## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td><strong>Lecturer and unit chair</strong></td>
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<tr>
<td>Monique Crane</td>
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<td>Contact via 9850 8604</td>
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<tr>
<td>C3A 509</td>
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<tr>
<td>by appointment</td>
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<tr>
<td><strong>Lecturer</strong></td>
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<tr>
<td>Barbara Griffin</td>
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<td>Contact via 9850 9012</td>
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<tr>
<td>C3A 526</td>
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<td>by appointment</td>
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| Credit points | 4 |

| Prerequisites | Admission to M ClinPsych or D ClinPsych or M OrgPsych or D OrgPsych or PG Dip Org Beh and (PSY904 or PSYO904) |

| Corequisites |  |

| Co-badged status |  |

| Unit description | Coaching is a relatively new and rapidly expanding approach to achieving rapid and lasting change. It has been enthusiastically embraced by practitioners, organisations and individuals and is used by coaching, organisational, clinical, health and counselling psychologists. This unit introduces students to the key theories and research underpinning coaching and positive psychology. It differentiates coaching from counselling, therapy, mentoring, consulting and training; and identifies the limits of coaching, and how it can be used to augment existing approaches to individual and organisational change. Basic and advanced methods are taught via role plays, supervised practice and model coaching programs. |

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)
Learning Outcomes

1. Use the developmental pipeline in coaching
2. Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
3. Demonstrate the ability to develop a coaching plan for a coachee
4. Explain the role of coaching across the employee lifecycle
5. Apply relevant theories of coaching to coaching practice
6. Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
7. Apply best-practice coaching techniques
8. Demonstrate the ability to use the GROW model of coaching
9. Explain theories of career stages
10. Demonstrate the interpersonal and communication skills necessary for coaching

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Coaching program</td>
<td>30%</td>
<td>5:00pm 3rd April 2015</td>
</tr>
<tr>
<td>Mini-coaching session</td>
<td>30%</td>
<td>5:00pm 15th May 2015</td>
</tr>
<tr>
<td>Coaching across the career</td>
<td>40%</td>
<td>5:00pm 12th June 2015</td>
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Coaching program

Due: 5:00pm 3rd April 2015
Weighting: 30%

This assignment will require students to provide a six-session coaching plan for a client (vignette provided on iLearn site).

Students will be required to do the following:

- describe the areas of the developmental pipeline where the client is restricted
- Justify why the client is restricted at these stages of the pipeline
- Provide a six session treatment plan for the client using recognised strategies for addressing these particular limitations in the developmental pipeline
- Include aspects of the plan that can be carried out as homework to assist the client work through his concerns
This Assessment Task relates to the following Learning Outcomes:

- Use the developmental pipeline in coaching
- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Apply best-practice coaching techniques

Mini-coaching session

Due: 5:00pm 15th May 2015
Weighting: 30%

This task will involve students conducting a video recording of a coaching session.

In this mini coaching session students will need to:

- demonstrate active listening skills,
- discuss expectations and boundaries,
- set one goal with the client,
- ability to use the GROW model addressed in the workshop and
- arrive at one strategy for pursuing that goal with buy-in from the client.

The coaching session should reflect on a real work-based issue that could be addressed through coaching (e.g., workplace conflict).

Coaching across the career

Due: 5:00pm 12th June 2015
Weighting: 40%

This assessment will involve the analysis of four vignettes including the details of clients at different career stages. In this assignment students are asked to consider the issues that need to be taken into consideration when engaging in coaching with each client and how you might approach coaching based on these considerations.
This Assessment Task relates to the following Learning Outcomes:

- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Explain theories of career stages

Delivery and Resources

Classes will involve online lectures, online activities, group discussions, case studies, and other learning activities. In the workshops we will be using the PREZI online tool to enhance collaborative learning among students.

Students are expected to attend workshops, to read the recommended material, participate in online activities and listen to the online lectures prior to workshops, and to complete assignments as described in this outline and elsewhere.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html
Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.
Student Support
Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills
Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Use the developmental pipeline in coaching
- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Explain the role of coaching across the employee lifecycle
• Apply relevant theories of coaching to coaching practice
• Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
• Demonstrate the ability to use the GROW model of coaching
• Explain theories of career stages
• Demonstrate the interpersonal and communication skills necessary for coaching

**Assessment tasks**

• Coaching program
• Mini-coaching session
• Coaching across the career

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally orientated knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

• Use the developmental pipeline in coaching
• Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
• Demonstrate the ability to develop a coaching plan for a coachee
• Explain the role of coaching across the employee lifecycle
• Apply relevant theories of coaching to coaching practice
• Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
• Apply best-practice coaching techniques
• Explain theories of career stages

**Assessment tasks**

• Coaching program
• Mini-coaching session
• Coaching across the career
PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Explain theories of career stages

**Assessment tasks**

- Coaching program
- Coaching across the career

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

- Use the developmental pipeline in coaching
- Apply best-practice coaching techniques
- Demonstrate the ability to use the GROW model of coaching
- Demonstrate the interpersonal and communication skills necessary for coaching

**Assessment task**

- Mini-coaching session

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of
connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate the ability to develop a coaching plan for a coachee
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Apply best-practice coaching techniques
- Demonstrate the interpersonal and communication skills necessary for coaching

**Assessment task**

- Coaching program

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate the ability to identify at which stage of the developmental pipeline a coaching client is restricted
- Demonstrate the ability to develop a coaching plan for a coachee
- Explain the role of coaching across the employee lifecycle
- Apply relevant theories of coaching to coaching practice
- Use critical analysis skills to determine the relevance of particular coaching approaches to different clients
- Apply best-practice coaching techniques
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**Assessment tasks**

- Coaching program
- Mini-coaching session
- Coaching across the career