



APPLIES TO ACADEMIC YEAR 2012/2013

BIK 2914 Coaching, Self Leadership and Emotional Intelligence

Programme

Single courses

Responsible for the course

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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 basic overview of relevant coaching research
5. Knowledge of success criteria and pit-falls
6. Attained some insight into various specializations in coaching

Skills

1. Use structured methods/approaches to help yourself and others succeed
2. Apply super-leadership/self-leadership to lead employees lead themselves
3. Use of intrinsic motivation and development of higher self-efficacy and confidence
4. Specific use of various tools within the coach's "toolkit", e.g. active listening, intuition, feedback and NLP
5. Develop a professional network for further learning

Attitudes

1. Altruism. Help individuals and teams to 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 concerns related to coaching practice.
4. Awareness of pitfalls in coaching.
5. A conscious and balanced view on conducting coaching conversations, including approach and strategy.

In class, considerable weight 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. Universitetsforlaget
Wennberg, Bodil. 2001. EQ : emosjonell intelligens i livet og på jobben. NKS-Forlaget

Recommended reading

Books:

Cox, Elaine, Tatiana Bachkirova and David Clutterbuck, eds. 2010. The complete handbook of coaching. Sage
Palmer, Stephen and Alison Whybrow, eds. 2007. Handbook of coaching psychology : a guide for practitioners. Routledge

Course outline

Coaching: Helping one-self, 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
- Ethical issues, pitfalls and "red flags".

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. Philosophical roots of coaching

Coaching models: Alternative forms of coaching

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

Coaching methodology: Stages in a coaching conversation

- Build trust and rapport. Understanding of situation
- Degree of readiness and motivation for coaching. What is the desired outcome??
- What are your talents and strengths?
- Intrinsic and extrinsic hindrances. How to overcome hindrances which are within your control?
- Brainstorming and choice. Developing an action plan. Scaling technique.
- 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
- 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. Feedback.
- NLP: Neuro-linguistic programming

Development of skills in coaching

- What characterizes a 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

itslearning

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

Re-sit at the next ordinary exam.

Additional information