Coaching Skills for Public and Nonprofit Managers

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CRN: GR First Session (4): 40012 & Jr - Sr First Session (4): 40013
Faculties: Dariush Khaleghi, 425 999 0306 (message), khaleghd@evergreen.edu
Credits: 4
Prerequisites: None
Classroom: Online
Class Sessions: Sat's (8/1, 8/8, 8/15, 8/22, 8/29) , 9am – 11:50am Zoom

Course Description
No organization can grow without growing its human capacity. Coaching is a set of empowering skills, competencies, and tools that help employees build on their strengths and inner superpowers. Coaching cultivates the best in employees (i.e., critical thinking, reflection, awareness, communication, accountability, and engagement). In the absence of extrinsic rewards in the public and nonprofit sectors, coaching is a human capital management strategy to leverage employees' intrinsic values and motivations to build high-performing organizations. This class is in an online format where class meetings are conducted via Zoom and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

Course Objectives (after completing this course, the student will be able to):
- Explain why coaching is a game change in employee development
- Define coaching framework, mindset, behaviors
- Develop a coaching culture in their organizations
- Use coaching to harness positivity and improve wellbeing
- Leverage coaching to build more capacity in people and organizations

Required Text
1. Wilson, J. & Gislason, M. (2009, 1s. ed). *Coaching Skills for Nonprofit Managers and Leaders: Developing People to Achieve Your Mission.* Jossy-Bass. ISBN: 978-0470401309.
2. Biswas-Diener, R. (2010). *Positive Psychology Coaching: Assessment, Activities, and Strategies for Success*. Wiley and Son, Inc., ISBN: 978-0470536766.

Materials and Equipment
Students will need access to the internet, email, Canvas, Zoom, and the ability to send documents in a format compatible with MS Word or Adobe Acrobat Reader. This equipment and software are available on campus free of charge for students.

Online Course Structure
This course is designed to provide an online learning experience via primarily Canvas and Zoom. You can find training resources to use Zoom and Canvas in your class Canvas link.

 Zoom F2F sessions will be held on Sat's from 9:00am – 11:50. F2F session are activity based and provide opportunities for class interactions through seminars, discussion groups and activities, peer coaching, videos and cases, and final project presentation.

Students with Special Needs
Students with special needs are encouraged to take advantage of TESC's resources as identified in the Student Handbook and on the Web. If you would like assistance, please contact a faculty or staff member as soon as possible and schedule an appointment.

Holidays for Reasons of Faith or Conscience
Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at https://www.evergreen.edu/policy/religious-observance.

Course Policies
Students are required to review and adhere to the course covenant, TESC's Social Contract, and Student Conduct Code. This includes, but is not limited to the sexual harassment, plagiarism and smoking policies. The Social Contract and Code of Conduct can be located on the Evergreen Web Page at http://www.evergreen.edu/advising/academicpolicies.htm. Students are expected to attend, be on time and prepared for each class. Exceptions may be allowed on a case by case basis. All assignments are expected to be completed and turned in on time and represent the student's best effort.

Expectations
Learning in this class will be interdependent and dynamic. It will require everyone's best effort and full commitment. Students are expected to participate fully in all aspects of the class, to thoroughly prepare for each class session and to complete all assignments on time. ***Late assignments may not be accepted. Attendance is essential. Unexcused absences, late, incomplete or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit***. Faculty is expected to provide feedback on written assignments in a timely manner, to be available for consultation by appointment and to provide a written evaluation of the student's overall work in the course.

Student Feedback

Students are encouraged to provide feedback to the faculty at any time using any format. As part of a learning community, every opportunity for improvement should be seized. Students having difficulties meeting the course objectives or expectations will be contacted during mid quarter for meeting dates if in attendance. If not, they will be contacted via e-mail or telephone as soon as possible to discuss improvement plan. This should provide enough time for each student to make any necessary changes.

Estimated Work Load

The amount of time necessary to be successful in this course will vary with each individual based on their background, skill level, and effort.

Final Student Evaluation

You will be evaluated on:

- Attendance and participation.
- Completion of all assignments.
- Thorough reading of assignments and preparation for class & seminar discussions.
- The content, quality of ideas and effective communication skills in your individual presentations.
- The degree to which you achieve the course objectives as evidenced by your class participation, engagement in the seminar discussions, group project, and final presentation.
- The Five Foci of Learning
    1. Interdisciplinary Study
    2. Collaborative Learning
    3. Learning Across Significant Differences
    4. Personal Engagement
    5. Linking Theory with Practical Applications

Students are expected to be engaged in all aspects of this course. They will be expected to voice their opinions and participate in group discussions and will be evaluated on their level of class participation. The written and oral presentations will be evaluated based on content and presentation.

Credit Equivalency

4 Hours Graduate Credit in Business Management, Leadership Studies, or Organizational Psychology.

Attendance and Participation

Attendance and participation will be required in this course. If you are unable to attend, please, notify me in advance.

Online Postings

Online posts are a blend of individual and group activities. For the online assignments, students are required to ***complete readings and other assignments and post comments in the designated Discussion Forums***. The student comments and entries need to be substantive and at least 200 words. ***Students are also required to respond to two of their peers' comments.*** The discussion posts need to be supported by evidence, examples, quotes, or facts from the readings. Students' responses to their peers' posts should expand, clarify, or refine the discussions. Students need to have access to Canvas to complete online assignments and discussions.

Note: A critical comment is not your opinion on a topic or a mere presentation of public policy arguments. A comment should be analytical, independent and reflective and draw from the readings and/or debate as appropriate. You could use questions below as a guide to generate your comments.

1. What am I actually learning here and how does it deepen my understanding?
2. What part of the learning does resonate with my natural gifts and passion?
3. What different actions do I need to take to change the outcome next time?
4. How does the material helps me more effective leader and professional?
5. What am I learning about myself and why that is important?

Deep Dive Summary/Present

Students are required to watch a movie, listen to a podcast or webinar, or read articles in a coaching topic of their interested. They need to summarize the content, min 500 words, and present it during one of the class sessions. The summaries need to be posted to Canvas under Post Research Summary Tab before the session they are due. We'll establish a list in our first session. TheThe goal of a review is to develop students ability to critically evaluate the coaching topic by.

*   Delving deeper in the topic of their interest
*   Synthesizing information in order to compose clear arguments or thoughts
*   Articulate their thoughts/insights on coaching approach and its usefulness

Term Paper and Presentation – Due on the Last Day

For the final paper/presentation, students need to write a min of five-page reflection paper that summarizes their discovery and understanding of the material presented in this class and the work they did.   The final paper written assignment needs to be submitted to the faculty via canvas under Post Final Papers tab before the final class. Written assignments need to be double spaced and typed, 12-point font, and include appropriate citations. Endnotes and bibliography are in addition to the text if needed. You will be expected to use a style and citation format appropriate to academic research papers. Each student will been to present their final paper in our last class. Each student will have about 7-10min to present.

Note: Class Schedule
This schedule is not set in concrete. Current events, learning challenges etc. may dictate modifications.

Week – Day	Assignments and Agenda

W1 – Aug 1	**Pre-Class Assignment**
	1. Complete Online Discussion: W1 – Post bio a short bio and purpose statement.
	
	   a. Your work and educational experience.
	   b. Why are interested in leadership?
	   c. Why are you interested in this course?
	   d. What would you like to accomplish in this course?
	   e. What is your key strength/superpower/talent and how are you using it in managing others?
	   f. Write your purpose statement in a short paragraph. The following article can help with writing your mission/core purpose. https://www.andyandrews.com/personal-mission-statement/
	
	1. Read Wilson: Ch's 1
	2. Read Biswas-Diener: Ch 1
	
	Class Agenda:
	• Introduction
	• Community Building Activity
	• Discuss Syllabus
	• Form Virtual Teams
	• Seminar on Reading

W2 – Aug 8	**Pre-Class Assignment** 1. Read: Wilson: Ch's 2, 3 2. Read: 2, 3 3. Complete Online Discussion 2 4. Post your Deep Dive Summary

	Class Agenda: • Small Group Discussion on Reflections/Reading • Class Seminar Reflections/Reading • Instructor: Article, Case, Video and Discussions
W3 – Aug 15	**Pre-Class Assignment** 1. Read: Wilson, Ch's 4, 5 2. Read: Biswas-Diener, Ch's 4, 5 3. Complete Online Discussion 3 4. Post Your Deep Dive Summary **Class Agenda**: 5. Lecture/Seminar 6. Present your research summary 7. Small Group Seminar 8. Instructor: Article, Case, Video and Discussions
W4 – Aug 22	**Pre-Class Assignment** 1. Read: Wilson, Ch's 6, 7 2. Read: Biswas-Diener, Ch's 6, 7 3. Complete Online Discussion 3 4. Post your research summary **Class Agenda**: • Lecture/Seminar • Present Deep Dive Summary • Small Group Seminar • Instructor: Article, Case, Video and Discussions
W5 – Aug 29	**Pre-Class Assignment** 1. Post Final Papers **Class Agenda**: • Final Presentation – Share you final paper with class