**2023 MOBTS OCEANIA PROCEEDINGS**

**PEER “Face-to-Face” vs. E-Coaching ASSIGNMENT**

Loren R. Dyck, Ph.D., SPHR

Professor of Management

Lewis Center Faculty Research Fellow

Department of Management and Leadership

College of Business and Public Management

University of La Verne

[ldyck@laverne.edu](https://outlook.office.com/mail/AAMkADA5ZTFkNWMwLTk5ODEtNDE5Mi1hMWUzLWE4ZjNjNDc5YzdmYQAuAAAAAAAeZX7bgrlERparEdMPYmz1AQD8%2BrpTqGkLSpyvZRJC85ptAASmTvCXAAA%3D/id/ldyck@laverne.edu)

**ABSTRACT**

The *Peer “Face-to-Face” vs. E-Coaching Assignment* is conducted in student pairs but individually analyzed and reported. Student learning outcomes include the ability to explain the advantages and disadvantages of synchronous and asynchronous methods of coaching others and to describe which of the student’s strengths were demonstrated while the student was in the role of the coach. Each student is to conduct at least two coaching sessions with at least two different students from our class using the two methods of coaching. Each student alternatively performs the role of the coach and then the coachee in each session. Coaching sessions are held outside of class hours.

**Key words**: Coaching, E-Coaching, Experiential Exercise

***Introduction****. Provide a brief introduction that establishes a need for this type of exercise and identifies the target usage. Include potential course applications and explain for whom the exercise is designed: early undergraduate, late undergraduate, graduate, etc.; traditional, non-traditional, cross-cultural, etc.).*

Coaching in the traditional sense as well as peer coaching in higher education have been found to increase student creativity (Kyung-Hwa Lee, 2022) and help students to prepare for their transition to work (van der Baan et al., 2022). For over a decade, different approaches to coaching or coaching modalities have been used in the workplace to capture technological advancements and take the form of in-person or face-to-face and virtual or e-coaching (Moore, 2012). E-coaching can be further divided into synchronous coaching which is independent of location and asynchronous coaching which is additionally independent of time and time zone (Geißler, 2022). Studies of synchronous and asynchronous coaching suggest that they may be equally effective (Berry et al., 2011) and the coachee’s perceptions of relationship quality and the coach’s sense of being trusted may not be impacted by whether it is a traditional face-to-face or e-coaching session (Passarelli et al., 2020).

Therefore, examining both forms of coaching can help students to better mobilize their distinctive strengths (Dyck, 2017) and prepare students for their experiences in the workplace as individual contributors, managers, and leaders. The session will be a discussion and application with participants of an assignment that I use with great success in my graduate Master of Science in Leadership and Management (MSLM) course, Human Resource Management. My University is designated as a Hispanic Serving Institution with a large population of first-generation students. However, the exercise could also be used in an undergraduate human resource management course or other introductory management course. The assignment can be used in either a traditional on-ground, hybrid, or online course. Some courses in which the exercise could be used include Human Resource Management, Organizational Behavior, Leadership Development, and Conflict Management.

***Theoretical Foundation/Teaching Implications****. Briefly specify the relevant background literature that the exercise is based upon and how your session contributes to effective teaching and learning in the field of management.*

The theoretical foundations upon which this exercise is based lies in Kolb’s (1984) Experiential Learning Theory and Boyatzis’ Intentional Change Theory (Boyatzis, 2006). The assignment is both self and other focused in that the individual student will need to engage in considerable self-reflection and self-assessment in order to ground their respective experience into a path forward for themselves and tune into the path for their coaching partners. That path forward is based upon “concrete experiences” upon which students will need to reflect, make sense of, and then set up to actively experiment with in the report that they create for the assignment.

Boyatzis (2006) outlines five discoveries as part of one’s efforts to create intentional change that is also sustained change (Smith et al., 2009). The process begins with the clarification of one’s ideal self or who the coachee would like to be (i.e. hopes, dreams, or highest aspirations) followed by a recognition of their real self or who the coachee is now. The resulting reconciliation between the ideal and real self yields the third discovery of the learning plan wherein learning goals are established to help move the coachee from their real to ideal self. Discovery four is comprised of the experimentation and practice of new behaviors, thoughts, and feelings to further lead the coachee to their ideal self. Finally, the fifth discovery that can happen at any point in the process, recognizes that trusting relationships are required to make the changes happen. The *Peer “Face-to-Face” vs. Coaching Assignment* takes students through this intentional change process.

***Learning Objectives****. Specify the learning objectives for the exercise by articulating the expected changes in knowledge, attitude, or skill that are associated with participation in the activity. What teaching topics are relevant to your session?*

**Learning Objective:**

* **Analyze synchronous and asynchronous methods of coaching others.**
* ***Learning Outcome:*** Explain the advantages and disadvantages of each coaching method and describe which strengths were demonstrated while coaching.

Topics within courses in which the exercise could be used are Employee Development, Leadership Development, Change, Strengths, Managing Ambiguity, Conflict, Emotional Intelligence, Learning Styles, and Experiential Learning.

***Exercise Overview****. Provide an overview of the activity/exercise, including the logistics of running the exercise (e.g. timing, materials, class size), the flow of the exercise, variations or alternate applications, debriefing guidelines (e.g. questions to ask, how students generally respond). The goal is to give the reviewer enough information so that they understand what the activity is that you plan to present in your session.*

At the beginning of the course, in the first class, this assignment is briefly reviewed and discussed with students. Later in Week 6 of an eight-week session, I return to the Assignment, provide further clarification and tips, respond to any questions, and ensure students have coaching partners which are self-selected. I inform students that they can plan at least 30 minutes for each role as coach and coachee in each of the two coaching modalities. Coaching sessions are held outside of class hours.

See Appendix A for the assignment instructions, Appendix B for the preparation work required of students, and Appendix C for the grading rubric.

***Session Description.****Provide an overview of what you will actually do in the MOBTS conference session. Include a timeline for the session and how participants will be involved. Remember, reviewers are looking for participant engagement in these sessions.*

The learning objectives for session participants include:

* Understand an experiential exercise that gives students the opportunity to learn more about themselves, engage in peer coaching, and help fellow students along their respective journeys.
* Discover through conversation and application how to apply the assignment to a variety of graduate and undergraduate management courses.

There will be five parts to the session:

**Part 1** – Ask participants for their experience with student peer coaching exercises they use to engage students with their course topics. Ask what types of assignments they use. Explain the use of peer coaching as an experiential exercise for applying management concepts and practices while increasing self-knowledge. Briefly highlight the TEDx video, “Celebrate what’s right with the world” which is used as motivation or a primer for students: <https://www.ted.com/talks/dewitt_jones_celebrate_what_s_right_with_the_world?language=en> (TEDxSouthLakeTahoe) (5 minutes)

**Part 2** – Explain the assignment and required student preparation work. Share the student feedback I received over the years that I have used the Assignment. (10 minutes)

**Part 3** – Invite participants to individually complete the Your Compelling Inspiration Worksheet and the Creating “S.M.A.R.T.” Goals Individual Exercise (15 minutes)

**Part 4** - Engage participants in the Assignment by forming coaching dyads and conducting brief coaching sessions alternating between coach and coachee roles for 10 minutes each to complete the “S.M.A.R.T.” Goals Brainstorming Exercise. (20 minutes)

**Part 5** – Explain how the Assignment is debriefed in plenary with students. Then debrief the participant exercise with facilitation questions such as:

* What was it like coaching your peers?
* What was most engaging?
* Were you able to get a first draft on your compelling inspiration?
* How do you feel about the student preparation work?
* How could this peer coaching assignment could be applied to your course? (10 minutes)

**References**

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**Appendix A (Syllabus Excerpt)**

**HRM PRACTICE 3 (100 points)**

**PEER “Face-to-Face” vs. E-Coaching**

Each student is to conduct at least two coaching sessions with *at least* two different students from our class. In one electronic “face-to-face” session, you be the coach and then switch roles with the student such that you are the coachee or the one receiving the coaching. Use one or more forms of web conferencing technology such as Zoom, WebEx, Skype, FaceTime, etc. where you can see and speak with each other in real time i.e., synchronous communication. Plan at least 30 minutes for each role as coach and coachee.

For the second coaching session with a different student, use one or more other forms of electronic technology such as e-mail, instant messaging, chat, text, etc. where you are **unable** to see or speak with each other in real time i.e., asynchronous communication. Again, adopt the role of coach and then coachee.

*If possible, plan to have one set of coaching sessions with a student from your Team and the other set of coaching sessions with a student from another Team. Which type of coaching method you use (face-to-face or e-coaching) for which student is up to you but both methods must be used. For instance, you could meet via Zoom with someone in a different Team and do the e-coaching with one of your Team members or the other way around.*

When coaching, help your coachees to clearly articulate their goals with support of their Distinctive Strengths and Values. Complete the *“SMART” Goals Brainstorming Exercise – Peer Coaching* during the session.

As preparation for the session, ensure that you:

* *Write your compelling inspiration in 6 to 8 words*
* Complete *Distinctive Strengths Worksheet*
* Complete *Creating SMART Goals Individual Exercise*
* Review *Peer Coaching on Goals*
* Read the coaching articles on Blackboard

Within 2 (two) pages:

* Compare the two methods of coaching that you experienced. Explain your assessment including:
  + Which method was more helpful to refining your goals, identifying your strengths, and discussing your values?
  + Which method helped to build a better relationship with the other student?
  + Overall, what were the advantages and disadvantages of each?
  + Which method did you prefer?
* Describe what you have learned about yourself and the practice of coaching during each peer-coaching session including:
  + Which of your strengths did you demonstrate?
  + What strengths helped you most in coaching?
  + Were there other strengths you could have used?
  + Do you now have or feel that you can create a more “SMART” agenda to accomplish your goals?
* **Each student is to** p**ost only her/his two-page document on Bb by the end of Learning Unit 6**. Consider the other exercises/worksheets that you completed as working documents and do **NOT** post them.
* Please post your assignment by clicking on the Assignments folder on the course content page on Bb, HRM Practices folder, HRM PRACTICE 3: PEER “FACE-TO-FACE” VS. E-COACHING document, and finally View assessment to upload your assignment.
* Please ensure you review the assignment’s Rubric prior to posting your document as I will use it to grade your assignment. The Rubric is accessible once you have clicked on HRM PRACTICE 3: PEER “FACE-TO-FACE” VS. E-COACHING.

**Appendix B**

**Student Preparation Work**

**Your Compelling Inspiration…**

**What is your personal vision?**

* **Capture your compelling inspiration in 6 to 8 words**
* **Consider something powerful and meaningful to you yet easy to remember**

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***DISTINCTIVE STRENGTHS WORKSHEET***

Reflect upon the strengths survey(s) and the “In the Zone vs. Loathed It” exercise that you have completed. In the spaces provided, please write the name for each of your 3 Distinctive Strengths. Then provide a definition in your own words of each Distinctive Strength along with a specific example of when you have demonstrated each one. This is an individual exercise.

1. ***Distinctive Strength*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Definition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Personal example

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1. ***Distinctive Strength*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Definition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Personal example

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3. ***Distinctive Strength*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Definition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Personal example

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**CREATING “S.M.A.R.T.” GOALS**

**INDIVIDUAL EXERCISE**

***Individually respond to the following questions:***

1. What goal do you most want to achieve?

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2. How is this goal important to your vision?

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3. What action steps will help you to accomplish your goal?

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4. Which one of your Distinctive Strengths can you use to help you achieve your goal and action steps? How will you use it?

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5. Which of your values will be supported while accomplishing your goal and action steps?

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**Peer Coaching on Goals**

The objective of the SMART Goals Brainstorming Exercise is to help your coachee clearly articulate her/his goals, sub-goals, action steps and Distinctive Strengths. Make sure you allow enough time for her/him to present the results from her/his individual exercise. Your task is to be a supportive coach to your colleague and to clearly present your own learning goal for her/his input. Listen, inquire, and push each other’s thinking. These questions will help guide your coaching.

**Goals**

• What is personally meaningful to you about this goal? How is it important to you and your vision? “end” goals vs. “means” goals - Does accomplishing this goal lead you to something else or is it an end unto itself? (i.e., is getting your MSLM or MBA the goal or is getting a better job once you complete your MSLM or MBA the goal?)

• How is this goal tied to your values?

• What Distinctive Strengths will you use to help you accomplish this goal?

• In what ways could you make this goal more specific? Is it clear to you what you are trying to accomplish via this goal?

• Is this goal short term (< 5 years) or long term (> 5 years)? If long term, are there sub goals?

• How will you know when you have attained this goal? What will the conditions look like? How will you check on the progress of this goal?

• Do you have a realistic timeframe for completion of the goal?

**Use the following questions as you coach for sub-goals and action steps**

**Sub Goals**

• How does this sub-goal help you accomplish your goal? Is the link clear?

• How do the above questions apply to this sub-goal?

**Actions Steps**

• How do these action steps get you to the goal/sub-goal?

• Does each of these action steps answer the following?

• When, where, with whom, how often, how much

• Is it clear what specifically you will do in taking these actions?

**“S.M.A.R.T.” GOALS BRAINSTORMING EXERCISE**

**- PEER-COACHING**

**With your peer-coach**

• Read out loud your results from the “S.M.A.R.T.” GOALS EXERCISE that you completed individually.

• Ask your peer-coach to help you brainstorm alternative ways to make your goal and action steps more “S.M.A.R.T.”

• Record suggestions.

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C (Excerpted from Learning Management System)**

**Grading Rubric**

**HRM Practice 3: Face-to-Face vs. E-Coaching**

Graphical user interface, application

Description automatically generated