

THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS
AU16 BUSMHR 7229 - AdvOrgBusCoachng (34768)
ADVANCED Organizational Business Coaching

Cell: (614) 569-9675
e-mail: johnjschaffner@me.com

Office Hours by Appointment

In this course, the focus is on further building your skillset and experience with **Organizational Business Coaching**.

This course is the ‘sequel’ if you will of Introduction to Organizational Business Coaching and intends to broaden the learners lens beyond the structure of Introduction to Organizational coaching. This work will be both strategic and personal, challenging the learner to explore beyond the one-on-one interaction and into the system and situation that surrounds the client and how to influence that (or at least understand it). Also, we will embark on practicing more and more.

We will build off of the Introduction to Coaching foundation, which will serve the learners well. Without this foundation (in theory, listening and mindfulness) it will be challenging to move effectively into this round. Students scoring B and above in the Introduction course will find their work in this course more fulfilling.

The main purpose of this class is three-fold:

1. To build further on the foundational skills of Organizational Business Coaching process and exploring (and practicing) *developmental frames, situational analysis and emotional intelligence*.
2. To become excellent and graceful administrators of the Guiding Principles and 9 steps of Organizational (business coaching), going beyond Relating-Questioning-Listening as Coaching Competencies and exploring the coaching competencies of Presence (self-management)-Leveraging Diversity-Testing Assumptions and Reframing
3. To build an appreciation for and distinction among coaching practices (coaching with compassion vs. coaching for compliance).
4. To expose students to Intentional Change Theory and build a deeper understanding of the PEA and NEA and their roles in effective coaching.

This course is intended to be practical, real world, and useful for graduate students whose career pursuits will require a well-honed leadership skillset. Furthermore, students with coaching experience (aside from the Intro course) and/or deep business acumen can enroll (with Instructor’s approval).

Attendance in each class session is essential to gaining maximum learning from this course and students are strongly encouraged to manage their schedules accordingly. Discussions and in-class practice sessions will take place, like they would in a corporate meeting room—WITHOUT OPEN LAPTOPS. Attendance at the first and last class sessions is absolutely mandatory. Having access to a smart phone with ample video space will be necessary as we will be continuing to use video taping to build our behavioral plans going forward.

- Class 1 10/18 Coaching Fundamentals Revisited and the way forward
- Introduction to course expectations, materials and cadence
 - Revisit ORID Questioning & Listening Tool
 - Assessments: NBI, Kolb Learning, MBTi
 - Contracts
 - “I am From” poem
- Homework (due class 2): Complete an “I am from” poem for sharing next class
- Class 2 10/25 Big A little A
- *I am From* Poem sharing
 - Practice Phase 2
 - Values discussion (what’s your patronus?)
- Homework (due for class 3): “you at your best assignment”
- Readings: *Coaching with Compassion JABS; Antagonistic Neural Networks, Vision Based Coaching*
- No Class 11/1* Watch the Movie “King’s Speech” and complete assignment
- Class 3 11/8 Neurosciences and Leadership
- PEA and NEA
 - Parasympathetic nervous system
 - Links to EQ
 - Intentional Change Theory
- Readings: Smith, Boyatzis & Van Oosten (201); *Mindfulness is the Practice...; Presence.* Silsbee, Positive Renewal
- Homework: *reflection journal entry and prepare DISC information for next class*
- Class 4 11/15 DISC
- DISC fun and discussion
 - Coaching Drills using DiSC
- Readings: Co-Active Coaching Chapter 8-9
- Homework: *reflection journal*
- Class 5 11/29 Multi-cultural Team Connectivity
- Aristotle Project (Google): Psychological Safety
 - Identity, a step beyond EQ
 - Eyes in the Mind Test
 - Different paradigm of Listening Levels (self-other-global)
 - Identity Encounter
- Readings: Developmental Frames, TBD
- Class 6 12/6 Process Review and Final Exam
- Context: Entry & Contracting; Developmental Frames; Situational Analysis
 - Content: Feedback; Exploring Options; Planning
 - Conduct: Action Strategies; Growth & Renewal; Execution
- Reading:
- Assignment:

Textbooks/Readings:

- Kimsey-House, Henry; Kimsey-House, Henry; Sandahl, Phillip; Whitworth, Laura, Co-Active Coaching: Changing Business Transforming Lives, Third Edition, Nicholas Brealey Publishing (2011)
- Additional Readings: Articles and case studies uploaded into Carmen (files)

BASIS FOR GRADES:

Date

Submission of Weekly One+Page Learning Reflections	60%
Final Written Exam	25%
Class Participation	<u>15%</u>
	100%

OSU Disability Policy: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct: The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>