



APPLIES TO ACADEMIC YEAR 2013/2014

BMP 2400 Leadership and coaching. Methods and Tools

Programme

Bachelor of Management

Responsible for the course

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Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

30

Language of instruction

Norwegian

Introduction

Leadership - Practical skills

Leaders as well as employees possess great resources and "hidden" talents, but often fail to develop their full potential on their own. Many people practice "negative self-talk" which work against themselves and use mental models that are flawed. The old "command and control" theories in management must be replaced by new forms of leadership and leadership methods. Employees need skilled leaders who will challenge and support them in achieving important personal and organizational goals. Coaching implies asking powerful questions, listening, suggesting alternative options, challenging for action, giving feedback and contributing to enhance self-efficacy. We will present and discuss numerous practical tools, e.g. conflict management, personal efficiency, strategies for stress coping, feedback, cognitive leadership and emotional intelligence. Main themes are the leader as coach and development of a coaching culture.

Learning outcome

Knowledge

After having completed the course, participants should have:

1. Understanding of a fundamental frame of reference with regard to leadership
2. Knowledge of the five levels of leadership: Ideological, strategic, administrative, operative and self-leadership
3. Knowledge of various approaches, methods and specializations in coaching
4. Awareness of success criteria and pitfalls in coaching
5. Understand what coaching as a leadership style might imply

Skill

1. Able to use at least 10 tools from "the toolbox for leaders and coaches"
2. Greater awareness of your personal emotional intelligence and use these skills in practical situations
3. Identify, use and strengthen your signature-strengths
4. Skills in having coaching conversations
5. Apply a leader as coach approach and help employees and teams to succeed.
6. Create an action plan, how to develop your leadership role to include coaching as part of your toolbox

Attitudes and values

1. Altruism. Helping employees and customers to succeed
2. Contribute to the development of your employees' signature-strengths and help them live a life characterized by meaning
3. Reflection on your personal signature-strengths and attainment of an ethical balance
4. Possess a constructive, critical approach to theories and tools in leadership and coaching. Awareness of both positive and negative implications/consequences of these theories and tools.

Prerequisites

No particular prerequisites are required to take part in the Bachelor Program, but participants should have a basic understanding of organizations and leadership.

Compulsory reading

Books:

Berg, Morten Emil og Ribe E.. 2013. Coaching : å hjelpe ledere og medarbeidere til å lykkes. 3. utg. Universitetsforlaget. ca. 310 sider

Berg, Morten Emil. 2008. Ledelse : verktøy og virkemidler. 3. utg. Universitetsforlaget. Unntatt side 206 - 213. 300 sider

Brown, Donald R. 2011. An experiential approach to organization development. 8th ed., international ed. Pearson Prentice Hall. 491 sider
Collins, Jim. 2002. Good to great : hvorfor noen virksomheter blir fremragende- og andre ikke. Universitetsforlaget. 302 sider
Hargrove, Robert. 2008. Masterful coaching. 3rd ed. Jossey-Bass. 285 sider
Linley, P. Alex, Susan Harrington, Nicola Garcea, eds. 2010. Oxford handbook of positive psychology and work. Oxford University Press. 313 sider

Recommended reading

Books:

Blanchard, Kenneth H. 2010. Leading at a higher level : Blanchard on how to be a high-performing leader. 2nd ed. Pearson
Cox, Elaine, Tatiana Bachkirova and David Clutterbuck, eds. 2010. The complete handbook of coaching. Sage

Course outline

The course outline applies to the entire program.

Course session 1: Me as a leader. A fundamental frame of reference.

Course session 2: Coaching and the leader as coach. Developing leadership behaviour

Course session 3: The leader's toolbox. The ability to handle everyday challenges.

Course session 4: Team and team development and self-leadership

Course session 5: Developing a coaching culture. The leader as change agent.

Computer-based tools

itslearning

Learning process and workload

The program consists of 150 teaching hours over two semesters, organized in 5 sessions lasting four days. Two sessions are held in the first semester, three in the second semester.

The program is carried out as an interaction between theory and practice, with lectures, teamwork, exercises, tests and discussions. Students are required to work on a term paper throughout the program. A project assignment will be handed out at course session 1 and should be handed in within a fixed time in the second semester.

Examination

At the end of the program the students hand in a term paper which counts 60% of the total grade. The paper can be written in teams of up to 3 students. The maximum length of the paper is 25 pages.

There is also a five-hour individual written exam that counts 40% of the grade.

Examination code(s)

BMP24001 – written exam, which counts 40% of the grade

BMP 24002 – term paper, which counts 60% of the grade. Both exams must be passed in order to get a passing grade for the course.

Examination support materials

No aids are allowed at the written examination.

Re-sit examination

Re-sit at the next ordinary exam

Additional information

Course session 1: Me as leader. Theories and models

Having completed the course, participants should

- See the big picture of modern leadership
- Be able to analyze your personal situation as leader
- Be inspired by positive psychology when acting as leader and coach

Course content:

- Leadership roles: "Ideologue". Strategist. Social architect. Team developer. Coach
- Five levels of leadership
- Situational leadership and two dimensional leadership
- Transactional leadership and transformational leadership
- Positive psychology: Signature-strengths

Compulsory reading:

Berg, (2008). *Ledelse: verktøy og virkemidler*. (Kap. 1-3, 9 og 10)

Lindley m.fl.(2010) (ed.): Oxford Handbook of Positive Psychology and Work. (Kap. 1, 8, 9, 17 og 18)

Course session 2: Coaching and coaching as leadership style

Having completed the course, participants should have

- Gained a thorough insight into coaching: method and content
- Skills and some practice in coaching conversations
- Experienced progress in development of your emotional intelligence

Course content

- Coaching and related subjects such as mentoring, counselling, therapy, leadership
- Conducting coaching, step by step
- Methods: Behavioural, cognitive, humanistic and existential coaching
- Specializations: Executive coaching, peer coaching, emotional coaching, self coaching, life coaching
- Emotional intelligence: Self awareness and empathy. Self leadership and leading of relations. Ethical issues and considerations

Compulsory reading:

Berg,(2006). *Coaching: Å hjelpe ledere og medarbeidere til å lykkes* (Chapter 1 - 8)
Hargrove.(2008). *Masterful coaching*. (Forord. Introduksjon. Kap. 1 - 5)Lindley m.fl.(2010) (ed.): Oxford Handbook of Positive Psychology and Work. (Kap. 14 og 15)

Course session 3: The leader`s and coach`s toolbox

Having completed course session 3, participants should

- Gained insight into various tools, applications and techniques
- Be able to diagnose a situation and choose appropriate tools
- Be able to create their own tools which are adapted to personal goals and situation

Course content

- Communication and active listening. The Johari window
- Management by objectives, personal conversation, career coaching and life project
- Performance indicators and process indicators (ground rules)
- Personal efficiency. Stress coping strategies. Delegation. Empowerment
- Feedback. Positive and negative strokes. Conflicts and managing conflict

Compulsory reading:

Berg.(2008) *Ledelse: verktøy og virkemidler* (Chapter 7 and 8)
Hargrove.(2008). *Masterful coaching*. (Kap. 10, 11, 14, 18 og 24)
Brown (2010). *An experiential approach* (Chapter 7 - 9)
Lindley m.fl.(2010). (ed.): Oxford Handbook of Positive Psychology and Work. (Kap. 4 og 6)

Course session 4: Team, team development and self-leadership

Having completed course session 4, participants should

- Be able to identify both restraining and promoting forces in teams
- Be able to use appropriate tools in order to develop interaction and synergy in teams
- Lead your employees to lead themselves

Course content

- Stages in team development: What characterize a great teamleader?
- Role analysis and role distribution. Strategies regarding conflict management in groups
- Superleadership and self-leadership: Leading employees to lead themselves. Team coaching
- Pitfalls and barriers in team development. Strategies for overcoming barriers
- Characteristics of successful teams? Characteristics of non-successful teams?

Compulsory reading

Berg, (2006). *Coaching: Å hjelpe ledere og medarbeidere til å lykkes* (Chapter 10 - 13)
Hargrove.(2008). *Masterful coaching*. (Kap. 13 og 23)
Brown (2010). *An experiential approach* (Chapter 10 - 13)
Lindley m.fl. (2010) (ed.): Oxford Handbook of Positive Psychology and Work. (Kap. 7 og 19)

Course session 5: Culture development. Leader as change agent

Having completed course session 5, participants should

- Be able to diagnose a division/organization
- Insight into specific strategies for developing an organization
- Contribute actively in change processes

Course content

- Ideological and strategic leadership: Vision and mission
- Characteristics of great organizations and how to develop such organizations?
- Job-design, division design and organization design
- Stages in change processes: From diagnosis to evaluation
- Resistance to change. Strategies to overcome resistance
- Success criteria and pitfalls in change processes. Challenges in years to come

Compulsory reading:

Berg, (2008). *Ledelse: Verktøy og virkemidler* (Chapter 4 - 6, 9 - 11)
Collins, J. (2002). *Hvorfor noen virksomheter blir fremragende* (Chapter 1- 3)
Hargrove.(2008). *Masterful coaching*. (Kap. 13)
Brown (2010). *An experiential approach*. Chapter 1- 6, and 14 - 16).

Lindley m.fl.(2010) (ed.): Oxford Handbook of Positive Psychology and Work.(Kap. 13, 25 og 26)