



APPLIES TO ACADEMIC YEAR 2010/2011

## **BIK 2914 Coaching, selfleadership and emotional intelligence**

### **Programme**

Single courses

### **Responsible for the course**

### **Department**

Department of Leadership and Organizational Behaviour

### **Term**

According to study plan

### **ECTS Credits**

7,5

### **Language of instruction**

Norwegian

### **Introduction**

#### **Helping managers and employees succeed**

Although people do have competence and hidden" talents, most people don` t succeed in developing their full potentials on their own. Many pursue counterproductive behaviours due to negative self-talk and cognitive traps (automatic, negative thoughts). Both individuals and teams need good helpers to assist them in identifying and developing their potentials. The old "command and control" theories in leadership must be replaced by new theories promoting action, results and positive feelings.. This is a process-oriented course which emphasizes developing attitudes and skills in coaching in order to achieve change. Coaching entails helping individuals to develop their own way of thinking, behaviour and learning in order to achieve important personal goals and/or organizational goals.

### **Learning outcome**

#### **Knowledge**

After having completed the course, participants should have:

1. Gained a good understanding of coaching
2. Knowledge of emotional intelligence and self-leadership
3. Knowledge of various practical tools related to coaching
4. A certain overview concerning coaching research
5. Knowledge of success criteria and pit-falls
6. Attained a certain insight into various specializations in coaching

#### **Skills**

1. Use skills in coaching to help yourself and others succeed
2. Apply super-leadership/self-leadership to lead employees lead themselves
3. Employ several structured methodologies/approaches to coaching
4. Use intrinsic motivation and develop self-efficacy and confidence
5. Specific use of various tools within the coach`s "toolkit" , e.g. listening, intuition, feedback and NLP
6. Develop professional networks for further learning

#### **Attitudes**

1. Altruism. Help employees and customers succeed
2. Understanding the importance of continual development of your personal role as well as your professional role. Reflection on personal values, cognition and behaviour
3. Awareness of ethical issues and considerations related to coaching practice

In class, considerable effort will be put on creating an environment characterized by openness, honesty and mutual support. Much of the learning process will happen in small teams, consisting of 5-6 participants. Team members will act as coach and mentor for each others.

### **Prerequisites**

Participants should have a basic understanding of organizations and leadership.

### **Compulsory reading**

#### **Books:**

Berg, Morten Emil. 2006. Coaching : å hjelpe ledere og medarbeidere til å lykkes. 2. utg. Oslo : Universitetsforlaget

Wennberg, Bodil. 2001. EQ : emosjonell intelligens i livet og på jobben. Oslo : NKS forlaget

### **Recommended reading**

#### **Books:**

Cox, E., T. Bachkirova and D. Clutterbuck. 2010. The complete handbook of coaching. Los Angeles : Sage

Palmer, Stephen and Alison Whybrow. 2007. Handbook of coaching psychology : a guide for practitioners. London : Routledge

### **Course outline**

#### **Coaching: Helping managers and employees succeed**

- What is coaching? Why coaching? How to coach?
- Coaching versus management, mentoring, consulting, counselling and therapy
- Effects of leadership. What are research views? Effects of coaching. What are research views?

#### **Setting the agenda: Challenges and possibilities ahead**

- Paradoxes and dilemmas in leadership and collaboration
- From "command and control theories" to coaching
- "The knowing-doing gap". From knowledge to actual action

#### **The foundation of coaching**

- Positive psychology. Flow. The Dream of the Good Life
- Fundamental belief: All people have resources. The learning individual
- Self-fulfilling prophecies
- Andragogy and pedagogy
- The philosophical roots of coaching

#### **Coaching models: Alternative forms of coaching**

- Behavioural coaching, cognitive coaching, phenomenological coaching
- Skills coaching, result coaching, developmental coaching

#### **Coaching methodology: Phases in a coaching conversation**

- Degree of readiness and motivation for coaching. What does coachee want?
- Build trust and reliability. Self-reflection and desired outcome.
- Scaling technique as a diagnosis: Where are you today on a scale from 1- 10 (10 being the best)?
- What are your resources? Values as internal resources,
- Intrinsic and extrinsic hindrances. How to overcome hindrances which are within your control?
- Brainstorming and choice. Developing an action plan
- Implementation, evaluation. Learning step by step. Personal rewards.

#### **Specialisations in coaching**

- Executive coaching
- Team- and peer coaching. Sports coaching
- Self coaching, emotional coaching and life coaching
- Solution-focused coaching and "quick" coaching

#### **Emotional intelligence (EQ) and positive leadership**

- EQ as (a) ability, (b) practical skills and (c) a source of good leadership
- A tentative definition of EQ: Self-knowledge and self-leadership. Empathy and relationship management
- The essential task of leaders: To challenge employees while giving them positive feelings
- The emotional task and the significance of positive frames of mind

#### **Self-leadership: Helping employees to lead themselves. Desired outcomes of coaching**

- Cognitive management: To try to control/manage your own thoughts
- Behavioural management: To try to control/manage your own behaviour
- Self-observation, self-assessment and self-reward: To manage your own learning
- Natural/intrinsic rewards: achievement, self-assertion, competence development and self-esteem
- Management of cues: Facilitating achievements by organizing environmental factors
- Self-efficacy

#### **Communication**

- Listening on various levels. Asking good open-ended questions. Solution-focused dialogue
- Using intuition to understand more. Challenge and support action
- Facilitate mastery experiences
- Using feedback
- NLP: Neuro-linguistic programming

#### **Development of skills in coaching**

- What characterizes a skilled coach? What characterizes a less skilled coach?
- What characterizes the manager coach as leadership style?
- Success factors and pitfalls in coaching
- Strong focus on solutions and future goals. Less focus on problems and negative experiences in the past

**Putting coaching into practice**

- Development of thinking, behaviour and learning methods
- Skills training. Action learning. Self-reflection. Feedback.
- Creating a personal and professional development plan
- Ethics and "red flags" in coaching

**Computer-based tools**

None

**Learning process and workload**

The program will be organized in three 2-day modules, or possibly two 3-days modules, but may also be organized as regular evening classes, totalling 42 contact hours.

**Examination**

A 5-hour written examination.

**Examination code(s)**

BIK 29141 – Written exam that accounts for 100% of the grade in BIK 2914, 7,5 ECTS credits.

**Examination support materials**

No aids are allowed.

**Re-sit examination**

A makeup exam is held in connection with the next scheduled exam in the course.

**Additional information**