Course 94-846

Coaching, Training, and Employee Development

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Course Description

Organizations increasingly rely on human capital to gain competitive advantage. Specialized knowledge and skills are difficult to find and a skilled workforce is difficult for competitors to imitate. Learning initiatives are vital to employee retention and proper execution of business strategy. This course focuses on a range of learning initiatives from training and coaching to development and knowledge management. Topics covered include coaching skills, team and one-on-one coaching, training, executive coaching, and promoting a learning organization and culture.

Course topics

- Career development
- Coaching individuals and teams
- Leadership development
- Learning organizations and culture
- Training design, implementation, and assessment
- Action planning

Course Objectives

1. To inform participants of the challenges of adult learning in organizations
2. To develop participants’ coaching and mentoring skills
3. To help participants create and evaluate training programs tied to business strategy
4. To familiarize participants with the use of executive coaching for leader development
5. To promote the principles of a learning culture in participants’ careers
Class style

- Problem-oriented: Focus on research evidence, cases, managerial challenges and dilemmas, role playing, and organizational experiences provided by class.
- Hands-on: Group problem solving and decision making strategies will be used to demonstrate key principles of this course.

Course Readings

- Journal articles (Selected journal articles – uploaded on Blackboard or distributed in class)
- Case studies

Week Schedule

1. Introduction (Week 1) Date: (03/20)
   - Adult learning (explicit and tacit knowledge)
   - Employability
   - Boundaryless Career
   - Reflected Best Self (RBS) Exercise Phase 1: Introduction and Planning

2. Coaching skills (Coaching the coach) (Week 2) Date: (03/27)
   - Action plan (Goal setting theory principles)
   - Modeling
   - Rehearsal
   - RBS Exercise Phase 2: Implementation
   - Choose your coach and topic

3. Coaching employees and teams (Week 3) Date: (04/03)
   - Guidance (give feedback-create challenges-corrective actions)
   - Facilitating (provide resources/promote self-efficacy)
   - Inspiration (set long-term goals/build trust/empowerment)
   - RBS Exercise Phase 3: Write up RBS summary report and Career Action plan

1. Reflected Best Self Exercise day due on Blackboard: (04/07, midnight)

4. Coaching employees and teams (Week 4) Date: (04/10)
   - Guidance (give feedback-create challenges-corrective actions)
3. Find the evidence on Executive Coaching day due on Blackboard: (04/24, before class)

6. Executive coaching and leadership development (Week 6) Date: (04/24)
   o Work with self
   o Leader vision

   **Guest speaker: Laura Maxwell, Leadership Coach**

7. Promoting a learning organization (Week 7) Date: (05/01)
   o Culture and principles of a learning organization
   o Best practices

   **Video:** Best practices in the US Army

4. Group project, Due: (05/07, midnight)
Required Readings (Articles and Chapter Books)

Most of the required readings will be provided hard copies in class the previous week unless stated otherwise.

**Tentative Course Schedule**

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
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| March 20   | Week 1: Introduction/Syllabus               | 1. A career lexicon for the 21st century by Arthur and Rousseau (1996) Academy of Management Perspectives. Questions: How are these career terms related to employee training and coaching? Do you have any new career terms to add? If so, how may these be related to our course?  
2. *Syllabus*                                                                                     |
| March 27   | Week 2: Coaching skills                     | 1. Managing oneself (Drucker, 1999)  
2. Becoming a Better Coach: Beyond the Basics  
3. Learning versus Performance goals: When should each be used? (Seitjs & Latham, 2011)                                                                 |
| April 3    | Week 3: Coaching employees - One to one coaching: | 1. The Young and the Clueless (Bunker, Kram, & Ting, 2002)  
2. Saving your Rookie Managers from themselves (Walker, 2002)  
3. Performance coaching case study: Darcy Gallagher (Case study)                                                                                       |
| April 10   | Week 4: Coaching Employees (Cont.) and Teams | 1. The art of action planning (Isenberg, 1986)  
2. Provide well-timed team coaching (Hackman, 2002)                                                                                                      |
| April 17   | Week 5: Training                            | 1. Design Training Systematically and Follow the Science of Training (Salas & Stagl 2011)  
2. Offering Training where it is valued most  
3. Case Study: Just clean your hands                                                                                                                      |
| April 24   | Week 6: Executive Coaching-Leadership development | 1. The very real dangers of Executive Coaching by Balas S., 2002  
2. Getting more from Executive Coaching by Keller-Johnson, L. 2007  
3. Do you need an executive coach? (Michelman, 2004)                                                                                                   |
| May 1      | Week 7: Promoting Learning Organizations     | 1. Learning to Lead at Toyota (Spear, 2004)                                                                                                         |
Evaluation

Your final grade is based upon:

- Reflected Best Self Exercise: 20%
- Coach Your Peer: 30%
- Find the evidence: 5%
- Group project (Organizational Performance analysis on a course-related problem): 30%
- Individual participation: 15%

One Individual Paper (20 points), Coach your peer paper (30 points), & a Group-project paper (30 points)

One individual exercise (max. length 2-3), a one-to-one coaching paper (max-4 pages), and a group paper (max. length 7 pages) are required for this course. Their purpose is to give you the opportunity to apply class concepts in the solution to practical problems.

Reflected Best Self Exercise (20 points): Due 04/07, midnight

The Reflected Best Self exercise provides feedback to participants about who you are when you are at your best. You will have to request positive feedback from significant people in your lives, which you can synthesize into a cumulative portrait of your “best self.” Instructions for this exercise will be given in the first three weeks of the course. You will turn in a summary of 2-3 pages as a Reflected Best-Self Portrait.

Coach your Peer Assignment (30 points): Due 04/21, midnight

For this assignment, groups of three will be created. Each member should obtain the role of both a coach and a coachee.

Your role as the coachee: Identify an area of personal development (e.g. presentation skills, communication skills, interview skills e.t.c.) that you would like to work on. Work together with your coach on an action plan and invest time on one specific goal. A 2-page summary report on the process using principles of goal-setting theory and action planning is required.

Your role as the coach: As a coach, you would be able to apply what you learned in class. Help the coachee to improve the area of his or her choice of development using principles you learned in class. A 2-page summary on your reflections (action plan, implementation, challenges and benefits, and future-orientation goals) is required.

Your grade will be based on: application of appropriate principles of goal setting theory, action plan development, quality of feedback, and future agenda development.
Note: As part of the coaching process, *video-recording of the sessions* are required. Observing each other on how you execute tasks (e.g. providing feedback,) can help both sides to understand better the dynamics of the coaching process.

**Group-project Paper: Due May 7th (30 points)**

Identify Training Needs and Training Design (The Case – the Analysis – The Training Solution)

As a manager you will have to identify your employees’ training needs about their technical skills, knowledge and communication competencies. This group project aims to help you develop your assessment skills for employees’ development and understand the importance of training.

The Case: Write a case (2-3 pages) describing a performance problem in an actual organization that stakeholders’ training is required. Performance problems refer to any situation in which the performance of an individual or a group is below than expected of them by the organization (e.g. poor work quality, failure to work effectively with others, chronic absenteeism or unreliability, etc). The emphasis here is on your development of assessment skills and be able to identify training skills (please systematically consider the range of situational factors necessary to understand what happened).

Training solution: Based on your analysis, develop a training strategy for effectively implementing changes to improve their performance (2-3 pages). Be detailed, specific, and realistic (no “pie in the sky”). Consider not only the results you wish, the levers you would use to develop your training, but also the process you would use to effectively implement training and warrantee its success.

**Find the evidence: Due April 24 before class (5 points)**

For this assignment, you are required to do some search on identifying empirical evidence related to Executive coaching. Your grade will be defined from the quality of search you did and how you summarize and present the empirical evidence you found. Questions to be answered are: What does research evidence say? Is executive coaching worth its money? Under which conditions does Executing coaching work best? (One–page, 5 points)

**Participation (15 points)**

Contributions in the form of attendance, constructive input to class discussions, and turning in a series of small exercises as requested. Active and constructive participation –*not excessive talking*—is what really matters in our class!

Behavioral Norms: How instructor and students should behave in class
1. Individual participation: You are expected to come prepared to ask questions that contribute to your understanding of the course materials as well as your fellow students. You are requested to complete assignments that are not graded. If they are completed, these will contribute to your self-enhancement and managerial skills.

2. Readings: you are expected to read all the materials and while reading, you should continually ask yourself the following two questions:
   a. Do I understand the theory and/or principles of this material?
   b. Which are the implications? How would you apply this as a manager?

3. All assigned readings should be completed prior to the class for which they are specified. Readings will be briefly reviewed to check for understanding at the beginning of each class. Be prepared to answer questions regarding readings and more importantly to ask them.

4. Ethics: All work turned in must be original and your own. Answers to cases are not to be obtained from outside sources, including teaching notes, internet sites, or past course participants. Failure to comply with ethics will lead to fail the assignment.

5. Carnegie Mellon University’s integrity policies: [http://www.cmu.edu/academic-integrity/](http://www.cmu.edu/academic-integrity/)

6. Late return notice: No assignments will be accepted after their due date.

7. Overall, I am very dedicated to provide you with constructive feedback and your grade will reflect your learning progress for each assignment. Nonetheless, if you believe that an assignment was unfairly graded, you can request a re-grade by resubmitting your hard copy or an image or scan of your response, along with a type written statement explaining why your assignment deserves more credit. Please submit your re-grade requests by email to me. Successful re-grades are ones that convince me that the answer you provided on the assignment is based on material we have covered in the course, and not simply a reasonable answer that makes good sense. I have found that convincing me is easiest when you include specific references (quotes, page numbers) to the source material you think helps to justify your answer. I will accept re-grade requests up to 24 hours after returning the assignment.