



APPLIES TO ACADEMIC YEAR 2012/2013

BIK 2916 Leader as mentor and coach

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

Leaders acting as mentors and coaches help individual employees or teams to develop cognition, behaviour and learning in order to achieve goals. A coach-like leadership style implies clarifying goals, listening, asking questions; making suggestions and encouraging action, giving feedback as well as stimulating self-efficacy in employees. Thus trying to bridge, or overcome the "knowing- doing" gap. Such a leadership style requires mutual trust, and a leader who is conscious of his or her power base.

Learning outcome

Knowledge

Having completed the course, students should have gained:

1. Understanding of coaching and mentoring
2. Knowledge of emotional intelligence and self-leadership
3. Good insight into one methodology of coaching
4. Knowledge of the leader's "tool-kit": Managing conflicts, feedback, stress managing, etc.

Skills

1. Adopt coaching and mentoring in your leadership style whenever suited
2. Greater awareness of your resources and talents, and refine these strengths
3. Apply the leader's "tool-kit" to achieve goals
4. Increased feeling of mastery as a leader. Strengthening your courage, self-efficacy and self-confidence
5. Lead employees to lead themselves by using coaching as part of your leadership style
6. Greater awareness of your personal emotional intelligence and apply emotional intelligence at work
7. Identify, use and strengthen your signature strengths as a leader
8. Ability to challenge and support employees to succeed
9. Develop a personal action plan- how to develop yourself further as a leader

Attitudes

1. Altruistic values. Helping employees and customers succeed
2. Contribute to the development of your employees: focus on signature-strengths and meaning
3. Reflect on your personal signature-strengths and find an ethical balance
4. Awareness of the importance of further development of both your personal and your professional role. Reflecting on values, cognition and behavior
5. Show a constructive, critical attitude to both theories and tools in leadership. Consciousness of possible positive and negative implications/consequences of these theories and tools.
6. Awareness of ethical issues and considerations regarding the use of "the leader as coach" leadership style

In the learning process we will emphasize a learning environment characterized by openness, support and honesty. The process will partly take place in small teams of 5 - 6 members. Team members will act as coach and mentor for each other.

Prerequisites

Participants should have a basic understanding of organizations and leadership, and several years of experience as leaders and/or experts.

Compulsory reading

Books:

Berg, Morten Emil. 2008. *Ledelse : verktøy og virkemidler*. 3. utg. Universitetsforlaget. 300 sider

West, Lucy and Mike Milan. 2001. *The reflecting glass : professional coaching for leadership development*. Palgrave. 199 sider

Collection of articles:

Artikkelsamling med utvalgte artikler:

Berglas, S. 2002. "The very real dangers of executive coaching". *Harvard Business Review*, 80 (6): June: 86 – 92. ISSN 0017-8012. (6 sider)

Frisch, M.H. 2001. "The emerging role of the internal coach". *Consulting Psychology Journal: Practice and Research*. 53 (4). Fall: 240-250. ISSN 1065-9293. (10 sider)

Jackman, J.M. & Strober, M.H. 2003. "Fear of feedback". *Harvard Business Review*, April: 101-107. ISSN 0017-8012. (6 sider).

Sherman, S. & Freas, A. 2004. "The Wild West of executive coaching". *Harvard Business Review*, Nov, Vol. 82 (11): 82-90. ISSN 0017-8012. (8 sider).

Smither, J.W., London, M., Flautt, R., Vargas, Y. & Kucine, I. 2001. "Can working with an executive coach improve multisource feedback ratings over time? Quasi-experimental field study". *Personnel Psychology*, 56.: 23-44. ISSN 0031-5826. (18 sider)

Recommended reading

Books:

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

Goldsmith, Marshall and Laurence Lyons, eds. 2012. *Coaching for leadership : the practice of leadership coaching from the world's greatest coaches*. 3rd ed. Jossey Bass

Course outline

Coaching: Helping leaders and employees succeed

- What is coaching? Why coaching? How to coach? What is not coaching?
- Coaching and related helping services: Mentoring; counselling, consulting, therapy, etc.
- Effects of leadership training. What does research suggest? Effects of coaching. What does research suggest?

Myself as leader. My "signature-strengths and my possibilities

- What are my signature-strengths as a leader? What do I want to improve?
- What might be barriers/hindrances?
- What are some important contributions from positive psychology?

Coaching: A frame of reference

- Methodologies in coaching: Behavioural coaching. Cognitive coaching. Humanistic coaching
- Contents of coaching: Skills coaching. Performance/results coaching. Developmental coaching
- Ethics and "red flags" of coaching and mentoring

Coaching methodology: Step by step

- Build trust and rapport
- Identify the problem. Choose goal. Find alternatives. Consider consequences.
- Decision-making. Implementation. Evaluation. Learning and personal rewards

Emotional intelligence: Foundation for coaching

- Self-awareness and self-leadership. Empathy and leading social relations

The leader's "tool-kit". Day-to day leadership

- Developing performance criteria and ground rules. Act as role model
- Delegation. Positive and negative appraisal. Non-threatening feedback. 360 degree feedback
- One-to-one dialogue. "Difficult" employees. Managing conflict
- Time management. Personal efficacy. Stress management. Stopping "time-thieves"
- Active listening. Asking powerful questions. Communication at different levels. Intuition and curiosity
- Self-leadership and super-leadership
- Practical training in coaching. Overcoming automatic negative thinking
- Entering flow

My strategy and development plan

- From my present self to my ideal self. Strategy for getting there. Development of both my personal and my professional role

Computer-based tools

itslearning

Learning process and workload

Course duration is normally 3 modules à 2 days.

Examination

5 hours written examination.

Examination code(s)

BIK 29161 Leader as mentor and coach; Individual written exam counts 100% in order to pass and get a grade in BIK 2916, 7,5 credits.

Examination support materials

None

Re-sit examination

By Agreement

Additional information

The course is also offered as "tailor-made programme" to organizations. In this case the evaluation might differ. Codes for such internal course:

BIN 2916 Leader as mentor and coach

BIN 29161, project assignment, counting 75%

BIN 29162, written exam, 2 hours, counting 25%. Both the project assignment and written exam must be passed in order to be accredited the course (No aids are permitted during the exam)