New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):
Example: PHL 361 RH

BGEN

Course Title:
Professional Coaching Clinic

Abbreviated Course Title (≤ 30 chars):
Professional Coaching Clinic

First Semester to be Offered:
Spring 2014

Submitted by:
Susan Dana

994-1776
sdana@montana.edu

Instructor:
Tammy Machowicz Olszyn

Department:
N/A

College:
Jake Jabs College of Business & Entrepreneurship

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course is approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting Information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process.

* Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.

APPROVALS

Submitter *
11/7/2013
Date

Department Head *
11-7-2013
Date

Chair, College Curriculum Comm.
11/7/2013
Date

Dean *
11/7/2013
Date

Chair, Core Subcommittee (if app.)
Date

Chair, CPC
Date

Assoc. Provost *
Date
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Ctools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

   Course Title:
   Abbrev. Course Title (≤ 30 char):
   Credits:
   Department Offering Course:
   College:

Is this course “equivalent” to a course in the MUS System?:  

□ Yes   ✔ No

Learning Outcomes for the Course:

   • Perform career assessment, inventories, and research to confirm career interests and goals and current strengths and weaknesses.
   • Develop self-awareness around current professional performance in oral and written communication skills, professional behavior, work habits, attitude, appearance, and critical thinking skills appropriate to the student’s career track.
   • Develop a professional action plan to strengthen preparedness for a chosen career and demonstrate personal interactions that promote a positive professional image.
   • Acquire, develop, and demonstrate professional skills to prepare for the transition from the academic environment to the world of work.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):

Course Title (for Schedule of Classes, 30 characters, max.):

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required:

Instructor’s GID (last 4 digits only):

Department Offering Course:

College:

Jake Jabs College of Business & Entrepreneurship

Is the requested course number available? (x4155 to check):

Frequency of course offering:

☑ Annually
☐ Alternate Years, starting ________

Semester(s) offered (check all that apply):

☐ Summer
☑ Fall
☑ Spring

Summer Options (check all that apply):

☐ First 6 weeks
☐ Second 6 weeks
☐ 12 weeks

Credits by mode of instruction:

Lecture:

Seminar:

Independent Study:

Lab/Studio:

Recitation/Discussion:

TOTAL CREDITS:

1

Primary Mode(s) of Delivery:

☑ Face-to-face
☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only
☐ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course:

Assigned Day(s):

☑ M
☐ Tu
☐ W
☐ Th
☐ F
☐ Sa
☐ Su

Assigned Time(s):

3:10-4:00 pm

Assigned Building:

Reid

Assigned Room:

330

Capacity (room capacity, or enrollment “cap”):

15

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Co-Requisite(s):

BMGT 205, business major, and consent of instructor.

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

The mission of BGEN 303 is to create in business students a passion for achieving professional excellence in career pursuits. Students will work one-on-one with a coach to identify their strengths, weaknesses, competencies, interests, and personal and professional aspirations.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

The creation of BGEN 303, Professional Coaching Clinic (PCC), will be resource-neutral for the Jake Jabs College of Business & Entrepreneurship. We are already teaching the PCC as a special section of the existing BGEN 302, Career Perspectives, so all this proposal to create BGEN 303 does is make the PCC visible to students and faculty. This proposal will not create any new costs for the College or MSU.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

BGEN 303

2. Course Title

Professional Coaching Clinic

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

The mission of BGEN 303, Professional Coaching Clinic, is to create in business students a passion for achieving professional excellence in career pursuits. Students will work one-on-one with a coach to improve their professionalism by identifying their strengths, weaknesses, competencies, interests, and personal and professional aspirations. Students will:

- Perform career assessment, inventories, and research to confirm career interests and goals and current strengths and weaknesses.
- Develop self-awareness around current professional performance in oral and written communication skills, professional behavior, work habits, attitude, appearance, and critical thinking skills appropriate to the student’s career track.
- Develop a professional action plan to strengthen preparedness for a chosen career and demonstrate personal interactions that promote a positive professional image.
- Acquire, develop, and demonstrate professional skills to prepare for the transition from the academic environment to the world of work.

Each student will meet regularly one-on-one with his/her instructor/coach a minimum of 7 times during the semester at a mutually agreeable time. In addition, all students in the course will meet periodically as a group for two-hour master classes that will be led by business professionals.

All students will complete certain self-assessment tools. Career research will be assigned to complement the assessments, and students will complete an executive summary of their assessment results and career research. Additional activities will be individually designed between the student and coach according to student needs, and students will reflect regularly on their progress. Activities may include internet research, informational interviews, specific business readings, networking with individuals currently active in the field of interest, or other coaching tools. The instructor/coach, together with the
student, will determine a plan and appropriate activities to enhance learning and skill development. Basic research will focus on the specific business setting the student is planning to enter and will include oral and written communication skills, professional behavior, work habits, attitude, interpersonal skills, appearance, and critical thinking skills. Students will develop a Professional Advantage Action Plan and may also be asked to research and discuss a current event or specific issue in their chosen career field with their coach or with a professional network contact. Coaches may also facilitate contact with business professionals for students who may benefit from additional outside contacts.

In meeting the course objectives, the Jake Jabs College of Business & Entrepreneurship Learning Goals for Critical Thinking, Effective Written and Oral Communications, and Life-Long Learning will be incorporated into assignments.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

Course components focus on professional growth and will include the following: career research, self-assessment, and assignments customized to individual goals. Grading will also include coach evaluation of active engagement in learning activities designed specifically for each individual.

<table>
<thead>
<tr>
<th>Experiential Learning</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Active Engagement in Individual Learning</td>
<td>250</td>
</tr>
<tr>
<td>Coach and other professional contacts will evaluate the student’s active engagement in PCC group activities, as well as thoughtful and thorough completion of reflection exercises and individualized assignments jointly determined by coach and student. Individual Activities initiative in attaining and following through on meaningful experiences will also be considered in points earned. Attendance/Dress For Success (70 pts). Customized Assignments and additional Assignments noted in the PCC Assignment Packet (15 pts each). Discovery Action Plan worth 15 pts each (5 tot).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Research</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Research and Informational Interviews on Careers as Follow-up to Individual Assessment Tools</td>
<td>50</td>
</tr>
<tr>
<td>To increase understanding of professionalism in specific business career, students will complete on-line career assessment tools and conduct independent career research, which may include informational interviews. Students will submit an Executive Summary of their “Strong” assessment and subsequent career research and interviews, consistent with key Life-Long Learning tenets. Suggested Assignments: Career Research and Informational Interviews (25 pts each).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Assessment</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Beginning Implementation of a Professional Advantage Action Plan</td>
<td>50</td>
</tr>
<tr>
<td>The purpose of this project is to inspire Life Long Learning actions for attaining the highest level of professional excellence possible in a specific post-academic career. Based on individual readings and personal research and networking, students will identify key expectations for professionalism in their career field, gather</td>
<td></td>
</tr>
</tbody>
</table>
5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

Please see answer to #4 above.

6. List required texts or other required references.

There is no textbook for the Professional Coaching Clinic. Instead, coaches will work with students to explore specific areas of professional strengths and weaknesses and to develop and carry out an action plan designed uniquely by and for that student. Students may be assigned industry research, readings, informational interviews or contacts with other professionals throughout the semester to supplement their individual coaching plan. Students will use an assessment tool to assess career interests, abilities, and values; they then will conduct their own career research and jointly develop an action plan with their coach based on findings.

7. What are the estimated enrollment and student credit hour (SCH) production?

\[ SCH = \text{enrollment} \times \text{credits} \]

\[ 15 \times 1 = 15 \text{ SCH} \]

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

The enrollment cap in the course will be 15 students because this is an expensive model for the College. The College hires one instructor for every 4-5 students in the course in order to provide the intensive one-on-one coaching that defines the course. Therefore, even with a cap of only 15 students the College pays 3-4 instructors to serve as coaches.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?
The course will require students to apply to be admitted to BGEN 303 because only students who are mature enough to value the coaching offered in the course will truly benefit from the experience. The course requires a true commitment to professional and personal reflection and development, and not all students are ready for such a commitment. Admission will be restricted to students majoring in business who possess strong academic performance, strong justification for participation in the PCC, and commitment to and readiness for intensive professional coaching.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

The course coordinator, with the course instructor/coaches, will assess the quality of the student work in the course, including the seriousness of students’ self-reflection, implementation of students’ Professional Advantage Action Plan, and demonstrated professional performance in oral communication skills, professional behavior, appearance, and networking during master meetings. Coaches will also assess the professional written communication skills in students’ final portfolios and evaluate oral communication skills, self-awareness, and critical thinking in students’ final presentations.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

The Instructor is Tammy Machowicz Olsztyn who has been a non-tenure track instructor at MSU off and on since 1996, served as Interim Director of MSU’s Office of Community Involvement, and has taught BMGT 205, Professional Communication, and BGEN 302, Career Perspectives, at the Jake Jabs College of Business since 2010. With ten years’ experience as a leadership coach, a Masters of Education, and many years of experience teaching at MSU, she is very well-qualified to teach BGEN 303. Please see attached CV.

**Level of Offering**

12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

The course has not been offered previously under 280/291 or 480/491, but has been offered since the spring 2011 semester as a special, optional section of BGEN 302, Career Perspectives, a required 1-credit course in the College (http://www.montana.edu/wwwcat/courses/bgen.html#BGEN 302). Enrollment has been approximately 12 students each semester, all of whom have been juniors or seniors formally admitted to the College.

As a new course, BGEN 303 will serve as an alternative to BGEN 302, so that all business students must take one or the other. The College wishes to assign the proposed course a number separate from BGEN 302 in order to advertise the opportunity to students through the catalog and to reduce confusion among students and faculty about the relationship of the course to the other sections of BGEN 302.

13. Justify the level of course offering.
The course requires students to have enough experience and maturity to have a sense of their career directions and to be able to reflect thoughtfully and honestly on their strengths and weaknesses. Freshmen and sophomores are unlikely to have this maturity, and seniors should already have engaged in thoughtful career planning. Therefore, the junior year is the right time for students to take the course.

**Relationship to other Courses, Curricula, and Departments**

14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

Yes, see response to #12 above.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

While the topics in the proposed course are very similar to the topics covered in BGEN 302, Career Perspectives (see #12 above), the teaching method is dramatically different and therefore the student experience is very different. BGEN 302, also taught by the Jake Jabs College of Business & Entrepreneurship, is taught for only the first eight weeks of the semester in sections capped at 25. While this is a fairly low cap, instructors in BGEN 302 must still follow an established syllabus and essentially have every student complete the same assignments at the same time which makes it difficult to provide truly individualized mentoring to students. BGEN 303, on the other hand, is designed specifically to enable one-on-one customized coaching that meets each student where s/he is and thus allows each instructor/coach to focus on areas that will help each student the most.

The course is not duplicative of any other course outside the Jake Jabs College of Business & Entrepreneurship.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

The only program that will be impacted by the proposed course is the College’s own program. The students who take the proposed course will come entirely from the student population who otherwise would have taken BGEN 302. Since the cap for the course will be only 15, this will have little impact on BGEN 302, and no impact on the College’s or the University’s overall SCH production.

17. If this proposed course has a significant interdisciplinary component, please explain briefly.
   
   Otherwise, indicate n/a.

N/A

**Students Served**
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

The proposed course will serve only business students.

**Resources**

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

No additional resources will be required beyond what the College has already devoted to the previous five offerings of this course when it was a special section of BGEN 302 (see #12 above). There will be no resource issues for students. There will not be additional fee charged to students taking this course beyond the College’s normal course fee of $21/credit.

20. What existing information resources — print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) — provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

Students will use a variety of resources provided by the MSU Libraries, including journals, newspapers, books, electronic resources and websites. Examples include Business Source Complete, Business - The Ultimate Resource, Occupational Outlook Handbook, O*Net Online, BLS Resources for Job Seekers, BLS Wage Data by Area and Occupation, Vault Career Library, etc.

**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

Please see attached syllabus and course calendar from BGEN 302.02, fall 2013.
Sept. 20 2013

Curriculum & Programs Committee
c/o Dr. Ron Larsen, Associate Provost
212 Montana Hall
Montana State University

Dear Curriculum & Programs Committee:

The Jake Jabs College of Business & Entrepreneurship (JJCBE) is proposing the creation of BGEN 303, Professional Coaching Clinic. We have taught this course five times previously as a separate section of BGEN 302, Career Perspectives, but it is now desirable to assign it its own course number as explained in the attached new course narrative. This letter is in support of the instructor for the course, Tammy Machowicz Olsztyn.

Tammy Mac, as she is known across campus, is well-qualified to teach BGEN 303. She holds an M.Ed. from MSU as well as a B.A. in Communication. She has over ten years’ experience as a leadership coach focusing on precisely the kinds of issues that are the subject of BGEN 303. She understands students well, having coordinated and taught a version of BGEN 303 as a special section of BGEN 302 for several semesters, as well as having taught BMGT 204, Professional Communication Fundamentals, in the JJCBE since 2010. She has served as a non-tenure track faculty member on and off at MSU in several departments for over 15 years, and has held staff positions at MSU including Interim Director of the Office for Community Involvement (1997-98) and Staff Development and Training Director at Residence Life (1993-1996). She is thus very well versed in the both needs of students and the strategies for helping students improve their professional footprint.

Tammy has been very successful as the coordinator and a coach in the Professional Coaching Clinic for the last several semesters, and we are very comfortable that she is extremely well-qualified to teach BGEN 303.

Sincerely,

Susan W. Dana
Associate Dean for Academic Affairs
Jake Jabs College of Business & Entrepreneurship
PROFESSIONAL EXPERIENCE

Principal: Coach, Facilitator & Speaker
Harvest Coaching, Manhattan, MT
2002-present
• Increase productivity, cooperation, and leadership of entrepreneurs, business leaders, and teams
• Specialize in communication, leadership/team development, value-centered management, and strategic planning
• Coach leaders and organizations to create sustainable customer/client relations and endure profitability
• Overseen and manage all aspects of company including fiscal responsibilities, marketing, promotion, research, development, and general operations

Assistant Teaching Professor, University Studies, College of Business
Montana State University, Bozeman, MT
2010-present
• Develop students’ strategies for effective approaches to written, oral, visual, nonverbal, and group communication in business organizations and other formal and informal communication settings
• Facilitate and instruct Public Communication (COM 110) recitations and lecture; Professional Communication Fundamentals (BMGT 205)
• Developed and taught online pilot of Professional Communication Fundamentals (BMGT 205), Fall 2012 (nominated for Online Excellence Teaching Award), Spring, Summer 2013
• Coach four junior/senior level students/semester in the College of Business Professional Coaching Clinic (PCC), Career Perspectives (BGEN 302)
• Coordinate and oversee the operational aspects of the Professional Coaching Clinic for twelve students and three coaches/semester, Spring/Fall 2013

Adjunct Instructor, Department of Psychology
Montana State University, Bozeman, MT
1998-2006
• Taught six public speaking core curriculum courses/semester and one lecture, (COM 110)
• Provided full-time instruction to 2500+ students with evaluation of 12,500+ presentations overall
• Developed students’ oral delivery, critical thinking, listening, written and visual presentation skills

Interim Director, Office for Community Involvement
Montana State University, Bozeman, MT
1997-1998
• Directed, implemented, and evaluated overall operation to develop and facilitate community service learning activities
Interim Director, Office for Community Involvement (continued)

- Promoted student success by enhancing curricular and co-curricular learning
- Supervised 42 Americorps members, eight student project leaders, and one fulltime administrative aide
- Organized and oversaw biannual Volunteer Fair generating 1,700 volunteers
- Coordinated MSU/America Reads program bringing 50+ college tutors to K-8 classrooms
- Taught University Honors course, Community Involvement, Citizenship & Social Change

Adjunct Instructor, General Studies
Montana State University, Bozeman, MT
1996-1998

- Facilitated Freshman Seminar and guest lecturer for Public Speaking
- Directly enhanced freshman college experience by guiding students in academic goal setting, community involvement, career planning, personal wellness, and public speaking

Staff Development & Training Director, Residence Life
Montana State University, Bozeman, MT
1993-1996

- Managed all aspects of seven residence halls, 3000 resident system as member of a four person departmental team
- Designed, developed, and supervised selection/training processes for staff of 70 Resident Advisors to include recruitment, selection, and retention
- Developed and directed an eleven day fall training program, three day off-site camp, monthly in-services, credited leadership courses, and day-to-day need based training

Art Education Coordinator
Paint Creek Center for the Arts, Rochester, MI
1989-1991

- Developed, managed, and promoted overall operations of a 40 classes and 16-faculty member arts education program for youth and adults.
- Created, coordinated, and implemented Coffee House Series performance

Artistic Director
Art Struck Creative Theatricts, Detroit, MI
1988-1993

- Co-founded performing arts company
- Wrote, produced, and performed original theatrical pieces for community organizations, colleges, universities, and public/private schools
- Developed and facilitated acting workshops for Michigan Touring Artists and Artist-in-Residence programs

EDUCATION

Montana State University, Bozeman MT

MSU Activities: Women's Center Board of Advisors, Museum of the Rockies Educational Research Intern, Co-director/co-author - MSU Freshman Orientation "Choices" play
Performed - 2000+ audience, Athletics Events Management team member, Diversity Awareness Planning Committee, Student Leadership Conference Advisor

**Postgraduate coursework in Education, 1991-1993**
Wayne State University, Detroit, MI

**Bachelor of Arts, Communication, May 1988**
Oakland University, Rochester, MI
Departmental Honors in Speech Communication, Recipient of Gittlen Theatre Scholarship for commitment to academic excellence

*OU Activities:* International Business Machines Internship, American College Theatre Festival Irene Ryan Nominee, Assistant Resident Director, Waldenbook “Top” Sales Associate, Forensic & Debate Team

**PROFESSIONAL CERTIFICATION AND ASSOCIATIONS**

Montana State University Teaching Online Course, 2012
Intentional Creation Studio, The Og Mandino Group, 2010
Certified Coach, 6 Advisors Coaching Academy, 2005
Coachville Graduate School of Coaching, 2002 - 2005
Academy for Coaching Excellence, 2004
Coaching Intensive with Thomas Leonard, 2002
International Coaches Association, 2002 - present
Board of Directors, Manhattan Area Chamber of Commerce, 2009 - 2010
Training, Education & Development Committee, Bozeman Area Chamber of Commerce, 2008 - 2009

**PUBLIC SPEAKING/COMMUNITY INVOLVEMENT**

Keynote Speaker, Manhattan Career Fair, 2013
Speech and Debate Workshop, Manhattan High School, 2011-2013
“Assessing your Values”, Teleclass, 2010-13
“Choice”, Manhattan Rotary Club, 2010 and Teleclass, 2010-12
“Intentional Creation for 2010”, Prospera Business Network, WNET, Manhattan Area Chamber of Commerce, 2010-11
“Your Brilliance - Yield a Bumper Crop in Business & Life”, Bozeman Area Chamber of Commerce, 2009
“Riches of the Real You in Business” Teleseries, 2009
“Communicate with Character”, Women’s Circle of Excellence, 2008
“Cutting Edge Customer Service”, Livingston Chamber of Commerce, 2008
“Anatomy of Peace” Group Facilitator, Manhattan Elementary School, 2008
“Creative Leadership Workshop”, Business Expo Speaker, BACC, 2007
“Success is a Conscious Choice”, Lunch & Learn, BACC, 2007
# Professional Coaching Clinic (PCC)

## Fall 2013 SYLLABUS

### General Information

<table>
<thead>
<tr>
<th>Course:</th>
<th>BGEN 302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
<td>02</td>
</tr>
<tr>
<td>Class Time:</td>
<td>Mondays 3:10 – 4:00 pm</td>
</tr>
<tr>
<td>Location:</td>
<td>Reid 330, Master Meetings located in the 415 Reid Conference Room and the Bracken Center</td>
</tr>
</tbody>
</table>

**Faculty Coaches / Office / Email**
- Kregg Aytes/Reid 412 / kregg.aytes@montana.edu
- Richard Broome/ Reid 313/ richard.broome@montana.edu
- Tammy Machowicz Olszyn / Reid 313 / t.machowiczolszyn@montana.edu
- Richard Schwalbe/Reid 313/ richard.schwalbe@montana.edu

**Office Hours** – schedule with individual coaches

Faculty coaches will post their office hours on their office doors. If the posted times conflict with student availability, the student should email the faculty coach to set up an appointment for another time. Students also are encouraged to meet with any of the other coaches during the semester to gain additional perspectives on professionalism in their intended career.

### Course Prerequisites

This course is limited to Jake Jabs College of Business and Entrepreneurship students in their junior or senior year who have been admitted to the course and who possess strong academic performance, strong justification for participation in the PCC, and commitment to and readiness for intensive professional coaching.

### Required Materials

There is **no textbook for the Professional Coaching Clinic**. Instead, coaches will work with students to explore specific areas of professional strengths and weaknesses and to develop and carry out an action plan designed uniquely by and for that student. Students may be assigned industry research, readings, informational interviews or contacts with other professionals throughout the semester to supplement their individual coaching plan. **Students will use an assessment tool** to assess career interests, abilities, and values; they then will conduct their own career research and jointly develop an action plan with their coach based on findings.
Course Web Page Address (D2L)
https://ecat.montana.edu/d2l/lp/homepage/home.d2l?ou=187791
You must be logged into Desire2Learn to access the course web page.

Course Description

The Professional Coaching Clinic is a one-semester, one-credit course. Each student will meet regularly with his/her coach a minimum of 7 times during the semester at an appointed time. In addition, group sessions will be scheduled.

Professional Coaching Clinic (PCC) will meet periodically as a group, as indicated on the course calendar. In addition, PCC students will meet regularly with their assigned faculty coach at a pre-determined and mutually agreeable time.

Master classes will be led by leading business professionals. See the course calendar for master class meeting dates. These special sessions likely will extend beyond the regular group class period and may last up to 2 hours (3:10 – 4:30 pm). Students should make every effort to adjust their schedules to attend these Master Classes, although instructors may choose to excuse the second hour of master classes for last-minute family and work issues.

The first step is taking specific self-assessment tools. Career research will be assigned to complement the assessments, and students will complete an Executive Summary of their assessment results and career research. Additional activities will be individually designed between the student and coach according to student needs, and students will reflect regularly on their progress. Activities may include internet research, informational interviews, specific business readings, networking with individuals currently active in the field of interest, or other coaching tools. The coach, together with the student, will determine a plan and appropriate activities to enhance learning and skill development. Basic research will focus on the specific business setting the student is planning to enter and will include oral and written communication skills, professional behavior, work habits, attitude, interpersonal skills, appearance, and critical thinking skills. Students will develop a Professional Advantage Action Plan and may also be asked to research and discuss a current event or specific issue in their chosen career field with their coach or with a professional network contact. Coaches may also facilitate contact with business professionals for students who may benefit from additional outside contacts.

Learning Objectives

The mission of this course is to create a passion for achieving professional excellence in career pursuits. You will work with a coach to improve your professionalism by identifying your strengths, weaknesses, competencies, interests, and personal and professional aspirations. Specific objectives to fulfill this mission include:
• Perform career assessment, inventories, and research to confirm career interests and goals and current strengths and weaknesses.
• Develop self-awareness around current professional performance in oral and written communication skills, professional behavior, work habits, attitude, appearance, and critical thinking skills appropriate to the student’s career track.
• Develop a professional action plan to strengthen preparedness for a chosen career and demonstrate personal interactions that promote a positive professional image.
• Acquire, develop, and demonstrate professional skills to prepare for the transition from the academic environment to the world of work.

In meeting the course objectives, the Jake Jabs College of Business and Entrepreneurship Learning Goals for Critical Thinking, Effective Written and Oral Communications, and Life-Long Learning will be incorporated into assignments, as noted below.

Methodology

Students will participate in a career and interest assessment and together with their assigned coach, they will determine a plan of action that includes career research, informational interviews, networking, and other activities to enhance self awareness and areas of professionalism expected in their chosen career tracks. Coaches will jointly determine with students, activities and specific learning objectives appropriate to each individual.

Students in the PCC will be responsible for attending all group sessions scheduled and for meeting regularly with their assigned coach at the appointed times. Students also are responsible for following up appropriately on all outside assignments and with their coach as mutually agreed upon.

Students should use faculty email addresses for contacting course faculty, unless instructed otherwise. Faculty will make every attempt to respond to email requests within 24 hours. If a response is not received within 24 hours, the email should be resent, as it is likely that the first transmission was not successful.

Assignments and Grading

Course components focus on professional growth and will include the following: career research, self-assessment, and assignments customized to individual goals. Grading will also include coach evaluation of active engagement in learning activities designed specifically for each individual.

<table>
<thead>
<tr>
<th>Experiential Learning</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Active Engagement in Individual Learning</td>
<td>250</td>
</tr>
</tbody>
</table>

Coach and other professional contacts will evaluate the student’s active engagement in PCC group activities, as well as thoughtful and thorough completion of reflection exercises and individualized assignments jointly determined by coach and student. Individual
<table>
<thead>
<tr>
<th>Activities</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>initiative in attaining and following through on meaningful experiences will also be considered in points earned. Attendance/Dress For Success (70 pts). Customized Assignments and additional Assignments noted in the PCC Assignment Packet (15 pts each), Discovery Action Plan worth 15 pts each (5 tot).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Research</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Research and Informational Interviews on Careers as Follow-up to Individual Assessment Tools.</td>
<td></td>
</tr>
<tr>
<td>To increase understanding of professionalism in specific business career, students will complete on-line career assessment tools and conduct independent career research, which may include informational interviews. Students will submit an Executive Summary of their “Strong” assessment and subsequent career research and interviews, consistent with key Life-Long Learning tenets. Suggested Assignments: Career Research and Informational Interviews (25 pts each).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Assessment</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Beginning Implementation of a Professional Advantage Action Plan</td>
<td></td>
</tr>
<tr>
<td>The purpose of this project is to inspire Life Long Learning actions for attaining the highest level of professional excellence possible in a specific post-academic career. Based on individual readings and personal research and networking, students will identify key expectations for professionalism in their career field, gather feedback on areas where their own professionalism should be improved, develop a plan of specific actions to pursue for enhanced success, and begin to implement their plans. Students will be expected to use a Critical Thinking Framework in evaluating options and drawing conclusions, while adhering to professional Written Communication standards. Assignments: Professional Feedback and Professional Action Plan (25 pts each).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrated Performance</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Individual Customized Assignments, explained in final Professional Presentation</td>
<td></td>
</tr>
<tr>
<td>Students will make a final presentation on their customized learning experiences undertaken in the PCC. The coach and student will jointly determine the presentation venue. The student may give the presentation in a group setting, with business administrators or faculty, or as mutually agreed upon. Students will be expected to apply Oral Communication Presentation Standards. Assignment: Final Presentation.</td>
<td></td>
</tr>
</tbody>
</table>

Assignments are due as scheduled, regardless of whether the student is absent from coaching sessions for any reason. Assignments submitted after the due date are subject to a letter grade drop for each day late. Students are requested to notify their coach prior to meetings if they will not be in attendance for any reason. Your coach reserves the right to lower your grade by as much as one full letter grade (e.g. B to C) for excessive absenteeism (typically three or more absences during the semester).

Determination of the final letter grade will be as indicated below, for a maximum of 400 points.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
<th>Letter Grade</th>
<th>Points Needed</th>
<th>Letter Grade</th>
<th>Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>372 to 400</td>
<td>B-</td>
<td>320 to 331</td>
<td>D+</td>
<td>268 to 279</td>
</tr>
<tr>
<td>A-</td>
<td>360 to 371</td>
<td>C+</td>
<td>308 to 319</td>
<td>D</td>
<td>252 to 267</td>
</tr>
<tr>
<td>B+</td>
<td>348 to 359</td>
<td>C</td>
<td>292 to 307</td>
<td>D-</td>
<td>240 to 251</td>
</tr>
<tr>
<td>B</td>
<td>332 to 347</td>
<td>C-</td>
<td>280 to 291</td>
<td>F</td>
<td>239 or below</td>
</tr>
</tbody>
</table>

Note: Although students always are encouraged to talk with others about assignments, unless otherwise clearly stated in the assignment, the work turned in must be the student's alone. The coach will state explicitly in assignments when teamwork for a grade is permitted. Any questions about whether teamwork is permitted on an assignment should be directed to the coach prior to submission.

Accommodations for Disabilities

If students have a documented disability for which they are or may be requesting an accommodation(s), students should notify the instructor as soon as possible. The student also should contact Disabled Student Services (DSS) at 994-2824. Additional information about accommodations provided through DSS can be found at www.montana.edu/wwwres.

Student Conduct Code

Students are expected to abide by the Student Conduct Code and Academic Integrity Guidelines available at http://www2.montana.edu/policy/student_conduct/student_conduct_code.htm. Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (relying heavily on source material that is not expressly acknowledged) is considered plagiarism. Any questions about using and citing sources should be directed to the instructor.

Beyond the Conduct Code, students are encouraged to commit to the College of Business PRIDE Code of Excellence, as defined below.

P = Performance: I am accountable for and take pride in my own learning and conduct.
R = Respect: I treat with respect all members of my community, including peers, staff and faculty.
I = Integrity: I am ethical in all that I do.
D = Diligence: I do my best work at all times.
E = Engagement: I challenge myself to invest proactively in my academic, professional and personal development.
NOTE: Assignments DUE, marked with an asterisks (*), are mandatory regardless which coach you are assigned. The other suggested assignments/activities are optional, interchangeable, or customizable and will be determined by you and your coach. Assignments may be catered to your individual career and professional development needs. Please complete all assignments for your needs, not your coach’s. A listing of assignment descriptions is located in the D2L course page, under the “Content” area.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>COACHING/MEETINGS</th>
<th>ASSIGNMENTS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td>Get add/drop forms signed by PCC Coordinator, Tammy Mac in Reid 313</td>
</tr>
<tr>
<td>Aug. 26-31</td>
<td>Individual Coaching Session</td>
<td>First meeting between coach and student</td>
</tr>
<tr>
<td></td>
<td>30 min.</td>
<td>*DUE: Student Profile (located in D2L Content under PCC Assignments) Bring to coach for meeting</td>
</tr>
<tr>
<td></td>
<td>(Mon. 9/2 –Labor Day; No Classes; Offices Closed)</td>
<td>Suggested Coaching Topics: Review profile, discuss semester goals, set individual meetings times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Free Professional Clothes - Executive’s Closet – Sept. 3-4 from 8:30 a.m.-5:30 p.m. and Sept. 5 from 8:30-Noon (Bracken Center)</td>
</tr>
<tr>
<td>Week 2</td>
<td>PCC Group Meeting</td>
<td>Handout: STRONG Assessment codes</td>
</tr>
<tr>
<td>Sept. 2-6</td>
<td>BUSINESS CASUAL</td>
<td>*DUE: STRONG Assessment Completed online by 9:00 p.m, Friday, Sept. 13 (Part 1 of 2)</td>
</tr>
<tr>
<td></td>
<td>Meet in Reid 330</td>
<td>*DUE: Sign up for Career Services meeting (in the SUB) to review results of Strong Assessment (Part 2 of 2). Select one of the following sessions and confirm with Tammy at PCC Meeting: 1) Tues., 9/17 at 3:00 p.m. 2) Tues., 9/17 at 6:00 p.m. 3) Wed., Sept. 18 at 1:00 p.m. 4) Thurs., Sept. 19 at 10:00 a.m. 5) Thurs., Sept. 19 @ 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>Bracken Center &amp; Strong Assessment</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 9-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Small Group Coaching Session</td>
<td>*DUE: Bring a copy of your current resume to coaching session</td>
</tr>
<tr>
<td>Sept. 16-20</td>
<td>This Week: TBD by Coach</td>
<td>*DUE: Attend a Career Services meeting (in the SUB) to review results of Strong Assessment (Part 2 of 2). Suggested Coaching Topics: Assign and discuss expectations of Discovery Action Plan and Elevator Speech, Discuss Strategic Planning, Resume &amp; Cover</td>
</tr>
<tr>
<td></td>
<td>45 min.</td>
<td></td>
</tr>
</tbody>
</table>
| Week 4  
Sept. 16-20 | **Small Group Coaching Session**  
This Week: TBD by Coach 45 min. | *DUE: Bring a copy of your current resume to coaching session  
*DUE: Attend a Career Services meeting (in the SUB) to review results of Strong Assessment (Part 2 of 2).  
**Suggested Coaching Topics:** Assign and discuss expectations of Discovery Action Plan and Elevator Speech, Discuss Strategic Planning, Resume & Cover Letters  
**Activities:** Meet the Accounting Recruiters, Wed., 9/18, 5:30-7:30 p.m., Stadium Club |
| Week 5  
Sept. 23-27 | **Individual Coaching Session**  
30 min | *DUE: Discovery Action Plan (1 of 5)  
*DUE: Elevator Speech Worksheet  
*DUE: Bring STRONG Assessment packet provided by Career Services to coaching session  
**Suggested Coaching Topics:** Review Discovery Action Plan, STRONG Assessment, Updated Resume, Cover Letter, discuss Career Research assignment |
| Week 6  
Sept. 30 - Oct. 4 |  | **Suggested Activities:** Prep for Career Fair (Resume and Elevator Speech ready) |
| Week 7  
Oct. 7-11 | **Master Class**  
DRESS FOR SUCCESS (INTERVIEW ATTIRE)  
3:10 pm - 4:30 pm  
415 Reid Conference Rm | *DUE: By 5 p.m., Wed., Oct. 9 email thank you note to at least one of the guests you met in the Master Class (cc. your coach)  
**Activities:** *(Meet the Business Recruiters, Wed., 9/9, 5-6:30 p.m., Stadium Club)*  
Attend the 26th Annual Career Fair, Thursday, October 11 from 9 am – 3 pm in the SUB Ballrooms |
| Week 8  
Oct. 14-18 | **Individual Coaching Session**  
30 min. | *DUE: Discovery Action Plan (2 of 5)  
**Suggested Assignment DUE:** Career Research (located in PCC Assignment Packet)  
**Suggested Coaching Topics:** Review Discovery Action Plan, Career Fair Review |
| Week 9  
Oct. 21-25 | **Individual or Small Group Coaching Session**  
TBD by Coach | *DUE: Discovery Action Plan (3 of 5)  
**Suggested Coaching Topics:** Discuss informational interview opportunities, networking, assign Professional Feedback (located in PCC Assignment Packet) |
| Week 10  
Oct. 28-Nov.1 | **Master Class**  
DRESS FOR SUCCESS (INTERVIEW ATTIRE)  
3:10 pm - 4:30 pm  
415 Reid Conference Rm | **Suggested Activities:** Conduct an informational interview and seek professional feedback |
| Week 12 | Individual Coaching Session | *DUE: Discovery Action Plan (5 of 5)  
*DUE: Professional Action Plan, bring Professional Portfolio to coaching session  
Suggested Coaching Topics: Mock Interview (from completed Interview Question assignment), final presentation prep, next steps |
|---|---|---|
| Nov. 11-15 | 30 min.  
(Mon., Nov. 11 – Veteran’s Day; No Classes) | |

| Week 13 | Master Class  
DRESS FOR SUCCESS (INTERVIEW ATTIRE)  
3:10 pm – 4:30 pm  
Bracken Center | *DUE: by Wed., Nov. 20 by 5 p.m., email thank you note to at least one of the guests you met in the Master Class (cc. your coach)  
Suggested Assignment/Activities DUE: Complete Communication Style Assessment, Complete Interview Questions, Complete Professional Action Plan |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 18-22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 14 |  
(Wed, Nov. 27-Fri, Nov. 29  
Thanksgiving Holiday; No Classes) | Suggested Assignment/Activities: Complete Professional Action Plan, Internship/Employment/Event Assignment, compile Professional Portfolio (located in PCC Assignment packet) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 25-29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 15 | Small Group (45 min)  
Final Presentations  
Day/Time/Location: TBD by Coach  
DRESS FOR SUCCESS | *DUE: Final Presentations (Bring flash drive with PPT slides to session)  
Activity: Course Evaluations |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 2-6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Finals Week – No Meetings - Dec. 9-13 | Student Evaluations & Grades Received | |

CISES – Career, Internship & Student Employment Services provides the below fall events, plus: career discovery, interview techniques, how to apply to federal, military and civilian sector jobs. View the fall schedule at [http://www.montana.edu/careers/calendar/index.php](http://www.montana.edu/careers/calendar/index.php)

9/4: Discover Your Best Career  
Learn how to identify the career that best fits your interests, values, and skills.

9/10: Student Job Fair, 11am-1:30 pm, SUB Ballrooms  
Need a part-time job that accommodates your school schedule? Meet local employers with part-time student employment opportunities.

9/18: Involvement Fair, 10:00 am-4:00 pm, Michael P. Malone Cent. Mall  
Explore opportunities to join student organizations, volunteer in our community, and discover internship and work study opportunities!

9/24: Get Savvy with your Job Search, Noon – 1:00 pm, SUB, 177  
Take control of your job search! There’s more to a job search than looking for ads in newspapers or on the internet. Become proactive! This workshop covers job search strategies, salary negotiation techniques, and effective networking at job fairs.

10/1: Etiquette Dinner, 6 pm – 8:30 pm, Grand Tree Hotel  
Career, Internship & Student Employment Services will host the "Margaret Alderson" etiquette and interview dinner as the kick-off for Career Week. This is an opportunity to gain interviewing experience and learn the "how to" of formal dining.

10/2: Interview Techniques, Noon-1:00pm, SUB 177
Learn how to make a positive and long lasting winning impression on your interviewer. Learn how to position yourself as the BEST candidate for the job.

**10/2 & 10/8: Resume Critiques & Mock Interviews Drop-In Hours, 4pm – 7pm, SUB 177**
Drop in at Career, Internship & Student Employment Services dial in your interview skills and have your resume reviewed by one of our Career Coaches!

**10/11: Job & Internship Fair, 9am-3pm, SUB**
MSU’s 26th Annual Fall Career Fair hosted by the Career, Internship & Student Employment Services. Over 100 employers will be looking to fill Internships, Experienced and Entry Level positions.

**10/23: Skype your way into a Job...How to Interview Virtually!, Noon-1:00 pm, SUB 177**
Learn how to interview for a job virtually! Get tips on how to prepare for the interview and make yourself stand out to an employer.