**

Journal Entries = 110 Points

Class Participation/In Class Assignments = 500 Points

#### **Course Assignments**

**Journal Entries** – Entries are submitted following class on the prescribed suspense dates. (1 Page / 10pts each) Each journal entry answers the following three questions:

- 1) What have I learned or discovered about leadership this week?
- 2) How can I apply what I have learned to my current position?
- 3) What is my goal for the next week?

**Class Participation** – Students are awarded up to 500 points for attendance and class participation. (500pts) Points are assessed based on the students attendance, participation, contribution and risk taking (is the student willing to take chances, fail and learn from the opportunity). This assessment is broken into two parts to allow us to provide you feedback midway through the course.

## COURSE TIMELINE

Week	Theme	Assignments
Week 1 10/11 May	Course Overview, Corporate Roles	- Journal Entry #1 Due 23 May (10pts)
Week 2 17/18 May	Coaching – Stars Model Discussion, Intro to Coaching, Introduction to 6 Leadership Styles	- Journal Entry #2 Due 23 May (10pts)
Week 3 24/25 May	CAPSIM – Business Simulator Focus – Learning Organizations	- Journal Entry #3 Due 30 May (10pts)
Week 4 31 May/ 1 June	Coaching – 3 levels of listening, coaching ethics and process.	- Journal Entry #4 Due 06 June (10pts)
Week 5 7/8 June	CAPSIM – Business Simulator Focus – Conflict Resolution	- Journal Entry #5 Due 06 June (10pts)
Week 6 14/15 June	Coaching – discussions around vulnerability and psychological safety.	- Journal Entry #6 Due 13 June (10pts) - Mid-course Class Participation Assessed (250pts)
Week 7 21/22 June	CAPSIM – Business Simulator Focus – Personal Values	- Journal Entry #7 Due 20 June (10pts)
Week 8 28/29 June	Coaching –Emotional Intelligence and Coaching. Brain science & coaching links.	- Journal Entry #8 Due 27 June (10pts)
Week 9 5/6 July	CAPSIM – Business Simulator Focus – Decision Making/Problem Solving	- Journal Entry #9 Due 04 July (10pts)
Week 10 12/13 July	Coaching – Organizational culture and 6 Leadership Styles activity	- Journal Entry #10 Due 11 July (10pts)
Week 11 19/20 July	CAPSIM – Business Simulator Focus – Performance Management	- Journal Entry #11 Due 18 July (10pts)
CIWeek 12 26/27 July	Reflection and Growth Strategies	- End of Course Class Participation Assessed (250pts)

(\*red indicates section led and reflections graded by John J. Schaffner)

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