



HDDR 6327: Conflict Management Coaching
Fall 2019
Seminar Weekends (October 4-6th and October 18-20th)

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Office Hours: Office hours on Friday by appointment only

COURSE DESCRIPTION

Conflict management coaching is a practical, application seminar focused on teaching a 7-stage structured model for coaching individuals to effectively prevent or manage specific interpersonal disputes, and to enhance the coachee's conflict management skills. Students will explore how coaching is different from consulting and therapy. This coaching process has wide application, in the organizational context and for coaching individuals to participate in mediation, negotiation and relational conflict. This course is based on the licensed CINERGY® Conflict Management Coaching model. This highly experiential course requires individuals to come prepared with their real, interpersonal conflict situations in order to coach and be coached. Students who successfully complete this course will receive the following:

- ✓ CINERGY® Conflict Coach Certificate of Completion
- ✓ 42 hours of Continuing Education Credits from the International Coach Federation
- ✓ 36 hours of Professional Development Credits from the Society for Resource Management (SHRM)

Methods of Instruction: The instructor will employ a variety of teaching methods including lecture, demonstrations, real-plays, case studies, written assignments, class exercises, assigned readings, group discussion, and 2.5-hour (at minimum) assignment on Canvas (<http://canvas.smu.edu>)

Canvas Tools: This course relies on the use of Canvas, SMU's Learning Management System. All course documents, PowerPoints, and resources will be available on Canvas. Current students can access Canvas by navigating to <http://canvas.smu.edu> and entering their SMU ID and password. Students need to be able to access Canvas in class with a laptop or other device in order to take quizzes.

REQUIRED TEXTS & READINGS

Required Text:

Noble, Cinnie (2011). *Conflict Management Coaching: The CINERGY Model*. (ISBN 978-0-9877394-0-7) Also available in Amazon Kindle e-Reader.

Noble, Cinnie (2014). *Conflict Mastery: Questions to Guide You*. (ISBN 978-0-9877934-1-4) Also available in Amazon Kindle e-Reader.

A course manual which will contain additional exercises and reading materials.

Recommended Texts:

Stober, Dianne R. and Anthony M. Grant (Editors). 2006. *Evidence-Based Coaching Handbook: Putting Best Practices to Work for Your Clients*. John Wiley and Sons. (ISBN-13: 978-0471720867) Also available in Amazon Kindle e-Reader.

STUDENT LEARNING OUTCOMES AND EVALUATION METHODS

<p>Student Learning Outcome(s): Students will be able to analyze their personal triggers, and understanding their conflict management competencies and conflict habits</p> <p>Evaluation Methods: Students will demonstrate their ability to identify triggers, recognize the meaning behind each trigger, and their associated behavioral responses in a Trigger’s Journal. The reflections will include completing the Conflict Intelligence Self-Assessment and answering questions about their conflict habits.</p>
<p>Student Learning Outcome(s): Students will be able to understand key principles of coaching and elements from the Name the Elements stage of the CINERGY Coaching model from their pre-requisite readings (Chapters 2 & 4)</p> <p>Evaluation Methods: Students will apply their understanding by answering questions on a quiz</p>
<p>Student Learning Outcome(s): Students will be able to understand and analyze coaching ethics code of conduct.</p> <p>Evaluation Methods: Students will demonstrate their understanding by answering questions on a quiz</p>
<p>Student Learning Outcome(s): Students will learn about how identity, assumptions and beliefs impact how we perceive and engage in differences with others.</p> <p>Evaluation Methods: Students will demonstrate understanding and critical thinking by engaging in the Canvas online discussion forum</p>
<p>Student Learning Outcome(s): Students will learn an assigned coaching skill topic</p> <p>Evaluation Methods: Students will demonstrate their understanding of this coaching skill topic by creating a one-page handout and leading a facilitated class discussion</p>
<p>Student Learning Outcome(s): Students will learn 7 key stages of the conflict coaching model by coaching a class colleague</p> <p>Evaluation Methods: Students will demonstrate their understanding by providing an overall analysis of their coaching experience, reflect and discuss the coaching challenges, and highlight their coaching skills strengths. Students will do this by completing 1) A Coach Self-Assessment and 2) a written final reflection paper.</p>

COURSE GRADING STRUCTURE

Task/Assignment	% of Grade	SMU Grade Scale	
		Grade	Percentage
Attendance & Participation (Includes Quizzes)	20%	A	93% - 100%
Trigger's Journal	15%	A-	90 – 92%
Online Discussion Forum	15%	B+	87 – 89 %
Coaching Skill Facilitated Class Discussion	20%	B	83 – 86 %
Final Analysis and Reflection Paper	30%	B-	80 – 82 %
		C+	77 – 79 %
		C	76% or lower (Failure, any C or below)
TOTAL	100%	C-	

CLASS ATTENDANCE & PARTICIPATION

(20% of grade)

Attendance and participation are required at each class. The instructor is to be notified at least 24 hours in advance phone or in writing or by email message of any potential problems with attendance. If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence. Students are expected to come to class prepared to discuss the assigned reading material as outlined in the weekend schedules. Attendance and participation grade will be determined based on:

- classroom contribution of a quality that reflects knowledge of readings, texts, and reference material
- **quizzes** to gauge comprehension of reading materials as well as lectures and in-class activities
- **engagement** in real-plays and practice coaching sessions

Any student who accrues 5 hours of a weekend class due to poor attendance &/or lateness will receive one of the following consequences, at the instructor's discretion:

1. Course grade of Incomplete, if requirements have been met (see Incomplete policy in this syllabus)
2. Failing grade for the course
3. Drop or withdrawal from the course. Be aware that this may have a financial and/or financial aid impact (see add/drop policy and withdrawal dates and policy at the [Academic Calendar](#). Students who are considering dropping or withdrawing from the course should consult the Counseling Program Office.

Students are expected to check their SMU email and Canvas mail on a daily basis for important communications. If you have problems logging in, click on "How to Log On."

Class Participation & Attendance Grading Rubric

(100 possible points)

Class participation and attendance requirement will be graded on the following criteria. This grade is worth 100 points and is 20% of the course grade.

	Exemplary 93 - 100	Accomplished 90 - 92	Developing 83 - 89	Needs Improvement 80 and below
Preparation for class and class discussions	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class	Does not ask questions or make comments that indicate familiarity with topics for class
Small group participation	Participates actively and provides leadership in small groups in class	Participates actively in small groups in class	Does not actively participate in small groups in class	Does not participate in small groups in class
Coaching group practices	Is prepared when serving as coach and demonstrates presence and knows the intention of the stage they are coaching	Is partially prepared to serve as coach and demonstrates presence. They are clear about the coaching stage's intention.	Is rarely prepared to serve as coach and is sporadically present. They are unclear about the intention of the stage they are coaching.	Is not prepared to coach, lacks knowledge and understanding of the intention of the stage they are coaching creating tension in the coaching group.
Class absences	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 5 hours w/o prior arrangement	Misses class often

Religious Observance. Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Excused Absences for University Extracurricular Activities. Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Class Participation & Professionalism

Electronic media & distractions. Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use laptops for non-class-related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times. Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program.

Statement on confidentiality & emotional safety. In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. Although the nature of the program invites and expects students to confront themselves in order to maximize personal growth, each student is ultimately responsible for what he or she chooses to share in class, knowing that he or she has the right to pass on any activity or discussion that seems too personal. It is also the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities.

Honor Code. Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at: <http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>.

ASSIGNMENTS

Note: Unless otherwise specified, all assignments must be typed.

Trigger's Journal (15% of grade):

Students will be given a Conflict Intelligence Self-Assessment and a Trigger's Journal to complete over a 2-week period. In the journal, they will identify 5 separate incidences what others do to trigger them. And, identify 5 separate incidences of what they do to trigger other people's defensive behaviors. They will notate the specific triggering behavior/word/attitude, the deeper meaning such as the value, need, or identity associated with the trigger; the emotional impact, assumptions or beliefs about the trigger as well as reactions and other observations. Further, the student will complete the Conflict Intelligence Self-Assessment as well as reflecting and answering a series of questions about their conflict habits.

Trigger's Journal (100 possible points)

Each trigger's journal will be graded on the following criteria (15% of total grade, 100 points)

Requirement	Points
Correctly notates and analyzes 5 separate incidences where they are triggered by others	25
Correctly notates and analyzes 5 separate incidences where they trigger others	25
Completes the Conflict Intelligence Self-Assessment	25
Reflection questions on conflict habits	25

Canvas Online Discussion Forum (15% of grade):

Students will actively engage in an ongoing discussion on how identity, assumptions and beliefs impact how we perceive and engage in differences with others. Students must demonstrate original thought and critical thinking, sharing differing viewpoints, demonstrating empathy, and asking open-ended questions to further dialogue. They are expected to post further resources such as link to articles, videos, etc. Students will be given the following reference materials to review:

- Ladder of Inference by Chris Argyris (article)
- Cultural Assumption Traps by Michelle LeBaron (article)
- The Danger of a Single Story by Chimamanda Ngozi Adichie (TED Talk)

**Canvas Online Discussion Forum
(100 possible points)**

The online discussion forum will be graded on the following criteria (15% of total grade, 100 points)

Requirement	Points
Upon reading and reviewing the instructor's posted materials, student will present their original thoughts in a 300+ word post within one week of the discussion forum opening.	40
Offered critique or differing viewpoints to a minimum of 5 students	25
Student responds to critique or differing viewpoint provided by 5 fellow students	25
Provided additional resources including a link to articles, video, etc. with a brief description of why this resource is relevant	10

Coaching Skill Facilitated Class Discussion (20% of grade):

Each individual or pair will be assigned a coaching skill's topic and review relevant information. They will create a one-sheet summary (can be double-sided) for coaches to use with their clients. The one-sheet handout needs to include the following:

1. **Definition** of the coaching skill
2. **Tips or techniques (instructions)** pertaining to the technical skill
3. **Challenges or cautions** pertaining to the technical skill
4. Three **resources or references** where clients or coaches can get additional information

The individual or pair must distribute the one-page handout to each student in the class and upload it to Canvas. The facilitated discussion will include practical examples, appropriate self-disclosure, and at least one appropriate discussion question for the class.

**Coaching Skill Facilitated Class Discussion
(100 possible points)**

Each handout and facilitated discussion will be graded on the following criteria (20% of total grade, 100 points)

Requirement	Points
The facilitated discussion was appropriately timed (i.e., was not more than 15 minutes and was not less than 12 minutes).	25
The facilitated discussion included all items, 1-4, outlined in syllabus.	25
The one-page handout included all items, 1-4, addressed above. A copy of the handout was provided for every member of the class. The handout contained zero grammar or typographical errors.	25
The facilitated discussion included practical examples, appropriate self-disclosure, and at least one appropriate discussion question for the class.	25

Final Analysis and Reflection Paper (30% of grade):

After having coached a student through the 7 stages of the CINERGY conflict coaching model, they will provide an overall analysis of their coaching experience, reflect and discuss the coaching challenges, and highlight their coaching skills strengths through a final written paper. The student will also complete a Coach Self-Assessment based on this coaching experience.

Important Notes: References to class readings, discussions, and materials are expected, and should be included.

Final Analysis and Reflection Paper (100 possible points)

Each reflection paper will be graded on the following criteria (30% of total grade, 100 points)

1. Students will upload their paper to Canvas.
2. No title page is necessary. Students should include their name in the header (left justified) and should include the full APA reference citations for the paper in the footer of their document (left justified).
3. **Paper and Coach Self-Assessment due on Monday, November 4th by 5:00 pm CST.**

	High Level of Performance	Mid Level of Performance	Low Level of Performance
Depth of Thought & Analysis 25	Groundwork for analysis clearly established. Student makes succinct, insightful conclusions based on their experience and review of materials.	Readers are introduced to the overall experience. Remarks show some degree of analysis, though not all thoughts are supported by class materials, discussions, etc.	Neither implicit nor explicit focused topic. No indication student applied much thought to the paper.
Coach Self-Assessment and Coaching Skills Strengths 25	Completion of Coach Self-Assessment and a clear presentation of coaching skills strengths referencing the CINERGY and ICF Core Competencies.	Completion of Coach Self-Assessment with some reference to coaching skills strengths. Minimal references to the CINERGY or ICF core competencies.	The paper appears to have minimal to no direction, with no reference to core competencies and skills strengths. Missing the completed Coach Self-Assessment.
Thoroughness 30	The appropriate content is covered in depth with a minimum of 3,200 words	Pertinent content is not covered in sufficient depth, or as explicitly, as expected. Word count is between 2800-3200.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. Word count is between 2500-2800.
Clarity of Writing and Mechanics 20	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Minimal spelling, grammar, punctuation or APA errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Several spelling, grammar, punctuation or APA errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, improper punctuation or APA errors are frequent.

LATE & MAKE-UP WORK POLICY

Students are expected to turn in their assigned work on time. Students who think they will submit an assignment late must communicate with the instructor in advance of the due date and may be allowed to submit late assignments with an automatic deduction of 25% for that particular assignment. **Students who turn in their final written assignment late will have a reduction of one letter grade.**

INCOMPLETE GRADE POLICY

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course (See attendance and participation). At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor

at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

CAMPUS CARRY LAW

In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.

SMU WEATHER EMERGENCIES

Students should monitor the SMU home page for weather closing updates.

ACADEMIC INTEGRITY

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are foundational for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at: <http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Cheating and plagiarism are types of academic misconduct and will not be accepted.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Publication Manual. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor. Students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism

software to validate the originality of the student's work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

If cheating or plagiarism is discovered, a faculty member will assign penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course. In addition, a student who has cheated or plagiarized may be dismissed from the academic program and the university.

APA GUIDELINES

Students are expected to have a high degree of familiarity with the APA manual and its requirements. To avoid plagiarism, follow guidelines in the current edition of the [APA Publication Manual](#). Always cite the source of a quote or paraphrase, for example:

- When quoting:
 - o Copy the original material word-for-word
 - o If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text.
 - o Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)
- When paraphrasing:
 - o Restate concepts in *substantially different words* than the original material
 - o Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)
 - o In addition, if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.

COURSE SCHEDULE

	Reading	Activities	Due
Friday October 4	<p>Required readings prior to first class:</p> <ul style="list-style-type: none"> Noble, Chapters 1-4 <p>Conflict Mastery: Questions to Guide You (Individual selection)</p> <p>CINERGY Workbook</p>	<ul style="list-style-type: none"> In-class Quiz over reading administered through Canvas (please bring your laptop or other device to access Canvas in class) Follow instructions by email to download LockDown Browser on laptop or iPad in order to take required quizzes Review syllabus in detail Discuss 3 pillars of conflict management coaching as well as coaching principles Discuss differences between coaching, therapy, consulting and mediation Coaching Skills Competencies Identify an interpersonal dispute to be coached during class sessions Review the foundation for coaching and coaching readiness index Select a Coaching Skills Facilitated Discussions 	
Saturday October 5	<p>Required readings prior to class:</p> <ul style="list-style-type: none"> CINERGY Workbook, "The Essence of the Cycle" Complete the Preparing the Foundation for Coaching Complete the Coaching Readiness Index 	<ul style="list-style-type: none"> Understanding conflict and your behaviors...identifying triggers Defining values, needs and identity Review the Not-So-Merry-Go-Round of Conflict (NSMGR) construct Getting and being present and centered during coaching sessions Verbal stretching and neutral listening warm up Review the 7 stages and intentions of the CINERGY CM Coaching model Demonstrate client contracting, intake and clarifying the client's goal Instructions for real play groups, coach mentoring and feedback process Real-play practices – Intake and Goal Setting 	<ul style="list-style-type: none"> Trigger's Journal and Conflict Intelligence Assessment due on Sunday, October 20
Sunday October 6	<p>Required readings prior to class:</p> <ul style="list-style-type: none"> Noble, Chapter 5 Noble, Conflict Mastery: Questions to Guide You (individual selection) 	<ul style="list-style-type: none"> Empathetic Listening Powerful questioning Demonstration of INY stages Real-play practice sessions Sign up for Coaching Skill Facilitated Discussion slots Review online discussion forum assignment 	<ul style="list-style-type: none"> Online Discussion Forum engagement (See Canvas for specific assignment) Coaching Skill Facilitated Discussion and Handout due on 2nd weekend, October 18-20 Finish coach practices through CINY no later than October 17th
Friday October 18	<p>Required readings this class:</p> <ul style="list-style-type: none"> Noble, Chapters 6-7 CINERGY Workbook, Appendix (Model Standards of Ethical Practice) 	<ul style="list-style-type: none"> Class discussion using questions to challenge assumptions and beliefs Review of the 7 stage CINERGY model Student lead facilitated discussions Coaching ethics discussion Demonstration of Explore Choices 	<ul style="list-style-type: none"> Coaching Skill Facilitated Discussion handouts

		<ul style="list-style-type: none"> • Real-play practice sessions 	
<p>Saturday October 19</p>	<p>Required readings this class:</p> <ul style="list-style-type: none"> • CINERGY Workbook 	<ul style="list-style-type: none"> • In-class Quiz over ethics reading • In-class reflection activities • Student lead facilitated discussions • Direct communication/client observations • Demonstration of the Reconstruct stage • Real-play practices • 	<ul style="list-style-type: none"> • Coaching Skill Facilitated Discussion handouts
<p>Sunday October 20</p>	<p>Required readings for this week:</p> <ul style="list-style-type: none"> • CINERGY Workbook 	<ul style="list-style-type: none"> • In-class reflection activities • Student lead facilitated discussions • Managing client resistance • Demonstration of Rehearsal and Ground Challenges • Real-play practices • Measuring client progress • Coaching assessments • Instructions on final reflection paper • Distribute CINERGY Certificates 	<ul style="list-style-type: none"> • Due Today: Trigger's Journal and Conflict Intelligence Assessment • Final Analysis and Reflection paper due on Monday, November 4th by 5 pm CST.