

Department of Human Resources and Industrial Relations

Carlson School of Management

University of Minnesota

HRIR 5443

Principles of Effective Coaching

An Asynchronous Online Course

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1. Course Textbook

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

2. Course Description

This course is an introduction to the theme of coaching. It provides students with an overview of skills and competencies required to coach, mentor and develop staff and employees in order to manage their performance. The aim of this course is primarily to enable HR professionals to develop a set of coaching tools that they can use in their organizations to help their different stakeholders (managers, employees, staff) acquire the skills they need to perform better.

3. Learning objectives

- Build a theoretical base of the understanding of coaching as a management tool.
- Reflect on how HR professionals can benefit from the use of coaching and mentoring.
- Acquire and apply a set of HR coaching skills to develop and mentor staff, employees and line managers.

4. Course Assignment and Grade Distribution

This course requires completion of three assignments

4.1 Online Participation: 28 pts (weekly)

At the beginning of each week, the instructor posts few discussion questions. You will be required to post ONE thoughtful comment to each discussion question. Your post must meet the minimum length specified in each question. (See how to use e-Learning technology at the bottom of this document: point # 4 what is a thoughtful comment)

You also need to post ONE comment in response to a classmate's post. Reactions' posts need to be elaborated and need to address a substance issue but do not have to have the minimum words required for thoughtful comments.

Remember that online learning takes place only if there is participation. Participation is the most important aspect of online instruction. For this course, it is 30% of your grade. To help your classmates read better your posts, answer ALL the questions in ONE post. You may find it more practical to compose your post offline in a word document so you can return to it when you need to. Once you finish with ALL the questions copy and paste your post on the site.

4.2 Article review: 32 pts (Due the end of week 4)

Select an electronic article from a known academic publication that addresses a coaching issue. In a four-page paper, provide a synopsis that includes the following:

- A summary of the article. Using your own language, provide a synthesis of the article. Do not use the author's words.
- Identify four new concepts that you learned (or liked) in this article and explain them concept by concept
- Answer the following questions: (1) How does the knowledge you acquired in this article apply to our course? (2) According to the article what skills are required for HR managers to be effective coaches?

Note that the article must be published in a professional or academic journal. Articles published in newspapers are NOT accepted. You can check some of the journals you are familiar with, conduct a library search, or simply check the reference list of the textbook to choose an article. Start with Harvard Business Review because it has an excellent electronic database.

Papers must be submitted to the site by the end of week four (Sunday at midnight of your time zone). Do not forget to attach an eCopy of the article you reviewed. If you chose an article from a non electronic source please make sure that you scan it so you can attach it with your paper.

4.3 Final Project: 40 pts (Due at the end of the term)

For this assignment you have two options:

- **Option A:** Select a topic from the list below (any topic that suits you or your like) and provide a research paper to analyze the issues related to your topic. Integrate the concepts you learned in this class. The paper must have 6 pages (excluding the first page and the reference page) and must be double spaced. Citations must be well referenced.
- **Option B:** Prepare a Train-the-Trainer coaching manual that will help you get ready for the practice. Think of yourself as a coach training others on how to coach. Put together a portfolio that has all resources, the handouts and the materials you will use for the training session. Create a power point presentation that will help you conduct the training. There is no specific template I am looking for so be as innovative as you can. If you know about a company that does coaching and you would like to use their template that would be also fine. Just make sure you include their references in the project.

5. List of topics

1. Introduction to coaching: Theory, practice, evolution
2. Managing the coaching process
3. Planning the coaching relationship
4. Coaching as a leadership development strategy
5. Coaching executives: What is the difference?
6. Coaching and mentoring: What is the difference?
7. Coaching: The impact on the HR function
8. Instruments to measure the impact of coaching

Module	Topic	Reading
Module 1	Course Introductions	Review of the syllabus, course policy and learning space Students introductions
Module 2	The coaching field: Definition and challenges	Chapter 1 and 2
Module 3	The impact of coaching on the HR function	Chapter 3 Chapter 4
Module 4	Evaluation of coaching programs: Tools for HR professionals	Chapter 5 Chapter 6 Article review due on Sunday by midnight. Post your paper according to the instructions.
Module 5	Helping your organization develop coaching capabilities and measuring impact	Chapter 7 Chapter 8
Module 6	Becoming a qualified coach	Chapter 9 Chapter 10
Module 7	Reflection on coaching trends	Chapter 11 Chapter 12 Final Paper is due on Sunday of the last week.

Online Courses Policy

Welcome to your eLearning space! I hope you will enjoy your virtual class while exploring the opportunities and the contradictions of learning in virtual space. In this section, I would like to walk you through the different steps you need for your online course, and provide you with tips on how to maximize your learning.

1. Use of technology

This is an asynchronous course that is delivered entirely via the Internet. This means that you can have access to the course, participate in the discussion and complete your assignments anytime you want from anywhere you want. The course website provides all the tools required for the completion of the course. The learning platform is the new innovative version of Moodle2 which has all the features you need for this course.

2. Online learning philosophy: Learner-centered approach

Online education is an education that shifts the learning responsibility from the instructor to the student. Concepts such as "self-directness," "time management" and "learner-centered philosophy" are crucial online learning because they provide the philosophical foundation of online education. The role of instructor in this philosophy of teaching is that of a facilitator rather than a teacher. The implication of this is that students are expected to have a major responsibility in organizing and defining their learning.

3. How to connect to the web site?

Click on the link provided by your instructor and enter your ID and password. At the beginning of each week (Monday), I post the main topic, the objective of the session and the discussion questions that will guide your learning. Your answer is expected at the end of the week (Sunday 11:30 PM of your time zone)

4. What is a thoughtful comment?

Thoughtful comments are comments that tell the reader that you have read the assigned article, understood the question, and thought about your response before posting it. Thoughtful comments must have 200 words as a minimum and address the question asked by the instructor. Statement such as "I agree with.." or "I disagree with.." are not thoughtful comments. Remember that in the online world, the interface (your postings that is) is the product; people know you only through your comments and what you say says a lot about your seriousness, your professionalism, your intellectual ability, and your approach to work. It is important that you keep a well-maintained interface (postings) so you can give a professional image about yourself.

5. Misuse of the virtual space

To be able to enjoy the eLearning experience we need to be very careful with the use of our language. Remember that written words are more powerful than spoken words, and may say things that you did not mean to say. Please make sure to use a language that observes appropriateness and inclusiveness. Language inclusiveness refers to the use of language that assumes equality of gender and the equal importance of members of all cultural groups. Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward or may differ from your writing habits, it is possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind"). Cultural inclusiveness, on the other hand, means that virtual discussions and written materials will not assume that class members come from the same cultural group. Respect for the diversity of the class and the multicultural world in which we operate will be expected. If you feel that a comment was not appropriate, please do NOT respond to that comment. Send me an email expressing your concern.

6. Tips on how to use the e-learning space

I have used online learning as a student and as a teacher, and found it to be very exciting. Here are few tips that may help you maximize your eLearning

- Check your web site at the beginning of each week. Always be ahead of the discussion.
- Read the questions and read your assigned reading.
- Write and edit your comments on a word document, then post them.
- Save your comments on your own hard drive disk because you will need them for your exam.
- If you find some comments of interest to you, you may copy and paste them into your own word document. Moodle does not archive all the comments.

7. How to contact me?

The best way to contact me is via email at benra001@umn.edu. I am sitting next to my computer between 8: 00 and 17:00 Central Standard Time Monday through Friday. I respond to emails as soon as I get them, but a 72 hour reply-time is the conventional rule of the online world.

8. My Expectations

The following expectations are part of the syllabus

- Students will be active participants in the online learning community created within the course.
- Students are to stay engaged in the course through constructive participation and thoughtful comments.
- Students will communicate with the instructor on time, and according to the policy of the course.
- Students will have a minimum of technology knowledge that allows participation in online discussions.

- Students will reflect on their past experiences, utilize knowledge acquired in the course and dialogue with their peers for professional growth.
- Students are expected to exemplify competence and quality in their assignments.
- Students will establish at least one realistic objective against which they can measure their progress at the end of the course.

University Grading Standards

- A) Achievement that is outstanding relative to the level necessary to meet course requirement.
- B) Achievement that is significantly above the level necessary to meet course requirement.
- C) Achievement that meets the course requirements in every respect.
- D) Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- S) Achievement that is satisfactory, which is equivalent to a C- or better.
(achievement required for an S is at the discretion of the instructor but may be no lower than a C-)
- F) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be marked as an incomplete.
- I) Incomplete assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between the instructor and student.