

HRIR 5443<sup>3</sup>

# Principles of Effective Coaching

B Term, 2 credits

## Course Instructor

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## Teaching Assistant

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## Course Description, Goals, & Objectives

This course provides students with an overview of the skills and competencies required to effectively coach others within organizations. The primary goal of this course is to equip students to a variety of practical coaching techniques so they can more effectively coach and develop others in the workplace in the future. The course will provide a brief overview of several popular models of coaching within organizations, but will focus largely on the application or practice of the critical skills of effective coaching, within a safe and supportive environment.

Learning objectives for this course include:

- Providing students with a foundational understanding of what coaching is, and what coaching looks like within organizations.
- Exposing students to some of the popular models of coaching that are practiced within organizations by coaches.

- Identifying a core set of practical skills that students can use in their future work as coaches, leaders, and HR professionals.
- Allowing students to discuss special topics related to coaching, including diversity, legal, and ethical considerations.

### Course Prerequisites

Undergraduate students (Juniors or Seniors) who would like to participate in this course need to have completed HRIR 3021.

### Course Delivery Methodology

In light of COVID-19, this course will be conducted virtually, in accordance with recommendations issued by the University of Minnesota and the State of Minnesota.

### Tennessee Warning Notice Pursuant to MN Department of Administration's

### Data Practices

To make this class more accessible to all enrolled students, we intend to record all class lectures and discussions. Since your audio/video may be part of those recordings we are informing you. Along with the instructor and teaching assistants, these recordings will be shared with only the students enrolled in the class during this semester, in accordance with FERPA regulations.

### Course Meeting Information

**Time:** Thursdays from 5:45-9:00PM beginning October 29 through December 10th

**Place:** Virtual via Zoom (Click on Zoom tab on the left-hand navigation bar and join the class)

#### Additional Meetings:

- You may need to work with peers on some course projects. The time and place/method of the meeting will be determined by you and your peers.

### Communication and Canvas Notifications

The **Canvas Notifications** system is the communication tool that we will use in this for course-relevant announcements. If you have not altered your notification settings, you will receive course announcements in your UMN email immediately when they are made. If you have altered your notification setting for announcements, you can reset Canvas to deliver email notification to your UMN address as below.



You may also choose to receive notifications through additional channels including a personal email

address, push notifications if you have the Canvas app on your phone, or text message to your phone. Add those additional channels through your **Canvas Settings**.

## Textbook & Reading Materials

We will rely heavily on two texts for this course:

Underhill, B., McAnally, K., Koriah, J. (2007) "Executive Coaching for Results: The Definitive Guide to Developing Organizational Leaders"

Guptan, S. (2011) "Executive Coaching: A Practitioner's Guide to Creating Excellence"

**All textbooks and readings are available on the Library Course Page. You have access to the online version of the book as a UMN student at no cost.**

In addition to the textbook for this course, there will be a variety of additional readings required for many course meetings. You can access these texts from the Library Course Page on Canvas.

All readings should be completed prior to the start of each class, and can be found on the Canvas site for each week that the course will meet. Readings will be made available 2-3 weeks in advance whenever possible.

## Assignments & Grading

Final grades for this course will be assigned according to the following rubric:

**Class Participation (30 points):** You should look at this course as an opportunity to become more comfortable with your role as a coach in your professional careers in the future. A key element of this is active questioning and participation in class discussions. There will also be a number of times during the course where you will be asked to practice your coaching skills in pairs and small groups, share your questions, advice, thoughts, and insights; these sessions will only be as valuable to you as the contributions you make.

Participation will be measured in a number of ways throughout the term. Attendance will be recorded for each class; missing class will result in a penalty of 3 points per class missed. Additionally, active participation in class discussions (both live during class and before/after class through Canvas) will be monitored during the term and will be factored into your class participation grade. Finally, we will administer a peer evaluation survey at the end of many of our class meetings, and these peer ratings will be used to calculate your final grade.

**Reflection Papers (3 @ 10 points each):** Over the course of the semester, you will be learning a number of foundational coaching skills that you can use in your future work as HR professionals and leaders within your organizations. Developing these coaching competencies takes practice over time as you build on these skills in your work lives and day-to-day interactions with others.

In order to promote the application and active learning of these skills and techniques, you will write three (3) 1- to 2-page (double spaced) reflection papers in which you share your personal experiences applying one of the key coaching skills that we discussed in class that you used in your personal or professional life. You can draw from experiences that are unplanned and happen spontaneously to you over the course of the semester, or you may wish to coordinate an opportunity to practice these skills with a friend, family member, or acquaintance in order to complete this assignment. The goal is to get you to apply some of the skills that we will learn in class outside of the classroom.

Some examples that would be appropriate for this assignment:

- Practice your active listening skills while having a conversation with someone about a personal problem or challenge they are facing.
- Share tough or constructive feedback with a fellow co-worker or classmate that you have found it challenging to work with recently.
- Practice your probing/questioning skills to help someone get to the heart of an issue that is making them feel "stuck."
- Practice your skills in paraphrasing and reflecting to demonstrate to someone that you are listening and understand the points they are trying to make.

NOTE: In lieu of the above reflection papers, students may also select an article of their choice that addresses one of the coaching issues covered in class. Your paper should briefly summarize the key takeaways from the article, and reflect on how the article advances your understanding of the concepts covered in class.

All reflection papers must be completed by the final examination date and time listed for this course, which is December 17th (by 7:45PM). We highly encourage that you start working on reflection papers now and submit them before the due date.

**Final Project (40 points):** See details below.

A final paper/project will be assigned and must be completed by the final examination date and time listed for this course, which is December 17th (by 7:45PM). The paper/project will be to design a 4-6 page (double spaced) detailed coaching plan that could be implemented within an organization to address a specific coaching issue, which will be outlined in a case study. Additional details for the assignment, as well as the case study, can be found [here](#) ↓.

[https://canvas.umn.edu/courses/198298/files/17194200/download?download\\_frd=1](https://canvas.umn.edu/courses/198298/files/17194200/download?download_frd=1).

## ASSIGNMENT POLICIES

All papers should be submitted via Canvas. All papers and projects should be double spaced in 11- 12-point font and in APA or MLA format are acceptable.

The reflection papers should be 1-2 pages long and the final paper should be 4-5 pages long. The grading will be based on the quality of the content rather than the length of the assignment.

## Grading

### Carlson Course Grading Policy

Carlson School uses a grading policy based upon a class median aggregate GPA. Learn more about the **Carlson Course Grading Policy** [.\(https://z.umn.edu/policy-carlson\\_graduate\\_grading\)](https://z.umn.edu/policy-carlson_graduate_grading).

### Carlson Grading Guidelines

In Spring 2019 the faculty of the Carlson School approved grading guidelines for UG courses that strongly encourage instructors to use criterion-based grading. Criterion-based grading changes the message from students competing with each other to students working to meet instructor expectations. It is the responsibility of the instructor to set the rigor of the course and design appropriate assessments so that differences in course achievement are reflected in differences in grades. Faculty hope this would encourage a collaborative learning environment that reduces incentives for hypercompetitive behavior.

#### Due Dates and Late Work

All assignments (including readings) are to be completed by the beginning of each class meeting as outlined in the syllabus and on the Canvas site. You may make arrangements to meet with me individually about an upcoming assignment, anytime, prior to the due date if you have questions or concerns about your ability to complete assignments on time. Permission to submit assignments late will be at the discretion of the instructor.

An Incomplete (I) is at the discretion of the instructor and ordinarily will not be granted. However, extraordinary events can occur that do warrant an exception. If you have an extraordinary life event, please do not hesitate to contact me.

Please review the **university policy on make-up work** [.\(https://policy.umn.edu/education/makeupwork\)](https://policy.umn.edu/education/makeupwork).

#### Attendance Requirement & Penalties

Since much of our time in class will be spend practicing the techniques of effective coaching with your peers, regular attendance is an expectation for this course. If you are unable to attend class for any reason, please notify the instructor and the TA as soon as possible. Please note that it is your responsibility to work with your classmates or the TA for this course to determine what content was missed, and to make up any in-class work that was assigned.

Please review the **university policy on make-up work** [.\(https://policy.umn.edu/education/makeupwork\)](https://policy.umn.edu/education/makeupwork).

## Course Summary:

Date	Details	Due
Thu Oct 29, 2020	 <b><u>HRIR 5443 (090) Principles of Effective Coaching (Fall 2020)</u></b> <a href="https://canvas.umn.edu/calendar?event_id=443875&amp;include_contexts=course_198298">https://canvas.umn.edu/calendar?event_id=443875&amp;include_contexts=course_198298</a>	5:45pm to 9pm
Thu Nov 5, 2020	 <b><u>HRIR 5443 (090) Principles of Effective Coaching (Fall 2020)</u></b> <a href="https://canvas.umn.edu/calendar?event_id=443876&amp;include_contexts=course_198298">https://canvas.umn.edu/calendar?event_id=443876&amp;include_contexts=course_198298</a>	5:45pm to 9pm
Thu Nov 12, 2020	 <b><u>HRIR 5443 (090) Principles of Effective Coaching (Fall 2020)</u></b> <a href="https://canvas.umn.edu/calendar?event_id=443877&amp;include_contexts=course_198298">https://canvas.umn.edu/calendar?event_id=443877&amp;include_contexts=course_198298</a>	5:45pm to 9pm
Thu Nov 19, 2020	 <b><u>HRIR 5443 (090) Principles of Effective Coaching (Fall 2020)</u></b> <a href="https://canvas.umn.edu/calendar?event_id=443878&amp;include_contexts=course_198298">https://canvas.umn.edu/calendar?event_id=443878&amp;include_contexts=course_198298</a>	5:45pm to 9pm
Thu Dec 3, 2020	 <b><u>HRIR 5443 (090) Principles of Effective Coaching (Fall 2020)</u></b> <a href="https://canvas.umn.edu/calendar?event_id=443879&amp;include_contexts=course_198298">https://canvas.umn.edu/calendar?event_id=443879&amp;include_contexts=course_198298</a>	5:45pm to 9pm
Thu Dec 10, 2020	 <b><u>HRIR 5443 (090) Principles of Effective Coaching (Fall 2020)</u></b> <a href="https://canvas.umn.edu/calendar?event_id=443880&amp;include_contexts=course_198298">https://canvas.umn.edu/calendar?event_id=443880&amp;include_contexts=course_198298</a>	5:45pm to 9pm
Thu Dec 17, 2020	 <b><u>Final Paper</u></b> <a href="https://canvas.umn.edu/courses/198298/assignments/1479565">https://canvas.umn.edu/courses/198298/assignments/1479565</a>	due by 7:45pm
	 <b><u>Reflection Paper 1</u></b> <a href="https://canvas.umn.edu/courses/198298/assignments/1479554">https://canvas.umn.edu/courses/198298/assignments/1479554</a>	due by 7:45pm
	 <b><u>Reflection Paper 2</u></b> <a href="https://canvas.umn.edu/courses/198298/assignments/1479556">https://canvas.umn.edu/courses/198298/assignments/1479556</a>	due by 7:45pm
	 <b><u>Reflection Paper 3</u></b> <a href="https://canvas.umn.edu/courses/198298/assignments/1479559">https://canvas.umn.edu/courses/198298/assignments/1479559</a>	due by 7:45pm

Date	Details	Due
	 <b><u>Participation</u></b> <b><u>(<a href="https://canvas.umn.edu/courses/198298/assignments/1479560">https://canvas.umn.edu/courses/198298/assignments/1479560</a>)</u></b>	