## PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE
(500-600 LEVEL)

### DEPARTMENT: Organizational Leadership and Supervision
### EFFECTIVE SESSION: Fall 2007

### INSTRUCTIONS: Please check the items below which describe the purpose of this request.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New course with supporting documents (complete proposal form)</td>
<td>7</td>
<td>Change in course attributes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Add existing course offered at another campus</td>
<td>8</td>
<td>Change in instructional hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Expiration of a course</td>
<td>9</td>
<td>Change in course description</td>
<td></td>
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<tr>
<td>4</td>
<td>Change in course number</td>
<td>10</td>
<td>Change in course requisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Change in course title</td>
<td>11</td>
<td>Change in semesters offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Change in course credit/type</td>
<td>12</td>
<td>Transfer from one department to another</td>
<td></td>
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</table>

### PROPOSED:

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>OLS</th>
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</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>583</td>
</tr>
<tr>
<td>Long Title</td>
<td>Coaching and Mentoring in Organizations</td>
</tr>
<tr>
<td>Short Title</td>
<td></td>
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</tbody>
</table>

Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

### CREDIT TYPE

<table>
<thead>
<tr>
<th></th>
<th>1. Fixed Credit: Cr. Hrs.</th>
<th>2. Variable Credit Range: Minimum Cr. Hrs.</th>
<th>3. Equivalent Credit: Yes</th>
<th>4. Thesis Credit: Yes</th>
<th>COURSE ATTRIBUTES: Check All That Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>(Check One) To</td>
<td>Yes</td>
<td>Yes</td>
<td>7. Registration Approval Type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Or</td>
<td></td>
<td></td>
<td>Department</td>
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<td></td>
<td>Instructor</td>
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### COURSE DESCRIPTION (INCLUDE REQUISITES):

This course explores issues and practices in technologically driven organizations pertaining to the roles and functions that coaching and mentoring play in employee development. A "best practices" approach utilizing the case method, is emphasized. Presented from the point of view of a human resource manager/leader, the focus of the course is on identifying coaching opportunities, enhancing communication skills, developing and implementing strategies, and evaluating the outcomes of these strategies. Attention is directed to facilitating personal coaching mentoring skills.

### CAMPUS(ES) INVOLVED

<table>
<thead>
<tr>
<th>Calumet</th>
<th>Cont Ed</th>
<th>Tech Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. Central</td>
<td>Ft. Wayne</td>
<td>W. Lafayette</td>
</tr>
<tr>
<td>Indianapolis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TERMS OFFERED

- Summer
- Fall
- Spring

### Cross-Listed Courses

- [ ]
- [ ]
- [ ]
- [ ]

### OFFICE OF THE REGISTRAR

Calumet Department Head: [Signature] Date
Calumet School Dean: Date
Calumet Undergrad Curriculum Committee: Date

Fort Wayne Department Head: [Signature] May 2, 2007
Fort Wayne School Dean: Date
Fort Wayne Chancellor: Date

Indianapolis Department Head: [Signature] 5/19/67
Indianapolis School Dean: Date
Undergrad Curriculum Committee: Date

North Central Department Head: Date
North Central Chancellor: Date

West Lafayette Department Head: Date
West Lafayette College/School Dean: Date
Graduate Council Secretary: Date

Graduate Area Committee Convener: Date
Graduate Dean: Date
West Lafayette Registrar: Date
New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [ ] Professional credit [ ]

1. School/Division School of Engineering and Technology Academic Subject Code OLS

2. Course Number 583 (must be cleared with University Enrollment Services) 4. Instructor Charles Feldhaus

5. Course Title Coaching and Mentoring in Organizations

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2008

7. Credit Hours: Fixed at 3 or Variable from to

8. Is this course to be graded S-F (only)? Yes [ ] No [x]

9. Is variable title approval being requested? Yes [ ] No [x]

10. Course description (not to exceed 50 words) for Bulletin publication: This course explores issues and practice in technologically-driven organizations pertaining to the roles and functions that coaching and mentoring play in employee development. The focus of the course is on identifying coaching opportunities, enhancing communication skills, developing and implementing coaching and mentoring strategies, and evaluating the outcomes of these strategies.

11. Lecture Contact Hours: Fixed at 3 or Variable from to

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from to

13. Estimated enrollment: 15 of which 90 percent are expected to be graduate students.

14. Frequency of scheduling one term/year Will this course be required for majors? NO

15. Justification for new course: Already offered at Purdue. W.Laf—part of the new M.S. in Technology

16. Are the necessary reading materials currently available in the appropriate library? NO

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature] Date MA 71, 07

Department Chairman/Division Director

Dean of Graduate School (when required) Date

Approved by:

[Signature] Date 5/19/07

Dean

[Signature] Date

Chancellor/Vice-President

[Signature] Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Course List >> West Lafayette >> Traditional Programs >> OLS - Organizational Leadership And Supervision

Search Summary: 0 retired courses, 1 current course, and 0 courses to be activated in the future.
Effective dates of retired items appear in italicized red; effective dates of current items appear in black; effective dates of future items appear in bolded green.

Show Retired | Hide Current | Hide Future

OLS 583 - Coaching And Mentoring In Organizations

Information 01/09/2006 - Forward
Effective:

Credits: 3.00
Typical Instructional Format:
Lecture that meets once per week for 150 minutes per meeting for 16 weeks.

Usually Offered: Spring
Schedule for: Spring 2007, Fall 2007
Short Title: Coaching And Mentoring

Description: This course explores issues and practices in technologically-driven organizations pertaining to the roles and functions that coaching and mentoring play in employee development. A "best practices" approach, utilizing the case method, is emphasized. Presented from the point of view of a human resource manager/leader, the focus of the course is on identifying coaching opportunities, enhancing communication skills, developing and implementing coaching and mentoring strategies, and evaluating the outcomes of these strategies. Attention is directed to facilitating personal coaching mentoring skills.

Registration Department approval is required.
Approval:

School: College Of Technology
I. **HEADER:**

Course Number: OLS 583  
Title: Coaching and Mentoring in Organizations

Instructor: Charles Feldhaus, Ed.D.  
Office: ET 309f  
Phone: 278-1863  
Email: cfeldhau@iupui.edu

Prerequisites: Graduate status in the School of Technology

II. **COURSE DESCRIPTION AND RATIONALE:**

*Description*

The development of personal and professional competencies in present and future leaders is critical to the success of technologically-driven organizations, businesses, and society as a whole. Personal development occurs because of individual drive and motivation but may be enhanced through well-thought out and executed coaching and mentoring strategies.

When managers and/or leaders routinely communicate a genuine interest in helping their employees develop, and combine this with positive evaluation skills, they create opportunities for learning. The coaching and communication skills that enable this process can also be used to develop highly effective mentoring programs that can enhance and facilitate employee socialization and advancement in the workplace.

In this class, you will have the opportunity to identify coaching opportunities, enhance your communication skills, develop and implement coaching and mentoring strategies, and evaluate the outcomes of these strategies. Through case problems and role plays, you will hone your personal coaching mentoring skills and create both formal and informal mentoring programs within the organization of your choice.

*Rationale*

This is a course in the M.S.T. program currently offered at Purdue West Lafayette.
III. EDUCATIONAL OBJECTIVES:

1. Define the coaching and mentoring roles, identify the relevant skills for effective coaching and mentoring, and describe the stages of the coaching and mentoring process.
2. Develop self-awareness of coaching/mentoring strengths and limitations as well as an understanding of personal learning style.
3. Design and implement a coaching plan.
4. Recognize the importance of formal and informal mentoring programs in organizations.
5. Develop an understanding of mentoring program models, and the strengths and limitations of each.
6. Define the mentor-protégé relationship and explore ways to strengthen a supportive mentoring style utilizing a variety of learning techniques.
7. Develop an understanding of diversity as it impacts coaching and mentoring relationships.
8. Develop and execute mentoring contracts including the identification of learning needs and the development of mentoring strategies based on the protégé’s needs.

IV. COURSE CONTENT:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>INTRODUCTION TO THE COURSE</td>
<td>Hunt &amp; Weintraub</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pp. 1-32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment #1 Due</td>
</tr>
<tr>
<td>2.</td>
<td>INTRODUCTION TO COACHING</td>
<td>Hunt &amp; Weintraub</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pp. 33–122</td>
</tr>
<tr>
<td>3.</td>
<td>DEVELOPMENTAL COACHING</td>
<td>Hunt &amp; Weintraub</td>
</tr>
<tr>
<td></td>
<td>Discussants Team #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pp. 123-240</td>
</tr>
<tr>
<td>4.</td>
<td>DEVELOPMENTAL COACHING</td>
<td>Berglass Article, Dean</td>
</tr>
<tr>
<td></td>
<td>Discussants: Team #2</td>
<td>&amp; Meyer Article; Hunt &amp; Weintraub, Pp. 236-238</td>
</tr>
<tr>
<td>5.</td>
<td>EXECUTIVE COACHING</td>
<td>Coaching Role Play Due</td>
</tr>
<tr>
<td></td>
<td>Discussants: Team #3</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>THE MANY FACES OF MENTORING</td>
<td>Murray, Pp. ix-16</td>
</tr>
</tbody>
</table>
7. MENTORING
Discussants: Team #4

8. MENTORING
Discussants: Team #1

9. DIVERSITY AND MENTORING
Discussants: Team #2

10. **** NO CLASS: SPRING VACATION ****

11. MENTORING AS DEVELOPMENTAL NETWORKS  Higgins & Kram
Discussants: Team #3

12. VIRTUAL MENTORING
Discussants: Team #4

13. STRATEGIC COLLABORATION:
BEYOND TRADITIONAL MENTORING

14. NO CLASS: RESEARCH DAY FOR MENTORING PAPERS

15. PRESENTATIONS OF MENTORING PAPERS

16. PRESENTATIONS OF MENTORING PAPERS,

V. REQUIRED AND RECOMMENDED TEXTS:

Course Texts:
REQUIRED READING


RECOMMENDED SUPPLEMENTAL READING


**VI. EVALUATION AND_grading:**

**Course Assignments:**

You will complete the *Coaching Effectiveness Profile*, and interpret it to discover your strengths and weaknesses as a coach, and write a 2-page paper about your analysis and conclusions. You will be expected to discuss your results with other students, and process the information. The will serve as a guide for your presentation to your group and will be submitted to the instructor for a grade. *(Assignment #1)*

You will participate in a coaching role-playing exercise and will write a paper about the experience, applying some of the theories discussed in the readings *(Assignment #2)*

You will complete the *Principles of Adult Mentoring Inventory* instrument, and interpret it to discover your strengths and weaknesses as a mentor, and write a 2-page paper analyzing the outcome and how your findings might affect your interaction with other people. You will discuss the papers with your group in class and submit it for a grade. *(Assignment #3)*

You will write a 2-page paper about someone whom you could reasonably call your mentor, i.e., someone who was responsible, at least in part, for your career path and/or career decisions. We will discuss the papers in class.

You will keep a 20-page minimum journal and turn this assignment into the instructor 2 times during the semester. Included in the journal will be reflections on the readings, the class discussions, the films, the role-plays, and your personal experiences with the material.
You will participate in two team assignments. Your team will serve as discussants for two class sessions. Your team will be expected to supplement the assigned readings with other articles, videos, etc, and to engage the class in extensive discussion. Your team will be responsible for two hours of each session to which you have been assigned.

You will write a 10-page research paper on an aspect of mentoring that you would like to investigate. The topic must be approved by your instructor in writing.

Examples:

- Comparing U.S. mentoring practices and/or programs to those of another country that interests you;
- Differences in mentoring or being mentored by people of a different sex, race, etc.
- Designing a formal mentoring program, in person or virtual, tailored to the needs of a company you have investigated and in which you have a particular interest.

The paper must utilize APA format (see Course Requirements above), and must be referenced with at least 10 books and journal articles. Electronic sources will be accepted for this paper only as: (1) background on a company; (2) ancillary materials. They cannot be included in the 10 required references for this paper.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching/Mentoring Profile papers (2 @ 50 points)</td>
<td>100</td>
<td>A = 90 - 100%</td>
</tr>
<tr>
<td>Coaching Role Play Paper</td>
<td>100</td>
<td>B = 80 - 89%</td>
</tr>
<tr>
<td>Personal Mentor Paper</td>
<td>50</td>
<td>C = 70 - 79%</td>
</tr>
<tr>
<td>Journal (2 @ 100 points)</td>
<td>200</td>
<td>D = 60 - 69%</td>
</tr>
<tr>
<td>Final Project Paper</td>
<td>300</td>
<td>F = Below 60%</td>
</tr>
<tr>
<td>Final Paper Presentation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Discussant Group Presentations (2 @ 50 points)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
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</tbody>
</table>

(students must actively participate and attend
All class sessions to get full credit for participation)

Total: 1,000

A Represents the highest grade possible and indicates outstanding achievement. This grade is not automatically given to the top student performance but instead indicates student work which demonstrates complete mastery of course learning objectives or evinces a level of creativity or originality which far exceeds course expectations. The grade indicates the student works independently and with strong initiative, seeking knowledge outside the normal framework of the course.
B Represents achievement considerably above expectations. Student performance demonstrates thorough understanding of course learning objectives and a high level of creativity or originality.

C Student performance meets designated course requirements and demonstrates understanding of the course material and attainment of the course learning objectives. This is the grade that may be expected of a student who puts forth a reasonable amount of time and effort and completes all requirements.

D This grade denotes substandard work and indicates incomplete and inadequate understanding of the course learning objectives. It indicates work which may not satisfy all requirements.

F This grade indicates serious deficiency in understanding course learning objectives and failure to complete requirements of the course.

VII. BIBLIOGRAPHY:

VIII. CHEATING AND PLAGIARISM:

Indiana University has adopted a code that applies, with only minor differences, to students on all Indiana University campuses. The code, which is available in the Office of the Dean of Students and in all school office, spells out what constitutes unacceptable behavior and the procedures to be followed when there are alleged cases of misconduct. The dean of students also has some very brief pamphlets on key areas of the code. What follows is not the code but rather abbreviated and paraphrased statements on key elements of the code: academic and personal misconduct as well as a section on what students should do if they believe that other students, faculty, or staff have violated their rights. The code also explains the procedures employed and how students may appeal decisions. For more information, consult the Code of Student Rights, Responsibilities, and Conduct as well as brochures located in the Office of the Dean of Students.

Indiana University Purdue University Indianapolis Code of Conduct

Cheating of any kind will be grounds for failure. You are allowed to discuss your assignments with others. However, you are expected to submit your own work for grading. You are expected to create your
own assignments independent of others except when directed to work in teams. Do not cheat. The submission of false computer output is also considered to be cheating.

Cheating will not be tolerated. Cheating and/or plagiarism will be immediately punished with a grade of zero for the assignment in question, reported to the Chairman of the Department of Computer and Information Technology and a letter describing the infraction will be placed in your student file. Further disciplinary action will be pursued according to university policy as described in Part III of the Code of Student Rights, Responsibilities, and Conduct (Issued August 15, 1997).

Instructors using software to detect plagiarism are encouraged to investigate whether or not the student's permission is needed.

VIII. AMERICANS WITH DISABILITIES ACT:

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in CA 001E.
From: Lambert, Jane L  
Sent: Friday, August 03, 2007 12:31 PM  
To: Fernandez, Eugenia; Lim, Wai-Sei Valerie; Feldhaus, Charles R  
Cc: Schmenner, Roger W.  
Subject: FW: Request for Support of New Courses  

Dear Eugenia,

We do not protest any of the courses listed below. We simply wanted you to be aware that you are using a course (from West Lafayette) that has the same name as an MBA course that we offer.

I can understand why you want to use the same course that WL uses. We have the same issues between Kelley MBA programs in Indianapolis and in Bloomington. However, we wanted to make it clear that the course titles are nearly identical and we have been offering BUS-J506 on this campus for a number of years.

Our J506 is not open to other graduate students and because it is a capstone for us, we would not accept any substitute from another program. Therefore, I don’t perceive a problem with your offering the courses listed below.

Regards,
Jane

******************************

Jane L. Lambert  
Executive Director, Academic Programs  
Senior Lecturer in Accounting  
Kelley School of Business Indianapolis  
317.278.1118  
jlambert@iupui.edu  
http://kelley.iupui.edu

From: Fernandez, Eugenia  
Sent: Tuesday, July 24, 2007 2:19 PM  
To: Lambert, Jane L  
Cc: Lim, Wai-Sei Valerie; Feldhaus, Charles R  
Subject: RE: Request for Support of New Courses

Jane,

If I read your email correctly, you do not protest our development of leadership-related courses for our M.S.T. program. However, you are concerned with the course title for OLS 581. Can I take that to mean that the Kelley School has no problem with the following courses?

- OLS 580 Interpersonal Skills for Leaders
- OLS 582 Leadership and Organizational Change
- OLS 583 Coaching and Mentoring in Organizations
- TECH 520 Technology, Society & Ethics

As to the course title for OLS 581 Leadership and Ethics. This is a course that has been taught in the School of Technology at Purdue West Lafayette as part of their master’s program for many years. We are simply attempting to teach that course here as part of our M.S.T. program. We would like to keep the title the same to facilitate inter-campus transfers and maintain continuity with their program.

Eugenia Fernandez | Associate Professor | CIT @ IUPUI | 317-274-6794