

EDUC635

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 : EDUC635 **Title :** Coaching Groups and Teams

Length of Course : 8

Prerequisites : EDUC633 **Credit Hours :** 3

Description

Course Description: Coaching Groups and Teams extends participants' thinking about coaching from coaching individuals to coaching groups and teams. Participants compare strategies for team and group coaching alongside those for coaching individuals. This course offers participants an opportunity to examine coaching groups and teams within an organizational system. As with the other trainings in this series, participants will explore and expand the application of coaching competencies and focus on ethical considerations associated with coaching groups and teams vs. coaching individuals. (Prerequisite: EDUC633)

Course Scope:

Objectives

1. Compare strategies associated with coaching individuals versus coaching in teams and groups.
 2. Generate strategies for coaching teams and groups within an organizational structure.
 3. Demonstrate understanding of ethical considerations associated with team and group coaching.
 4. Apply group and team coaching skills and approaches.
 5. Design a coaching program
 6. Examine future directions in coaching
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Outline

Week 1: Introduction to Coaching Teams and Groups

Learning Outcomes

1. Compare strategies associated with coaching individuals versus coaching in teams and groups.
2. Examine developmental stages of group coaching
3. Distinguish characteristics of team coaching and group coaching.

Required Readings

- [From One to Many: Best Practices for Team and Group Coaching Part I: Team and Group Coaching Defined](#)
- Britton, J. J. (2015). Expanding the coaching conversation: Group and team coaching. *Industrial and Commercial Training*, 47(3), 116-120. doi:http://dx.doi.org.ezproxy1.apus.edu/10.1108/ICT-10-2014-0070 (access in APUS library)
- Kennedy, W. (2013). [Top 10 Tips for Effective Group Coaching](#).
- McNamara, C. (n.d.). [Thinking about Organizations as Systems](#). Free Management Library.
- McNamara, C. (2014). [Group Dynamics: Basic Nature of Groups and How They Develop](#). Free Management Library.
- McNamara, C. (n.d.). [What is Group Coaching? How Do You Develop It? \(Part 1 of 2\)](#). Free Management Library.
- McNamara, C. (2014). [What is Group Coaching? How Do You Develop It? \(Part 2 of 2\)](#). Free Management Library.

Assignments

Forum #1

Recommended Optional Reading

Recommended Media

Week 2: Organizations and Change

Learning Outcomes

1. Examine process of change as it applies to organizations, groups, and teams.
2. Analyze change theories

Required Readings

- [Team Coaching Chapter 3: Team Coaching and Organisational Effectiveness](#)
- Goleman, D. (2013, August 21). [Don't Write Off the Coaching Leadership Style](#).
- Kotter, J. P., & Rathgeber, H. (2006). Our iceberg is melting. *Leadership Excellence*, 23(2), 11. Retrieved from <http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=bth&AN=19714757&site=ehost-live&scope=site>
- MindTools.com. (n.d.). [Organization Design: Aligning Organizational Structure With Business Goals](#).
- MindTools.com. (n.d.). [Six Emotional Leadership Styles: Choosing the Right Style for the Situation](#).
- Morgan, J. (2015, July 6). [The 5 Types Of Organizational Structures: Part 1, The Hierarchy](#).
- Morgan, J. (2015, July 8). [The 5 Types Of Organizational Structures: Part 2, 'Flatter' Organizations](#).
- Morgan, J. (2015, July 13). [The 5 Types Of Organizational Structures: Part 3, Flat Organizations](#).
- Morgan, J. (2015, July 15). [The 5 Types Of Organizational Structures: Part 4, Flatarchies](#).
- Morgan, J. (2015, July 20). [The 5 Types Of Organizational Structures: Part 5, Holacratic Organizations](#).
- Reference for Business. (n.d.). [Organizational Behavior](#).
- McKinsey & Company. (2008, March). [Enduring Ideas: The 7-S Framework](#). McKinsey Quarterly.
- *MindTools.com. (n.d.). [The McKinsey 7-S Framework: Ensuring That All Parts of Your Organization Work in Harmony](#).
- Educational-Business-Articles.com. (2016). [The 7S model and change: increasing your chance of organizational success](#).

Assignments

Forum #2

Quiz #1

Recommended Optional Reading

Recommended Media

Week 3: Emotional Intelligence and Coaching Groups and Teams

Learning Outcomes

1. Analyze emotional intelligence as a concept associated with team and group effectiveness.
2. Examine group dynamics, communication, and group coaching models.

Required Readings

Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 79(3), 80–90. Retrieved from <http://search.ebscohost.com.ezproxy1.apus.edu/login.aspx?direct=true&AuthType=ip&db=bth&AN=4147417&site=ehost-live&scope=site>

Gardenswartz, L., Cherbosque, J., & Rowe, A. (2009). Coaching teams for emotional intelligence in your diverse workplace. *T + D*, 63(2), 44–49,6. Retrieved from <http://search.proquest.com/docview/227040069/>

Jordan, P. J. (2005). Part II: Emotional intelligence, emotional self-awareness, and team effectiveness. In Druskat, V. U., Mount, G., & Sala, F. (Eds.). *Linking emotional intelligence and performance at work : Current research evidence with individuals and groups*. Retrieved from <https://ebookcentral.proquest.com> (in APUS library)

[The Hedgehog Effect: The Secrets of Building High Performing Teams Chapter 3 Leadership Coaching and High Performance Teams](#)

Assignments

Forum #3

Quiz #2

Recommended Optional Reading
Recommended Media

Week 4: Group and Team Coaching Skills

Learning Outcomes

1. Demonstrate active listening and effective coaching skills.
2. Explain Core Competencies in Coaching.

Required Readings

[Team Coaching Chapter 5: Team Coaching Skills](#)

Foundation for Inspired Learning. (2009). [The Inspired Learning Model™](#)

Bhattacharya, S. (2018, February 2). [The Gift of Coaching Presence](#). International Coach Federation.

Assignments

Forum

Coaching Role Play #1

Recommended Optional Reading
Recommended Media

Week 5: Group and Team Coaching Skills Part II

Learning Outcomes

Demonstrate effective coaching skills.

Required Readings

Alrø, H., & Dahl, P. N. (2015). Dialogic group coaching - inspiration from transformative mediation. *Journal of Workplace Learning*, 27(7), 501-513. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1708478219?accountid=8289>

Britton, J. J. (2010). [Effective group coaching : tried and tested tools and resources for optimum coaching results](https://ebookcentral-proquest-com.ezproxy1.apus.edu). Retrieved from <https://ebookcentral-proquest-com.ezproxy1.apus.edu> (Chapter 4: Core Skills and Best Practices)

Assignments

Forum #5

Recommended Optional Reading
Recommended Media

Week 6: Ethical Decision Making

Learning Outcomes

1. Demonstrate ethical decision making skills.
2. Summarize critical ethical standards expected of coaches.

Required Readings

Passmore, J. & Mortimer, L. (2011). [Ethics in coaching](#). In Hernandez-Broome, G & Boyce, L. (eds.) *Advanced executive coaching*. San Francisco: Wiley.

Assignments

Forum #6

Coaching Role Play #2

Recommended Optional Reading
Recommended Media

Week 7: Group and Team Coaching in Practice

Learning Outcomes

1. Apply group coaching strategies
2. Summarize strategies used in effective group coaching

Required Readings

Britton, J. J. (2010). *Effective group coaching : tried and tested tools and resources for optimum coaching results*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.apus.edu> (Chapter 5 Designing your

Own Group Coaching Program)

Britton, J. J. (2010). *Effective group coaching: tried and tested tools and resources for optimum coaching results*. Retrieved from <https://ebookcentral-proquest-com.ezproxy1.apus.edu/lib/apus/reader.action?ppg=155&docID=555003&tm=1541019817709> (Chapter 7: Essential Elements for Your Group Coaching Program)

Assignments

Forum #7

Coaching Research Paper

Recommended Optional Reading

Recommended Media

Week 8: Designing a Coaching Program and Future Directions

Learning Outcomes

1. Examine niche markets in coaching
2. Develop a coaching program idea within your niche market/areas of expertise
3. Forecast future coaching directions

Required Readings

de Vries, M. F. R. K. (2014). The Group Coaching Conundrum. *International Journal of Evidence Based Coaching & Mentoring*, 12(1), 79–91. Retrieved from <http://ezproxy.apus.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=bth&AN=94988319&site=ehost-live&scope=site>

Choice the Magazine of Professional Coaches

https://www.ctlondemand.com/coursefiles/choice_V15N3_issue_Breaking_the_Rules.pdf

Assignments

Forum #8

Final Summative Assessment: Group Coaching Project

Recommended Optional Reading

Recommended Media

Evaluation

Grading:

Name	Grade %
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Materials

Course Guidelines

The 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 |

University Policies

[Student Handbook](#)

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

- [Appeals](#)
- [Disability Accommodations](#)

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