

EDUC536

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC536 **Title :** Foundations of Coaching

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Foundations of Coaching is an eight week course designed to introduce the models and basic skills used in executive coaching and/or life coaching practices. This course introduces the vital skills, methods, and strategies required of an effective coach including developing coaching relationships, setting goals and planning, developing awareness, asking powerful questions, communication and language, action and accountability and facilitating learning and results. Participants will examine various coaching models and gain knowledge of the ethical considerations associated with coaching relationships. This training prepares participants to coach individuals, groups, and teams for performance, development, skills and personal/professional growth. Participants will engage in coaching conversations, apply best practices, and practice creating empowering coaching experiences.

Course Scope:

Objectives

After successfully completing this course, you will be able to:

1. Distinguish between coaching, counseling, mentoring, and supervising.
 2. Identify the characteristics that encourage an effective coaching experience.
 3. Demonstrate fundamental coaching skills.
 4. Evaluate various models to determine most appropriate for specific coaching situations.
 5. Demonstrate understanding of ethical considerations associated with the coaching relationship.
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Outline

Week 1: Introduction to Coaching

Learning Outcomes

- Distinguish between coaching, mentoring, counseling, therapy, consulting, supervising
- Explain the purpose of coaching
- Examine ICF and BCC requirements
- Explain the four step coaching process

Required Readings

Coaching Process Text Week 1 p. 3-11

Hart, V, Blattner, J., & Leipsic, S. (2001). Coaching Versus Therapy: A Perspective. *Consulting Psychology Journal: Practice and Research*, 53, 4, 229-237. DOI 10.1037//1061-4087.53.4.229. Retrieved from <https://www.apa.org/pubs/journals/features/cpb-1061-4087-53-4-229.pdf>

Patterson, J. (2008, December 15). Counseling vs. Life Coaching. *Counseling Today*. Retrieved from <http://ct.counseling.org/2008/12/counseling-vs-life-coaching-2/>

Williams, P. (2004). Coaching vs. Psychotherapy: The Great Debate. *Choice*, 2, 1, 38-39. Retrieved at <http://www.cce-global.org/Assets/BCC/Resources/CoachingvsPsychologyTheGreatDebate.pdf>

There is more to becoming a Board Certified Coach than training, not everyone is qualified to become a Board Certified Coach, please review the requirements to sit for the Board Certified Coach exam at <http://cce-global.org/Credentialing/BCC/Requirements>

ICF – [Coaching FAQs](#)

International Coach Federation (ICF) Core Competencies at <http://coachfederation.org/credential/landing.cfm?ItemNumber=2206>

Office of Human Resources Management, USDA Virtual University. (n.d.). *Differences Between Coaching, Counseling, Managing, Mentoring, Consulting and Training*. Retrieved at <http://www.dm.usda.gov/employ/vu/coaching-diff.htm>

Williams, P. (2007). Border line: Understanding the relationship between therapy and coaching. *Choice*, 5, 3, 22-26. Retrieved at <http://www.cce-global.org/Assets/BCC/Resources/BorderLine.pdf>

Assignments

Quiz 1

Forum: Personal introduction and self-assessment reflection

Week 2: Coaching Models

Learning Outcomes

- Apply the Coaching Process
- Explain Types/Modes of Coaching
- Analyze the GROW and STEPPA models
- Explain the Transtheoretical Model of Behavior Change

Required Readings

Coaching Conversations Types of Coaching p. 1-28

Passmore, J., & Association for, C. (2010). *Excellence in Coaching : The Industry Guide*. London: Kogan Page. (available in APUS library)

If you plan to sit for the Board Certified Coach exam, familiarize yourself with Prochaska's Transtheoretical Model of Behavior Change: https://en.wikipedia.org/wiki/Transtheoretical_model and the *Board Certified*

Coach Examination Selected References at http://cce-global.org/Assets/BCC/BCCE_Selected_Reference_List.pdf

Grant, A. M. (2010). It Takes Time: A Stages of Change Perspective on the Adoption of Workplace Coaching Skills. *Journal Of Change Management*, 10(1), 61-77. doi:10.1080/14697010903549440

Performance Consultants International (2015). *The GrowModel*. Retrieved at <http://www.performanceconsultants.com/grow-model>

Herd, A. (2015). The Case of 'Not Enough Time:' Using GROW and Motivational Interviewing Coaching Frameworks. *New Horizons In Adult Education & Human Resource Development*, 27(3), 46-49. doi:10.1002/nha3.20110

Harakas, P. (2013). Resistance, motivational interviewing, and executive coaching. *Consulting Psychology Journal: Practice and Research*, 65(2), 108-127. Retrieved from <http://www.bu.edu/edrt/files/2014/01/Resistance-MI-and-Ex.-Coaching-Peter-Harakas-2013.pdf>

Assignments

Quiz 2

Forum

Forum 2: Select a coaching model and apply the model to a relevant scenario. The scenario should be applicable to your field.

Week 3: Ethics and Professional Standards

Learning Outcomes

- Explain BCC and ICF Ethical Standards
- Create a Coaching Agreement
- Demonstrate setting the stage in coaching
- Distinguish responsibilities of coach and client

Required Readings

Board Certified Coach Code of Ethics at <http://cce-global.org/Assets/Ethics/BCCcodeofethics.pdf>

Coaching and Ethics: An Introduction to Ethics FAQs. (2009, October). *Coaching World*. Retrieved at <https://www.coachfederation.org/files/includes/docs/Ethics-Issue-Oct-09Revised.pdf>

Williams, P. (2004). Ethics and regulatory issues: The importance of self-governance as we move into the future of coaching. *Choice*, 2, 33-35. Retrieved at <http://www.cce-global.org/Assets/BCC/Resources/EthicsandRegulatoryIssues.pdf>

Wilson, C. (2007). *Best Practice in Performance Coaching : A Handbook for Leaders, Coaches, HR Professionals and Organizations*. London: Kogan Page. (Appendix C: Sample Coaching Agreements) – available in APUS library

Assignments

Quiz 3

Forum

Forum 3: Create a presentation on ethical standards, include an example of a coaching agreement in the presentation

Week 4: Getting to Know Your Client: Co-Creating the Relationship

Learning Outcomes

- Demonstrate understanding of skills needed to establish trust and build rapport
- Explain purpose of developing SMART goals
- Develop an action plan

Required Readings

Coaching Process Text p. 12-22

Williams, P. (2005). Building on Trust: Relationship coaching sharpens understanding between all types of partnerships. *Choice*, 3, 2, 39-42. Retrieved at <http://www.cce-global.org/Assets/BCC/Resources/BuildingonTrust.pdf>

Markovic, J., McAtavey, J. M., & Fischweicher, P. (2014). An integrative trust model in the coaching context. *American Journal of Management*, 14(1), 102-110. Retrieved from <https://search-proquest-com.ezproxy2.apus.edu/docview/1539431197?accountid=8289>

Goal setting/SMART goals <http://absolutetransitions.com/a-goal-setting-technique-to-keep-you-on-target/>

Assignments

Synchronous Session (optional opportunity for live role play and feedback) OR Role Play Audio Tape Assignment

Forum

Forum 4: Using readings and additional research, discuss the importance of building trust and developing goals with clients.

Week 5: Communication and Language for Effective Coaching and Mentoring

Learning Outcomes

- Demonstrate active listening skills
- Examine the concepts of energy and presence in coaching
- Explain different types of GAILS
- Use effective questioning techniques

Required Readings

Required reading:

Coaching Process Text p. 23-31

Hoppe, M. H. (2006). Active listening: Improve your ability to listen and lead. [Books 24x7 version] Retrieved from <http://common.books24x7.com.ezproxy2.apus.edu/toc.aspx?bookid=14928>

<http://www.thegrowingpractice.com/blog/?p=20>

Recommended reading:

[Energy Leadership: Transforming Your Workplace and Your Life from the Core](#) by Bruce Schneider

Assignments

Case Study Assignment

Forum

Forum 5: Summarize your style of communication and set goals to improve your listening and communication skills.

Week 6: Coaching Skills

Learning Outcomes

- Demonstrate effective questioning techniques
- Use inquiry and advocacy skills

Required Readings

The Questions Good Coaches Ask, Amy Jen Su (December 12, 2014) *Harvard Business Review*–
<https://hbr.org/2014/12/the-questions-good-coaches-ask>

https://haskayne.ucalgary.ca/files/haskayne/additional_resources-_coaching_skills.pdf

Assignments

None

Forum

Forum 6: Write a role play scenario (include at least one GAIL) and illustrate powerful questions you would use in that role play.

Week 7: Coaching Skills

Learning Outcomes

- Demonstrate effective coaching skills in a mock coaching session
- Summarize useful coaching skills, such as motivational interviewing and reframing

Required Readings

Only required reading in this text is chapter on Reframing:

Warner, Jon C. (2006). Reframe. In *Coaching (2nd ed)*. [Books24x7 version] Available from
<http://common.books24x7.com.ezproxy2.apus.edu/toc.aspx?bookid=33078>

Jani, A. (2013). Motivational interviewing skills & techniques: Examples, tips and tools. Retrieved from
<http://surroundhealth.net/Topics/Education-and-Learning-approaches/Behavior-change-strategies/Articles/Motivational-interviewing-skills-techniques-Exempl.aspx>

Leonard, I. Retrieved from <https://www.coachingforchange.com/pub08.html>

Assignments

Oral Assessment: Coach and Be Coached with Instructor OR recorded session

Forum

Forum 7: Share a 3-5 minute video explaining various coaching skills needed to be an effective coach. If you want to be creative, you may use Powtoon or another method for your video. www.powtoon.com is free to use

if you want to try something new.

Week 8: Facilitating Learning and Results

Learning Outcomes

- Explain coaches role in facilitating learning and results
- Analyze the role of the coach in creating awareness, designing actions, goal setting, and accountability.
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Required Readings

Coaching Process Text p. 32-42

Assignments

Quiz 4

Forum

Forum 8: Examine your role in facilitating progress and accountability with clients.

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

Course Guidelines

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

Board Certified Coach (BCC) competencies¹:

1. Screening and Orientation in Coaching
1. Coaching Approaches for Individuals

- | | |
|--------------------------------|---|
| 1. Fundamental Coaching Skills | 1. Coaching Approaches for Business and Organizations |
| 1. Assessments in Coaching | 1. Ethical and Professional Practice in Coaching |

International Coach Federation (ICF) Certified Professional Coach (CPC) competencies2:

- | | |
|--|--|
| A. Setting the Foundation | C. Communicating Effectively |
| 1. Meeting Ethical Guidelines and Professional Standards | 5. Active Listening |
| 2. Establishing the Coaching Agreement | 6. Powerful Questioning |
| | 7. Direct Communication |
| | D. Facilitating Learning and Results |
| A. Co-creating the Relationship | 8. Creating Awareness |
| 1. Establishing Trust and Intimacy with the Client | 9. Designing Actions |
| 2. Coaching Presence | 10. Planning and Goal Setting |
| | 11. Managing Progress and Accountability |

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-),

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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