


EMBA 555 EXECUTIVE COACHING

Professor: Dr. Lloyd M. Basham

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Hello, my name is Lloyd and welcome to EMBA 555, Executive Coaching with Texas A & M University-Commerce's Executive MBA program. I am looking forward to being your instructor in the future ten weeks. There is no doubt that after the conclusion of this course we will look back upon this period as being a personally enhancing experience for each of us. My challenge to you, as a mental preparation for this class, is to give thought to "significance" and its meaning to you and its application to the forthcoming material in EMBA 555. It is my objective to make a difference in your educational experience and likewise I hope to make a lasting impression on you as I am sure that you will with me. Let us begin the journey!

Special Note on the Class Schedule:

Please note the course is scheduled to run from August 25, 2014 to November 2, 2014. Each week will begin on Monday and concludes the following Sunday evening at 11:59pm. The final day of the course will be Sunday, November 2, 2014 at 11:59pm.

Course Description:

An interaction course that will examine and clarify the student's vision of what they want to make of their career and occupational life. This will include the possibility of starting a new career or business; goal setting and career planning; balancing work and family life; handling career and business challenges; making key decisions and designing strategies; and transforming difficult business situations into positive outcomes. Activities include the taking of the Myers Briggs test, development of a self-analysis SWOT and professional cover letter and resume and an interactive discussion with the instructor. Course includes a comprehensive exam (case on Functional concepts within the EMBA program) at the conclusion of the sixth week to satisfy the Graduate School's EMBA program requirements of a capstone and comprehensive exam.

Learning Objectives and Measurements

- Appreciation and determination of the value of the EMBA program.
- Self-appraisal and awareness of drivers and motivators.
- Comprehensive Exam for EMBA program.
- Exposure and preparation for entering into the “passage” into the environment of executive search.
- Experience as a participant with interaction in coaching one for transition.

Requirements of course: All communication, instructions, assignments, exams, feedback, etc. will utilize eCollege except the one on one discussions with the instructor which will be telephony based not email or texting. An individual’s personal email address (other than the one assigned by the university); will NOT be utilized for communication, instructions, assignments, exams, feedback, and activity in this course and class. Instead we will use the Virtual office within the course in eCollege and the email address as assigned by the university will be forum for communication.

Due Dates and Late Assignments

All assignments submittals and papers are due on the assignment day and must be turned in to the respected week’s assignment dropbox by 11:59pm on date as designated in each Week’s assignment instructions. Assignments are late if not submitted on the due date and designated time. No exceptions or extensions are given for the scheduled due dates regardless of reasons (including personal, illness, medical emergencies, do not have text, etc, so plan and organize accordingly). If not submitted on time or prior to or on the due date they will not be graded and accordingly zero points will be assigned to that assignment.

Turning in assignments during the course:

Unless instructed to do so later in the term, assignments must be turned into the respected week’s dropbox by 11:59pm on the designed date as specified in the assignment instructions.”

All assignments should follow the formatting instructions presented below. When providing feedback on assignments and reporting grades, the instructor usually reports grades on a feedback scorecard one week following their submittals. This week period is needed to provide the instructor an adequate amount of time to read thoroughly each assignment submission. Please review the applicable assignment Rubrics in the Document sharing files. Assignment requirements will have FULL TEXT page requirements from top to bottom margin of each page for all members of the class. Instructor utilizes a scorecard form that allows detail feedback – an example of which will be provided in the first week of class.

Style and format for assignments:

Students are expected to write skillfully and professionally in the workplace. Accordingly, the instructor intends to hold students accountable for the quantity and quality of the written work

they turn in. Use the following guidelines for all assignments that will be turned in to the instructor during the course. Points will be taken off for not following the format requirements.

The papers must be:

Typed (word processed)

Margins: one inch on the top, bottom, and both right and left sides

Spacing: double-space

Font: Times New Roman 12-font

Page size = letter; Use a standard 8-1/2 by 11 inch paper format

APA 6th Edition Format (Any Web site will provide examples, particularly the references page) (Every student should have taken Research 595 as the first course of the program; therefore, compliance with APA formatting should not be an issue.

Use headings to identify the parts of the assignment

****Your resume will be your own customized format and inserted as an Appendix to the text. If one uses a resume guidebook in the structuring and formatting of their resume then this must be listed as a reference. Within the text will be your cover letter.**

Course Policy for Drops and Incomplete Grades:

Student discipline to meet due dates for course assignments are required. We will move quickly and intensely throughout this course so be prepared to dedicate a minimum of five to eight hours per week of your life between now and November 2. Incomplete (I, which are reserved for Thesis and Dissertation courses and X) grades will not be assigned in this course. Any student not participating and/or attending class in Week One and Week Two will be administratively dropped from the class roster the beginning of Week Three, September the 8th.

****This is graduate level study and research so there is no such thing as make-up, redoing or resubmitting an assignment or additional credit work. One or both of the following is applicable. As a employee of your professional organization of products and services; the organization expects quality, accountability and responsibility in your performance; thereby, the same expectation and standards are applicable to all work in this course. As a consumer of products and services you expect quality, reliability, and functionally; thereby the same expectation and standards are applicable to all work in this course. And this also applies to submitting your assignment in the appropriate week and assignment dropbox. Submitting an assignment in the wrong dropbox indicates that a student is not following instructions and/or not diligent in their work habits and reflects on the quality of their work.**

Academic Honesty

Academic honesty is highly valued at the Texas A & M University – Commerce. You must always submit work that represents your original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the Texas A & M

University – Commerce Graduate Catalog for more information about academic honesty, including consequences of academic dishonesty.

Course Text:

Students will need the below texts for this class. Because this course provides a comprehensive and practical introduction to transiting in your career it necessitates the texts. Earlier editions of these texts (prior to the 2001 edition) are not acceptable substitutes for the below as the earlier editions will not cover the practices of utilizing the internet in the network of your career transition.

Course Text:

TEXT: John Lucht. RITE OF PASSAGE, Revised edition (2001) Victory Press
ISBN-10: 0942785304
ISBN-13: 978-0942785302

Additionally, and you should have this text from your first course in the program:

Publication Manual of the American Psychological Association: Sixth Edition (Commonly referred to as the APA Manual, 6th Edition).
It can be found online as well as in any book store and the University book store.

APA writing style is the standardized writing format for all written assignments for Graduate work for any graduate institution of higher learning that is offering both a value and quality program. Accordingly this style (APA) is required for ALL written assignments for this course. In addition, the style will be required for all additional graduate courses; and was specifically required for Research 595.

In summary, you will need the two above texts for the course.

Arrangement and Structure of Course:

The course material will be organized around week lessons. Some lessons may be slightly more heavily weighted in the grading than others. Each week lesson will build upon the prior week's activity. The Discussion Questions are to aid the instructor in his understanding of your acumen as well as your motivations and goals toward your career or life transition.

The course will be structured around practical tools of assessment (Myers Briggs); personal self-analysis and in-depth conscious soul searching which will generate a personal SWOT analysis; DNA Survey, the development of a professional cover letter and resume (one an executive search recruiter will note); one on one discussions with the instructor with feedback, advice, recommendations and suggestions; concluding with the providing a network contact within the executive recruiter field whose specialty is within your industry or functional field in your area of today and/or your indicated transition field. There will be a comprehensive Exam (Case) to fulfill the Graduate School's EMBA program requirements.

In addition, there will be required readings from the text and/or the Document Sharing files. These readings will be provided to give you some insight into the environment and climate of the executive recruitment.

Each week will have a Discussion question which will allow you to provide your insights on your viewpoint on critical issues that are confronting executives today in their decision making. These questions may be derived from the readings, potential areas to research and/or practical experience or recent interface the instructor has had with the executive ranks.

EMBA Comprehensive Exam: Week Six Mandatory Requirement of the Graduate School

This will be a Case to apply the Functional concepts you should have learned during this entire EMBA program. Each student will be required to submit a minimum 10 FULL page double-spaced type-written case analysis (TEXT only) and a minimum of eight references. Please review the Rubric in the Document sharing files entitled EMBA Comprehensive Exam. This will challenge the student to organize and address and present their comprehensive application of the functional and managerial concepts they have learned during the EMBA program. What is being evaluated is your deductive and rational logic with explanation as to what factors/concepts you used in the decision and what understanding do you have of the impact and practical application upon the organization with the implementation of the decision. The submission of this comprehensive exam/case must be in APA format. **It must have an Appendix. Failure to take the exam will result in failure within the course and the Graduate School not allowing student to graduate and will necessitate retaking the course as well as taking the Comprehensive Exam.**

Comprehensive Exam submittal will be reviewed by the research tool Turnitin. Instructor's cut-off acceptance is less than 25%. If your submittal reflects a Turnitin percentage higher than 25%, then the assignment will be viewed and graded as a plagiarism submittal and assigned zero points. Accordingly you should avoid any cut and paste and write your assignment in your own words. Avoid multiple words and continual words within a phrase, sentence, or paragraph which will activate the Turnitin indicator of use of other authors or sources of copyrighted work. To review your work and the percentage calculation, post your submittal earlier than the cut-off date and time. It will reflect the percentage. Therefore, if you have a high percentage you can rework and replace sentences, etc. into your own words. Then, post your assignment again prior to the cut-off date and time. Instructor will grade the last posted submittal prior to the cut-off day and time. Any submittal posted after the cut-off date and time will not be graded. If the late submittal is the only submittal then accordingly it will be assigned zero points. Thus, submit early instead of waiting until the "last minute." **By reviewing the points associated with the EMBA Comprehensive Exam, it can be easily deducted that failure of this exam will require one to retake the course and the Comprehensive Exam before they will be eligible for graduation.**

Week Four will require the submission of a professional cover letter of one page while Week Five will require the submission of a professional resume with a minimum 3 full page requirement. Content within the resume must include student's skills, capabilities and areas of

expertise; a statement as to career aspirations, affiliation history with position titles and brief description of responsibility in each position and educational history.

In the final week prior to the last class day of November 2, a network contact will be provided to each of you which will be within the executive recruitment ranks and one which is in your industry of your current field and/or your desired transition field. .

In all of the above, the student will be “placed” in the role of serious consciousness thought of planning their personal future career and how to best utilize this new credential and valuable preparation tool for career transition referred to as an Executive MBA. To say it in another way; it is time for you to obtain your ROI (Return on Investment) for the time and expense “invested” in the obtainment of this degree.

Specific information:

A link will be provided for you to take the Myers Briggs test (no expense as this is an entitlement of the services offered to the student by the university). Or to say it another way, you paid for it in your tuition and fees. You will be required to post it within the dropbox on Week One, Sunday, August 31st. This will be protected and no one other than yourself and the instructor will have access to it. The instructor will utilize it only for the purpose of feedback to the student in regards to further clarification, explanation and understanding your make-up in order to provide suggestions, recommendation and advice.

Discussion (Weekly):

Given the pace of this class, “attendance” in the eCollege course is very important. In addition, I expect significant discussion during class with the weekly discussion questions. I expect to receive relevant input from the posted discussion questions and it should pertain to the subject matter. Do not want “threading” and/or “coat-tailing” on another student’s thought with comments. The Student Lounge is available for your interaction with peers. I want these inputs to the Discussion questions to be for my reading and benefit so that I may get to know you and what your “personal drivers” may be. These discussion posting will assist me in understanding your Myers Briggs, Personal SWOT Analysis and DNA Profiler outcomes. Your response could be based on the materials you have read, experiences you may have had, and just simply – curiosity but your response should be your independent thought supported with practical logic. Please see Document sharing files on Example of Discussion posting as well as Rubric on Discussion Question. . All discussion questions are due by 11:59pm on Sunday at the conclusion of the respective Week being covered.

Discussion with instructor-One on One: (There will only be one)

These will be pre-arranged as to date and time. It will be telephony based (one reason is so instructor can obtain an appreciation of the tone of the conversation – just like an executive recruiter would with her/his initial contact). Areas to be discussed will be included within the Rubric Instructor One on One Discussion within the Document Sharing files.

Point Values for the Course Assignments:

ASSIGNMENTS	Due	Points
Individual		
Themes:		
Week One - Posting Meir-Briggs results	August 31	10
Week Two - SWOTs Analysis	September 7	15
Week Three -DNA Survey	September 14	10
Week Four - Professional Cover Letter	September 21	5
Week Five - Professional Resume	September 28	10
Week Six -Comprehensive Exam	October 5	35
Week Seven – Discussion with Instructor	Arranged with Student*	5*
Week Eight - Discussion with Instructor	Arranged with Student*	
Week Nine Discussion with Instructor	Arranged with Student*	
Week Ten Network Contact Provided	August 17	1
Discussion – 1 point per Week	Sunday of each week	9
Total		100

*The instructor will conduct these on an agreed time and date with each individual student. They will be telephony based so instructor can obtain an appreciation of the tone of the conversation, just like an executive recruiter would upon her/his initial contact. **There will only be one per student and each individual student’s potential value of the discussion is a potential 5 points based on level of participation of student and demonstration of preparation for the discussion. Pre-arranged dates and time will be developed. The Discussion with Instructor Rubric will establish criteria for grading.**

The instructor does not “grade on the curve.” The instructor does not recognize the sometime expectations of students that grades and/or a certain grade are an entitlement. Instead, the instructor’s philosophy is a student’s grade is earned based on his/her performance.

How points equate to grades

89.5-100	A
79.5-89.4	B
69.5-79.4	C
59.5-69.4	D
<59.5	F

Tentative Schedule:

Lesson	Assignment Day/date	Due Date
Week One	Monday, August 25	
Take Myers Briggs Assessment test		Sunday, August 31
Discussion Question		
Week Two	Monday, September 1	
Development of Personal SWOT Analysis		Sunday, September 7
Discussion Question		
Week Three	Monday, September 8	
DNA Survey		Sunday, September 14

Discussion Question		
Week Four Professional Cover Letter Discussion Question	Monday, September 15	Sunday, September 21
Week Five Professional Resume Discussion Question	Monday, September 22	Sunday, September 28
Week Six Discussion Question <u>Comprehensive Exam (Case)</u>	Monday, September 29	Sunday, October 5 Sunday, October 5
Week Seven Discussion Question in addition to Discussion with Instructor	Monday, October 6	Sunday, October 12
Week Eight Discussion Question in addition to Discussion with Instructor	Monday, October 13	Sunday, October 19

Week Nine	Monday, October 20	Sunday, October 26
Discussion Question in addition to Discussion with Instructor		
Week Ten	Monday, October 27	Sunday, November 2
Network Contact		

Instructor Bio

Dr. Lloyd M. Basham, currently Assistant Professor, within the department, Marketing and Management and previously Department Head from August 2009 through September 2013. .My practical experiences are as an early corporate America executive retiree with 30 years of corporate background including global and international responsibilities. These associations were with Fortune 100 firms in the Computer/Telecommunications -Motorola and Nortel - and Security/Risk and Financial Services -The Pittston Company- industries in various executive positions both in financial and operational capacities. Presently I am founder/President of a consulting firm LMB LLC. The practice offers financial and management services for organizations experiencing change and need assistance with process changes, structural development, and strategic direction as well as assisting start-up ventures with the development of business plans. Recent clients include a Fortune 400 firm with a Lean Sigma initiative project as well as merger and acquisition endeavor and a NASDAQ firm with a business development (marketing strategy) project. The firm's offerings to higher education include: Development of courses and curriculum for the marketing and management department. Management of the members of the faculty for the department of marketing and management, Graduate faculty status as well as graduate faculty instruction in business courses with accredited institutions of higher learning; affiliation with Texas A&M University-Commerce as Executive Director of President's Cabinet, Chairman of Foundation Board, Advisory Board member for the College of Business and Entrepreneurship and drafter/developer of a co-education agreement between TAMU-Commerce and China University Geosciences Beijing China (CUGB). Have lectured in Beijing, China on the benefits/practices of doing business with an American firm. Assisted Chinese venture firm in the development of a business plan and obtainment of a loan to provide products/services during the 2008 Olympics. Obtained an Ed D in Organizational Leadership which was confirmed in May 2010 from Texas A&M University-Commerce. Dissertation was Presidents as Transformation or Transactional Leaders in Higher Education. Graduated from East Texas State University with a BBA in Accounting and MBA in Marketing/Management. In addition, have a MA in International Management from the University of Texas at Dallas. My instructing experiences began as a graduate teaching assistantship while pursuing my MBA. The courses were in Introductory Accounting I and II. Post-graduation, while an officer in the USAF, taught Immediate Accounting courses at night at local universities and on assigned military base accredited affiliations. Received initial online instructional experience as a

member of the faculty for the University of Phoenix in 2002 with approval and experience in teaching online graduate courses in Organization Leadership and Change Management, Marketing Management and Management. Also approved and experienced in teaching on premise undergraduate courses in Critical Thinking and Decision Making and Marketing. In addition have taught, since 2002, on premises and online undergraduate and graduate classes as a Professor at Texas A&M University-Commerce. Currently Department Head, Assistant Professor for the Department of Marketing and Management in the College of Business and Entrepreneurship. These classes have been in Entrepreneur Strategy, Strategy Management, Operations Management, Introduction to Business Finance, Marketing, Distribution Management for Global Markets, Transforming Organizations, Managing on the Edge, Executive Development, Marketing Management, Marketing Environment and Operations and Organizations. Developer of EMBA 535-Executive Decision Making and EMBA 555, Executive Coaching and first instructor to instruct original co-hort group with these particular courses. In the Fall 2011 instructed Marketing Management at the International Institute for Higher Education in Morocco. Currently have published in five separate journal articles related to the leadership within higher education as related to university presidents.