

**ECC 540: Foundations of Coaching**

**School of Education and Leadership**

4 Credits

Effective Date Fall 2023

Grading Type: Decimal

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use  
APA style.*

**Faculty Information**

Professional experience information for instructors is found under Faculty online at  
<https://www.cityuniversity.ca/our-faculty/>

**Contact Information**

Contact information for instructors is found under Faculty Information online at  
<https://www.cityuniversity.ca/our-faculty/>

**Course Description**

The ability to develop a coach approach is an essential skill for future leaders. Students develop their understanding of the foundations of coaching including the principles of coaching, coaching core competencies, and coaching modalities. Students will have guided practice in utilizing a model for guiding coaching conversations that has been successfully used in a variety of areas of leadership.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

In this course, students:

- ✓ Demonstrate professional competency in the use of coaching conversations as an effective leadership tool.
- ✓ Apply skills at using a recognized coaching approach.
- ✓ Examine the principles, competencies, modalities, and practices of coaching.
- ✓ Evaluate the various approaches to coaching and how they can be integrated.
- ✓ Design specific coaching conversations that can be utilized to promote skill development, resolve conflict, and achieve desired goals.
- ✓ Formulate opportunities for personal and professional enrichment through guided practice and feedback.

## Additional Information

### Declaration of Inclusion

The CityU Master’s in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely abled communities.

## Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

## Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)) City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

## Grading Scale

The grades earned for the course will be calculated using CityU's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

## Assignments and Grading

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
Preparation and Participation	10%
Examine Utilization of Coaching	20%
Reflective Analysis	20%
External Coaching Experience	20%
Role Play and Analysis	30%
<b>TOTAL</b>	<b>100%</b>

## Course Assignment Details

### **Preparation and Participation (10% of Final Grade)**

Class attendance and participation is an integral part of this course. Coming prepared to class is essential because the information, knowledge, skills, and expertise they exchange with peers and instructors contributes toward a strong learning community. It is highly important that students attend and actively participate in class.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Required activities/readings/homework	40%
Regular attendance and preparation	30%
Collaborative discussions	30%
<b>TOTAL</b>	<b>100%</b>

### **Examine Utilization of Coaching (20% of Final Grade)**

Utilizing information from assigned readings and the scholarly literature (with citations and a reference list), students will provide a review of the utilization of coaching to facilitate development in a specific area of interest. This could include leadership, executive, life, or specific areas such as AD/HD, health, or exercise.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Description of area of interest	20%
Analysis of coaching as it applies to this area of interest	40%
Application of how you would use coaching for this area of interest	30%
APA format and writing conventions	10%
<b>TOTAL</b>	<b>100%</b>

### **Reflective Analysis (20% of Final Grade)**

Students describe the various types or modalities of coaching with clarification of when the type/modality would be most applicable. Students are to consider which type(s) they would prefer to use with an analysis of their own personal qualities including cultural influences, personal bias, communication styles and leadership style.

Utilizing information from assigned readings and the scholarly literature (with citations and a reference list), students analyze dynamics in terms of perceived strengths and challenges for each type or modality.

<i><b>Components</b></i>	<i><b>% of Grade</b></i>
Description of Types/Modality of coaching	30%
Analysis of strengths and weaknesses for each type/modality	30%

Application of Type/Modality to personal characteristics	30%
APA format and writing conventions	10%
<b>TOTAL</b>	<b>100%</b>

### **External Coaching Experience (20%)**

Students will broaden and deepen their understanding of material covered in class through coaching someone from outside the cohort. Students are expected to engage in a minimum of 4 coaching sessions of 20+ minutes each. Following each session, students will reflect on what they “noticed” during the coaching session and be prepared to share their reflection with the cohort in the next meeting.

After completing the coaching cycle, students will explore their growing understanding of coaching in a reflective paper of 4-6 pages in length. As a minimum, students should address:

1. How their thinking/acting has changed as a result of the coaching experience.
2. Impact of coaching on professional practice
  - a. What they noticed about their interactions as their proficiency improved.
  - b. Based on feedback from coaches, the impact of the coach approach on others.
  - c. How a coach approach might be used effectively in the various aspects of their work &/or lives.
3. Areas for future growth.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Shared reflections on the coaching experience	20%
<b>IMPACT OF COACHING ON PROFESSIONAL PRACTICE</b>	50%
<b>AREAS FOR FUTURE GROWTH</b>	20%
Appropriate scholarly writing (APA standard)	10%
<b>TOTAL</b>	<b>100%</b>

### **Role Play and Analysis (30% of Final Grade)**

Students provide to the class a case analysis of a scenario where they will be utilizing coaching conversation skills (process) within a coaching conversation model (e.g. GROWTH) to address a specific area of development. Key aspects of the scenario will be provided to class prior to the role play along with a script conveying techniques of effective communication within a specific model. Analysis of own personal strengths and areas for improvement will occur following the role play. The role play can be live or recorded and can utilize any of the modalities discussed within the class.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Key aspects of case	20%
Role Play	50%
Analysis of coaching role play as it applies to personal characteristics	30%
<b>TOTAL</b>	<b>100%</b>

### **Course Policies**

#### **Late Assignments**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

#### **Participation**

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning Management classroom.

#### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **University Policies**

Students are responsible for understanding and adhering to all CityU's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### **Antidiscrimination**

City University in Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> <https://www.cityu.edu/about-cityu/student-right-to-know/> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to

prevent discrimination, harassment, and bullying. The Respectful Workplace Policy and Procedure for the prevention of discrimination, harassment and bullying can be found on the [CityU in Canada](#) website. Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the [my.cityu.edu](#) student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the [my.cityu.edu](#) student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

### **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.



## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the Disability Support Services <https://my.cityu.edu/pages/disability-support-services> <https://my.cityu.edu/department/disability-support-services/> page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service <https://cityu-seattle.libanswers.com/>, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.

**Rubrics for Required Assignments**  
**Course and Title**

## RUBRICS FOR REQUIRED ASSIGNMENTS

### Preparation and Participation (20% of Final Grade)

Class attendance and participation is an integral part of this course. Coming prepared to class is essential because the information, knowledge, skills, and expertise students exchange with peers and instructors contributes toward a strong learning community. It is highly important that students attend and actively participate in class.

<b>Graduate Percentage Scale:</b>		0.00 – 74.99%	75.00 – 81.99%	82.00 – 91.99%	92.00 - 100%
<b>Graduate Scaled Score:</b>		0.0 - 1.9	2.0 – 2.6	2.7 – 3.6	3.7 - 4.0
	<b>% of Graduate</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Required activities/readings/ homework completed	40	Most homework, and class assessments not submitted or completed in a timely fashion.	All but one or two required activities, readings and homework completed to minimal expectations.	All activities, readings and homework completed. Student demonstrates evidence of using feedback to improve academic standards. Student is actively engaged in class activities.	At standard plus all activities, readings and homework completed to a high standard. Student demonstrates evidence of using feedback to improve academic standards. Student is actively engaged - often demonstrating growth in leadership dimensions.
Collaborative discussions	30	Little or no active engagement in collaborative discussions.	Some thoughtful engagement in class discussions.	Thoughtful engagement in class discussions. Discussion points are relevant and build on ideas raised by colleagues.	At standard plus student engages in thoughtful engagement in discussions. Student demonstrates growth in leadership dimensions relevant to communication and listening skills.

Regular attendance and preparation	30	Student is often late, absent and/or unprepared for class sessions.	Student is usually on time and prepared for class sessions. One or two exceptions.	Student is punctual and prepared for each class. sessions.	At standard plus student is punctual and prepared for each class and contributes greatly to class discussions with a leadership focus.
TOTAL	100%				

### **Examine Utilization of Coaching (20% of Final Grade)**

Utilizing information presented in class, from assigned readings and the scholarly literature (with citations and a reference list), students will provide a review of the utilization of coaching to facilitate development in a specific area of interest. This could include leadership, executive, and/or life coaching, or specific areas such as AD/HD, health, exercise, etc.

<b>Graduate Percentage Scale:</b>		0.00 – 74.99%	75.00 – 81.99%	82.00 – 91.99%	92.00 - 100%
<b>Graduate Scaled Score:</b>		0.0 - 1.9	2.0 – 2.6	2.7 - 3.6	3.7 - 4.0
	<b>% of Graduate</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Description of area of interest	20	Area of interest is identified but lacks detailed description.	Area of interest is described but lacks reflection on the shortcomings and challenges that need to be addressed.	Area of interest is described and there is clear evidence of deep reflection on the needs and challenges to be addressed.	At standard plus, drawing on the material covered in class along with scholarly research, those areas of need that would potentially benefit from coaching are identified.
Analysis of coaching as it applies to this area of interest	40	Little or no evidence of analysis of coaching or its potential application to identified area.	Theoretical description of the value of coaching and its application to support work in area of interest.	Drawing on the material covered in class, the student demonstrates how coaching could be used to address identified needs in the area of interest.	At standard plus evidence of deep personal reflection on how coaching would support improved work in the area of interest.

Application of how you would use coaching for this area of interest	30	Limited discussion of coaching and its application to the area of interest.	Theoretical description of coaching and its potential application to the area of interest.	Thoughtful description of the use of coaching skills to meet specific areas of need identified.	At standard plus student clearly explains how coaching would help address needs in the area of interest.
APA format and writing conventions	10	Appropriate scholarly writing (APA standard)	Some improper grammar, spelling, syntax, punctuation, and APA style (4-6 errors).	Proper grammar, spelling, syntax, punctuation, and APA style with no more than 3-4 errors.	At standard plus student uses proper grammar, spelling, syntax, punctuation, and APA style (0-1 errors).
TOTAL	100%				

### **Reflective Analysis (30% of Final Grade)**

Students describe the various types or modalities of coaching with clarification of when the type/modality would be most applicable. Students are to consider which type(s) they would prefer to use with an analysis of their own personal qualities including cultural influences, personal bias, communication styles and leadership style.

Utilizing information from assigned readings and the scholarly literature (with citations and a reference list), students analyze dynamics in terms of perceived strengths and challenges for each type or modality.

<b>Graduate Percentage Scale:</b>		0.00 – 74.99%	75.00 – 81.99%	82.00 – 91.99%	92.00 - 100%
<b>Graduate Scaled Score:</b>		0.0 - 1.9	2.0 - 2.6	2.7 – 3.6	3.7 - 4.0
	<b>% of Graduate</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Description of types and modalities of coaching	30	Identifies and superficially explains the types and modalities of coaching.	Identifies and broadly explains many of the aspects of the types and modalities of coaching citing general examples.	Identifies and clearly explains many of the aspects of the types and modalities of coaching citing specific examples.	At standard plus student identifies and thoughtfully identifies and clearly explains in depth many of the aspects of the types and modalities of coaching citing clear and nuanced examples.
Analysis of strengths and challenges for each type and modality	30	Little or no analysis of demonstrated strengths or challenges for each type and modality.	Some awareness of family strengths and challenges for each type and modality. Lacking in coherent application of theory.	Analysis of strengths and challenges presented in narrative with supporting theoretical references.	At standard plus tone is reflective and demonstrates insight.  2 or more additional references (other than course reading pack) used to support analysis.

Application of type and modality to personal characteristics	30	Little or no connection made between description of type and/or modality to personal characteristics	Some theoretical application made to between personal characteristics and description of modality and type but may be missing key elements and/or inappropriately applied.	Application of type and modality appropriately applied to description of personal characteristics. Students describe how this application impacts their role as an individual, a coach, and as a leader.	At standard plus tone is reflective and demonstrates insight  2 or more additional references (other than course reading pack) used to support insight.  .
APA format and writing conventions	10	Improper use of grammar, spelling, syntax, punctuation, and APA style (7+ errors).	Some improper grammar, spelling, syntax, punctuation, and APA style (4-6 errors).	Proper grammar, spelling, syntax, punctuation, and APA style with no more than 3-4 errors.	At standard plus student uses proper grammar, spelling, syntax, punctuation, and APA style (0-1 errors).
TOTAL	100%				

### **External Coaching Experience (20% of Final Grade)**

Students will broaden and deepen their understanding of material covered in class through coaching someone from outside the cohort. Students are expected to engage in a minimum of 4 coaching sessions of 20+ minutes each. Following each session, students will reflect on what they “noticed” during the coaching session and be prepared to share their reflection with the cohort in the next meeting.

After completing the coaching cycle, students will explore their growing understanding of coaching in a reflective paper of 4-6 pages in length. As a minimum, students should address:

1. How their thinking/acting has changed as a result of the coaching experience.
2. Impact of coaching on professional practice



- a. What they noticed about their interactions as their proficiency improved.
  - b. Based on feedback from coaches, the impact of the coach approach on others.
  - c. How a coach approach might be used effectively in the various aspects of their work &/or lives.
3. Areas for future growth.

<b>Graduate Percentage Scale:</b>		0.00 – 74.99%	75.00 – 81.99%	82.00 – 91.99%	92.00 - 100%
<b>Graduate Scaled Score:</b>		0.0 - 1.9	2.0 – 2.6	2.7 - 3.6	3.7 - 4.0
	<b>% of Graduate</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Shared reflections on the coaching experience	20	Little or no evidence of reflection on the impact of the coaching experience.	Superficial reflection on the potential impact of coaching on thinking and acting.	Evidence of reflection on the impact that the coaching experience has had on personal thinking and action(s).	At standard plus a critical reflection citing specific examples of the impact that the coaching experience has had on personal and professional practice and how coaching might be used effectively in the future.
IMPACT OF COACHING ON PROFESSIONAL PRACTICE	50	Little evidence of reflection on the impact of coaching on professional practice.	Theoretical discussion on the potential impact of coaching on professional practice.	Integration of the classroom experience with awareness of the impact of coaching on both personal thinking and practice and on that of the individual receiving coaching.	At standard plus a thoughtful reflection on the impact of coaching citing specific instances of shift, both personally and for the individual being coached, and the likely significance of the noted shifts.

AREAS FOR FUTURE GROWTH	20	Little or no evidence of goal setting for future growth in coaching.	Awareness of the value of personal and professional growth is evident but growth goals are superficial (lack development).	Integration of theory covered in class and practical experiences with general planning for professional and personal growth.	At standard plus student identifies specific areas for improvement along with plans to facilitate growth.
Appropriate scholarly writing (APA standard)	10	Improper use of grammar, spelling, syntax, punctuation, and APA style (7+ errors).	Some improper grammar, spelling, syntax, punctuation, and APA style (4-6 errors).	Proper grammar, spelling, syntax, punctuation, and APA style with no more than 3-4 errors.	At standard plus student uses proper grammar, spelling, syntax, punctuation, and APA style (0-1 errors).
TOTAL	100%				

### **Role Play and Analysis (30% of Final Grade)**

Students provide to the class a case analysis of a scenario where they will be utilizing coaching conversation skills (process) within a coaching conversation model (e.g. GROWTH) to address a specific area of development. Key aspects of the scenario will be provided to class prior to the role play along with a script conveying techniques of effective communication within a specific model. Analysis of own personal strengths and areas for improvement will occur following the role play. The role play can be live or recorded and can utilize any of the modalities discussed within the class.

<b>Graduate Percentage Scale:</b>		0.00 – 74.99%	75.00 – 81.99%	82.00 -91.99%	92.00 - 100%
<b>Graduate Scaled Score:</b>		0.0 - 1.9	2.0 - 2.6	2.7 - 3.6	3.7 - 4.0
	<b>% of Graduate</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
Key aspects of case	20	Key aspects are lacking in coherence and/or demonstrates bias or understanding of key stakeholders.	Key aspects are presented clearly to class which includes type and/or modality of coaching. Some bias or insufficient analysis may be evidence. May be missing some crucial aspects of effective communication.	Script is provided which includes key aspects that are presented clearly to class.  Effective communication for coaching conversations is utilized within a specific model (e.g. GROWTH) to illustrate knowledge and skills of coaching. Strengths and Potential needs of coachee are considered.	At standard plus, script is provided including multiple suggestions are put forward for resolution planning.

Role play	50	Unorganized or disjointed role play. Little skill in effective communication demonstrated. Application of model not evident.	Coach and coachee engage enthusiastically in role play. However, it may be unrehearsed or unorganized and/or lacking somewhat in application of a model.	Group members engage in rehearsed and well-organized role play that demonstrates effective coaching conversation techniques within a specific model. Key aspects of coachee are acknowledged and respected.	At standard plus handouts/script or other supporting materials created for cohort members.
Analysis of coaching role play as it applies to personal characteristics	30	Little or no connection made between coaching scenario and personal characteristics (strengths, interests, challenges)	Some theoretical application made to between personal characteristics and coaching scenario but may be missing key elements and/or inappropriately applied.	Application of coaching scenario effectively analyzed according to personal characteristics. Students describe how this application impacts their role as an individual, a coach, and as a leader.	At standard plus tone is reflective and demonstrates insight including future experiences and growth.
TOTAL	100%				