

# **MGB 423-1 LEADER AS COACH**

UNIT OF CREDIT:	1 Unit
INSTRUCTOR:	Doy Charnsupharindr (charnsupharindr@ucdavis.edu)
DATES/TIME:	Sunday, May 10, 2020 (9:00am–12:00pm) Sunday, May 17, 2020 (9:00am–12:30pm) Sunday, May 31, 2020 (9:00am–12:30pm)
CLASS FORMAT:	Lectures, skills building and learning activities, papers

## **COURSE DESCRIPTION**

This course develops the skills for managers, business leaders and people leaders to coach their people. Leaders who can coach have the ability to motivate and develop their employees by enabling them to develop themselves and unleash their full potential. The course covers fundamental coaching skills and coaching model that leaders can apply to their day-to-day interactions with their team, direct reports, as well as their peers. Occasionally, the coaching skills can also be applied to situations when people need to manage up to more effectively engage with their supervisors.

Topics to be addressed and worked with in the coaching process include:

- the roles of a leader (i.e. mentor, advisor, supporter and coach);
- coaching skills and T-GROW model;
- active listening and leadership communication skills;
- building relationships and trust;
- creative problem solving;
- having a difficult conversation and managing conflicts.

## **COURSE OBJECTIVES**

1. Understand the different roles you play as a manager and people leader and identify when to use which role.
2. Enhance your leadership and management skills by incorporating the coaching mindset and methodology.
3. Learn to apply coaching skills in different management situations.

## COURSE OUTLINE

### Day 1 – Leadership & Coaching

- What are the different roles of a leader?
- What does a coach do? And why is it important for leaders to also be a coach?
- Active listening and other leadership communication skills
- Trust Equation

### Day 2 – Discovering the Coach Within You

- Fundamental skills of a coach
- T-GROW Model
- Coaching exercises

### Day 3 – Becoming a Leader Who Coaches

- Identifying coaching opportunities and applying coaching skills in the workplace
- Giving/receiving feedback and having a difficult dialogue
- Creative problem solving tools
- Coaching exercises

## REQUIRED READINGS

- Myles Downey, *Effective Modern Coaching: The Principles and Art of Successful Business Coaching*, LID Publishing Ltd, 2014.
- David H. Maister, *The Trusted Advisor*, Free Press, 2000.

## OPTIONAL READING

- Rosamund Stone & Benjamin Zander, *The Art of Possibility*, Penguin Books, 2000.

## BASIS FOR FINAL GRADE

### Course Requirements:

- Attendances during all hours of the course are mandatory.
- Class participation and completion of in-class exercises (50% of final grade)
- Submission of both written assignments (50% of final grade)

## ASSIGNMENTS

### For Day 1

- Read Downey's **Chapters 1**.
- Read Maister's **Chapter 8: The Trust Equation**.

### Between Day 1 and Day 2

- Read Downey's **Chapters 2-3**.
- Practice Active Listening Skills.

### Between Day 2 and Day 3

- Conduct one coaching dialogue and write a reflection paper on what you learned.

#### Written Assignment #1: The Coaching Dialogue (25% of final grade)

Identify a situation in your life where you can apply the coaching methodology discussed in class to have a meaningful dialogue with someone. Then, write a short reflection paper and provide the following:

- What was the situation? And why did you identify it as the moment to use a coaching approach?
- What were the skills and approach you applied in the dialogue?
- What worked? What was challenging?
- What was your takeaway/learning? What would you do differently the next time?

### Final Assignment (after Day 3)

#### Written Assignment #2: Leadership Action Plan (25% of final grade)

Based on the principles and skills discussed in Leader as Coach, what have you discovered about yourself as a leader and a coach? Write a paper reflecting on the following:

- What's **working**? – What did you discover that you can do well as a coach? [*Tip: Make sure to refer to principles and skills from class and the reading assignments.*]
- What **needs work**? – What are the areas you need to further improve as a coach? [*Tip: Make sure to refer to principles and skills from class and from the reading assignments.*]
- What's **next**? – What are some action steps you can take to continue developing as a coach and a leader? [*Tip: The more specific the action steps, the more likely they will be achieved.*]

## FACULTY PROFILE

**Doy Charnsupharindr** is an executive coach and an instructor of MBA-level courses on developing leadership, communication, and coaching skills. He has taught at UC Berkeley Haas School of Business, UC Berkeley Goldman School of Public Policy, UC Davis Graduate School of Management, and the Berkeley Executive Education. He has also guest lectured at the Berlin School of Creative Leadership (Germany), Nanyang Business School (Singapore) and the Thailand Management Association (Thailand). As an instructor and consultant, Doy draws upon his prior professional experiences in management, customer service, business strategy, operations, and product management for the financial services and high technology industry.



Today, Doy is the CEO of the Berkeley Executive Coaching Institute. He is also on the Forbes Coaches Council. He has spoken at TEDx and has coached other speakers. He is an executive coach and leads workshops for some of the largest corporations, as well as nonprofit and governmental organizations worldwide. The clients he has worked with include Adobe, Amazon, Cisco, DHL, Facebook, Genentech, McKinsey, Moody's, Novartis, PG&E, Pixar, Procter & Gamble, and Salesforce.

Doy has an MBA from UC Berkeley's Haas Business School (2011) and a BA in Economics from Stanford University (2000). He's a former musical director of Stanford's Mixed Company a cappella and a winner of the 2001 Contemporary A Cappella Recording Award (CARA). His love for the performing arts extended to other stages as an actor. He has appeared in many stage productions with Bay Area theatre companies. Doy utilizes his extensive experiences in the performing arts to enable others to develop their communication skills and leadership presence. His goal as a coach and instructor is to be the catalyst for others to become authentic leaders, change agents, and inspirational communicators.