



Essentials of Coaching

(Formerly “Coaching for Professional Effectiveness and Personal Development”)

School for New Learning
DePaul University
Syllabus December Intercession, 2017

DRAFT

Revised November, 2017

General Information

Instructor:	Peggy St John Email (best way to reach me): pstjohn@depaul.edu Phone: 224-999-0524 Office Hours: By appointment
Location:	O'Hare Campus
Dates/Time	Monday, 11/27 Wednesday, 11/29; Monday, 12/4; Wednesday, 12/6; Monday, 12/11
Classroom:	Room 315
Credit Hours:	2 credit hours
Competences:	L7, FX (may register for only one competence)

Course Description:

Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. Working individually, in pairs, and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn concepts of coaching for personal development and professional effectiveness. **N.B. This course does not cover any information pertaining to sports coaching.**

Learning Experience

In this course students will examine concepts and applications of coaching for use in both personal and professional settings. In addition, we will study some developmental issues many adults have that get in the way of our own personal growth. We will analyze this learning as it impacts the coaching process and relationship. Each student will have the opportunity to practice coaching skills with in-class partners. During this course various teaching and learning strategies will be used including short lecture, video excerpts, large and small group discussions, small group exercises, critical reading and written assignments.

Course Competences

L7 - Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

*Participates in a learning project with others.

*Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc.

*Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.

Students demonstrate this competency by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Essential to this competency is understanding the distinctions among collaboration, cooperation, and strategies of group dynamics

FX - Understands concepts of life coaching and can apply them in professional and business settings

- * Explains co-active coaching theory
- * Evaluates coaching skills and techniques and their use in the workplace
- * Reflects on one's ability to apply co-active coaching communication in an area of interest

Students demonstrate this competency by learning the co-active coaching model via lecture, textbook reading, video, and experiential learning. Understanding that coaching is a specialized form of human communication and how it is beneficial in the workplace is essential. Critical to this competency is the understanding of what co-active coaching is and how it is different from consulting and psychological counseling.

Student Learning Outcomes

At the end of this course, students will be able to:

- Understand, explain and apply basic principles and practices of effective life coaching
- Understand the application of coaching principles to personal and professional growth and development
- Understand, apply and engage in collaborative learning skills such as communication skills and group dynamics
- Capitalize on the resources and skills of peers, asking one another for information, evaluating each other's ideas and monitoring peers' work.

About Your Instructor

I worked full time at SNL for more than 29 years before accepting early retirement in June, 2014. I served SNL in multiple capacities including associate director of student success and engagement, academic advisor, faculty mentor and core faculty. I have taught a variety of SNL courses including most in the Lifelong Learning domain and others in areas of literature, leadership and adult developmental psychology. Currently, in addition to part time teaching, I am also a consultant at the Council for Adult and Experiential Learning facilitating workshops for faculty, advisors and administrators on prior learning assessment. I earned an MA in counseling psychology from Wayne State University and a BA in journalism and psychology from Michigan State University.

Required Texts

Co-Active Coaching: Changing Business Transforming Lives, Third Edition, Kimsey-House, H., Kimsey-House, K., Sandahl, P., and Whitworth, L. 2011. ISBN: 978-1-85788-567-5.

Feel free to use an electronic version of the book if you prefer.

You may use the link below to buy or rent your book from the DePaul University bookstore:

<http://depaul-loop.bncollege.com>

Other course readings will be distributed in class.

Course Requirements

Assignments are broken down and weighted as follows:

* Ten	30 minute coaching appt. with classmate/partner (30 points for each completed 30 minute coaching appointment) (some of these will be conducted during class time)	300 points
* Five	Coaching Reflection Essays	300 points (60 pts each)
*	Attendance and participation 60 pts deducted for each missed class session	300 points (60 pts/class)
*	Ethical Dilemmas in class "quiz" (week 5)	50 points
*	In-Class Coaching Self-Assessment (week 5)	50 points
TOTAL		1000 points, converted to %

Grades

Final grades will be calculated according to this scale:

95 to 100	A		
91 to 94	A-		
88 to 90	B+		
85 to 87	B		
81 to 84	B-		
77 to 80	C+		
73 to 76	C		
69 to 72	C-		
65 to 68	D+		
61 to 64	D	Below 60	F

(Per SNL grading policy, competence is not awarded for any grade below C-)

Class Schedule

Class schedule/syllabus: Please note that this schedule and syllabus, like life, is subject to change, revision and more change. Readings, assignments and due dates will, most likely, be adjusted as needed.

Important Note: Your receipt of this syllabus acknowledges your acceptance of and agreement with all policies and procedures contained within.

Mon., 11/27	Coaching Defined/Discussion Wheel of Life/Values Clarification Homework: Read textbook: Introduction, Chap. 1 - 3 Appt to coach and be coached Reflective Coaching Essay
Wed., 11/29	Mini lecture Co-Active Coaching Mini lecture – social psychology Large group discussion Video Excerpt Coaching Practice Homework: Read textbook: Chap. 4 – 7 Appt. to coach and be coached Reflective Coaching Essay

- Mon., 12/4 Discuss Co-Active Coaching
 Small group discussion and presentations on either collaborative learning or executive coaching article
 Coaching exercise
 Homework: Read textbook: Chapters 8 – 11
 Appt. to coach and be coached
 Reflective Coaching Essay
- Wed., 12/6 Mini lecture Co-Active Coaching
 Large group discussion
 Coaching Practice
 Homework: Appt. to coach and be coached
 Reflective Coaching Essay
- Mon., 12/11 In class coaching wrap up
 In class coaching self-assessment
 In class ethical dilemmas “quiz”
All of the above assignments will be done during class time and are due at the end of the class session – no exceptions.
- Course wrap-up

If you want your final assignments mailed back to you, please submit a stamped (with appropriate postage) self-addressed envelope to me on the last day of class otherwise, assignments will be available for pick-up at the O’Hare campus, 1st floor reception desk after Monday, December 18, 2017

Expectations

In this class and during this shared experience, we are all equally responsible for creating the learning environment. The extent to which each of us shows up for class, on time, prepared (mentally and physically) with enthusiasm and excitement each week, will determine the richness of the learning experience for all.

Attendance is required at all sessions. Sixty (60) attendance and participation points are deducted for each missed class session; thirty (30) points are deducted for each partially missed class. These missed points cannot be made up. A great deal of learning in the course will take place during class time. Therefore, it is absolutely necessary that you come to class prepared and participate. Acknowledging that life events occasionally interfere with our plans, if you know you will need to miss a class make arrangements with a class mate to take and share notes with you. If you miss class due to an emergency contact me as soon as possible and get in touch with a classmate to get notes and assignments you missed. While missing **any** class time may make it difficult for you to earn the grade you wish, missing more than one session will lead to a significant grade reduction or the possibility of failing. In addition, students are expected to arrive for class on time and stay for the entire class meeting.

Students are expected to complete and submit all of work on time – even if you miss a class. If you cannot complete an assignment on time, please let me know ahead of time. There may, of course, be unforeseen circumstances that may get in the way of completing an assignment; however these are exceptional/emergency circumstances, not the rule. **Any assignment submitted late – for any reason – will have 5 points per day deducted from the assignment total.**

If you wish to take the course on a **Pass/Fail** basis, you must inform me **in writing (by email)** no later than the end of the **second class meeting, November 29**. Once you have chosen to do so, you cannot change back to a letter grade.

Scholarship – written assignments should be delivered in a manner consistent with college level performance and should reflect a commensurate degree of critical thought and personal reflection. Written assignments must conform to MLA format. Failure to do so will result in a reduction in total possible assignment points. MLA formatting will be reviewed in class.

Creativity – this learning experience is designed to be valuable and enjoyable! Diverse perspectives, experiences and observations of all students are welcome and encouraged.

University Policies and Procedures

All of the following policies are taken from the DePaul University Undergraduate Student Handbook found at this link:

<http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/ch1.htm>

DePaul University Plagiarism Policy

The DePaul Student Handbook defines plagiarism as follows:

“Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

N.B. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course. The SNL Incomplete Request Form is found on the SNL web site, "forms" page.

Other

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

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