



DePaul University | School of Continuing and Professional Studies
Program Identifier: Undergraduate Program

Course: # BADM 120, FA 120

COURSE TITLE: ESSENTIALS OF COACHING

SUMMER II, 2021

INSTRUCTOR INFORMATION

Name: Linda Braasch

Office Location: Virtual office hours by appointment

Course Location: Online; **optional** Zoom meetings – Mondays 7/26, 8/9, 8/16

You can reach me at linda.braasch@depaul.edu or at 773-550-2085

Course Dates: **July 19 – August 22**, 2021 (Asynchronous Course)

Course Location and Delivery Format: (online, asynchronous)

Credit Hours: 2 credit hours

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. **Note: 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 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.

LEARNING OUTCOMES AND COMPETENCIES:

AFTER COMPLETING THIS COURSE, YOU 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.

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.

LEARNING STRATEGIES & RESOURCES

Required Texts

Co-Active Coaching: The Proven Framework for Transforming Conversations at Work and in Life, **Fourth Edition**, Kimsey-House, H., Kimsey-House, K., Sandahl, P., and Whitworth, L. 2011. ISBN: 978-1-473-67498-1.

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.bnccollege.com>

Other course readings will be distributed in class.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

ASSIGNMENTS ARE BROKEN DOWN AND WEIGHTED AS FOLLOWS:

Discussions	15 points each	22% of final grade
Weekly Coaching Appointment	100 points each	50% of final grade
Weekly Reflections Essays	40 points each	20% of final grade

The following assignments (combined) 8% of final grade

Collaboration Assignment	30 points
Ethical Dilemmas	30 points
Final Coaching Activity	30 points

GRADING CRITERIA & SCALE

Final grades will be calculated according to this scale (fractional points will be rounded to higher grade):

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

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.

COURSE SCHEDULE

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

Assignments are scheduled as due on Tuesdays and Thursdays with final work due on Sunday, 8/22.

Assignments are due as per the schedule (or revised schedule if revisions are needed) – this is the accountability part of coaching. Your commitment to keeping up with the class schedule is important.

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

Week	Module	Title	Readings	Assignments	Due
1 7/19- 7/25	1	Introduction	Kimsey-House, Chapters 1-3	1.1: Discussion: Introduction (see D2L calendar for discussion due dates) 1.2 Discussion: Class Climate 1.3 Discussion: Who am I as a Listener 1.4 Wheel of Life submission 1.5 Two Coaching Meetings due Tuesday 1.6 Reflection Essay due Thursday 1.7 Coach-Client Contract submission	7/25 7/27 7/29 7/25
2 7/26- 8/1	2	Essential Coaching	Kimsey-House, Chapters 4-7	2.1: Discussion: Coaching Space (see D2L calendar for discussion due dates) 2.2: Discussion: Intuition 2.3 Discussion: Coaching Techniques Two coaching sessions due Tuesday 2.4: Reflection Essay due Thursday	8/3 8/5
3 8/2- 8/8	3	Coaching and Collaboration	Kimsey-House, Chapters 8-10 Additional Readings: "The Art of Collaboration" "Executive Coaching: It Works!"	3.1: Discussion: Coaching Niche (see D2L calendar for discussion due dates) 3.2: Discussion: L7 Collaboration 3.3: Discussion: FX Case Study Two coaching sessions due Tuesday 3.4 Reflection Essay due Thursday 3.5: Collaboration Assignment due Thursday	8/10 8/12 8/12
4 8/9- 8/15	4	What Role Emotions?	Kimsey-House, Chapters 1-12	4.1: Discussion: Coaching Techniques (see D2L calendar for discussion due dates) 4.2: Discussion: Human Emotion 4.3: Discussion: Coaching Evaluation Two coaching sessions due Tuesday 4.4: Reflection Essay due Thursday	8/17 8/19
5 8/16- 8/22	5	Assessing the Good		5.1: Discussion: Film Analysis (see D2L calendar for discussion due dates) 5.2: Discussion: Self-evaluation 5.3: Ethics and dilemmas submission Two coaching sessions due Tuesday 5.4: Reflection Essay due Thursday 5.5: Coaching Final due Sunday	8/22 8/24 8/26 8/22

Week 6 – 8/23-8/29 (optional) Submit final reflection essay –see due date in module 5 - if not turned in earlier.

Expectations

This course is highly experiential, and the learning experience and outcomes are dependent on interactions between and among all participants. In an asynchronous online 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.

COURSE POLICIES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

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!

[APA citation format \(GRAD\)](#)[Academic Integrity Policy \(GRAD\)](#)

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BIO

Linda Braasch is a versatile change leader with broad experience as a coach, manager, consultant and project leader. Linda earned her Bachelor of Science degree in Business Administration from the University of Illinois, Champaign/Urbana. Her Master of Business Administration was received from DePaul University, Kellstadt Graduate School of Business. Linda brings a passion for leading and managing positive change with individuals and companies. Most recently, Linda worked at Northern Trust for 18 years. An advocate for growth, learning, development, and positive corporate culture, Linda worked to improve the experience of employees and clients. She developed and delivered both a team coaching method and a manager coaching process at Northern. In addition, she designed and led workshops for individuals, groups and businesses as part of her coaching practice. Linda received her coaching training at Coaches Training Institute as well as studying a variety of other methodologies.

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.