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# **Unit Outline\***

**MGMT8614**

**Leadership Coaching**

**MBA**  
**Trimester 2, 2011**  
**Crawley**

**Assistant Professor Barb Wood**



**Business School**

[www.business.uwa.edu.au](http://www.business.uwa.edu.au)

\* This Unit Outline should be read in conjunction with the Business School **Unit Outline Supplement** available on the Current Students web site <http://www.business.uwa.edu.au/students>

**I like to listen. I have learned a great deal from listening carefully. Most people never listen.**

*Ernest Hemingway, writer*

**The only really valuable thing is intuition.**

*Albert Einstein*

**There is nothing quite so practical as a good theory.**

*Kurt Lewin, social psychologist*

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# UNIT DESCRIPTION

## Introduction

Coaching is an innovative approach for creating positive, purposeful change. It is a “*collaborative, solution-focused, results oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee.*”

Tony Grant, 2005  
International Coach Federation Symposium

The intent of leadership coaching is to enhance your skills in such a way that you strengthen your ability to influence others and make change in your work life. The intensive format has been carefully designed to investigate both the art and science of coaching. Theories and techniques will be evaluated by reference to empirical research and conceptual analysis. Applied activities will challenge you to rethink your own coaching leadership practice. Regardless of your starting point, this co-learning experience will encourage you to reflect and apply new ways of accomplishing your goals.

Your feedback throughout the delivery of this unit will be welcomed.

## Unit content

This unit will give you the opportunity to:

- Develop an understanding of the theoretical basis of evidence-based coaching.
- Recognise the need for theory-based coaching.
- Be able to conceptualise coaching within a solution-focused framework.
- Understand coaching practice in relation to your own life experience.
- Acquire sound practical skills through supervised practice with expert coaches.
- Experience personal development and change via a personal coaching skills development plan.
- Have your coaching skills assessed and receive detailed feedback from observers and your expert coach.
- Receive a coaching session with an expert coach to support your own curiosity in coaching.
- Undertake peer-coaching activities to further strengthen and expand your coaching skills.

## The goal of the unit

The most important objective of Leadership Coaching is to give you the **FUN**damentals of coaching which will improve your ability to strengthen your influence over others and to make changes in your own work life. Not only will we talk about good leadership coaching practice but experiential learning components will be used to evaluate topics in relation to your own personal life experience.

## **Learning outcomes**

On completion of this unit, you should be able to:

- Understand that leadership coaching is a valuable tool for making positive and purposeful change.
- Identify the skills needed to be an effective leadership coach in a variety of applications.
- Use wide-ranging conceptual coaching frameworks, models and skills to facilitate effective goal setting strategies.
- Understand the requirements for effectively giving and receiving feedback to/from others.
- Appreciate the complex processes involved in using coaching with teams.
- Feel comfortable in self-coaching and peer-coaching activities.
- Understand coaching practice as an effective stress management technique in organisations.
- Apply self coaching strategies in your own life experience.

## **Prerequisites**

A firm understanding of organisational behavior and leadership theory will help you to maximise the benefit from this unit. Stage one completion is required. Completion of Leadership Effectiveness (MGMT8623) is desirable.

## **Educational principles and graduate attributes**

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Critically evaluate and solve organisational challenges through a coaching technique
- “Develop more effective communication skills through a class presentation on the findings of your team coaching analysis project and by responding to any questions that arise following that presentation”; or
- Develop competencies to work more effectively in teams through the completion of a group case analysis project relating to your selected coaching perspective;
- Demonstrate self-management and independent learning skills through the completion of the prescribed exercise within class;
- Develop ethical and cultural awareness in an international context through completion of various case studies

## **TEACHING AND LEARNING RESPONSIBILITIES**

### **Teaching and learning strategies**

The teaching learning and strategies used in the design and implementation of this unit include:

- Unit delivery has integrated adult learning principles.
- Action learning opportunities are regularly available within class activities.
- To deepen your understanding of coaching skill development, time is allocated within each class to increase your knowledge and understanding of various coaching frameworks and techniques.
- Given the practical aspects of coaching, teaching utilises a multi-faceted approach.
- Local coaching experts will regularly integrate their knowledge and skills into the class.
- Using a sound theoretical basis, you'll be involved in: class demonstrations and debate, role-playing, sessions with real coaching clients both as the coach and the coachee.

## Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

## Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

## CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<b>Unit coordinator/lecturer</b>	
<b>Name:</b>	Barb Wood
<b>Email:</b>	<a href="mailto:bwood@aimwa.com">bwood@aimwa.com</a>
<b>Phone:</b>	0425 532 055
<b>Consultation hours:</b>	To be advised
<b>Lecture times:</b>	Intensive Delivery – 27 <sup>th</sup> & 28 <sup>th</sup> May, 10 <sup>th</sup> & 11 <sup>th</sup> June and 24 <sup>th</sup> June
<b>Lecture venue:</b>	BUSN:142 and the AIM Alliance Seminar Rooms

**Background Information**

Ph D Candidate (UWA), MA (University of Alberta), BA – Economics, BPHE (Queen's University)

Barb was the UWA MBA Program Director for six years from 2003 until 2008. She has presented papers in organisational behaviour, organisational effectiveness and community development in wide ranging conferences in Australia, Canada and the UK. In a recent European and Canadian tour, Barb compared MBA program delivery in twelve tertiary institutions.

Barb's research interests include marketing, organisational citizenship, organisational audit processes, and performance profiling. As a participant in the Leadership Development Program for Women at The University of Western Australia, she has examined management opportunities for female academic and general staff. Prior to joining UWA, Barb was on staff at Murdoch University and the Australian Positive Ageing Foundation. She has previous experience in sport management and marketing as the Manager for Community Development in the Ministry of Small Business, Tourism and Recreation, British Columbia, Canada. In this role, Barb successfully implemented and monitored regional, provincial and national sport training centres and was responsible for program development in the Aboriginal Youth Leadership Program. She was the Road Cycling Chair for the 1994 Victoria Commonwealth Games and the Finance Chair (1993-1998) for the International Bastion Square Criterium.

Barb is committed to enhancing performance in individuals and teams by using a facilitative self-reflective style. Trained in Open Space Technology, Barb encourages students to take responsibility for change and to create an environment for self-organisation. Barb uses a variety of approaches including appreciative coaching to encourage active participation and sustainable change.

Barb is a keen participant in ice hockey, swimming, squash, marathon running and cycling. Barb has earned teaching awards at the school, faculty and university level and has twice been nominated for the national excellence in teaching awards.

## **TEXTBOOK(S) AND RESOURCES**

### **Unit website**

<http://www.webct.uwa.edu.au>

On this website, you'll find a range of additional resource materials. The assignment site hosts a word version of the following documents (all of which are used in various assessment activities in the class):

- Framework to Guide your Coaching Session
- Observer Feedback Sheet
- Coaching Pre-Session Preparation Sheet
- Coachee Learning Journal
- Coach Self-Assessment

## Recommended/required text(s)

Cox, E., Bachkirova, T and Clutterbuck, D. (eds) (2010). The Complete Handbook of Coaching. London. Sage

## Software requirements

You will need access to a web-linked PC, be able to use word processing software, know how to access recommended reading and other materials on the web and from the Business Library, and have an active email address.

## Additional resources and reading material

Belf, T. (2002). Coaching with Spirit - Allowing Success to Emerge. New York, John Wiley and Sons.

Blanchard, K. (2007). Leading from a Higher Level. New Jersey, Pearson - Prentice Hall.

Britton, J. (2010) Effective Group Coaching, Mississauga, John Wiley.

Brockbank, A. and I. McGill (2006). Facilitating Reflective Learning through Mentoring and Coaching. London, Kogan Page.

Cavanagh, M., T. Grant, et al. (2005). Evidence-Based Coaching. Theory, research and practice from the behavioural sciences. Bowen Hills, Australian Academic Press.

Clutterbuck, D. (2007). Coaching the Team at Work. London, Nicolas Brealey.

Downey, M. (2003) Effective Coaching: Lesson's from the Coach's Coach (2<sup>nd</sup> Edition). Mason, Ohio, Thomson.

Egan, G. (2002). The Skilled Helper. Pacific Grove, USA, Wadsworth Group.

Fairley, S.G. and B. Zipp (2008). The Business Coaching Toolkit. New Jersey, John Wiley and Sons.

Fredrickson, B. (2009) Positivity. New York, Random House.

Grant, A. and J. Greene (2005). Coach Yourself at Work. Sydney, ABC Books.

Green, J. and A. Grant (2003). Solution Focused Coaching: Managing People in a Complex World. London, Momentum-Press.

Grodzki, L. and W. Allen (2005). The Business and Practice of Coaching: finding your niche, making money and attracting ideal clients. New York, W.W. Norton and Company.

Harkavy, D. (2007). Becoming A Coaching Leader: The Proven Strategy for Building your Own Team of Champions. Nashville, Tennessee, Thomas Nelson.

Homan, M and L. Miller (2008) Coaching in Organizations: Best Coaching Practices from the Ken Blanchard Companies. New Jersey, John Wiley and Sons.

Hudson, F. (1999). The Handbook of Coaching. New York, Jossey-Bass.

Hunt, J. and J. Weintraub. (2007). The Coaching Organization: A Strategy for Developing Leaders. Thousand Oaks, California, Sage.

Lee, G. (2007) Leadership Coaching: From Practical insight to Organisational Performance by Graham Lee, Chartered Institute of Personnel and Development, London

Martin, C. (2007) The Business Coaching Handbook. Carmarthen Wales, Crown House

- O'Neil, M. (2000). Executive Coaching with Backbone and Heart. San Francisco, Jossey-Bass.
- Orem, S., J. Binkert, et al. (2007). Appreciative Coaching. San Francisco, John Wiley and Sons.
- Owen, H. (2008) Wave Rider: leadership for a high performance in a self-organising world. San Francisco, Berrett-Kochler.
- Palmer, S and A. Whybrow (2007) Handbook of Coaching Psychology: A Guide for Practitioners. New York, Routledge.
- Passmore, J. (2010) Leadership Coaching London, Association of Coaching
- Passmore, J. (2008) Psychometrics in Coaching London, Kogan.
- Passmore, J. (2006). Excellence in Coaching: An Industry Guide. London, The Association of Coaching.
- Reeves, D. and Allison, E. (2010) Renewal Coaching Workbook San Francisco, Jossey-Bass.
- Rock, D. (2006). Quiet Leadership. New York, Harper Collins.
- Rogers, J. (2009) Coaching Skills: A Handbook (2<sup>nd</sup> Ed), Berkshire, UK, McGraw Hill,
- Seres, H. B. (2004). Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance. Boston, Harvard Business School Press.
- Skiffington, S. & Zeus, P. (2006). Behavioural Coaching: How to build sustainable personal and organisational strength. North Ryde, McGraw Hill.
- Szabo, P. and D. Meier, (2008) Coaching Plain and Simple. New York, WWW Norton,
- Thorne, K. (2004). Coaching for Change. London, Kogan Page.
- Thorpe, S. and J. Clifford (2003). The Coaching Handbook. London, Kogan Page.
- Thornton, C. (2010) Group and Team Coaching: The Essential Guide New York, Routledge.
- Wahl, C., C. Sciber and B. Bloomfield (2008) On Becoming a Leadership Coach: A Holistic Approach to Coaching Excellence. New York, Palgrave MacMillian.
- Wall, B. (2007). Coaching for Emotional Intelligence. New York, AMACOM.
- Whitmore, J. (1992). Coaching for Performance. London, Nicholas Brealey.
- Zeus, P. & Skiffington, S (2006). The Complete Guide to Coaching at Work. Sydney, McGraw Hill.

Supplemental seminar readings for this unit are listed within this course outline and are available for purchase from the UWA bookshop. Copies of the textbook and relevant books have also been placed on Closed Reserve.

The unit is also supported by the WebCT6 site for MGMT 8616. All students enrolled in this unit will be given access to this WebCT6 site. If you are having difficulty with your WebCT6 site access, please contact Barb immediately.



There are many coaching related journals held in the local Business Library and available on the Web. When writing your assignments, you should spend some time scanning through recent editions of these for the most up to date research and information on coaching. The list below covers journals that are relevant to this course:

<i>Academy of Management Journal,</i>
<i>Academy of Management Review,</i>
<i>Academy of Management Executive,</i>
<i>Administrative Science Quarterly,</i>
<i>Australian Journal of Management,</i>
<i>Australian Psychologist,</i>
<i>Consulting Psychology Journal: Practice and Research Executive Excellence,</i>
<i>Group and Organisation Studies,</i>
<i>Harvard Business Review,</i>
<i>Human Factors,</i>
<i>International Journal of Evidenced Based Coaching,</i>
<i>International Coaching Psychology Review,</i>
<i>Journal of Leadership Studies,</i>
<i>Journal of Organisational Behaviour,</i>
<i>Leadership and Organisation Development Journal,</i>
<i>Management Learning, Management Review Journal</i>
<i>The Coaching Psychologist</i>

You must refer to relevant recent journals while preparing your assignments. You should also keep an eye out for topical articles in newspapers such as *The Australian*, *The West Australian* and *The Australian Financial Review*.

## Web sites

You should familiarise yourself with on-line data sources such as ABI Inform. There is also the Business Source Elite database that has over 1,000 full text journals and indexing or abstracts for nearly 1,700 academic journals. These sites can be accessed using the Proquest service. There is also an inter-library loan service that can be found via Cygnet Online. Cygnet also has a database of 20,000 companies in Australia, The Business Who's Who of Australia. Probably the best single search engine for OB topics is on the 'Management' directory on Google. There is also a useful source for current trends in leadership and people management in organisations at [www.cnn.com/global.office](http://www.cnn.com/global.office). All large organisations now have websites and many of these are very comprehensive. The Australian Institute of Management (AIM) also stocks many current books and videos on people management and leadership, with a preference for more practitioner focused authors. Contact the AIM WA Branch on [www.aim.com.au](http://www.aim.com.au) or (08) 9383-8088 for further information and membership details.

Additional Websites that you might find useful for this unit include:

The Age: <http://www.theage.com.au>  
The Sydney Morning Herald: <http://www.smh.com.au>  
The Business Review Weekly: <http://www.brw.com.au>  
BOSS magazine : <http://www.boss.afr.com.au/>

APS Interest Group in Coaching Psychology: <http://www.groups.psychology.org.au/igcp/>  
Association for Coaching: <http://www.associationforcoaching.com/>  
BPS Special Group in Coaching Psyche: <http://www.bps.org.uk/coachingpsy/>  
City University London: <http://www.city.ac.uk/psychology/research/CoachPsych>  
Health Coaching Australia: <http://www.healthcoachingaustralia.com/>  
Int'l Coach Federation (Australia): <http://www.icfaustralasia.com/LocalChapterAus.php>  
Motivational Interviewing: <http://www.motivationalinterview.org/>

# UNIT SCHEDULE

## Key Dates

Component	Due date
Day 1 – Introduction to Coaching (9 to 5:00 pm)	27 <sup>th</sup> May
Day 2 – Panel Debate (9 to 5:00 pm)	28 <sup>th</sup> May
Assignment Due - Summary of a Coaching Session	9 <sup>th</sup> June
Day 3 Coaching Role Plays (9 to 5:00 pm)	10 <sup>th</sup> June
Day 4 –Theoretical Approaches and Contexts of Coaching	11 <sup>th</sup> June
Assignment Due –Mock Coaching Session	11 <sup>th</sup> June
Day 5 – Embedding Coaching (9 to 5:00 pm)	24 <sup>th</sup> June
Assignment Due - Peer Coaching Report	19 <sup>th</sup> July
Assignment Due – Embedding Coaching in Organisations	2 <sup>nd</sup> August

## Seminar Topics

Intensive Delivery Mode Days	Date	Topic
Day 1	27 <sup>th</sup> May	Introduction to Coaching Action Learning Model Solution – Focused Approach Mental Models and House of Change Coaching as a Leadership Capability

### Day One Learning Outcomes:

Exploring the fundamentals of coaching  
 Developing a foundation for sound contemporary coaching practice.  
 Investigating the solution focused approach in coaching  
 Distinguishing between remedial, reactive and proactive coaching  
 Considering the “House and Change”  
 Understanding Coaching as a Leadership Capability  
 Suggested reading to support the class discussion on Day 1:

Grant, A. (2003). Keeping up with the cheese again! Research as a foundation for professional coaching of the future. International Coach Federation Conference Symposium on Research and Coaching. Denver, Colorado.

Kilburg, R. (2004). "When Shadows Fall: Using Psychodynamic Approaches in Executive Coaching." Consulting Psychology Journal **56**(4): 246-268.

Lowman, R. L. (2005). "Executive Coaching: The Road to Dodoville Needs Paving With More than Good Assumptions." Consulting Psychology Journal: Practice and Research **57**(1): 90-96.

Nowack, K. M. & Heller, B. (2001). Executive Coaching: How to Successfully Change Behaviour. **2007**: www.trainingmag.com.

Paige, H. (2002). "Examining the Effectiveness of Executive Coaching on Executives." International Education Journal **3**(2): 61-70.

Sherin, J. & Craiger, L. (2004). "Rational-Emotive Behaviour Therapy: A Behaviour Change Model for Executive Coaching?" Consulting Psychology Journal: Practice and Research **56**(4): 225-233.

<b>Day 2</b>	<b>28<sup>th</sup> May</b>	Panel Debate Goal Setting Strategies Structuring the Coaching Session Basic and Advanced Questioning
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### **Day Two Learning Objectives:**

Exploring coaching strategies in relation to common applications of coaching workplace coaching, executive coaching, health and personal/life coaching.

Considering effective goal setting strategies.

Identifying the key components of a coaching session.

Practicing effective questioning skills.

### **Bios on Panel Members**

**Tony Adcock** [www.redpill.com](http://www.redpill.com) at: [tonya@redpill.com.au](mailto:tonya@redpill.com.au)

Mr. Adcock is the founding Director of Red Pill Performance Consultants, a company focused on High Performance development. Tony has thirteen years experience in Management Consultancy at Strategic and Operational levels with PricewaterhouseCoopers and IBM Business Consulting Services. Tony is a thesis prize winner for his MBA studies in the UK and was the inaugural winner of the AICD scholarship for the 2005 International Company Directors' Course. Tony was recently on the IBM BCS Global Leadership Team and has been an active member of the Business School fundraising committee.

**Jill Dare** at: [jilldare@bigpond.net.au](mailto:jilldare@bigpond.net.au)

Jill Dare is a private consultant with her own business, Connections Feedback and Consulting, and who works with various other consulting organisations including the AIM-UWA Business School Alliance. Jill has over 15 years of organisational development and consulting experience combined with many more years of personal growth and development. Her specific interests are in measurement/diagnosis, feedback and coaching. Jill works hard to encourage her clients to become more aware of their thinking, emotions, body and language to the degree where they will be able to maintain their own coaching conversations long after their coaching relationship with Jill has ended. Jill has a particular interest in work life balance and the role that a healthy lifestyle plays in allowing us to reach our full potential

**Professor. Sandy Gordon** [www.uwa.edu.au](http://www.uwa.edu.au) at: [sandy.gordon@uwa.edu.au](mailto:sandy.gordon@uwa.edu.au)

Sandy's appreciative coaching philosophy is cognitive-behavioural and solution-focused. As a sport psychologist, Dr. Gordon has worked mostly with professional teams, coaches and athletes including contracts as the sport psychologist with the Australian cricket, Indian cricket and Sri Lankan cricket teams. Sandy has one of the longest standing sport psychology relationships in professional sport with his ongoing role with the WA Warriors spanning almost 20 years. Recently in business settings Sandy has facilitated sessions on work-life balance, emotional intelligence, mental toughness and resilience as well as creating high performance leadership, decision making and team work cultures. Sandy is a registered psychologist with the Australian Psychological Society.

**Michael Prince** [www.windingstaircase.com.au](http://www.windingstaircase.com.au) at: [michael@windingstaircase.com.au](mailto:michael@windingstaircase.com.au)

Michael is a founding Director of The Winding Staircase including Coach School which runs an 18 month Diploma of Professional Coaching. Michael began his working life as a youth worker and early in his career he committed himself to creating more human workplaces that achieve great things and enable people to thrive and grow. In his work as a coach and consultant he helps "leaders to lead with greater integrity of character and relationships and to lead with greater rigour and clarity of thought". As a coach Michael helps clients integrate the "outer work" of organisational issues (improving performance, results, systems, strategies, managing change) and the "inner work" personal issues of work/life balance, purpose, identity, values and relationships.

**Annette Walker** [www.insightcareers.com.au](http://www.insightcareers.com.au) at: [annette@insightcareers.com.au](mailto:annette@insightcareers.com.au)

Annette Walker is the proprietor of Insight Career Management, an enterprise that provides specialised Career and Workplace Coaching. Annette has 14 years experience in the Career Management Industry specialising in Career Counselling using Solution Focused Theory. This enables Annette to focus on career re-direction using a counselling approach. Clients are able to better understand their career and personal drivers for work satisfaction, identifying essential criteria for future success, planning and executing a career pathway that enables clients to achieve the career of choice. Annette is a keen user of the GROW model and incorporates a questioning technique which moves and keeps people in a solution focused perspective.

**Suggested reading to support the panel debate and the class discussion:**

Berman, W. & Bradt, G. (2006). "Executive Coaching and Consulting: "Different Strokes for Different Folks." Professional Psychology: Research and Practice **37**(3): 244-253.

Blattner, J. (2005). "Coaching: The Successful Adventure of a Downwardly Mobile Executive." Consulting Psychology Journal **57**(1): 3-13.

Burke, D. & Linley, A. (2007) "Enhancing goal self-concordance through coaching." International Coaching Psychology Review, **2** (1): 62-77.

Ducharme, M. J. (2004). "The Cognitive-Behavioral Approach." Consulting Psychology Journal: Practice and Research **56**(4): 214-224.

Stevens, J. H. (2005). "Executive Coaching From the Executive's Perspective." Consulting Psychology Journal: Practice and Research **57**(4): 274-285.

**Note: At the conclusion of day # 2, students should:**

Follow the guidelines for assessment # 2 and undertake a coaching session with a friend, co-worker or designated other and submit this by the 10<sup>th</sup> June.

Read through the guidelines of the coaching role play (this should include familiarity with the coaching role and consideration of relevant & important leadership/management challenge that you will use in your role as the coachee).

Each student will have the opportunity to work with an expert coach for a one hour coaching session. After the panel discussion, students will be invited to identify their preferences in coaching area. While every effort will be made to distribute coaches in the manner selected by students, final allocations will be dependent on the distribution of student selections and coach availability. You are invited to use the coaching session for any coaching purpose. You may wish to focus on aspects of the classroom experience or on upcoming coaching assessments.

<b>Day 3</b>	<b>10<sup>th</sup> June</b>	Coaching Role Plays with the Expert Coaching Panel Giving and Receiving Feedback Coaching and the Stages of Change Transtheoretical Model
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**Day Three Learning Objectives:**

Practicing coaching through small group coaching role-plays

Recognising remedial, reactive and proactive issues

Exploring the Stages of Change and how to build commitment

Using Stage-Specific Tactics to foster change

(Note: To prepare for this class, please read through the guidelines for assessment # 3 at the back of this course outline).

**Suggested reading to support the class discussion and coaching role plays:**

Kilburg, R. (2004). "Trudging Toward Dodoville: Conceptual Approaches and Case Studies in Executive Coaching." Consulting Psychology Journal: Practice and Research **56**(4): 203-213.

Peterson, D. B. & Miller, J. (2005). "The Alchemy of Coaching: "You're Good, Jennifer, But You Could be Really Good"." Consulting Psychology Journal: Practice and Research **57**(1): 14-40.

Reiss, K. (2004). "Coaching for Leadership." Leadership: 34-36.

Wasylyshyn, K. M. (2005). "The Reluctant President." Consulting Psychology Journal: Practice and Research **57**(1): 57-70.

<b>Day 4</b>	<b>11<sup>th</sup> June</b>	Corridor Coaching Coaching as a Tool for Stress Management Complexity and Coaching in Organisations
<b>Day Four Learning Objectives:</b> Recognising your own feedback barriers. Implementing a structured feedback process. Using feedback as a platform for collaborative coaching. Understanding coaching techniques in the corridor. Considering coaching as a stress management mechanism. Learning how coaching can be a useful tool for encouraging team effectiveness.		
<b>Suggested reading to support the class discussion on Day 4:</b>  Jones, G. & Spooner, K. (2006). "Coaching High Achievers." <u>Consulting Psychology Journal: Practice and Research</u> <b>58</b> (1): 40-50.  Kets de Vries, M. (2005). "Leadership group coaching in action: The Zen of creating high performance teams." <u>Academy of Management Executive</u> <b>19</b> (1): 61-76.  Ludeman, K. & Erlandson, E. (2004). "Coaching the Alpha Male." <u>Harvard Business Review</u> : May, 1-11.  Wesson, K. & Boniwell, I (2007) "Flow theory – its application to coaching psychology" <u>International Coaching Psychology Review</u> <b>2</b> (1): 33-43.  Winum, P. C. (2005). "Effectiveness of a High-Potential African American Executive: The Anatomy of a Coaching Engagement." <u>Consulting Psychology Journal: Practice and Research</u> <b>57</b> (1): 71-89.		
<b>Dianna Vitasovic</b> <a href="http://www.energyculture.com.au">www.energyculture.com.au</a> at: <a href="mailto:vitasovic@bigpond.com">vitasovic@bigpond.com</a>  Dianna has 26 years of experience working in the areas of Facilitation, Training, Organisational Development and coaching. She worked as a manager in the finance industry, in the UK for BKL Recruitment & Selection Management Consultancy where she was responsible for leading teams, coaching, staffing and budgets. For the past 20 years, Dianna has concentrated on strategy and OD design to improve leadership performance and the execution of strategic projects to maximise people talent in innovative ways during business growth.  Dianna believes in "adding value to clients" and approaches her projects using project management frameworks and business models. She develops relationships with people during the process and builds capacity in collaboration with the client to achieve a strengthened business outcome. Dianna values open communication and feedback, and includes communication strategies to ensure energy and focused business results. In her work she pursues active practice and encourages and challenges reflective thinking as part of her methodology and consultation.		

<b>Day 5</b>	<b>24<sup>th</sup> June</b>	Embedding Coaching within your Organisation Open Space Facilitation What do you need to strengthen in your future coaching Appreciative Inquiry Developing a Coaching Plan for you
<b>Day Five Learning Objectives:</b>  Recognising your own coaching barriers Appreciating what you need to do “more of” in your coaching Understanding what you need to do “less of” in you coaching Describing how you will use coaching in your future work life Integrating Coaching into your Organisation		
<b>Suggested reading to support the class activity on Day 5:</b>  Gordon, S (2008) “Appreciative Inquiry Coaching.” <u>International Coaching Psychology Review</u> 3 (1): 17-29.  Gordon, S. (2008) “Enhancing the teamwork of the Sri Lankan cricket team: A case study of applying Appreciative Inquiry.” <u>In Psych, The Bulletin of the Australian Psychological Society Ltd.</u> 30 (1): 12-13.		

## ASSESSMENT MECHANISM

### The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

### Assessment mechanism summary

Component	Weight	Due date	Submission
Class Participation	25%	Throughout classes	
Summary of a Coaching Session	15%	9 <sup>th</sup> June	WebCT
Poster Presentation and Mock Coaching Session	10%	11 <sup>th</sup> June	In class
Peer Coaching Report	20%	20 <sup>th</sup> July	WebCT
Embedding Coaching in Organisations	30%	3 <sup>rd</sup> August	WebCT

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

## Class Participation (25%)

Part of your final grade is allocated for your class and activity participation. Your contributions to class discussion form an essential part of this unit, and a vital part of learning on the MBA program. To receive the maximum benefit of this leadership coaching course, it is critical that you actively participate in, and learn from, seminar discussions and simulation. My role in the seminars is to act as a facilitator and to guide rather 'lecture' you. The participation mark recognises the contributions you make in class and in the coaching role plays, and the Open Space/Appreciative Inquiry sessions. A good attendance record and displaying an interest in class discussions form the lowest level of participation. Active and positive participation in class discussions are required for a mark above 5. The participation mark recognises your class and activity contributions and is distributed in accordance with the chart on the following page:

Grade	Criteria
1-10	<b>Present, not disruptive</b> Infrequent involvement in discussion. Tries to respond when called upon but offers very little.
11-15	<b>Demonstrate adequate preparation</b> Knows basic material, case or reading facts but doesn't show evidence of analysis or interpretation. Offers straightforward information without elaboration when called upon by the instructor. Demonstrates sporadic involvement.
16-20	<b>Demonstrates good preparation</b> Knows readings and facts well and has thought through implications. Offers interpretations and analysis of issues (more than just facts) to class. Contributes well to discussion in an ongoing way and questions the contributions made by other students in a constructive way. Offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
21-25	<b>Demonstrates excellent preparation</b> Has thought through topic concepts and issues exceptionally well relating them to other material (including readings, course handouts, discussions and experiences). Offers analysis, synthesis and evaluation of issues discussed. Connects discussions to develop new approaches that take the class further into a particular issue. Responds thoughtfully to other students' comments and contributes to cooperative argument building. Demonstrates ongoing very active involvement.

PLEASE note that simply asking a question in class does not constitute a 'class contribution'. While there is an expected level of contribution to the class and group discussions, the quantity of talking is less important in the above criteria than the quality of your contribution.

In addition to the class experience, particular attention will also be paid to your role play activity scheduled on the 11<sup>th</sup> June. It is expected that you will be a full participant in the role play and will consider carefully how you will plan and execute your coaching session and what issue you wish to engage in as the coachee. Guidelines have been established for the role play activity and are outlined on pages 18/19 of this course outline. Observations from your expert coaches will be forwarded and will contribute to your classroom participation assessment.

Similarly on the 25<sup>th</sup> June, the class will host an Appreciative Inquiry and Open Space session. Your participation at these events will be noted and these observations will also influence your classroom participation grade.

## Classroom Decorum

Classes can be both educational AND fun if we work together to make it that way. One of the best ways to ensure that classes are enjoyable and productive is for everyone to be mindful of the impact that their own behaviour has on others, to make a conscious effort to treat others with courtesy and respect, and to behave in a manner appropriate to the workplace. This includes:

- Advising the lecturer beforehand of possible absences from class
- Arriving at class on time and remaining throughout the class period
- Coming to class prepared and willing to participate
- Minimising distracting noises and actions (e.g. not eating during class, turning mobile phones off)
- Listening when others are speaking and not interrupting
- Engaging in healthy debate of issues and ideas without personal attacks
- Respecting the cultural and ethnic backgrounds of other students
- Using humor appropriately
- Helping class members that need assistance
- Finding solutions to issues/problems that may arise
- Refraining from using sexist or offensive language

Please turn your mobiles/pagers OFF while in class.

If you have an emergency situation that requires you to be contacted quickly, let me know at the beginning of class and an exception may be made.

No food in class. Drink (non-alcoholic) OK

Please keep in mind the Leadership Coaching is a very interactive class. You'll be working in many teams during the unit to accommodate your specific needs and interests. Enjoy the opportunity of working with diverse groups of people and select your teams based on the your unique areas of interest.

## Assessment components

### Assessment #1 Summary of a Coaching Session (15%)

**Due Date: 9<sup>th</sup> June by 6 pm**

**Aim:** To practice (and apply) the basic skills of coaching by undertaking a coaching session with a work colleague or another individual.

**Method:** Identify a work colleague or another individual that you will plan to have a 45 to 60 minute coaching session with. Use the attached GROW model (on the next page of this unit outline) as the framework for your session.

Students should complete the coaching session and write up the experience using the GROW model and submit it by the 10<sup>th</sup> June. The paper need not follow a specific format and should include at least three specific references to the coaching literature. The paper should contain up to 500 words.

The paper should respond to four questions:

- What happened in the coaching session?
- What influenced the outcomes of the coaching session (did the discussion from Day 1 or Day 2) impact your coaching style?
- What would you change in your next coaching session?
- What did you learn about your own coaching style?



Please include a summary of the questions that you used in your coaching session.  
The paper will be assessed using the following guidelines.

<b>Assessment # 1 Criteria</b>	<b>HD 80- 100</b>	<b>D 70- 79%</b>	<b>CR 60- 69%</b>	<b>P 50- 59%</b>	<b>Fail ≤49%</b>
What evidence is there that the student has read widely about coaching prior to undertaking this coaching session?					
Did the student critically integrate the literature on the subject or merely restate it?					
How clearly has the student presented the information in a logical and readable fashion?					
Is it clear what the student would do at the next coaching session?					
Are the statements on “lessons learned” understandable?					

Was the paper written well with neither spelling nor grammatical errors?

## Assessment #1 - Coaching Session Framework to Guide your Coaching Session

Name of Coachee:		Date:
Typical Questions in the Grow Model	Your Questions	Your Observations
<b>GOAL</b>		
What do you want to get out of today's session?		
What would you like to have happening that is not happening now?		
What feeling would you like to have when you leave this session?		
Is this a realistic goal for you (i.e. can you do this in the time available to you?)		
Is this valuable to you?		
<b>REALITY</b>		
What is happening right now?		
What's working for you now?		
When do you do this?		
What has been working for you?		
Where do you do this?		
(Use why question cautiously!)		
<b>OPTIONS</b>		
What options to you have?		
What are you doing already that is working for you?		
Who can help you?		
Would you feel comfortable choosing an option to act upon?		
<b>WRAP UP (What's Next?)</b>		
What are your next steps to take?		
What will you do to move forward?		
How can you keep track of your progress?		
Who can support you?		
Way forward – what's next?		

## Feedback from a Coaching Role Play

**Date:** Day 3 – 10<sup>th</sup> June

This activity will not be formally assessed however observations from your expert coach will be forwarded to me and will contribute to your classroom participation grade.

**Aim:** To encourage students to skilfully use feedback from their peers and the expert coach.

**Method:** On Day 3 of the coaching unit, you'll participate in a coaching role play under the guidance of your expert coach. Students in pairs will provide a coaching session with one student designated as the coach and the other as the coachee. Each session will run for up to 15 minutes with additional time allocated to the debrief. The GROW model (used in the first assignment) should continue to guide you in your coaching session. You're encouraged to integrate questions and techniques which were successful in assessment #2. To prepare for day three, you may also wish to consider additional scoping questions to assist you in your role as coach:

Coaching Scoping Questions:

- When do you feel that you perform best as a manager/leader/worker...?
- What have you accomplished that you are most proud of?
- What do you do to remain renewed, energised, enthusiastic and inspired in your work?
- What people, situation or area of life is consuming your attention and energy right now?
- What relationships would you most like to create, nurture or celebrate?
- What do others most appreciate about you?
- What opportunities do you need to take advantage of?
- What will you use to measure the effectiveness of this coaching session?
- What is the professional vision you would most wish to realise?
- What do you want to leave for your successor?

These coaching role plays will occur in groups. Those not involved as the coach or the coachee in the session, will be observers and will use the observer feedback form (on the next page of this unit outline) to provide information back to the coach.

Each coachee will receive the observer form from others within their group. The purpose of this activity is to give you the opportunity to receive feedback on your own coaching abilities and to give you and opportunity to provide comments to other coaches as an observer. To develop your own coaching, you may wish to consider responses to the following types of questions:

- What does the feedback from others suggest about my coaching style?
- Were there any consistencies & inconsistencies in the feedback received?
- Were there any extenuating circumstances in the coaching session that influenced the outcome?
- Based on the feedback, what am I prepared to do to improve my coaching?
- What journal articles or books help me to better understand the feedback that I have received in this coaching session?

## Role Play Observer Feedback Sheet

Name of Coach:	Date: of Coaching Session:									
	Rating									Your observations
Criteria	N/A	Disagree strongly			4	Agree strongly				
	0	1	2	3	4	5	6	7		
Demonstrates personal authenticity and professional integrity	0	1	2	3	4	5	6	7		
Shows respect for the coachee's individual learning style.	0	1	2	3	4	5	6	7		
Good opening - set the coachee at ease.	0	1	2	3	4	5	6	7		
There was a clear explanation of how the session would run.	0	1	2	3	4	5	6	7		
Demonstrates good active listening	0	1	2	3	4	5	6	7		
Asks open ended questions to encourage coachee to open up.	0	1	2	3	4	5	6	7		
Encourages the coachee's involvement.	0	1	2	3	4	5	6	7		
Uses language that supports a solution focused approach.	0	1	2	3	4	5	6	7		
Seems a little uncomfortable when the coachee starts to "open up" with personal information.	0	1	2	3	4	5	6	7		
Summarises what the coachee has said to ensure clarity and understanding.	0	1	2	3	4	5	6	7		
Clearly and directly shares information and provides feedback.	0	1	2	3	4	5	6	7		
Creates a quality conversation that generates great interest & engagement by the coachee.	0	1	2	3	4	5	6	7		
Communicates enthusiasm throughout the session.	0	1	2	3	4	5	6	7		
Good eye contact and body language.	0	1	2	3	4	5	6	7		
Explores options for identifying solutions with the coachee.	0	1	2	3	4	5	6	7		
Supports coachee to create and monitor a plan by referring to the written coachee learning journal.	0	1	2	3	4	5	6	7		
Provides feedback to the coachee in a supportive and challenging manner.	0	1	2	3	4	5	6	7		
Ensures coachee retains a focus on their big picture vision when discussing immediate concerns.	0	1	2	3	4	5	6	7		
Adjusts coaching to suit shifts in direction and changes in the situation.	0	1	2	3	4	5	6	7		
Handles difficult topic areas with	0	1	2	3	4	5	6	7		

ease.									
Facilitates coachee's commitment to action by supporting the creation of realistic action statements within the coachee learning journal.	0	1	2	3	4	5	6	7	
Stays focused throughout the session	0	1	2	3	4	5	6	7	
Provides a good summary and discusses the next steps.	0	1	2	3	4	5	6	7	
Well prepared for the session	0	1	2	3	4	5	6	7	
Promotes continuity by reminding the coachee about their learning journal at the end of the session.	0	1	2	3	4	5	6	7	
Other ideas:	0	1	2	3	4	5	6	7	
Other ideas:	0	1	2	3	4	5	6	7	
Other ideas:	0	1	2	3	4	5	6	7	

NOTES:

## **Assessment #2 Considering the theoretical approaches and contexts of Coaching (10%)**

### **Date due – 11<sup>th</sup> June**

This assignment is designed to acquaint students with current, diverse coaching practices. While much of the unit will use a solution focused and cognitive behavioural perspective, students are encouraged in this assignment to consider other coaching perspectives. To provide a framework for this assessment, it is helpful to review chapters 1 to 13 within the required coaching text book. ,

Students will select one coaching perspective from the following list:

- Ontological Coaching
- Narrative Coaching
- Cognitive-Developmental Approach to Coaching
- Positive Psychology Approach to Coaching
- Transactional Analysis and Coaching
- The manager as the Coach
- Team Coaching
- Peer Coaching
- Life Coaching
- Career Coaching
- Cross-Cultural Coaching

Teams of 3 to 5 members will be formed around student selections. Students who select a coaching perspective as an individual may still pursue that approach as a single member but should consult Barb about changes to the assessment that result from working alone. The teams used for assessment #2 need NOT be the same teams as those used for Assessments 3 or 4..

Certainly the textbook provides a relevant “starting point” for your assignment however, it is anticipated that you’ll uncover at least eight to twelve references in addition to the text. Some of the readings within this unit will be helpful but please pursue references well beyond the recommended reading list for this unit.

This assessment is composed of two parts:

### **Summary of the Coaching Perspective (5%) – Poster Presentation**

Each team will submit a straightforward, summary of that coaching perspective and will respond to the following questions:

- What are the key distinguishing characteristics of this approach?
- When is this coaching approach most effective?
- What would a typical coaching session using this approach look like?
- What training is critical for a coach wishing to offer service in this area?
- What are appropriate references for this approach if a coach wished to discover more information?

**Word limit = 750 words.**

### **Class presentation (5%)**

Each team will be given up to fifteen minutes during day four to present a “mock” coaching session using their selected perspective. There will also be additional time available (as deemed necessary) depending upon the characteristics of the mock session (i.e. the coaching session will be concluded at an appropriate time). The intent of the mock session is to highlight the key findings of the coaching perspective (as identified in your poster presentation). The following marking guide will be used in assessing the two parts of this assessment.

**Assignment # 2 Theoretical Approaches and Contexts of Coaching**  
**Poster Presentation Marking Guide**

**Group Names**  
**Title of Group Project**

<b>ASPECT OF POSTER &amp; IN CLASS PRESENTATION</b>	<b>HD 80-100%</b>	<b>D 70-79%</b>	<b>CR 60-69%</b>	<b>Pass 50-59%</b>	<b>Fail ≤49%</b>
<b>1. Key Distinguishing Features</b>					
• clearly and succinctly stated					
•					
<b>2. Identification of when the perspective is most effective.</b>					
•					
<b>3. What would the coaching session look like?</b>					
• Appropriate descriptions					
•					
<b>4. Coaching training</b>					
Awareness of available coach training options					
<b>5. Reference List</b>					
Inclusion of appropriate references for the poster					
accurate in-text references in Harvard style					
appropriate Harvard Style reference list					
<b>6. Paper Presentation</b>					
clarity of expression					
appropriate structure for the paper					
effective grammar & punctuation					
sound spelling abilities					
<b>6. In class Presentation</b>					
clarity of expression					
appropriate structure for the presentation					
creative use of the mock coaching session					
well prepared for questions asked					

**Mark**  
**Comments**

## Assessment #3 Peer Coaching Report (20%) –

Due 20<sup>th</sup> July by 6pm

**Aim:** To further develop your coaching skills by undertaking a succession of peer coaching sessions and preparing for this sessions with appropriate reading of the literature.

**Method:** Identify a team of 3 or 4 students with whom you will complete the peer coaching project and with whom you will also work with in assessment 4. In the peer coaching report, each session should have one student acting as the coach, the other student acting as the coachee and the remaining student(s) are the observer(s). The observers should use the framework already developed in assessment #3. Each student should act as the coach for at least two sessions with the same coachee. For each session, the coach should complete a:

- Pre-session plan on the next page of this unit outline. (Note: Please spend some time with your coachee prior to your session to best prepare yourself.);
- Coachee learning journal also on the next page of this unit outline; and
- Follow-up session report (which includes the feedback comments from the observers)

It is recommended that you use the GROW model and appropriate coach scoping questions to shape each session. As you complete your peer coaching report you may wish to integrate some of your findings from the coaching role play summary (assessment # 2).

### Assessment #3 Information:

The submission for assessment # 3 will be a series of separate reports completed by each coach and clearly separated with a title page for each coach (including the word count for that section of the paper). For each coaching session, the coach should summarise how well you were able to use the pre-session plan, your own observations of the coaching session (including the effectiveness of the coachee in completing their log), a summary of the observer feedback, a personal assessment of your coaching (from page 22) and a concluding session in which the coach should reflect on:

- What worked well in your two (or more) coaching sessions?
- What areas could lead to further improvement?
- How will you plan to improve on these areas for future coaching sessions?

The paper should be written in essay format (with minimal use of dot point lists). There should be evidence that the paper has embraced appropriate literature to guide the coach in their sessions. Pre-session plans, observer feedback forms, coachee completion logs may be included (in legible handwritten or typed form) *in appendices* for each coach. The section for each coach should not exceed 1,500 words (not including the appendices).

Assessment # 3 Criteria	HD 80- 100	D 70- 79%	CR 60- 69%	P 50- 59%	Fail ≤49%
<b>Peer Coaching Report (20%) WORD LIMIT – 1,500 words</b>					
Is there evidence that the coach worked on their coaching pre-session plan, prior to each coaching session.					
Did the coach consider the information received from their observers and use it to change their style in latter sessions?					
Was there evidence that the coach was committed to each coaching session?					
Has the literature been effectively used by the coach in the report?					
How clearly has the student presented the information in a logical and readable fashion?					
Does the student have a clear perspective on what do to in future?					
Was the paper written well with neither spelling nor grammatical errors?					



Optional inclusion: At the conclusion of the peer assessment period, you may wish to provide more general feedback to the coaches in your group both from the observer and coachee perspective. This information may (and should if available) be included in the final section of each coach report. Each coach will receive a separate grade for their section of the overall paper and it will be assessed using the following guidelines:

### Assessment # 3

<b>Coaching Pre-session Preparation Sheet</b>		
Who will be your coachee?		
On what dates do you plan to hold your coaching sessions:		
Date 1:	Date 2:	Added Dates:
What do you need to do to prepare for the coaching session?		
When will you hold your session? How will you set up the room?		
What is the most useful mindset to be in?		
What are the issues you will be coaching on?		
What coaching skills do you need to practice in this coaching session?		
What principles and models are likely to be needed in this session?		

### Assessment # 3

<b>Coachee Learning Journal</b>		
<b>Name of Coach:</b>	<b>Date of Session:</b>	
Clearly identify your primary goals for achievement:		
How attractive is this to you?                      1   2   3   4   5   6   7   8   9   10		
To attain this goal, you need to:		Did you do this?
Level of commitment to complete this task    1   2   3   4   5   6   7   8   9   10		
To attain this goal, you need to:		Did you do this?
Level of commitment to complete this task    1   2   3   4   5   6   7   8   9   10		
To attain this goal, you need to:		Did you do this?
Level of commitment to complete this task    1   2   3   4   5   6   7   8   9   10		
<b>Date of next Coaching Session:</b>		

### Assessment # 3

Coach Self Assessment								
Name:								
Date of Self Assessment:								
Questions:	N/A	Disagree Strongly			Neutral	Agree Strongly		
I know how to create a comfortable environment for my coachee	0	1	2	3	4	5	6	7
I try to use appropriate language when communicating with my coachee	0	1	2	3	4	5	6	7
I use stories to illustrate a point with my coachee.	0	1	2	3	4	5	6	7
In coaching conversations, I give regular feedback using specific examples.	0	1	2	3	4	5	6	7
The goals that I encourage my coachee to set are always stretching and attainable.	0	1	2	3	4	5	6	7
I listen carefully to my coachee.	0	1	2	3	4	5	6	7
I try to provide evidence that I am able to see my coachee's point of view.	0	1	2	3	4	5	6	7
I can easily become uncomfortable when my coachee is describing their perceived weaknesses.	0	1	2	3	4	5	6	7
I often catch myself focusing on the problem rather than finding a solution in a coaching session.	0	1	2	3	4	5	6	7
The goals set at my coaching sessions are often imprecise.	0	1	2	3	4	5	6	7
During the coaching session, I often catch myself giving advice to my coachee.	0	1	2	3	4	5	6	7
I am confident in my ability to move a conversation from being problem focused to being solution focused.	0	1	2	3	4	5	6	7
I provide my coachee with feedback that is both supportive and challenging.	0	1	2	3	4	5	6	7
I frequently take on too much responsibility in assisting my coachee to attain their goals.	0	1	2	3	4	5	6	7
I often feel anxious in a coaching session.	0	1	2	3	4	5	6	7
I try to keep each coaching session as positive as possible.	0	1	2	3	4	5	6	7
I help my coachee to identify measurable goals.	0	1	2	3	4	5	6	7
I always ask my coachee to report to me on their progress towards their goals.	0	1	2	3	4	5	6	7
During coaching sessions, I tend to put forth my own ideas.	0	1	2	3	4	5	6	7
I try to assist my coachee in identifying a specific next step in achieving their goals.	0	1	2	3	4	5	6	7
My coachee seems to value the time that we spend in our coaching session.	0	1	2	3	4	5	6	7
I have noticed that my coachee has reached the goals set out in our sessions.	0	1	2	3	4	5	6	7
I encourage the development of a written plan with my coachee at each session.	0	1	2	3	4	5	6	7
I invite the coachee to give me feedback on my coaching.	0	1	2	3	4	5	6	7
I enjoyed the coaching sessions with my coachee.	0	1	2	3	4	5	6	7
Additional questions??	0	1	2	3	4	5	6	7
Additional questions??	0	1	2	3	4	5	6	7

## Appreciative Inquiry Session

**Date: Day 5 – 24<sup>th</sup> June**

This activity will not be formally assessed however observations from this activity will contribute to your classroom participation grade.

**Please read prior to Day Five**

Appreciative Inquiry focuses on what individuals do at their best and what gives life and a sense of vitality to their contributions to work and other aspects of life. The following charts depict the basis of AI:

Five core principles	Definition
The Constructivist Principles	Words create worlds <ul style="list-style-type: none"> <li>Reality is constructed through language</li> <li>It is subjective vs. objective state</li> </ul>
The Poetic Principle	Whatever we focus on grows <ul style="list-style-type: none"> <li>Focus on success we create more success</li> <li>Focus on problems we create more problems</li> </ul>
The Simultaneity Principle	Change begins the moment we ask questions <ul style="list-style-type: none"> <li>Inquiry is intervention</li> <li>All questions are leading questions</li> </ul>
The Anticipatory Principle	Image inspires action <ul style="list-style-type: none"> <li>Human systems move towards images of their future</li> <li>Positive images create positive futures</li> </ul>
The Positive Principle	The Positive Core <ul style="list-style-type: none"> <li><i>Consists of strengths, achievements, unexplored potentials, assets</i></li> <li><i>Building strengths is more effective than correcting weaknesses</i></li> </ul>

Five Emergent Principles	Definition
The Wholeness Principle	Wholeness brings out the best <ul style="list-style-type: none"> <li><i>We are part of a bigger whole or interconnected web of relationships</i></li> <li><i>Bringing stakeholders together stimulates creativity and builds collective capacity</i></li> </ul>
The Enactment Principle	Just try it <ul style="list-style-type: none"> <li><i>We must be the change that we want to see</i></li> <li><i>Just try a new behaviour that aligns with what you want and build from there</i></li> </ul>
The Free Choice Principle	Free choice liberates power <ul style="list-style-type: none"> <li><i>When free to choose people are committed to perform</i></li> <li><i>Free choice stimulates excellence and positive change</i></li> </ul>
The Awareness Principle	Social and self awareness <ul style="list-style-type: none"> <li><i>Understanding and integrating the AI principles</i></li> <li><i>Reflection on 'automatic thinking is important</i></li> </ul>
The Narrative Principle	We construct stories about our lives <ul style="list-style-type: none"> <li><i>Stories are transformative</i></li> <li><i>We can change our stories to help bring us more of what we want</i></li> </ul>

Five core generic processes
Choose the positive as the focus of inquiry
Inquire into stories of life giving forces
Locate themes that appear in the stories and select topics for further inquiry
Create shared images for a preferred future
Find innovative ways to create that future.

From: Gordon, S. (2008) "Appreciative Inquiry Coaching."  
*International Coaching Psychology Review*, 3 (1): 19-20.

## Assessment #4 Embedding Coaching In Organisations (30%)

Due Date: 3rd August by 6 pm

**Aim:** To enable you to evaluate a case study and to apply a plan to embed coaching across an organisation. The case study will lead you to better fine tune your understanding of coaching skills, to enhance your diagnostic skill in appreciating what is possible in organisations.

**Method:** Based on your growing coaching skills, please read the case study presented below. Your group is to review the challenges that the Kellogg's faced (also presented below) and how they overcame these challenges by creating a thoughtful and workable framework of implementation. Kellogg's put in place a detailed plan of action that reinforced its already existing strengths to develop a coaching network (community of practice) that worked well for the organisation. The program evolved over several years.

The format for the paper need not follow a specific framework however it would be helpful to include the following types of information:

- What key aspects of the program made Kellogg's so successful?
- How did the organisation overcome existing challenges?
- How did Kellogg's support the notion of constant improvement (or continuous collaboration)?
- Did their coaching program support both systematic and systemic processes?
- What literature best supported your team's response to this case study?
- How could the coaching program be reinforced in future?

**Length: 5,000 words.**

### Guidelines for Writing Assignment –

Each group should carefully read through the case study and consider how Kellogg's best achieved a coaching culture. The final paper need not specifically identify an operational plan as much as it should identify existing coaching literature and ideas on how Kellogg's overcame the challenges presented in the case study. The presentation of the paper should consider the following:

- ☐ **Introduction.** An introduction to the topic and a discussion of how Kellogg's achieved what it set out to do. Key concepts/terms should also be defined in the introduction so that the reader is clear about what the essay is going to discuss. The main thrust of your argument or the position that you will take on the issue should also be clearly stated here.
- ☐ **Outline of Kellogg's coaching framework (including a literature review of coaching frameworks used by other global organisations).** The paper should include a clear statement of the Kellogg's coaching framework used and should identify relevant literature on embedding coaching in organisations. This framework should be restricted to literature that your group has personally been able to obtain. It is important that your arguments are supported by evidence obtained through your research. The framework should have a theoretical basis (What is it?), an empirical basis (What is the evidence?) and practical relevance (What are the implications for managers in future?). A mix of practitioner and scholarly journals is therefore expected in your essay as a means of providing a thorough and complete description of your Kellogg's framework.
- ☐ **Conclusion.** A summary or conclusion that brings together the major points in the main body of the essay and is consistent with what was stated in the introduction. The conclusion should not introduce new ideas or lines of thought that have not previously been discussed in the main body of the essay. Two to three sentences are not sufficient.

- ❑ **References.** The in-text references and list should be in accordance with the Harvard Style and include only those references referred to in the body of the essay. References that you have read during the course of your research but do not cite in your essay **should not** be included. Sources of diagrams and direct quotes should be page referenced and cited accordingly. The importance of referencing correctly is covered in more detail in the sections on acknowledgements and plagiarism, and referencing.
- ❑ **Writing Style.** You are expected to adopt a writing style that is appropriate to academic writing. Please note that the emphasis is on using your own words rather than the extensive use of quotes in written essays however academic papers are generally written in third person and in past tense. Direct quotes should be used sparingly and only in certain circumstances such as when defining key constructs/terms, conveying a difficult concept that might be misinterpreted if the author's original words are not used, or for literary effect. Edit your work carefully for errors in grammar, spelling and punctuation and be precise in your choice of words and expression of ideas.
- ❑ **Professional Presentation.** All written assignments must be word-processed or typewritten, one and half-spaced, and use a 12-point font. The assignment should be stapled in the top left hand corner or bound along the left margin. Please do not place assignments in plastic sleeves – the marker needs to be able to write comments on the assignments and placing it in a plastic cover only increases the handling time.
- ❑ **Word Count.** Your submission should not exceed 5,000 words. The final word count of your group must be written on the cover sheet of each piece of assessment. Included in the word count is the main text of the essay, in-text referencing and sub-headings. The abstract, executive summary, table of contents, reference list and appendices are *not* included. Appendices should be short and contain only tables and graphics – *not narrative*. Do not try to extend the work count by using appendices, as they will not be read.
- ❑ *Remember to keep a copy of your work.*

Your submission will be assessed using the marking guide available on page 34 of this course outline.

## **Case Study Analysis:**

### **Using coaching to support change and transform performance in organisations.**



Kellogg's is the world's leading producer of cereals and a leading manufacturer of convenience foods. In Kellogg Company, the overriding global strategic goal to be the food stock of choice was translated in Europe as "to outperform the best in the food industry". Innovative new products and the ability to leverage excellent brand ideas between markets are crucial to Kellogg Europe delivering its long-term goals. Senior leaders prepared strategies to achieve the stretching goal of 2010, including a vision of the culture, leadership style and organisational capability that would be needed to get there. A new set of organisational values that Kellogg's sought to live by was communicated at the same time. The need for leaders who coach was articulated in both the espoused Kellogg values and the planned strategy for growth.

In the UK, Kellogg Company had been offering a "Manager as a Coach, Program for around two years. Most of our past formal development support had been targeted at junior and mid-level managers. Detailed interviews with general managers and vice presidents across Europe confirmed that development interventions needed to start at the most senior levels of the organisation. We developed a core program on strategy alignment and continued with two additional modules: influencing for organisational performance and advanced coaching skills.

Kellogg's introduced the concept of "master coaches", senior managers from across European business who claimed a particular interest in coaching and demonstrated an aptitude for people development. Their role was to champion and model coaching in their business area, as well as to be a resource for other senior managers after their training. After participating in the advanced coaching program, Kellogg's organised the master coaches into an externally facilitated learning set to manage their own agenda, request expert input where required share their experience of "off-line" and "line" coaching, coach one another in skills development and monitor progress. The initial coaching skills that Kellogg's developed included GROW coaching model and some additional questioning and listening techniques. The master coaches benefitted from some additional skill building when they met as a group every two months.

#### **What are the challenges?**

- Creating a largely decentralised and virtually operating network where ongoing trust was the underlying source for successful reciprocal learning and mutual collaboration.
- Enabling the master coaches to feel supported and confident in their roles.
- Articulating a "vision" for coaching that everyone could "buy" into.
- Ensuring that HR processes and tools are designed to underpin the coaching culture.
- Developing measures for evaluating the return on investment of coaching.
- Recognising role models.

Adapted from: Clutterbuck D, and D. Megginson, (2008) Making Coaching Work. CIPD, London, UK.

## **Assignment Four - Embedding Coaching in Organisations**

### **Marking Guide**

**Name**

<b>ASPECT OF ESSAY</b>	<b>HD 80-100%</b>	<b>D 70-79%</b>	<b>CR 60-69%</b>	<b>P ass 50-59%</b>	<b>Fail ≤49%</b>
<b>1. Introduction</b>					
• definition of key terms					
• stimulate interest and establish topic's importance					
<b>2. Kellogg's Coaching Framework</b>					
• clear presentation of Kellogg's coaching framework used					
• knowledge and understanding of <i>relevant</i> coaching theories & concepts					
• ability to apply coaching theories and concepts analytically & practically					
• development of <i>logical</i> and <i>well supported</i> arguments					
• use of <i>relevant</i> organisational examples from the literature					
• <i>original</i> ideas					
<b>3. Conclusion</b>					
• ability to restrict the conclusion to already presented facts and information from the literature review					
• sound summary of key points and arguments					
<b>4. Presentation</b>					
• clarity of expression					
• appropriate structure for the paper					
• effective grammar & punctuation					
• sound spelling abilities					
• accurate in-text references in Harvard style					
• appropriate Harvard Style reference list					

**Mark**



## Final Exam

There is no final exam in this class.

## Submission of assignments

Submit your assignment on WebCT.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. Assignments that are more than 10% over length (i.e. 150 words for a 1500 word essay) will be penalised 5% for **each** 10% over the length (for each 150 words).

You are expected to observe the due dates for assignments. Extensions will only be given in extenuating circumstances. Please note that the pressure of work commitments is not generally considered to be extenuating circumstances.

Assignments will be returned through the Business School reception or via the WebCT6 site.

It is the intention that the marked assignments will be returned as promptly as possible and an email will be sent to all enrolled students indicating that papers are available at reception for pick-up or via the Webct6 site.

## Student Guild

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Website: <http://www.guild.uwa.edu.au>

## Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer <http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights> ).

## Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer <http://www.secretariat.uwa.edu.au/home/policies/appeals> ).