



APPLIES TO ACADEMIC YEAR 2014/2015

BIK 2938 Executive coaching and team coaching

Programme

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

High-performance teams and good relations constitute foundation for a successful outcome, both at work and in private life. Coaching is a method to facilitate a step by step process to develop positive relations and successful teams.

This course also aims to provide insight into how leaders and team members may develop their own teams.

The scientific foundation is positive psychology. A comprehensive toolbox will be presented, and training in practical tools will play a major part in this course..

Learning outcome

Objectives for knowledge acquisition

After completing the course, participants should have acquired insight into:

- A specific method for team development
- The toolbox in executive coaching and team coaching
- Processes for developing signature strengths and team potential
- Four levels for evaluation of coaching

Objectives for skills acquisition

- Conduct a structured team coaching process
- Support and challenge the team leader to succeed
- Facilitation of engagement, enthusiasm, joy and realistic self-efficacy
- Apply a strengths based approach
- Promote a constructive partnership for learning

Attitudes

- Altruism as a basis for helping other people.
- Strong desire to contribute to enhance positive emotions, positive relations, positive behavior.
- Awareness of critique of coaching and having thoroughly reflected on such issues.
- Awareness of strengths and limitations of coaching
- Awareness of "red flags" in coaching

The course builds on a positive view of human potential. The learning process will take place in a setting with special emphasis on supporting and challenging participants to be at their best. Weight will be put on practical training, reflection and feedback.

Prerequisites

Participants must have basic knowledge of coaching. This means that you have completed an introductory course in coaching, minimum of 7,5 ECTS credits. Participants must also have good insight in the book: Coaching. Å hjelpe ledere og medarbeidere til å lykkes (2. utgave, 2006)

Compulsory reading

Books:

Cooperrider, David L. & Diana Whitney. 2005. Appreciative inquiry : a positive revolution in change. Berrett-Koehler. (80 sider).

Hawkins, Peter. 2014. Leadership team coaching : developing collective transformational leadership. 2nd ed. Kogan Page. (234 sider).

Wildflower, Leni and Diane Brennan, eds. 2011. The handbook of knowledge-based coaching : from theory to

practice. Jossey-Bass. Unntatt kapitlene 1, 2, 23 - 26 (284 sider)

Articles:

Berglas, S. 2002. The very real dangers of executive coaching. Harvard Business Review. June. Vol. 80, No. 6
Berg, Morten Emil. 2010. Coaching og jakten på identitet. Magma. Nr. 2
Berg, M.E. og Karlsen, J.T. 2007. Mental models in project management coaching. Project Management Journal. Vol. 19, Iss. 3
Berg, M.E. og Karlsen, J.T. 2012. An evaluation of management training and coaching. Journal of workplace learning. Vol. 23, Iss. 3
Sherman, S. and A. Freas. 2004. The wild west of executive coaching. Harvard business review. 82 (11)

Recommended reading

Books:

Cox, Elaine, Tatiana Bachkirova and David Clutterbuck, eds. 2010. The complete handbook of coaching. Sage. Kapitler: 1, 5 - 8, 10, 13, 19 - 21, 23, 25, 26 og 29
Donaldson, Stewart I., Mihaly Csikszentmihalyi and Jeanne Nakamura, eds. 2011. Applied positive psychology : improving everyday life, health, schools, work, and society. Psychology Press
Hernez - Broome, Gina and Lisa A. Boyce, eds. 2011. Advancing executive coaching : setting the course for successful leadership coaching. Jossey - Bass
Linley, P. Alex, Susan Harrington, Nicola Garcea, eds. 2010. Oxford handbook of positive psychology and work. Oxford University Press. Kapitler: 2, 3, 5, 6, 9 - 12, 14 - 16, 19 - 25.
Nelsen, Johnathan K. ... [et al.]. 2011. The leadership coaching sourcebook : a guide to the executive coaching literature. Center for Creative Leadership
Passmore, Jonathan, ed. 2010. Leadership coaching : working with leaders to develop elite performance. Kogan Page
Sosik, John J. and Don I. Jung. 2010. Full range leadership development : pathways for people, profit, and planet. Routledge. (370 sider)
Thornton, Christine. 2010. Group and team coaching : the essential guide. Routledge

Course outline

- Characteristics of great teams
- Team coaching: the CID-CLEAR relationship model
- The five disciplines for successful team coaching
- Team coaching tools and methods
- Coaching different types of teams: the project team, the virtual team and the board
- Appreciative Inquiry: Discover. Dream. Design/dialogue. Destiny
- Solution-focused team coaching
- The team leader as team coach
- The transformational leadership team
- How to find, select and work with a good team coach
- The leader as facilitator of learning; promoting trust and engagement
- Enablers of a good relationship between leader and team members
- Performance as a function of qualifications, relationship, method and tools
- Evaluating executive coaching and team coaching
- Coaching: critique and ethics

Computer-based tools

itslearning

Learning process and workload

Learning process and time use

The course will normally be implemented as three moduls, consisting of 6 days, 42 hours in total. The coaching training takes place in groups of 3-6 students. The learning method will imply a combination of lecture, group exercise, role play, case, feedback, etc. Great emphasis is put on creating a supportive and challenging learning climate in class.

Examination

An 72 hours home exam. The exam can be solved individually or in teams up to three students.

Examination code(s)

BIK 29381 - 72 hours home exam; counts 100% in order to pass the course BIK 2938; 7,5 credits.

Examination support materials

Re-sit examination

Re-sit at the next ordinary exam.

Additional information

Intended target group:

- (1) Experts/consultants wanting to improve their skills in helping leaders and teams achieve effective performance
- (2) Leaders wanting a broader behavioral repertoire, in which the manager as coach is included.
- (3) Team members wanting more tools in order to develop their team
- (4) People wanting time to reflect on their own behavior, consider new goals and test new strategies.
- (5) People interested in executive coaching and team coaching.