Course 94-846

Coaching, Employee Development, and Training

Course Number: 94-846
Meets: Tuesday, 6:00pm – 8:50pm
Location: Hamburg Hall – Room HBH 1004
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Course Description

In the fast-paced global economy, only those companies that are able to learn quickly and effectively will advance. This course is designed to take a practical approach in exploring individual and organizational strategies designed to stimulate learning and personal growth in organizations. In addition, the course is aimed at facilitating understanding of individual development from both leader and individual contributor perspectives. In short, the course has been designed to accomplish two major objectives.

First, students will learn some theoretical foundations, behavioral applications and practical challenges involved in employee training and development in the business environment.

Second, this course will focus on personal development; the goal being to obtain greater self-awareness to help make you a more effective leader, teammate and person.

Integrating these perspectives will enable students to experience how both personal and organizational development needs can lead to individual satisfaction and well-being, while impacting organizational learning and effectiveness.

Course topics

- Personal skills needed for influencing others
- Development planning
- Leadership development
- Coaching individuals
- Training design, implementation, and assessment
- Learning organizations and culture

Course Objectives

1. To increase participants’ self-awareness and influence skills
2. To recognize how people and the environment impact learning
3. To develop participants’ coaching skills
4. To familiarize participants with fundamentals of instructional design/change management
5. To promote the principles of a learning culture in participants’ careers
Course Readings

- Journal articles (Selected HBR [Harvard Business Review] journal articles – distributed in class)

Class style

- Participative: Facilitated discussion on leadership and coaching theories, practical application, managerial challenges and dilemmas, role playing, and organizational experiences provided by class.
- Experiential Learning: Individuals will demonstrate key principles of this course through various in-and-outside of class exercises.

Week Schedule

1. Introduction and Human Learning (Week 1) Date: (5/23)
   - Human Behavior and the Environment
   - Human learning (explicit and tacit knowledge)
   - Motivators and Values
   - *Leadership Skill Focus: Listening and Empathy*
   - Values Exercise
   - Vision/Best Self Exercise Phase 1: Introduction and Planning

2. Leader as Catalyst (Week 2) Date: (5/30)
   - Leadership Theories
   - Influential Leadership Behaviors
   - Creating Development Plans
   - *Leadership Skill Focus: Involvement / Facilitating*

3. Coaching skills (Coaching the coach and leader) (Week 3) Date: (06/06)
   - Coaching Theory (Intentional Change Model)
   - Action planning (Goal setting theory principles)
   - Developing Measurement Criteria
   - Choose your coach and topic
   - *Leadership Skill Focus: Supporting Others*

4. Coaching skills (Coaching the coach) (Week 4) Date: (06/13)
   - Coaching application
   - Providing Actionable Feedback
   - Monitoring Personal Emotions (Mindfulness) for Challenging Conversations
   - *Leadership Skill Focus: Maintaining & Enhancing Esteem*
• Vision/Best Self Exercise Phase 2: Analyze Strength Themes

5. Instructional Design & Promoting a Learning Organization (Week 5) Date: (06/20)
• Intro to Instructional Design (ADDIE)
• Modes of Training
• Evaluation of Training
• Culture and Principles of a Learning Organization
• Leadership Skill Focus: Sharing Thoughts, Feelings, Rational
• Vision/Best Self Exercise Phase 3: Write up RBS summary report and Career Action plan

6. Team and Employee Development (Week 6) Date: (06/27)
• Intro to Change Management (Kotter)
• Performance Appraisal
• Using Assessments
• Corrective Actions
• Leadership Skill Focus: Facilitating an Interaction/Meeting
• Class Wrap-up

Assignment Due Dates for 2017:
1. Identifying Your Values Report due via email: (05/30, midnight)
2. Peer Coaching Report due via email: (06/20, midnight)
3. Vision Best Self Exercise Report due via email: (06/27, midnight)
4. Leadership Behavior report-outs due via email: (Before following week’s class)
5. Personal Development Action Plan Report: (06/30, midnight)
6. Group Training project: (06/30, midnight)

Required Readings
(Articles and Book Chapters)
Most of the required readings will be provided hard copies in class the previous week unless stated otherwise.

Evaluation
All papers turned in after the due date will automatically start at a letter grade lower and will not be accepted 24 hours after the due date. (Example: Up to the due date – starting grade A+. Day immediately after due date – starting grade B+. Two days after due date – No longer accepted.)

Your final grade is based upon:
• Personal Values Report: 10%
• Vision/Best Self Report: 10%
• Peer Coaching: 10%
• Leadership Behavior report out: 10%
• Personal Development Action Plan Project: 20%
• Group Training Project: 20%
• Individual participation: 20%

[Eight Individual Papers (Total is 60% of final grade), One Group Paper (20% of final grade), and In-Class Participation (Total is 20% of final grade)]

Five application papers (max. length 1 page), One personal values report (length 2-3 pages), One Vision/Best self report (length – 3-4 pages), a one-to-one coaching paper (max. length 4 pages plus your feedback provided to the coach), and a group paper (length - 6-10 pages) are required for this course. Their purpose is to give you the opportunity to apply class concepts in the solution to practical problems.

**Personal Values Report (10%)**

You will start your self-reflection experience by completing a Values self-ranking assessment. Once you have identified your top values, you will reflect on the origin of your values, how have leveraged your values thus far in your life, how your values impact how you see yourself and how do your values impact how you respond to others who do not share the same values. 

*You will turn in a summary of 2-3 pages as your Personal Values Report.*

**Vision/Best Self Report (10%)**

The Vision/Best Self exercise explores your vision for who you want to be when you are at your best. (Your ideal self.) You will also collect feedback on your strengths by requesting positive feedback from (minimum 8) 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 3-4 pages as a Vision/Best Self Report.*

**Coach your Peer Assignment (10%)**

For this assignment, groups of three will be created. Each member needs to obtain the role of coach, client and a coach’s coach.

Your role as the client: Identify a specific behavior of personal development (e.g. A specific behavior within: presentation skills, communication skills, interview skills e.t.c.) that you would like to increase its frequency. Work together with your coach on an action plan and invest time on achieving one specific goal.

*A 1-2 page summary report on your experience being coached. How did the coaching process work for you? What was the most helpful part of the process for you? What did you learn about yourself? How would you describe the overall experience of being coached?*

Your role as the coach: As a coach, you would be able to apply what you learned in class. Help the client to improve the area of his or her choice of development using principles you learned in class.

*A 1-2 page summary on your is required. What questions did you ask? What questions helped the client the most? What questions didn’t work as intended? What did you learn about yourself as a coach? What was the most challenging part of coaching? (Include a copy of your questions.)*
Your role as the Coach’s Coach: As the Coach’s Coach, you will provide specific feedback to the coach on 2-3 areas they performed well in and 1 developmental area using the STAR model. You will submit a copy of the feedback you provided for the coach.

Your grade will be based on: application of appropriate principles discussed in class.

Note: As part of the coaching process, video-recording of the sessions is encouraged. 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.

**Leadership Behavior report outs: (10%)**

Students will be asked to practice five leadership behaviors outside of class. You will need to write a 1 page reflection paper on your experience using the behavior outside of class. The focus will be on the situation/context, what you specifically did, what the result was and what you learned.

**Personal Development Action Plan Project: (20%)**

You will create a Personal Development Plan for yourself during the class.

**Group Training project Paper: (20%)**

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 that 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 ability 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.

**Individual Participation (20%)**
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!

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 Leader?

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 assignments are not to be obtained from outside sources, including teaching notes, or internet sites. Failure to comply with ethics will lead to fail the assignment.

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

6. 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 hardcopy 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 and the source material you think helps to justify your answer. I will accept re-grade requests up to 24 hours after returning the assignment.