CONF 795: Conflict Coaching Dr. Mazur cmazur1@gmu.edu 202.646.4094 Office Hours by Appointment

School for Conflict Analysis and Resolution George Mason University Arlington, VA Fall Semester 2014 1 credit Founders Hall Room 478

Class Schedule:

Friday	November 7, 2014	6:00 pm – 9:00 pm
Saturday	November 8, 2014	10:00 am – 4:00 pm
Sunday	November 9, 2014	10:00 am – 4:00 pm

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

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. Each student will design a template for group coaching. And the students will learn the competencies, markers, and ethics related to professional coaching

Course Expectations: The class will meet for one weekend in November (see specific dates above). The activities in these sessions will include a mixture of brief lectures, group activities, skill-building exercises, role plays, and discussion.

Related expectations of students include:

<u>Consistent attendance</u>. You must attend all 3 class sessions for the entire scheduled time, barring unforeseen and exceptional circumstances.

<u>Effective preparation</u>. 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.

<u>Courtesy and civility</u>. I seek to foster a positive classroom environment, characterized by shared enjoyment of the process of learning. 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.

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

<u>Integrity</u>. 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"

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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"

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%
40%
20%
Final Paper:Grading:20%
40%

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 your efforts each day based on the level of effort; use of the appropriate tool, tactic, or strategy; and how you integrate class materials into the exercises. You will be asked to provide constructive feedback to others who coach during the class. The success of the class depends largely on your active participation.

Journal (20%)

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 three coaching sessions outside of class. Your journal should include our reflections on these three sessions. The journal should be approximately five (5) pages in length and will be due on December 5.

Final Paper (40%)

Students will write a final paper analyzing coaching theories, conflict management styles, and application of these theories and styles to a discipline or field, such as academia, leadership and management, health care, international diplomacy, criminal justice, etc. Students can design their own coaching model or compare several models. I have many suggestions and materials, so please don't hesitate to discuss this with me. This final paper should be approximately six to eight (6-8) pages and is due December 8.

Required Texts (Portions of the following texts)

Jones, Tricia S. <u>Conflict Coaching: Conflict Management Strategies and Skills for</u> <u>the Individual</u>. Los Angeles: SAGE, 2007. Pps. 187-201.

Kimsey-House, Henry et al. <u>Co-Active Coaching: Changing Business</u>, <u>Transforming Lives</u>. Third Edition. Boston: Nicholas Brealey America, 2011. Pps. 117-156.

Lasley, Martha, and Richard Michaels. <u>Coaching for Transformation: Pathways to</u> <u>Ignite Personal & Social Change</u>. Troy, Penn.: Discover P, 2011. Pps 29-65.

Noble, Cinnie. <u>Conflict Management Coaching: The CINERGY(TM) Model</u>. Toronto: CINERGY, 2011. Pps. 39-81.

Whitmore, John. <u>Coaching for Performance: GROWing Human Potential and</u> <u>Purpose - The Principles and Practice of Coaching and Leadership</u>. 4th Edition. Boston: Nicholas Brealey, 2009. Pps. 53-57.

Class Meeting Times and Readings:

I. Friday November 7, 2014 6:00 pm - 9:00 pm

Introduction, goals, and agenda. History and background of Coaching. Types of coaching professions, styles, and models. Key coaching skills. Nobles' model. Before class read pages 39-81 of Cinnie Noble's <u>Conflict Management Coaching:</u> <u>The CINERGY(TM) Model</u>.

II. Saturday November 8, 2014 10:00 am – 4:00 pm

International Coach Federation's core competencies and behavioral markers. Jones' model. How to give and receive constructive feedback. The power of questions and active listening. Before class read pages 187-201 of Tricia Jones' <u>Conflict Coaching: Conflict Management Strategies and Skills for the Individual</u> and John Whitmore's <u>Coaching for Performance: GROWing Human Potential and</u> <u>Purpose - The Principles and Practice of Coaching and Leadership</u>, pages 53-57.

III. Sunday November 9, 2014 10:00 am – 4:00 pm

Tools and techniques. Putting it all together. Ethics, certification, and starting a practice. Read before class pages 117-156 in Henry Kimsey-House's <u>Co-Active</u> Coaching: Changing Business, Transforming Lives and pages 29-65 of Martha

Lasley's <u>Coaching for Transformation: Pathways to Ignite Personal & Social</u> <u>Change</u>.

Coaching Bibliography

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