

CONF 695: Conflict Coaching

Dr. Mazur

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Office Hours by Appointment

School for Conflict Analysis and Resolution

George Mason University

Arlington, VA

Spring Semester 2016 3 credits

Founders Hall Room 470

Class Schedule:

Wednesdays 7:20-10:00 pm

First class January 20

No class March 9 Spring Break

Last class April 27

Course Purpose:

To provide SCAR students with the knowledge, skills, abilities, and tools to:

Understand conflict coaching theories

Conduct conflict coaching

Create a strong coaching relationship and presence

Evaluate coaching skills

Map coaching conversations

Apply different coaching models

Course Objectives:

Participants will learn the value and theory of professional coaching. They will review and practice several models of conflict coaching. Each student will evaluate their peers and receive feedback on their coaching. The class will examine conflict styles and address these styles through coaching. The participants will understand the larger field of coaching. And the students will learn the competencies, markers, and ethics related to professional coaching

Course Expectations:

The class will meet during spring semester every Wednesday evening from 7:20-10:00. The activities in these sessions will include a mixture of lectures, group activities, skill-building exercises, role plays, and discussion.

Related expectations of students include:

Consistent attendance. You must attend all class sessions for the entire scheduled time, barring unforeseen and exceptional circumstances. If a student needs to miss a class, they should discuss this with me and work with me to create an alternative assignment.

Effective preparation. Class sessions will involve discussions and activities that require advance reading and other forms of preparation. Everyone will find class more productive, enjoyable, and worthwhile if each person comes prepared. I am committed to doing so, and ask that you commit to this as well. There is a fair amount of reading involved. Please feel free to read ahead.

Courtesy and civility. I seek to foster a positive classroom environment, characterized by shared enjoyment of the learning process. I ask that we all treat each other with respect, listen carefully to each other's views, and seek to learn from one another's experience and insights.

Course completion. In keeping with departmental policy, I will only give incomplete grades in cases of personal or immediate family illness.

Integrity. I expect integrity of every student in all academic work. You can expect the same of me. All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. All violations of the Honor Code will be reported to the Honor Committee for review. If you have not done so, please familiarize yourself with the Honor Code at HYPERLINK "<http://www.gmu.edu/departments/unilife/honorcode.html>"
<http://www.gmu.edu/departments/unilife/honorcode.html>.

Class Policies and Procedures:

Students are responsible for completing assignments on time.

University Resources and Assistance:

Writing Center: The Writing Center provides tutors who can help you develop ideas and revise papers at no charge. It can sometimes accommodate walk-ins, but generally, it is best to call for an appointment. The services of the Writing Center are also available on-line. Location: ARL212 (in the main SPP suite). Contact: (703) 993-3762 HYPERLINK "<http://writingcenter.gmu.edu>" <http://writingcenter.gmu.edu>.

Disability Resource Center: The Disability Resource Center assists students with learning or physical conditions affecting learning. Students with learning differences that require special conditions for exams or other writing assignments should provide documentation provided by the Disability Resource Center. Please contact the instructor to discuss your needs well in advance of the first class if possible. Location: SUB I, Room 222. Contact: 703-993-2474
www.gmu.edu/student/drc/.

Grading: Your grade in this class will be determined as follows:

Class Participation:	40%
Journal:	30%
Class Presentation:	30%

Class Participation/Skills Development (40%)

Participants will practice coaching during each class. We will practice tactics, strategies, and skills through exercises, scenarios, and case studies. I will evaluate you based on the level of effort, application of the competencies and tools, and how you integrate your knowledge and class materials into the exercises. You will be asked to provide constructive feedback to others

who coach during the class. And you will receive feedback from your class participants. The success of the class depends largely on your preparation and active participation.

Journal (30%)

You will have an ongoing writing assignment, i.e., keeping a journal of your reactions to class, the readings, and your observations of coaching throughout this time frame. This should include your analysis of what you are learning and experiencing. You will be expected to conduct seven coaching sessions outside of class. Your journal should include your reflections on these six sessions. These sessions should involve at least three different people. Please try to avoid friends and family members for this assignment. The journal should be approximately ten to fifteen pages in length and will be due on May 2.

Class Presentations (30%)

Students will do one or two class presentations analyzing and explicating coaching competencies and theories and relating them to conflict coaching and conflict styles. Coaching contexts will be explored, such as academia, executive leadership and management, health care, international diplomacy, criminal justice, etc. Students may design their own coaching tools or model or compare several models. Presenters will be expected to create materials for the students.

Required Texts (Portions of the following texts)

Fine, Alan. You Already Know How to Be Great. NY: Penguin, 2010. Pps 51-67; 87-99.

Jones, Tricia S. Conflict Coaching: Conflict Management Strategies and Skills for the Individual. Los Angeles: SAGE, 2007. Pps. 1-42; 187-201.

Kimsey-House, Henry et al. Co-Active Coaching: Changing Business, Transforming Lives. Third Edition. Boston: Nicholas Brealey America, 2011. Pps. 48-62; 117-156.

Lasley, Martha, and Richard Michaels. Coaching for Transformation: Pathways to Ignite Personal & Social Change. Troy, Penn.: Discover P, 2011. Pps 42-47; 93-104; 121-44; 65-187; 237-246; 251-254; 258-59.

Noble, Cinnie. Conflict Management Coaching: The CINERGY(TM) Model. Toronto: CINERGY, 2011. Pps. 1-147; 189-206.

Rath, Tom. Strengths Finder 2.0. NY: Gallup P., 2007. Pps. i-vii; 1-31; final page.

Orem, Sara, et al. Appreciative Coaching A Positive Process for Change. San Francisco: Jossey-Bass, 2007. Pps. 1-57.

Stoltzfus, Tony. Coaching Questions A Coach's Guide to Powerful Asking Skills. Redding, Cal: Coach22, 2008. Pps 1-67.

Whitmore, John. Coaching for Performance: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership. 4th Edition. Boston: Nicholas Brealey, 2009. Pps. 1-19; 20-26; 44-57.

Class Meeting Times and Readings:

1. Wednesday January 20, 2016 7:20-10:00 pm

Introduction, goals, and agenda. History and background of Coaching. Types of coaching professions, styles, and models. Key coaching skills. Before class read pages 1-42 of Jones' Conflict Coaching: Conflict Management Strategies and Skills for the Individual and read pages 1-38 of Noble's Conflict Management Coaching: The CINERGY(TM) Model.

2. Wednesday January 27, 2016 7:20-10:00 pm

International Coach Federation's core competencies and behavioral markers. Noble and Jones' models. Before class read pages 187-201 of Jones and 39-81 of Noble. Presentation: Ethical Guidelines and Professional Standards.

3. Wednesday February 3, 2016 7:20-10:00 pm

GORF Conflict Coaching Model. Before class read pages 109-147 of Noble. Presentation: Creating the Coaching Agreement.

4. Wednesday February 10, 2016 7:20-10:00 pm

The GROW Model. Read before class Whitmore's Coaching for Performance: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership, pages 1-19 and Fine's You Already Know How to be Great, pages 51-67. Presentation: Creating Trust and Intimacy.

5. Wednesday February 17, 2016 7:20-10:00 pm

Appreciative Inquiry and coaching. Read before class Orem's Appreciative Coaching pages 1-57. Presentation: Coaching Presence.

6. Wednesday February 24, 2016 7:20-10:00 pm

Deepening the skills of coaching. Read before class Stoltzfus' Coaching Questions 1-67. Presentation: Active Listening.

7. Wednesday March 2, 2016 7:20-10:00 pm

Coaching for Performance. Read before class Whitmore pages 20-26; 44-57 and Fine pages 87-99. Presentation: Powerful Questioning.

Wednesday March 9, 2016 NO CLASS SPRING BREAK

8. Wednesday March 16, 2016 7:20-10:00 pm

Group Coaching. Read before class pages 237-46; 251-54; 258-59 of Martha Lasley's Coaching for Transformation: Pathways to Ignite Personal & Social Change and pages 48-62 in Kimsey-House's Co-Active Coaching. Presentation: Direct Communication.

9. Wednesday March 23, 2016 7:20-10:00 pm

Coaching two parties. Read Noble pages 189-206 and Kimsey-House pages 48-62.
Presentation: Creating Awareness.

10. Wednesday March 30, 2016 7:20-10:00 pm

Coaching to strengths. Read Rath's Strengths Finder 2.0. pages. i-vii; 1-31; and take the inventory at the end of the book and bring the results to class. Presentation: Designing Actions, Planning & Goal Setting, and Managing Progress & Accountability.

11. Wednesday April 6, 2016 7:20-10:00 pm

Gremlins and Saboteurs. Read before class pages 121-44 of Lasley. Presentation: Completing the Coaching Relationship.

12. Wednesday April 13, 2016 7:20-10:00 pm

Wheel of Life. Read Co-Active Coaching pages 117-56. Read before class pages 42-47 of Lasley. Presentation: Focus on the Body.

13. Wednesday April 20, 2016 7:20-10:00 pm

Creating structures. Read before class Noble pages 83-108 and Lasley pages 165-87.
Presentation: Challenges & Best Practices.

14. Wednesday April 27, 2016 7:20-10:00 pm

Visions of the Future. Case studies. Read before class pages 93-104 of Lasley. Presentation: Tools.

15. Journal due May 2, 2016