Educational Leadership Program
Coaching Innovative Leaders

Course Number: HD 7050
Course Name: Coaching Innovative Leaders
Instructor: Nancy Puglisi, Ph.D.
Office Location: Highland Hall
Office and/or Online Availability: Upon Request
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Term and Year: Fall 2013
Course Delivery: Residential Weekend at Waterville Valley

Catalog Description
The course challenges students to evaluate their leadership skills and their role in the development and guidance of leadership talent with each employee. Students will have an opportunity to review their values, current belief systems and expand their current knowledge of self and others. Students will study new coaching and mentoring methods and characteristics of transformational and innovative leadership investigating multiple dimensions of awareness. Emotional intelligence, EQ, intelligence systems-thinking, IQ, and spiritual intelligence, SQ, will be introduced.

Course Overview
The course challenges traditional models of coaching and mentoring and examines the emerging paradigms of integral leadership, transpersonal coaching and developing conscious organizations. The course explores various methods to enhance each individual's capacity for self-observation, increased awareness of self and others, expand one's abilities in the area of self-reflection while investigating higher realms of consciousness. Wisdom traditions from the East and West will be considered. Thoughts, beliefs, emotions and the power of intention will be introduced. Leading with wisdom, compassion and hope will be investigated. Abraham Maslow's hierarchy of needs model will be examined with a focus on self-transcendence. The class will be based on the concepts of good intention, open mind and compassionate heart.

Enduring Understanding: Upon completion of the course, participants will be able to:

- Describe emotional intelligence, intelligence systems-thinking and spiritual intelligence
- Demonstrate an understanding of integral leadership, transpersonal coaching and conscious organizations.
- Develop new perspectives on Maslow's hierarchy of needs with a focus on self-transcendence
- Define transformation coaching for innovative leadership

Essential Questions:
How does a leader coach and mentor?
How does one define integral leadership, transpersonal coaching and conscious organizations?
How does coaching transformation contribute to conscious organizations?
How do thoughts, beliefs, emotions and the power of intention transform leaders?
COGS Hallmarks:

- **Leadership & Advocacy** is addressed throughout this course as participants learn and practice new methods of coaching.
- **Scholarship & Action** is addressed through the planning and implementation of new ways of coaching.
- **Reflection & Innovation** is addressed as participants examine the status quo and identify new areas of focus and challenge.
- **Professionalism & Service** is addressed as participants develop leadership skills to address new ways of leading.
- **Global Awareness & Social Responsibility** is addressed as participants look and implement real world applications.

Textbook List/Bibliography/Recommended Reading/Resources

Required Texts:


All students will read the two required texts before class begins.

Writing assignment: Please write a three page essay on your response to the required reading. What new insights did you gain? How has your approach to leadership and coaching changed? Have you developed a better understanding of conscious organizations?

A secondary text will be assigned to you from one of the following books: Do not purchase or read all of these texts:


Recommended Reading:


Suggested Resources

http://www.apastyle.org/index.aspx

General Course Itinerary:

Class will begin on Friday at 9:00. Breaks of 10-20 minutes will be provided during the morning and afternoon sessions for refreshment and physical activities. A longer, late afternoon period for individual study will also be included. Lunch and dinner will be taken together and used as opportunities for networking, speaking personally with the instructor and socializing. Evening activities will begin at about 7:00 p.m. and end no later than 9:00 p.m. On the last day, Sunday, the afternoon session will end by 3. Further details on the itinerary will be discussed as the class ensues. Flexibility is preserved in order to best meet the learning needs of the specific participants during each class.

Day One:

Morning:

- Opening activity
- Course introductions, overview and review of syllabus and course expectations
- Identifying and sharing coaching experiences
- Reviewing Secretan
- Use of pre-course essays for small and large group work including text discussion

Afternoon:
• Personal contexts/perspectives on coaching
• Natural coaching talents/acquired skills

Evening:

• Film
• Reflective journal writing

Day Two:

Morning:

• Debriefing and sharing of experiences and learning
• Group work and facilitated discussion with text analysis
• Review of Coaching for Performance – Growing Human Potential and Purpose – The Principles and Practice of Coaching and Leadership

Afternoon:

• Discussion of emotional intelligence, intelligence systems-thinking and spiritual intelligence
• Discussion of integral leadership, transpersonal coaching and conscious organizations.
• Discussion of new perspectives on Maslow’s hierarchy of needs with a focus on self-transcendence

Evening:

• Film
• Reflective Journal Writing

Day Three:

Morning:

• Small group activity – Discussion of coaching styles

Afternoon:

• Application of concepts and post course project overview and discussion
• Reflection and Feedback

Professional Standards, Course Goals/Objectives, and Assessment

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<thead>
<tr>
<th>Assignment</th>
<th>Standard(s) Assessed</th>
<th>Assessment Tool</th>
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<tbody>
<tr>
<td>Pre-class reading</td>
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<td>Written essay</td>
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<tr>
<td>Pre-class essay</td>
<td></td>
<td>PSU Graduate Writing Rubric</td>
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<tr>
<td></td>
<td>Standard(s) Assessed</td>
<td>PSU Graduate Reflective Writing Rubric</td>
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Leadership plan – development of a plan to coach employees
Post-class reflective essay

Content of Course Which Addresses Technological Standards/Competence

This course is managed in part through Moodle, which requires that students are able to work in an online environment, both for posting information and gathering information. Also, this course requires scholarly research using online databases and electronic search engines.

Evaluation Plan/Grading Scale

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Pre-class Essay</td>
<td>Up to 15 total points</td>
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<tr>
<td>Journals</td>
<td>Up to 20 total points</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>Up to 15 total points</td>
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<tr>
<td>Creation of Coaching Plan</td>
<td>Up to 50 total points</td>
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TOTAL POSSIBLE POINTS 100

Grading Scale: 94-100=A  90-93=A-  87-89=B+  84-86=B  80-83=B-  77-79=C+  74-76=C  70-73=C-  0-69=F

Learning Outcomes: Through the course students will be able to:

1. Describe and define emotional intelligence, intelligence systems-thinking and spiritual intelligence
2. Demonstrate an understanding of integral leadership, transpersonal coaching and conscious organizations.
3. Explain Maslow’s hierarchy of needs with a focus on self-transcendence
4. Define transformation coaching for innovative leadership

Assignments

1. Pre-class reading of the texts (to be used in class activities); in class discussion and analysis
2. Pre-class essay
3. In-class journaling
4. Post-class reflective essay
5. Coaching Plan – using a format/methodology which can be assessed by the attached rubric. Time will be provided during the class meeting to discuss the development of each student’s project which will be developed and written following the weekend meeting.

Assessments:

1. Pre-class reading of the texts (to be used in class activities); in class discussion and analysis
   PSU Graduate Writing Rubric and written essay
2. Pre-class essay – PSU Graduate Reflective Writing Rubric
3. In-class journaling – PSU Graduate Reflective Writing Rubric
4. Post-class reflective essay – PSU Graduate Writing Rubric
5. Coaching Plan – using a format/methodology which can be assessed by the attached rubric. Time will be provided during the class meeting to discuss the development of each student’s project which will be developed and written following the weekend meeting. PSU Graduate Writing Rubric

Due date extension: Students are encouraged to complete the projects as soon after the weekend course as humanly possible. However, in the event of extenuating circumstances, a request for a reasonable extension needs to be submitted prior to the project due date. Extensions will result in a grade of IC (incomplete) on the transcript. Non-completion of the project within a determined time frame will result in an automatic conversion of the IC to no higher than a grade of D. Students are encouraged to be in communication with the faculty member after class for any questions related to the course and/or project.

Evaluation Plan/Grading Scale

Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Course Calendar/Agenda
The course is a weekend intensive experience. The syllabus with an outline for each class day is available on Moodle.

Instructor Additions
N/A

Assessment Rubrics
PSU Graduate Writing Rubric – Located on Moodle
PSU Graduate Reflective Writing Rubric – Located on Moodle

University Policies and Procedures

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials
online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

  Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

  Following are the PSU curtailed operations and/or class cancellation notification procedures: In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

  Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  - Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk is on the Main Floor.