



APPLIES TO ACADEMIC YEAR 2014/2015

ELE 3745 Leadership training, personal development and coaching

Programme

Elective

Responsible for the course

Stig Ytterstad

Department

Department of Leadership and Organizational Behaviour

Term

According to study plan

ECTS Credits

7,5

Language of instruction

Norwegian

Introduction

This course targets students who are interested in personal development and practical leadership training. The scientific foundation is within positive psychology, while coaching and mentoring represent the practical tools.

Learning outcome

The primary aim is to initiate a learning process leading to growth both as a leader and as a person.

Knowledge

- The leader's tool box
- Insight into personal talents and signature strengths
- Knowledge of positive psychology as a theoretical foundation
- Understanding of the narrative approach to change

Skills

- Practice emotional intelligence and cognitive empathy to understand other people
- Practice coaching and mentoring to help other people achieve their goals
- Build engagement, meaning and happiness through self-leadership and healthy goals
- Give non-threatening feedback
- Develop positive thinking, feelings and behavior, in order to achieve positive outcomes.

Attitudes

- Ideas and dreams about the functioning of great leaders, teams and organizations
- Altruism as basis for helping others. Help facilitate engagement and a meaningful life
- Leadership and life itself as a learning process entailing a step-by-step process for the individual, the team and the organization
- Desire to be a role-model of leadership

Prerequisites

Basic knowledge of leadership and organizational life

Compulsory reading

Books:

Berg, Morten Emil og Ellen Ribe. 2013. Coaching : å hjelpe ledere og medarbeidere til å lykkes. 3. utg. Universitetsforlaget

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

Recommended reading

Books:

Rostron, Sunny Stout. 2014. Business coaching international : transforming individuals and organizations. 2nd ed. Karnac

Articles:

Berg, Morten Emil. 2010. Coaching og jakten på identitet. Magma. nr. 2

Berg, M.E. 2011. Coaching : bro mellom teori og praksis. Psykologisk tidsskrift. nr. 3

Berg, M.E. and J. T. Karlsen. 2012. An evaluation of management training and coaching. Journal of Workplace Learning. 24 (3)

Course outline

Frame of reference

- Positive psychology: Helping individuals, teams and organizations to "flourish"
- Narrative approach: The story I tell about (and to) myself versus the story I *wish* to tell
- Five levels of leadership. From self-leadership to ideological leadership
- Leadership style and leadership role: From one dimensional leadership to multi-dimensional leadership

Self-leadership

- Identify and develop talents and signature-strengths. Bridging the gap between the Present Self and the Ideal Self.
- Positive emotions. Joy. Optimism. Self-efficacy. Resilience. Mindfulness etc.
- Stress and stress coping strategies. Stopping time-thieves. Self-discipline. Self-talk. Creativity. Courage
- Personal efficiency. Time management. Learn to say no. Delegation. Empowerment of others
- The rhetorical process. Preparing for presentations/dialogue. Communication skills

Team leadership

- SMART and healthy goals. Prioritization and focus.
- Coaching. Asking powerful questions. Mentoring: Giving wise answers.
- Motivation through self-leadership, engagement and meaning
- Conflict and conflict management. Identification of power base
- Praise and criticism. Giving and receiving feedback

Computer-based tools

None in particular

Learning process and workload

The course will normally be organized in 3 modules consisting of 2 days, 45 contact hours in total.

Teaching combines lectures, team work, cases, role plays and tests. Considerable effort will be put on creating a supportive and safe learning environment. Such an environment facilitates a high degree of involvement, performance and feedback. Students may present specific challenges and possibilities they are facing.

Recommended use of hours for students:

Aktivitet	Timebruk
Teacher facilitation: Lectures. Case discussions. Tests. Training etc.	45
Practical work on leadership challenges, e.g. in student associations	25
Self reading	60
Collaboration, training and learning in colloques	20
Project assignment	50
Recommended number of hours	200

Use of hours

45 hours - Teacher facilitation: Lectures. Case discussions. Tests. Training etc. Students will work in groups of 3-4 persons. Recommended class size: max 40 students. Ideal number of students: 18-24.

Examination

The final exam is a project assignment.

The project assignment can be written by one individual or by max. three students. The assignment will be handed out during Module 1.

Students may choose one out of three assignments:

- A. Discussion of the student's personal development by applying tools presented in the course.
- B. Taking on a challenge or solving a problem which the participant is facing in his/her role as leader.
- C. Have 5-12 coaching dialogues. Analysis of the dialogues.

Examination code(s)

ELE 37451 Project assignment counts 100% of final grade in ELE 3745 Leadership training, personal development and coaching, 7.5 credits

Examination support materials

All support material allowed

Re-sit examination

Possibility for re-sit exam at the next regular course

Additional information