

# EDUC633

**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 :** EDUC633 **Title :** Emotional Intelligence and Coaching Assessments

**Length of Course :** 8

**Prerequisites :** EDUC536 **Credit Hours :** 3

## Description

**Course Description:** Building on the foundational coaching skills gained in EDUC533, Emotional Intelligence and Coaching Assessments provides participants with an understanding of emotional intelligence and when and how to use assessments in the coaching experience. Participants learn about Emotional Intelligence (EI) and its role in coaching. Participants examine several coaching assessments to gain familiarity and an understanding of when each assessment is appropriate for coaching. Specifically, participants will consider tools such as the Wheel of Life, Personality Type, DISC, EI, TPI, Strengths, and other assessments designed for diverse settings. Participants will also examine the ethical considerations associated with using assessments in the coaching relationship. Prerequisite: EDUC536

**Course Scope:**

## Objectives

1. Evaluate assessments to determine applicability and effectiveness in various coaching situations.
2. Utilize assessments to promote an effective coaching experience.
3. Demonstrate understanding of ethical considerations associated with the coaching relationship.

## Outline

### Week 1: Emotional Intelligence

Learning Outcomes

Distinguish E/EQ from IQ

Examine research on Emotional Intelligence

Explain different aspects of emotional intelligence

## Required Readings

Gayathri, N. & Meenakshi, K. (2013). A literature review of emotional intelligence. *International Journal of Humanities and Social Science Invention*, 2(3), 2319-7722.

Jain, A. (2016). Emotional intelligence: An introduction. *Deliberative Research*, 30(1), 26-30. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1932333257?accountid=8289>

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*, 15(3), 197-215.

### [Emotional Intelligence – Developing Strong “People Skills”](#)

## Assignments

Complete Forum #1

Recommended Optional Reading

Recommended Media

## **Week 2: Emotional Intelligence Part 2**

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### Learning Outcomes

Examine research on Emotional Intelligence

Explain different aspects of emotional intelligence

### Required Readings

Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(5), 45. doi:<http://dx.doi.org.ezproxy1.apus.edu/10.3390/bs8050045>

Granirer, D. (2018). Emotional intelligence: Get with it!. *International Journal Of Mental Health*, 47(1), 90-91. doi:10.1080/00207411.2018.1425050

Mathew, M., & Gupta, K. S. (2015). Transformational leadership : Emotional intelligence. *SCMS Journal of Indian Management*, 12(2), 75-89. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1695027575?accountid=8289>

Andreas, S. (2013). *Congruence*. NLP Comprehensive. Retrieved from <http://www.nlpco.com/library/personal-growth/congruence/#axzz4QjdAZzUT>

iSpeak.com. (2012, January 17). *Congruent communication*. Retrieved from <http://www.ispeak.com/2017/05/17/congruent-communication/>

TheNLPDoctor.com. (n.d.). Congruence and incongruence. Retrieved from <http://thenlpdoctor.com/pdf/about/CONGRUENCE-AND-INCONGRUENCE.pdf>

Torbert, W. R. (2013). [Listening into the Dark](#). *Integral Review*, 9(2), 264-299. – Collaborative Development Action Inquiry (CDAI) – Food for thought for writing about your coaching and mentoring practice.

## Assignments

Forum #2

Quiz #1

Recommended Optional Reading

## Recommended Media

### Week 3: Introduction to Assessments

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#### Learning Outcomes

Analyze types of assessments

Select appropriate assessments based on scenarios

Examine ethical standards

#### Required Readings

Ali, A. (2015). Leadership assessment through 360 degree feedback system - an insight of prevailing concepts. *Global Management Journal for Academic & Corporate Studies*, 5(1), 22-30. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/1786828925?accountid=8289>

Bergman, D., Lornudd, C., Sjöberg, L., & Von Thiele Schwarz, U. (2014). Leader personality and 360-degree assessments of leader behavior. *Scandinavian Journal Of Psychology*, 55(4), 389-397. doi:10.1111/sjop.12130

#### Assignments

Forum 3

Coaching Role Play #1

#### Recommended Optional Reading

**The following information is provided for your review and situational awareness. It is important to note that the use of assessment instruments is often a matter of preference on the part of a coach. Some coaches use assessment instruments and others do not. New assessments are constantly being developed such as the StrengthsFinder and a few instruments are mainstays such as the MBTI, eQi, and Wheel of Life.**

- IPEC. (2016). *The Energy Leadership Index Assessment*. Retrieved from <http://energyleadership.com/the-assessment/>
- MHS Assessments/ (2016). *The EQ-i 2.0 Model*. Retrieved from <https://www.mhs.com/MHS-Talent?prodname=eq2>
- Smith, B. (2016, July 15). 360 Degree assessment and coaching: Connecting and capitalizing on the core competencies. *International Coach Federation Blog*. Retrieved from <https://coachfederation.org/blog/360-degree-assessment-and-coaching>
- StrengthsFinder Theme Descriptions (PDF). (2012). Retrieved from <http://www.gallup.com/poll/166991/clifton-strengthsfinder-theme-descriptions-pdf.aspx>
- StrengthsFinder – Strengths-Based Leadership Guide. (n.d.). Retrieved from <http://dergelcfo.com/wp-content/uploads/2011/07/strengthsfinder-sd-report.pdf>
- StrengthsFinder – Use Strengths to Understand Your Leadership Style. (2013). Retrieved from <http://www.nathanmagnuson.com/use-strengths-to-understand-your-leadership-style/>
- United States Office of Personnel Management (1997). *360-degree assessment: An overview* (Performance Management Practitioner Series). Retrieved from <https://www.opm.gov/policy-data-oversight/performance-management/performance-management-cycle/rating/360assessment.pdf>

## Recommended Media

### Week 4: Ethics in Assessment

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## Learning Outcomes

Evaluate decision making process of selecting assessments

Examine ethical considerations related to use and interpretation of assessments

Explain qualifications needed to use assessments

## Required Readings

BCC Code of Ethics

ICF Code of Ethics

## Assignments

Forum 4

Quiz 2

Recommended Optional Reading

Recommended Media

## **Week 5: Wheel of Life & Wellness Assessments**

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### Learning Outcomes

Explain the use of the Wheel of Life & other wellness based assessments

Demonstrate ability to use wellness assessments

### Required Readings

Henderson, S. J. (2009). Assessment of personal goals: An online tool for personal counseling, coaching, and business consulting. *Measurement and Evaluation in Counseling and Development*, 41(4), 244-249. Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/195612271?accountid=8289>

[Wheel of Life](#)

### Assignments

Forum 5

Coaching Role Play #2

Recommended Optional Reading

Recommended Media

## **Week 6: Personality Based Assessments & Communication Style**

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### Learning Outcomes

Evaluate personality assessments

Examine communication styles

### Required Readings

16personalities.com. (2016). *Personality Types*. Retrieved from

<https://www.16personalities.com/personality-types>

Bluestein, A. (2013, October). What kind of leader are you? *INC Magazine*. Retrieved from <http://www.inc.com/magazine/201310/adam-bluestein/what-kind-of-leader-are-you.html>

CPP – The Myers Briggs Company. (2016). *Fundamental Interpersonal Relations Orientation™ (FIRO®)*. Retrieved from <https://www.cpp.com/products/firo-b/index.aspx>

CPP – The Myers Briggs Company. (2016). *Myers-Briggs Type Indicator® (MBTI®)*. Retrieved from <https://www.cpp.com/products/mbti/index.aspx>

CPP – The Myers Briggs Company. (2016). *History, reliability, and validity of the FIRO-B® instrument*. Retrieved from [https://www.cpp.com/Products/firo-b/firob\\_info.aspx](https://www.cpp.com/Products/firo-b/firob_info.aspx)

MBTI – Ethical guidelines. (n.d.). Retrieved from <http://www.myersbriggs.org/myers-and-briggs-foundation/ethical-use-of-the-mbti-instrument/ethical-guidelines.htm>

## Assignments

Forum 6

Quiz 3

Recommended Optional Reading

Recommended Media

## **Week 7: Learning Styles & Career Assessment**

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Learning Outcomes

Examine Learning Style Assessments

Examine Career Assessments

Required Readings

[Why You Should Incorporate Learning Styles into Coaching Sessions](#)

[10 Awesome Free Career Self-Assessment Tools on the Internet](#)

Assignments

Forum 7

Assessment & Interpretation Presentation

Recommended Optional Reading

Recommended Media

## **Week 8: Reflection**

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Learning Outcomes

Summarize the use of assessment in coaching

Distinguish which assessments you plan to use in coaching

Required Readings

No Required Readings

Assignments

Forum 8

Oral Coaching Assessment and Coaching Log of Hours

Recommended Optional Reading

Recommended Media

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## **Evaluation**

### **Quizzes**

During the weeks 2, 4, and 6 of the course, students will complete a multiple choice and short answer quiz. Quizzes are due on Sunday at 11:55 p.m. ET at the end of Week 2, Week 4, and Week 6.

### **Role Play Audio Assessment**

During Week 3 and 5, students will record an audio role play session with a classmate to demonstrate coaching skills. After each role play, a two page reflection of your performance is also part of each assessment. The role play session and reflection is due on Sunday at 11:55 p.m. ET during Week 3 and Week 5.

### **Coaching Log of Hours**

In addition to practice role plays with a classmate, you will practice your coaching skills with volunteers outside the classroom each week. A total of 15 hours of practice should be logged into the provided log in the classroom during the last week of the course. This is REQUIRED in order to complete the course.

### **Assessment & Interpretation Presentation**

Students will complete two different types of assessments and interpret the findings and how it will be used in coaching scenario. Include the following elements in your presentation:

1. Name and purpose of each assessment (each assessment needs to be from a different category, for example, one personality based assessment, one wellness assessment)
2. Take the assessments you have chosen
3. Using your scores/results, share how that information would be helpful in a coaching session as if you were interpreting results to a client. In this section, be sure to explain what the results say and do NOT say to ensure information is used accurately.
4. Summary of benefits associated with using assessments and any ethical considerations important to remember.

The assessment analysis assignment is due on Sunday at 11:55 p.m. ET at the end of Week 7.

### **Summative Assessment**

Coach the Coach Oral Assessment will take place in Week 8 of the course. This oral assessment will provide the student an opportunity to demonstrate coaching skills and receive direct feedback from the instructor.

### **Forum**

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 2 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

### **Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

### **Grading:**

Name	Grade %
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## **Materials**

**Book Title:** Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

**Author:** No Author Specified

**Publication Info:**

**ISBN:** N/A

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## **Course Guidelines**

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

Board Certified Coach (BCC) competencies<sup>1</sup>:

- |  |   |
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| 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

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|--|--|
| 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 |

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## University Policies

### [Student Handbook](#)

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

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