

PURDUE UNIVERSITY

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

Print Form

Office of the Registrar
FORM 40G REV. 9/06

DEPARTMENT Organizational Leadership and Supervision

EFFECTIVE SESSION Fall 2007

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

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

PROPOSED:

Subject Abbreviation _____

Course Number _____

Long Title Coaching and Mentoring in Organizations

Short Title _____

EXISTING:

Subject Abbreviation OLS

Course Number 583

TERMS OFFERED
Check All That Apply:

Summer Fall Spring

CAMPUS(ES) INVOLVED

Calumet N. Central
 Cont Ed Tech Statewide
 Ft. Wayne W. Lafayette
 Indianapolis

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

CREDIT TYPE

1. Fixed Credit: Cr. Hrs.
2. Variable Credit Range:
Minimum Cr. Hrs. To Or
(Check One) Maximum Cr. Hrs.
3. Equivalent Credit: Yes No
4. Thesis Credit: Yes No

COURSE ATTRIBUTES: Check All That Apply

- | | |
|--|--|
| 1. Pass/Not Pass Only <input type="checkbox"/> | 7. Registration Approval Type Department <input type="checkbox"/> Instructor <input type="checkbox"/> |
| 2. Satisfactory/Unsatisfactory Only <input type="checkbox"/> | 8. Variable Title <input type="checkbox"/> |
| 3. Repeatable <input type="checkbox"/> | 9. Remedial <input type="checkbox"/> |
| Maximum Repeatable Credit: <input type="text"/> | 10. Honors <input type="checkbox"/> |
| 4. Credit by Examination <input checked="" type="checkbox"/> | 11. Full Time Privilege <input type="checkbox"/> |
| 5. Designator Required <input type="checkbox"/> | 12. Off Campus Experience <input type="checkbox"/> |
| 6. Special Fees <input type="checkbox"/> | |

| Instructional Type | Minutes Per Mtg | Meetings Per Week | Weeks Offered | % of Credit Allocated | Delivery Method (Asyn. Or Syn.) | Delivery Medium (Audio, Internet, Live, Text-Based, Video) |
|--------------------|-----------------|-------------------|---------------|-----------------------|---------------------------------|--|
| Lecture | 150 | 1 | 15 | 100 | Syn | Live |
| Recitation | | | | | | |
| Presentation | | | | | | |
| Laboratory | | | | | | |
| Lab Prep | | | | | | |
| Studio | | | | | | |
| Distance | | | | | | |
| Clinic | | | | | | |
| Experiential | | | | | | |
| Research | | | | | | |
| Ind. Study | | | | | | |
| Pract/Observ | | | | | | |

Cross-Listed Courses

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.

| | | |
|---|---|---|
| Calumet Department Head _____ Date _____ | Calumet School Dean _____ Date _____ | Calumet Undergrad Curriculum Committee _____ Date _____ |
| Fort Wayne Department Head _____ Date _____ | Fort Wayne School Dean _____ Date _____ | Fort Wayne Chancellor _____ Date _____ |
| Indianapolis Department Head _____ Date _____ | Indianapolis School Dean _____ Date _____ | Undergrad Curriculum Committee _____ Date _____ |
| North Central Department Head _____ Date _____ | North Central Chancellor _____ Date _____ | Date Approved by Graduate Council _____ |
| 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 [x] Professional credit []

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

3. 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] Department/Chairman/Division Director

Date MAY 1, 07

Approved by:

[Signature] Dean

Date 5/9/07

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

University Enrollment Services Date

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.



■ [Purdue Homepage](#)

■ [Academics](#)

[Related Links:](#)

■ [Subject List](#)

■ [Advanced Search](#)

West Lafayette Schedules

■ [Schedule of Classes](#)

■ [Evening Exam Schedule](#)

■ [Final Exam Schedule](#)

**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 Approval: 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:

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

- | | | |
|-----|---|---|
| | | <u>Mentor papers due</u> <u>Assignment #2 Due</u> |
| 7. | MENTORING Discussants: Team #4 | Murray Pp. 17-101 |
| 8. | MENTORING Discussants: Team #1 | Murray Pp. 103-210 <u>1ST JOURNAL DUE</u> |
| 9. | DIVERSITY AND MENTORING Discussants: Team #2 | Coutu & Thomas Articles |
| 10 | **** NO CLASS: SPRING VACATION **** | |
| 11. | MENTORING AS DEVELOPMENTAL NETWORKS Discussants: Team #3 | Higgins & Kram Articles |
| 12. | VIRTUAL MENTORING Discussants: Team #4 | Bierma & Hill Article |
| 13. | STRATEGIC COLLABORATION: BEYOND TRADITIONAL MENTORING | Wasburn & Wasburn & Crispo Articles <u>2ND JOURNAL DUE</u> |
| 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:

- Hunt, J. M., & Weintraub, J. R. (2002). *The coaching manager: Developing top talent in business*. Thousand Oaks, CA: Sage Publications.
- Murray, M. (2001). *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring process*. San Francisco: Jossey-Bass.
- Cohen, N. (1998). *Principles of adult mentoring inventory (PAMI)*. Amherst, MA: HRD Press
- Warner, J. (2002). *Coaching effectiveness profile*. Amherst, MA: HRD Press

REQUIRED READING

- Berglas, S. (June 2002). The very real dangers of executive coaching. *Harvard Business Review*, 80 (6), 86-94.
- Bierema, L. L., & Hill, J. R. (2005). Virtual mentoring and HRD. *Advances in Developing Human Resources*, 1, 556-568.
- Coutu, D. L. (November-December 2000). Too old to learn? *Harvard Business Review*, 37-52.
- Dean, M.L., & Meyer, A.A. (2002). Executive coaching: In search of a model. *Journal Of Leadership Education*, 1 (2), 1-15.
- Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review*, 26 (2), 264-288.
- Thomas, D. A. (April 2001). The truth about mentoring minorities: Race matters. *Harvard Business Review*, 99-107
- Wasburn, M.H., and Crispo. (2006), A. Strategic collaboration: A more effective mentoring model. *Review of Business*, 27 (1), (pages TBD)
- Wasburn, M. (2005). What the Boyer Commission forgot: Mentoring faculty for success. *Planning for Higher Education*, 33 (2), 23-30.

RECOMMENDED SUPPLEMENTAL READING

- Bauer, T. N. & Green, S. (1998). Testing the combined effects of newcomer information seeking and manager behavior on socialization. *Journal of Applied Psychology*, 83, 72-83.
- Brooke, J., & Ham, A. (2003). Coaching managers to become better team leaders. *Strategic Communication Management*, 7 (2) 4-8.
- Burlew, L. D. (1991). Multiple mentor model: A conceptual framework. *Journal of Career Development*, 17 (3), 231-221.
- Caproni, P. J. (2001). *The practical coach: Management skills for everyday life*. Englewood Cliffs, NJ: Prentice Hall.
- Ellinger, A. D.; & Bostrom, R. P. (2002). An examination of managers' beliefs about their roles as facilitators of learning. *Management Learning*, 33 (2), 147-180.
- Gilley, J. W., & Boughton, N. W. (1996). *Stop managing, start coaching: How performance coaching can enhance commitment and improve productivity*. Chicago: Irwin Professional Publishing.
- Haring, M. J. (1999). The case for a conceptual base for minority mentoring programs. *Peabody Journal of Education*, 74 (2), 5-14.
- Haring, M. J. (1993). Mentoring for research: Examining alternative models. In N. Minghetti, et al. (Eds.), *Research mentorship and training in communication sciences and disorders, proceedings of a national conference* (pp. 117-125). Rockville, MD: American Speech-Language-Hearing Foundation
- Huang, C. A., & Lynch, J. (1995). *Tao mentoring: Cultivate collaborative relationships in all areas of your life*. New York: Marlowe & Co.
- Hudson, F. M. (1999). *The handbook of coaching: A comprehensive resource guide for managers, executive, consultants, and human resource professionals*. San Francisco: Jossey-Bass.
- Kram, K. E. (1985). *Mentoring at work*. Glenview, IL: Scott, Foresman.

- Lacey, K. (1999). *Making mentoring happen*. Warriewood, NSW: Business and Professional Publishers Ltd.
- Leonard, D., & Swap, W. (November-December 2000). Gurus in the garage. *Harvard Business Review*, 71-82
- Murrell, A., Crosby, F., & Ely, R. (1999). *Mentoring Dilemmas*. Mahway, NJ: Lawrence Erlbaum.
- Schockett, M. R. & Haring-Hidore, M. (1985). Factor analytic support for psychosocial and vocational mentoring functions, *Psychological Reports*, 57 (2), 627-630. *research* (pp. 236-247). Thousand Oaks, CA: Sage.
- Swoboda, M. J., & Millar, S. B. (1986). Networking-mentoring. *Journal of NAWAC*, 8-13.
- Wadsworth, E. M. (2002). *Giving much, gaining more: Mentoring for success*. West Lafayette, IN: Purdue University Press.
- Wageman, R. (2001). How leaders foster self-managing team effectiveness: Design choices versus hands-on Coaching. *Organization Science: A Journal of the Institute of Management Sciences*, 12. 559-588.
- Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco: Jossey-Bass.

VI. 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. This 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:

| | | |
|---|-----|---------------|
| Coaching/Mentoring Profile papers (2 @ 50 points) | 100 | A = 90 - 100% |
| Coaching Role Play Paper | 100 | B = 80 - 89% |
| Personal Mentor Paper | 50 | C = 70 - 79% |
| Journal (2 @ 100 points) | 200 | D = 60 - 69% |
| Final Project Paper | 300 | F = Below 60% |
| Final Paper Presentation | 50 | |
| Discussant Group Presentations (2 @ 50 points) | 100 | |
| Participation | 100 | |

(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