COURSE SYLLABUS

BUS 702 Professional Leadership Development: Coaching and Influencing Stakeholders

Spring 2022, Online

# Course Information

## Instructor Information

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| **Instructor:** | Lyna M. Matesi, Ph.D. |
| **Office:** | I have offices on all three campuses and am happy to meet in person if you would find that helpful. My primary office is in Stevens Point in the College of Professional Studies (CPS) building. I am on the fourth floor in room 402. |
| **Virtual Office Hours:** | I will be available by Zoom, phone, or face to face Monday through Wednesday. [Please use this link to connect to my Bookings site if you’d like to schedule 1:1 time with me.](https://outlook.office365.com/owa/calendar/UWSPMBAProgram@uwspedu.onmicrosoft.com/bookings/) |
| **Mobile:** | 715-340-6335. Text messages welcome. Be sure to share your full name when you text me. |
| **E-mail:** | [lmatesi@uwsp.edu](mailto:lmatesi@uwsp.edu) |
| **Expected Instructor Response Time:** | You can expect a response within 24 week-day hours. I am offline during the weekend. |

## Course Information

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| **Course Description:** | Introduction to the use of coaching theory and practice in service of leadership development. Topics covered include coaching theory, stakeholder theory, and the application of coaching and influencing strategies. |
| **Credits:** | 1 cr. |
| **Prerequisites:** | None |

## Textbook & Course Materials

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| **Required Text:** | * **Booklet**. Leadership Brand: Deliver on Your Promise by Horth, Miller, and Mount. Order online. You can order either the print or the ebook format. Link to order: <https://shop.ccl.org/usa/leadership-brand-deliver-on-your-promise.html> * **Booklet**. Direction, Alignment, Commitment by McCauley and Fick-Cooper. Order online. You can order either the print or the ebook format. Link to order: <https://shop.ccl.org/usa/direction-alignment-commitment-achieving-better-results-through-leadership.html> |
| **Required Reading Notes:** | **To be most efficient, be sure to read for personal and professional application and take notes while reading.** I will only ask to review your notes if it seems that you are struggling with an assignment. I suggest that you establish a note-taking system within the first few weeks of beginning your MBA program. For this class, your reading notes should focus on content application--what is meaningful to you, and how do you want to apply what you are reading?   * Optional resource--Reading for graduate school, 5-minute video: [4 Rules for Grad School Reading](https://www.youtube.com/watch?v=eWuxW2qAYSE) * Optional resource--10 tips: <https://myusf.usfca.edu/sites/default/files/Sink_or_Skim_-_Fall_2016.pdf> * Optional resource--Research roundup for note-taking: <https://www.cultofpedagogy.com/note-taking/> * Optional resource--Digital note-taking: <https://www.kqed.org/mindshift/48902/digital-note-taking-strategies-that-deepen-student-thinking> |
| **Other Readings:** | All required materials for this course will be posted to our Canvas course site. |
| **Other Required Materials / Applications:** | All required materials for this course will be posted to our Canvas course site. |
| **Required Reflection Journal:** | **You will need to maintain an electronic or paper-based personal journal for this class.** I suggest that you establish a single journal that you can use for all three of the professional development courses: BUS 701, BUS 702, and BUS 703. Your journal is your personal space. You will be asked to summarize and share journal entries, but you will never be asked to submit your journal. Journal writing can be informal, formal, terse, or creative. This is your space to turn readings, ideas, and best practices into personal action.  **Journal Purpose**  The journal, as a container of experience, is used in many ways to foster reflection and adult learning. A journal is a crucible for processing the raw material of experience in order to integrate it with existing knowledge and create new meaning. Among the many purposes for journal writing are the following: to break habitual ways of thinking; enhance the development of reflective judgment and metacognition; increase awareness of tacit knowledge; facilitate self-exploration and personal growth; and work out solutions to problems.  Moon (1999) and Carroll (1994) discuss theories and research that support several assumptions about learning from journals: Articulating connections between new and existing knowledge improves learning. Writing about learning is a way of demonstrating what has been learned. Journal writing accentuates favorable learning conditions it demands time and space for reflection, encourages independent thought and ownership, enables expression of feelings, and provides a place to work with ill-structured problems. Reflection encourages deep rather than surface learning*.*  *Passage adapted from Kerka, S. (2002). Journal Writing as an Adult Learning Tool.* [*https://files.eric.ed.gov/fulltext/ED470782.pdf*](https://files.eric.ed.gov/fulltext/ED470782.pdf)  **Journal Examples and Techniques**  Journal Keeping authors Dannelle Stevens and Joanne Cooper share their knowledge about journaling via a brief video summary:  <http://www.youtube.com/watch?v=tT-9YZiDVxE&feature=related>  You may also want to consider using a visual approach to your journaling. Three different visual style ideas are provided below:   * Concept Mapping— <http://cmap.ihmc.us/> * Sketch Notes— <https://www.verbaltovisual.com/what-is-sketchnoting/> * Mindmapping— <http://www.mindtools.com/pages/article/newISS_01.htm> |
| **Your Personal Board of Directors or Advisors:** | It is likely that you are pursuing a UW-Stevens Point MBA because you want to launch, change or accelerate your career. All three professional development classes are designed to drive personal reflection and include Flipgrid asynchronous video conversations with your course team as well as one-on-one asynchronous video conversations with me. In addition to these conversations, you will find it beneficial to form a personal board of directors or advisors. Your personal board can include colleagues, friends or family. Select people that know you well and who are invested in your success. It is likely that the reflection in this course might be something you want to discuss with others. I encourage you to be INTENTIONAL about processing your insights, reflections and action plans with a hand selected groups of fans and supporters. Who is on your personal board?  If you want to explore the idea of a personal board further, I’ve included an optional article below that elaborates on the research and practice behind this suggestion.  **Read: Your board of advisors.** Available via the UWSP library. Shen, Y., Cotton, R. D., & Kram, K. E. (2015). Assembling your personal board of advisors. MIT Sloan Management Review, 56(3), 81-90. Article Link: <https://sloanreview.mit.edu/article/assembling-your-personal-board-of-advisors/> |

## Course Technology

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| **Course Website:** | None besides our Canvas site. |
| **Other Websites:** | It is your responsibility to access links via the MBA Online Student Center housed in Canvas. |
| **Course Delivery:** | You must have high speed internet, headphones/microphone, and a web cam for this course. It is also important that you are ready to use Canvas, Zoom, and are sure to check your uwsp.edu email account every weekday. |
| **Canvas Support:** | Click on the HELP button in the global (left) navigation menu and note the options that appear:   * Ask Your Instructor a Question *Submit a question to your instructor*   + Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below. * Chat with Canvas Support (Student) *Live Chat with Canvas Support 24x7!*   + Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level. * Contact Canvas Support via email *Canvas support will email a response*   + Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty. * Contact Canvas Support via phone *Find the phone number for your institution*   + Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7. * Search the Canvas Guides *Find answers to common questions*   + Searching the [Canvas guides](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](https://community.canvaslms.com/docs/DOC-3891). * Submit a Feature Idea *Have an idea to improve Canvas?*   + If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.   **Self-train on Canvas through the Self-enrolling/paced Canvas training course:** [**https://uws.instructure.com/courses/45767**](https://uws.instructure.com/courses/45767) |
| **UWSP Technology Support:** | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: [https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) |

# Learning Outcomes

## Course Goals

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| Our 1-credit course is completed over 16 weeks. To successfully complete this course, you need to submit the assignments as well as keep a reflective journal, take reading notes, and work with your personal board of directors or advisors.  This class is designed to help you focus on your career. You will not be tested on the content. Please do not feel compelled to memorize material. As you are consuming the material in this course, focus on yourself. What is helpful? What makes you curious? What do you need to know, do or be to advance your career and create a life worth living?  Based on my experience as a leadership development professional, I've designed this course as a one-on-one coaching opportunity. My goal is to act as a coach so you can be intentional about your development. |

## Course Learning Objectives

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| This course focuses on MBA program learning objectives (PLO) 1 and 2.  PLO 1: *Communicate professionally. Students will be able to demonstrate* ***professionalism, self-awareness*** *and deliver effective oral and written reports and presentations.* In BUS 702 we are particularly interested in cultivating a deeper self-awareness so that you can exercise greater command of how you demonstrate professionalism. A great deal of leadership presence derives from your intended and unintended communication.  PLO 2: *Lead people, projects, and organizations.* *Students will be able to* ***influence*** *individuals, teams, and organizations to* ***achieve goals*** *and* ***manage change****.* In BUS 702 we focus on extending your influence skills through applying coaching and stakeholder theory and practice.  Introduction to the use of coaching theory and practice in service of leadership development. Topics covered include coaching theory, stakeholder theory, and the application of coaching and influencing strategies.  In BUS 702 you will—   1. Distill your professional development goals and update your ongoing plan to advance your career. 2. Assess the need for coaching and implement various coaching tactics to extend your influence. 3. Assess the need for feedback and implement various coaching tactics to extend your influence. 4. Practice using dialogic leadership to extend your influence. 5. Identify, diagnose and respond to wicked problems. 6. Create and complete a learning agility project. |

## Academic Unit

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| **SBE Mission:** | The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.  The SBE achieves its mission by valuing:   * Talent development * Lifelong learning * Career preparation * On the job experiences * Community outreach * Regional partnerships * Continuous improvement |
| **Accreditation Commitment:** | SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community. |

# Course Policies

## Attendance

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| I am not tracking screen-time attendance in this course. As long as you complete all assignments on time, you are meeting the attendance requirement. |

## Late Work

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| I am happy to accept assignments early. If you need to extend an assignment deadline, please contact me by email **before** the deadline to ask for what you need. |

## Etiquette/Netiquette

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| When communicating online, you should always:   * Treat your instructor and classmates with respect in email or any other communication. * Feel free to address me by my first name, Lyna * Use clear and concise language. * Remember that all college level communication should have correct spelling and grammar. * Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” * Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font * Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING. * Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion * post and your message might be taken seriously or sound offensive. * Be careful with personal information (both yours and other’s).   When posting on the Discussion Board in your online class, you should:  • Make posts that are on topic and within the scope of the course material.  • Take your posts seriously and review and edit your posts before sending.  • Be as brief as possible while still making a thorough comment.  • Always give proper credit when referencing or quoting another source.  • Avoid short, generic replies such as, “I agree”, or “I disagree.” You should explain why.  • Be open-minded. |

# Grading

## Grading Scheme

Think of this course as a pass/fail course. If you complete all of the assignments, by the given deadlines you will pass and earn the maximum points possible. If you fail to complete assignments by the given deadline you will not pass and you will need to repeat the course.

# Coursework

## Exams

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| None. |

## Quizzes

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| None. |

## Assignments

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| Most assignments for this course will require that you consume material, review the applicability of the material and then made a video discussion post. You and your peer coaches will regularly exchange short videos. You will find assignment details for each week of this course in Canvas. Please start with Week 1. It is active in Canvas now. |

# Schedule

## Dates and Deadlines

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| In BUS 702 we will focus our professional development attention on learning to more effectively coach and influence stakeholders. Our schedule includes--   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week** | **Focus** | **Reading, Watching** | **Assignment** | **Due** | | 1 | Overview, Intros | X | X | Sunday, 2/6 | | 2 |  |  |  | Sunday, 2/13 | | 3 | Coaching | X |  | Sunday, 2/20 | | 4 | Coaching |  | X | Sunday, 2/27 | | 5 | Stakeholders | X |  | Sunday, 3/3 | | 6 | Stakeholders |  | X | Sunday, 3/13 | | 7 | Dialogic Leadership | X |  | Sunday, 3/20 | | ------- | Spring Break | ------- | ------- | ------- | | 8 | Dialogic Leadership |  | X | Sunday, 4/3 | | 9 | Wicked Problems | X | X | Sunday, 4/10 | | 10 | Direction Alignment Commitment | X | X | Sunday, 4/17 | | 12 | Leadership Brand | X | X | Sunday, 4/24 | | 13 | Supplemental Work | X |  | ------- | | 14 | Supplemental Work | X |  | ------- | | 15 | Supplemental Work | X |  | ------- | | 16 | Supplemental Work |  | X | Sunday, 5/22 |   Our **tentative** course schedule is listed above. Each module will become available the Friday before the module begins. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: [https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx](https://www3.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx) |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, see: [https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx](https://www3.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx)  UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.  If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit: [https://www.uwsp.edu/datc/Pages/default.aspx](https://www3.uwsp.edu/datc/Pages/default.aspx) |

## Inclusivity/Nondiscrimination Statement

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| It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715‑346‑2606 or visit: <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx> |

## Religious Beliefs Accommodation

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| It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/22> |

## Help Resources

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| The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715‑346‑3568 or visit: [https://www.uwsp.edu/tlc/Pages/default.aspx](https://www3.uwsp.edu/tlc/Pages/default.aspx)  If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715‑346‑4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>  The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>  In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students.  The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>  UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) |

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to <http://www.uwsp.edu/rmgt/Pages/em/procedures> |

## UWSP Community Bill of Rights and Responsibilities

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| UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities> |

## University Attendance Policy

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| In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university’s attendance guidelines can be found at: [https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx) |

## University Drop Policy

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| You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university’s drop policy can be found at: <https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures> |

## Academic Honesty

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| UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/14> |

## Grade Reviews/Appeals

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| A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university’s policies on non-academic misconduct can be found at [https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx](https://www3.uwsp.edu/acadaff/Pages/gradeReview.aspx) |

## Non-Academic Misconduct

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| Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university’s policies on non-academic misconduct can be found at [https://www.uwsp.edu/dos/Pages/stu-conduct.aspx](https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx). |

## Confidentiality

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| Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.  This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.  It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful. |

## Sample Coursework Permission

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| The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes. |

## Revision Clause

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| This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student’s responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email. |