Essentials of Coaching  
BADM 120, FA 120

School of Professional and Continuing Studies  
DePaul University  
Winter Term, 2021

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**General Information**

**Instructor:** Peggy St John  
Email (best way to reach me): pstjohn@depaul.edu  
Phone: 331-979-1616  
Office Hours: By appointment

**Location:** Online; optional Zoom meetings-Mondays, 2/8, 2/22, 3/8  

**Credit Hours:** 2 credit hours  
**Competences:** L7, FX (may register for only one competence)  
BADM

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**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.**

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**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 and best practice communication. We will analyze this learning as it impacts the coaching process and relationships. Each student will have the opportunity to practice coaching skills with classmate-partners. During this course various teaching and learning strategies will be used including short lecture (in written format found on the course D2L pages), video excerpts, online discussion forums, small group exercises, critical reading and written assignments.

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**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.

BADM – students enrolled for these credits will have the same learning experiences as their peers and learning outcomes will also be the same.

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 SCPS (formerly School for New Learning) for more than 29 years before accepting early retirement in June, 2014. I served SCPS in multiple capacities including associate director of student success and engagement, academic advisor, faculty mentor and core faculty. I have taught a variety of SCPS courses including most in the Lifelong Learning domain and others in areas of literature, leadership and adult developmental psychology. I earned an MA in counseling psychology from Wayne State University and a BA in journalism and psychology from Michigan State University. I have coached hundreds of adults in their pursuit of a more balanced life as well as those seeking professional and career change/advancement.

Required Texts

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 Deliverables
Assignments are broken down and weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Weekly Coaching Appointment</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Reflection Essays</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Collaboration Assignment</td>
<td>30</td>
<td></td>
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<tr>
<td>Ethical Dilemmas</td>
<td>30</td>
<td></td>
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<tr>
<td>Final Coaching Activity</td>
<td>30</td>
<td></td>
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</tbody>
</table>

The following assignments (combined together)
15 points each
22% of final grade
50% of final grade
20% of final grade
8% of final grade
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

Pass/Fail Grade Policy

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, Baha, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

Incomplete (IN) Grade

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).

The instructor has discretion to approve or not approve the student’s request for an IN grade.

- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

SYLLABUS CONTINUES ON FOLLOWING PAGES
**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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Title</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/8-2/14</td>
<td>1</td>
<td>Introduction</td>
<td>Kimsey-House, Chapters 1-3</td>
<td>1.1: Discussion: Introduction (see D2L calendar for discussion due dates) 1.2 Discussion: Class Climate 1.3 Discussion: Listening 1.4 Two Coaching Meetings due Tuesday 1.5 Reflection Essay due Thursday</td>
</tr>
<tr>
<td>2</td>
<td>2/15-2/21</td>
<td>2</td>
<td>Essential Coaching</td>
<td>Kimsey-House, Chapters 4-7</td>
<td>2.1: Discussion: Coaching Space (see D2L calendar for discussion due dates) 2.2: Discussion: Intuition 2.3 Discussion: Coaching Techniques 2.4: Two coaching sessions due Tuesday 2.5: Reflection Essay due Thursday</td>
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<td>3</td>
<td>2/22-2/28</td>
<td>3</td>
<td>Coaching and Collaboration</td>
<td>Kimsey-House, Chapters 8-10</td>
<td>3.1: Discussion: Coaching Niche (see D2L calendar for discussion due dates) 3.2: Discussion: L7 Collaboration 3.3: Discussion: FX Case Study 3.4 Two coaching sessions due Tuesday 3.5 Reflection Essay due Thursday 3.6: Collaboration Assignment due Thursday</td>
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<tr>
<td>4</td>
<td>3/1-3/7</td>
<td>4</td>
<td>What Role Emotions?</td>
<td>Kimsey-House, Chapters 1-12</td>
<td>4.1: Discussion: Coaching Techniques (see D2L calendar for discussion due dates) 4.2: Discussion: Human Emotion 4.3: Discussion: Coaching Evaluation 4.4: Two coaching sessions due Tuesday 4.5: Reflection Essay due Thursday</td>
</tr>
<tr>
<td>5</td>
<td>3/8-3/14</td>
<td>5</td>
<td>Assessing the Good</td>
<td></td>
<td>5.1: Discussion: Film Analysis (see D2L calendar for discussion due dates) 5.2: Discussion: Self-evaluation 5.3: Two coaching sessions due Tuesday 5.4: Reflection Essay due Thursday 5.5: Ethics and dilemmas due Sunday 5.6: Coaching Final due Sunday</td>
</tr>
</tbody>
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**Expectations**

This course is highly experiential and the learning experience and outcomes are dependent on interactions between and among all participants. In an asynchronous on line course the requirement is that students check in with the course at least every other day. Assignment due dates are, for the most part, not negotiable since each week’s learning depends on the previous weeks’ learning and completed assignments. If you have an extenuating circumstance please get in touch with me ASAP to discuss your options. Otherwise, it is expected that all discussions and assignments will be completed and submitted on time.
In this class and during this shared experience, we are all equally responsible for creating the learning environment. Even though we are in an online environment, it remains true that the extent to which each of us fully participates in each module with enthusiasm and excitement will determine the richness of the learning experience for all.

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.

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:


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.

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.

rev. 1 dec 2020