Counseling and Personnel Services
College of Education

EDCP 318P: Leadership through Coaching
Spring 2014 Syllabus & Course Calendar

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This course has been developed through the collaboration and partnership of the Department of Counseling and Personnel Services within the College of Education and The Adele H. Stamp Student Union Center for Campus Life.

“…individuals who engage in a coaching relationship can expect to experience fresh perspectives on personal challenges and opportunities, enhanced thinking and decision making skills, enhanced interpersonal effectiveness, and increased confidence in carrying out their chosen work and life roles.” (from International Coach Federation)

Purpose, Scope, and Goals
Coaching is needed today more than ever as a critical tool for organizational and personal development and change. Change is essential for an organization or individual to grow and adapt to today's rapidly shifting marketplace, but people and organizations are naturally resistant to change. Coaching can facilitate productive change in persons, teams, and systems by enabling leaders, managers, and employees to uncover potential that might otherwise go untapped.

The ability to coach leaders is a core competency for those helping organizations to develop. Through coaching, leaders learn how to equip themselves with skills to encourage and develop others in their organizations. Coaching helps them clarify their values, goals and dreams, and enhances their capacity to lead and influence others. They can then become catalysts for change within their organizations and help others do the same. In changing from old hierarchical models to relational models for leading, organizations are creating coaching cultures that encourage learning and supports change. Coaching has emerged as the best way to help individuals learn to think and work together more effectively.
This course will use a variety of experiential, hands-on activities to encourage interaction with other classmates, the material presented in class and in the readings. We hope this will allow students to truly understand the concepts and help shape students understanding of leadership and organizational development. Students will have the opportunity to apply coaching concepts from a variety of sources to their own leadership development.

“I absolutely believe that people, unless coached, never reach their maximum capabilities.”

Bob Nardelli, CEO, Home Depot

General Course Objectives
By the end of this course, students should be able to:

• Understand the role of strengths in coaching others and to apply individual strengths from the StrengthsQuest to their own leadership development
• Learn how personal transformation occurs, through your own experience of transformation
• Reflect on the various models of coaching (and mentoring) and apply those models to their own experiences
• Increase your ability to reflect, notice, and self-correct
• Be able to identify what makes a good coach in a number of arenas
• Apply the five practices of The Leadership Challenge to a coaching relationship
• Understand leadership coaching as organizational intervention
• Define and practice elements of the coaching relationship
• Understand and practice team and group coaching

Academic Integrity
In all class work and assignments, the highest personal and professional standards that reflect the objectives of the University of Maryland are expected. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating; fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your course outcome.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

_I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination._

More information about the University Honor Code and the Honor Pledge is available online at www.umd.edu/honorpledge.

Class Evaluations
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to
the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

Atmosphere
Class members are encouraged to demonstrate an open attitude toward views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

In order to foster an atmosphere of learning free from distractions, students are asked to:

- Turn off all cell phones and put them away. They will be taken from you if you use them during class and you will receive no points for class attendance that day.
- Put laptops away. You can take notes the old fashioned way with paper and pen.
- Complete reading newspapers or finishing homework before class starts. Do your studying for other classes before you come to class.
- Be on time and stay in class unless it is an emergency.

Participation & Attendance (REQUIRED)

“Eighty percent of success is just showing up.” Woody Allen

Attendance at all class sessions is expected. The class is intentionally small with a high interest from students. Please use your time in class wisely as many others would have liked to have taken the course. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your final participation grade. Excused absences will only be provided on a limited basis for extenuating circumstance or for approved University travel or holidays. You MUST make prior notification for the absence to be excused. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

Because we are a diverse community and enroll students with many spiritual beliefs, sensitivity to students’ requests for excused absences and make-up test requests due to reasons of religious observances will be applied. Be mindful that it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance.

Class members are expected to participate actively. The course will be most beneficial when the class atmosphere is one characterized by active and honest discussion. Leadership development in those areas described in the class objectives is maximized by frequent and active participation in discussions and group exercises. Since the experiential aspects of the class are important, class members are expected to cooperate and comply with directions and feedback during these activities. An overall participation grade will be assigned upon completion of the class, which is based on attendance, engaged contributions to class discussion, active listening and involvement, timely homework assignments and other factors that contribute to the positive development of class community. Students who attend every class session with no absences will receive a point on their final grade in the class.
Readings/Texts
There are three required texts for this course:

- *A Coach’s Guide to Developing Exemplary Leaders: Making the Most of The Leadership Challenge and the Leadership Practices Inventory (LPI)* (J-B Leadership Challenge: Kouzes/Posner) [Paperback]
- *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow:* Rath/Conchie [Hardcover]

Books should be found in the University Book Center or can easily be ordered online. There will be other readings assigned which will provide insights to the topics covered. Class members are expected to complete all outside readings and assignments on time. Readings may not always be covered during class sessions, but students will be held responsible for text material when completing assignments or through the application of experiential learning activities in class.

Assignments
There will be several assignments during the course of the semester:

**Participation in Class/Homework/Attendance (60 points)**
As noted earlier, attendance for this class is required. Missed classes will result in a loss of participation points. Failing to turn in required homework or a lack of participation in class will also result in a loss of points. You are to be actively engaged in class discussions and to participate fully in group activities and projects.

**Influences on Leadership through Coaching (20 points)**
You will write an essay about the 3 most important leadership lessons you have learned from coaches or mentors (athletic/academic/personal). The lessons may have been learned in personal relationships or through the observation of coaches or mentors. This paper is a reflection on the leadership lessons and influences you have had through your experiences with coaches and should include any insights that you have about your future leadership endeavors. Remember that we learn as much through difficult or negative situations as we do through more positive experiences. The paper should be between 3-4 pages in length (double spaced with 12 font). Due on February 13th.

**StrengthsQuest Analysis (30 points)**
Students will take the “Clifton StrengthsFinder” to better understand what talents they bring to the work they do and the leadership they provide. Each person will learn about the five top talents they possess through this self-assessment process. Understanding what one’s unique talent combinations are is key to being able to focus on the roles and relationships that will be most productive over time. Students will write an analysis of their five strengths with an application of how each of these talents have been demonstrated in their organizations, academic pursuits, and/or through their leadership. The paper should be between 3-4 pages in length (double spaced with 12 font). Due on March 11th.

**Coach Interview (20 points)**
Studying and learning from coaches (personal, athletic, executive) is an important way to learn about this new field of study. Students will be required to interview a coach who can share the lessons “from the field” and provide students with insights that they have learned as a practicing coach. Students will incorporate class concepts (StrengthsQuest, coaching roles, five practices) into the interview and accompanying paper. Students should try to learn as much about this person and his or her coaching style as possible. You may NOT interview a family member or member of your
team/peer. The paper should be between 3-4 pages in length (double spaced, 12 font). Suggested questions include:

- How and why did this person decide to become a coach?
- What experiences have been the most critical in developing their coaching philosophy?
- Which aspects/roles of coaching does this person practice most often in their life/job?
- What attributes, skills, and lessons does this person believe makes for a good coach?
- What specific tools have they used in their practice?
- What do they recommend as ways to strengthen your coaching abilities/skills?
- Where do they see the field of coaching going in the future?

**Due on April 3rd.**

**Team Project: (40 points)**

As leadership coaching is a relational concept you will have the opportunity to work in a small group of 3, as a team, to learn more about leadership and coaching through a project that will culminate in a class presentation (40 points). Teams will present to the class during one period on a book that relates to either coaching or leadership. Several suggested books have been identified below. The team will read the book and then prepare an engaging presentation for one class period. Students will be graded on the presentation and every student needs to have equal voice during it. All group members’ grades will be diminished if the workload is not equally shared. Applying, integrating and contrasting/comparing constructs covered in class to your presentation is also important.

Topics and presentation dates for teams must be chosen by **February 11.**

The following books are options for the team project:

- *Be Your Own Coach*, by Barbara Braham and Chris Wahl
- *Executive Coaching with Backbone and Heart*, by Mary Beth O’Neill
- *Fierce Conversations*, by Susan Scott
- *Language and the Pursuit of Happiness*, by Chalmers Brothers
- *Holding the Center*, by Richard Heckler
- *Anatomy of Change*, by Richard Heckler
- *Coaching: Evoking Excellence in Others*, by James Flaherty
- *The Extraordinary Leader*, by John H. Zenger and Joseph Folkman
- *Nonviolent Communication: A Language of Life*, by Marshall Rosenberg
- *The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Coaching Culture* by Thomas Crane and Larissa Patrick

Students who have another topic/book for the project must have it approved by February 11.

In addition to a presentation to the class, a Teammate Rating Sheet will be used to analyze the amount and quality of contributions that your team members made to the success of the presentation. Each member of the team will evaluate all other members and this will be considered in the final grade of each member.
Final Exam (30 points)
A take home final exam will be given at the conclusion of the semester and will require students to synthesize what they learned in class and how they have or might integrate the lessons they have learned into their own leadership/career goals.

Assignment Grading Criteria
All assignments will be graded with the following criteria:

Content:
The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

Introspection, Elaboration and Synthesis:
The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of concepts. The degree to which the student “brings it all together” and incorporates theory in the creation of new insights, unique products and/or creative solutions.

Form:
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

All papers are due on the assigned date and will be deemed late by 5:00 on the day the assignment is due. Late papers will be marked off a point for each day late unless student has sought and received permission for a late submittal.

Students with Disabilities
Both in compliance with, and in the spirit of the Americans with Disabilities Act (ADA), the instructor would like to work with students who have a disability that impacts learning in the class. Students with a documented disability should contact the instructor as soon as possible to discuss academic accommodations.

Expectations of Instructor/Teaching Assistant
Students can expect their instructor(s) will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. In addition, the instructor is readily available to students outside the class period and students are encouraged to contact the instructor if they are experiencing difficulties in class or class assignments.

Grading
The following point totals and associated grade levels for the course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Influences on Leadership</td>
<td>20</td>
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<tr>
<td>StrengthsQuest Personal Analysis</td>
<td>30</td>
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<tr>
<td>Coach Interview</td>
<td>20 points</td>
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<tr>
<td>Team Project</td>
<td>40 points</td>
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<tr>
<td>Final Exam</td>
<td>30 points</td>
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<tr>
<td>Participation/Homework</td>
<td>60 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>200 points</strong></td>
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## Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT INFORMATION</th>
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</thead>
<tbody>
<tr>
<td>1 Jan 28</td>
<td>Introductions, Review syllabus</td>
<td></td>
</tr>
<tr>
<td>2 Jan 30</td>
<td>Team Building</td>
<td></td>
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<tr>
<td>3 Feb 4</td>
<td>Introduction to Strengths-based leadership</td>
<td>Homework: Complete StrengthsQuest (purchase text) Read introduction – pg 17 &amp; 239-256 &amp; your 5 strengths descriptions, complete worksheet</td>
</tr>
<tr>
<td>4 Feb 6</td>
<td>Maximizing your Team</td>
<td>Read 20-95 HW Verifying your Strengths</td>
</tr>
<tr>
<td>5 Feb 11</td>
<td>Maximizing your Team</td>
<td>Read “Developing Leadership Strengths in College” article Select team of 4 and project topic/book</td>
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<tr>
<td>6 Feb 13</td>
<td>Strength Development and Leadership</td>
<td>Influences on Leadership paper due</td>
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<tr>
<td>7 Feb 18</td>
<td>Applying Strengths to Coaching (Work in teams)</td>
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<td>8 Feb 20</td>
<td>Introduction to Coaching Roles</td>
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<tr>
<td>9 Feb 25</td>
<td>Group Project Workshop</td>
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<td>10 Feb 27</td>
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<td>11 March 4</td>
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<tr>
<td>12 March 6</td>
<td>Group Project</td>
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<tr>
<td>13 March 11</td>
<td>Laurie Cameron, Executive Coach</td>
<td>StrengthsQuest analysis paper due</td>
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<td>14 March 13</td>
<td>Group Project</td>
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<tr>
<td>15 March 18</td>
<td>SPRING BREAK</td>
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<td>16 March 20</td>
<td>SPRING BREAK</td>
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<tr>
<td>17 March 25</td>
<td>Coach Panel: Jaime Adasi, Chris Holmes</td>
<td>Read “Co-Active Coaching and the Brain” article</td>
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<td>18 March 27</td>
<td>The Leadership Challenge and Coaching</td>
<td>Read 3-20 &amp; 207-345 in A Coach’s Guide to Exemplary Leadership</td>
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<td>19 April 1</td>
<td>Group Project</td>
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<td>20 April 3</td>
<td>Coaching to Model the Way</td>
<td>Read 21-55 Coaching Interview paper due</td>
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<td>21 April 8</td>
<td>Group Project</td>
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<td>22 April 10</td>
<td>Coaching to Inspire a Shared Vision</td>
<td>Read 57-88</td>
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<td>23 April 15</td>
<td>Group Project</td>
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<td>Date</td>
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<td>24</td>
<td>April 17</td>
<td>Coaching to Challenge the Process</td>
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<td>25</td>
<td>April 22</td>
<td><strong>Group Project</strong></td>
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<tr>
<td>26</td>
<td>April 24</td>
<td>Coaching to Enable Others to Act</td>
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<tr>
<td>27</td>
<td>April 29</td>
<td><strong>Group Project</strong></td>
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<tr>
<td>28</td>
<td>May 1</td>
<td>Coaching to Encouraging the Heart</td>
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<td>29</td>
<td>May 6</td>
<td>Improve your Coaching Competence</td>
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<tr>
<td>30</td>
<td>May 8</td>
<td>Evaluation/Final Class</td>
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</tbody>
</table>