



APPLIES TO ACADEMIC YEAR 2012/2013

BIK 2915 Coaching, Mentoring and Positive Psychology

Programme

Single courses

Responsible for the course

Morten Emil Berg

Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

7,5

Language of instruction

Norwegian

Introduction

Personal development, manager as coach and coaching culture

This advanced course is suitable for participants who have completed previous ground course in coaching and want a further practical appliance of the coaching and mentoring. This might imply developing their own leadership style in direction of manager as coach, or further develop their approach to consulting and teaching, inspired by coaching. Helping individuals and teams to "flourish" is the overall purpose of coaching. Hence we will support and challenge participants in developing both their professional role and their personal role. The ideal being the full and meaningful life. The scientific foundation of coaching is positive psychology and cognitive behavioural coaching and mentoring constitute the practical tools.

Learning outcome

Objectives for knowledge acquisition

Students should have acquired

1. Insight into positive psychology as a scientific foundation to coaching and mentoring
2. Knowledge of their signature-strengths and three life strategies
3. Understanding of mentoring and cognitive behavioural coaching
4. Knowledge of different techniques based on cognitive behavioural theory
5. Understanding of the significance of talents/strengths and positive emotions in order to succeed with coaching inspired conversations and a coach-like leadership style.

Objectives for skills acquisition

1. Identify your personal signature-strengths and talents, as well as broaden your potential
2. Apply the "tool kit of coaching and mentoring" in your professional and personal life
3. Skills in structured dialogues based on positive psychology
4. Start using the manager coach approach, i.e. coach-like managerial style and/or a coaching approach to consulting and teaching practice
5. Do some ground work, which over time, might further your development as a skilled partner in dialogues.

Attitudes

1. Altruism as basis for helping employees, managers and customers to succeed
2. Awareness of the value of reflecting on personal values, thinking patterns and behaviours
3. Awareness of the significance of good networks as well as close relations to continuous development
4. Conscious and on-going evaluation of pitfalls and success criteria in coaching, including identifying "red flags".
5. A constructive, critical approach to both theories and "tools" in coaching and mentoring, as well as awareness of possible positive and negative consequences of such tools

Prerequisites

Students should have a basic background in coaching. This might imply having completed one of the following courses: BIK2400 Coaching, self-management and emotional intelligence or BIN 25012 Manager as mentor and coach, corresponding to min. 6 studiepoeng. Students should also have a fairly good knowledge of the book Berg, M.E.B. (2006) Coaching. Å hjelpe ledere og medarbeidere til å lykkes

Compulsory reading

Books:

Cox, Elaine, Tatiana Bachkirova and David Clutterbuck, eds. 2010. The complete handbook of coaching. Sage. (416 sider)

Linley, P. Alex, Susan Harrington, Nicola Garcea, eds. 2010. Oxford handbook of positive psychology and work. Oxford University Press. (332 sider)

Recommended reading

Books:

Biswas-Diener, Robert and Ben Dean. 2007. Positive psychology coaching : putting the science of happiness to work for your clients. John Wiley

Cranwell-Ward, Jane, Patricia Bossons and Sue Gover. 2004. Mentoring : a Henley review of best practice. Palgrave Macmillan

Neenan, Michael and Windy Dryden. 2005. Livscoaching : tenk annerledes, lev bedre. Kaleidoskopet

Passmore, J., ed. 2010. Excellence in coaching : the industry guide. 2nd ed. Kogan Page

Seligman, Martin E.P. 2009. Ekte lykke : den nye positive psykologien. Universitetsforlaget

Course outline

Introduction: 4 basic ideas of coaching and mentoring

- Constructivism: The individual as creator of meaning. Choosing your own reality
- Experimenting in order to test thoughts and ideas
- Developing your own theory
- Eclecticism and pragmatism

Positive psychology: The scientific foundation

- Positive psychology: Identify and develop character and signature-strengths, as well as talents
- Develop positive joy and positive emotions
- Develop positive teams, organizations and institutions
- Develop your professional role and your personal role
- Make people flourish. Live the whole and meaningful life

Life strategies

- The pleasant life: Savouring. Focus on enjoyment and avoidance of pain (Hedonism)
- The engaged life: Flow and realization of your potential (Eudaimonia)
- The meaningful life: Working for something larger than yourself. Helping others succeed (Altruism)
- Finding your own balance and harmony. Applying signature-strengths as tools

Identifying and developing signature-strengths

- Wisdom, curiosity, creativity, intuition, courage, emotional intelligence, self-discipline
- Gratitude, optimism, hope, joy, etc. as resources
- Correlations of signature-strengths and different performance enhancing variables

Deficit strategies or abundance strategies?

- Strengthsbased coaching: From looking for weaknesses to identifying talents and possibilities

Fundamental job orientations

- Money. Career. Calling
- Developing authentic leadership: Self reflection, self awareness and "triggers"

Positive feelings

- Positive feelings regarding the past: Gratitude, pride
- Positive feelings regarding the future: Optimism, hope, faith, trust
- Positive feelings regarding the present: Joy, enthusiasm, mindfulness, savouring, flow

Model for cognitive behavioural coaching: PRACTICE

- Working with thoughts, emotions and behaviour
- The method, step by step

Thinking traps and the ABCDEF-technique

- What might prevent goal achievement? Automatic, negative thinking patterns
- Identifying thinking traps. Established thinking patterns, metaphors and habits - barriers to creativity?
- Strategies for overcoming internal barriers?

The SPACE model and the CLEAR process

- Social context characterized by low performance and social context characterized by high performance
- 4 levels: Identification of facts. Understand interactions. Understand emotions. Understand values
- Performance or/and learning mindset?
- Agreement of contract. Listening. Investigate. Action. Evaluation

Coaching specializations

- Narrativ coaching: Developing positive self-dialogue
- Peer coaching: Helping each other to succeed. Eight stages
- Career coaching: Goals, tasks and processes. Life stages in career coaching
- Executive coaching: Knowing yourself. Owning yourself. Being yourself. Helping others do the same
- Team coaching: Differences between leading and coaching teams
- Transactions analyses: Ego, scripts, position and flow

Testing and training process

- Ethical considerations and "red flags" of coaching
- Identifying possibilities and broadening the action scope
- From my present, actual self to my future, ideal self. Strategies for further development.
- Critique of coaching

Computer-based tools

itslearning

Learning process and workload

In class, we will emphasize a supportive and challenging environment. The learning process will take place partly in groups consisting of 3 - 6 students. The group members will act as coaches and mentors to each other. The practical training will be an essential part of the learning process. We will also invite professional coaches to share their tools and experiences. The course will normally be implemented as 3 modules consisting of 2 days.

Examination

The final evaluation will consist of a 72 hours home-exam which might be the product of individual work, or a team of 3 students. A preliminary case will be handed out on the first day of the course. This case will normally entail having either (a) 6 - 15 coaching dialogues or (b) 2 - 4 mentoring dialogues. The home exam will require an analysis and evaluation of those dialogues. The candidate will choose topic a or b. The text to be handed in should consist of max. 25 pages. All aids are permitted.

Examination code(s)

BIK 29153- The take home exam, 72 hours, counts 100% of the achieved grade in BIK 2915 - 7,5 credits

Examination support materials**Re-sit examination**

Re-sit at the next ordinary exam.

Additional information