



Course Outline 2017
BUSADMIN 790: ORGANISATIONAL STUDIES
COACHING FOR CHANGE (15 POINTS)
Quarter 4 (1178)

Course Prescription

Selected theories, principles and concepts applicable to contemporary management thought and related productive activities.

Programme and Course Advice

Prerequisite: BUSADMIN 768 or 778

Goals of the Course

This course will enable students to maximise the potential of their MBA by integrating their accumulated learning and knowledge, with the next stage of their career, and manage the specific challenges that arise by:

- Understanding and applying the tools, frameworks and models of coaching
- Applying the understanding and theories of coaching in two specific areas
 - Your post MBA career
 - Managing change
- Recognising the ethics that apply to coaching.
- Building fluency in the coaching skills needed for both personal development and applying them in an organisational context.

Learning Outcomes

By the end of this course it is expected that the students will be able to:

1. Apply coaching techniques at a personal level to develop a post MBA career plan;
2. Recognise how coaching may be used in a variety of organisational contexts including "leading change", "new in post", "personal development";
3. Understand and explain the different coaching methodologies and how they relate to career plans;
4. Coach others through the successful application of coaching methodology on basic coaching topics as related to their career/work;
5. Recognise when "boundary issues" may occur and be able to manage them in a safe and secure way with the individuals involved including the ethics of the relationship
6. Understand the value and appropriateness of self-reflection.

Content Outline

Overview

- Introduction; coaching in context of careers
- Definition of coaching and its purpose
- Ethics, trust and boundaries
- Directive and non-directive styles
- Importance and value of self-reflection
- Building individual coaching capability
- Fluency in coaching for transition
- Create career framework for next 2-3 years
- Coaching as an enabler of personal change

<u>Date and Time</u>	<u>Topic and reading</u>
Unit 1 C46 Friday 15th September PM A08 Tuesday 12th September PM	Understanding Coaching Introduction <ul style="list-style-type: none"> • Structure of paper • Assignments • Taking Charge Concept • Principles of Coaching <p>Assignment 1: What Makes a Successful Career Trajectory Assignment 2: Individual Reflection, Review & Framework Assignment 3: Presentation & Assessment.</p> <p>To get the most from the course you should have read the recommended readings before the relevant session.</p> Leader as coach <ul style="list-style-type: none"> • Shaping your Future • What is coaching? • Diagnostic feedback • Why coach? Understanding the purpose • Defining coaching within a leadership framework • Understanding the importance of ethics in coaching • The performance equation and the Inner Game Pre-session reading <p>Scoular, A, (2011) <i>FT Guide to Business Coaching Chapters Chapter 5</i></p> <p>Goleman, D (2000) <i>Leadership that gets results</i>. HBR Article</p> <p>Anderson, M, Frankovelgia, C & Hernez-Broome, G (2009) <i>Creating coaching cultures</i>, Centre for Creative Leadership, White paper</p> <p>Longenecker, C. (2010) <i>Coaching for better results: key practises of high performance leaders</i></p>

<p>Unit 2</p> <p>C46 Friday 15th September PM</p> <p>A08 Tuesday 19th September PM</p>	<p>Coaching Concepts & Models</p> <ul style="list-style-type: none"> • Whose Agenda is it? • Coaching models and concepts • Coaching in the context of change • Triad coaching/ Practice Coaching • Questions • Assignment 1 <p>Pre-session reading</p> <p>Ericsson, K., Prietula, M. & Cokely, E. (2007) <i>The Making of an Expert</i></p> <p>Blackman, A. (2006). <i>Factors that Contribute to the Effectiveness of Business Coaching: The Coachees Perspective</i></p> <p>McKinsey, April 2016, Winning Hearts and Minds In the 21st century</p> <p>Antonioni, D. (2000). <i>Leading, Managing, and Coaching</i>. Industrial Management, 42(5), 27</p> <p>Mansour Javidan, Peter W. Dorfman, Mary Sully de Luque, and Robert J. House. (2006). In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE</p> <p>Avolio, B and Ong, P. (2011) <i>Accelerating the Growth of the Asian Leader</i></p> <p>Optional Reading:</p> <p>McKinsey Quarterly (2015) <i>Power of the new people analytics</i></p> <p><u>Assignment 1:</u> What makes a Successful Career Trajectory</p>
<p>Unit 3</p> <p>C46 Saturday 30th September AM</p> <p>A08 Tuesday 26th September pm</p>	<p>Future of Careers</p> <ul style="list-style-type: none"> • Coaching & MBA transition • The future of work and career • Taking stock and taking charge • Understanding the "line of least resistance" • Case discussion – Nature of Careers <p>Pre-session reading</p> <p>Gratton, L, (2014),The Shift, p51-62 "Jills story"</p> <p>Carl Benedikt Frey and Michael A. Osborne (September 2003). <i>The Future of employment: How Susceptible are jobs to computerisation?</i></p> <p>Roos, G, (2015) Security of income and work</p>

	<p>Ibarra, H. (December 2002) <i>How to stay stuck in the wrong career</i>. Harvard Business Review.</p> <p>Drucker, P. F. (1999). <u>Managing Oneself</u>. Harvard Business Review, 77(2), 64-74</p> <p>Gratton, L.& Scott, A, (MIT/Sloan, April 2017) The Corporate implications of Longer Lives</p> <p>Optional Reading: Research Institute for the Future for the University of Phoenix (2011) <i>Future Work Skills 2020</i></p> <p>The Economist (2014) <i>The onrushing wave/The future of jobs</i></p>
<p>Unit 4</p> <p>C46 Saturday 30th September PM</p> <p>A08 Tuesday 3rd October PM</p>	<p>Taking charge</p> <ul style="list-style-type: none"> • Creating a framework for your future peer review. • The past as a predictor of the future? • Case Study: CEO Taking Charge of Your Career <p>Pre-session reading Johnson, C (2011) <i>Taking charge of your future</i>, Chapter One & Two.</p> <p>Handy, C. (1994). <i>The Empty Raincoat Chapter 3</i>. Hutchinson</p> <p>Ibarra, H. (2004) Working Identity Chapter 1</p> <p>Clayton M. Christensen (2010) <i>How will you measure your life?</i> Harvard Business Review</p> <p>Wharton (2011) <i>Gross Happiness Index</i>, Wharton School of the University of Pennsylvania</p> <p>World Economic Forum (March 2017) Finished at 50</p> <p>Harvard, (2012),The Rise of the Supertemp</p> <p>Optional Reading: Luft, J & Ingham, H, <i>Johari Window</i>. University of California,</p> <p>San Francis McLean, P.D., Hudson, F.M. & Honey, G. (2012) <u>The completely revised handbook of coaching: a developmental approach</u>. co : Jossey-Bass. See: Chapter 13. Coaching through transition and change in the clients life. (Library e-book link)</p>

<p>Unit 5</p> <p>C46 Friday 13th October PM</p> <p>A08 Tuesday 10th October PM</p>	<p>Building Momentum</p> <ul style="list-style-type: none"> • Principles of networks • Building Your Network • Establishing goals and milestones for next 6 – 12 months • Triad coaching 2: Your Future Post MBA <p>Pre-session reading <i>Granovetter, M. (1973) The strength of weak ties, American Journal of Sociology, 78 (6)</i></p> <p>Levin, Z. D, Walter J. & Murnighan, J. K. (2011) <i>The Power of Reconnection – How Dormant Ties can Surprise You</i>. MIT Sloan Management Review</p> <p>Cross, R. & Thomas, R. (2011) <i>A Smarter Way to Network</i></p> <p>Johnson, C. (2012) Taking Charge, Chapter 3</p> <p>CCL (2013) <i>A Leader’s Network, How to Help Your Talent Invest in the Right Relationships at the Right Time</i></p> <p>Fast Company, (Feb 2017) Why this CEO is helping 20% of his employees new jobs by next year</p> <p>Optional Reading: <i>Grant A. (2013) Givers take all: The hidden dimension of corporate culture. McKinsey Quarterly</i></p>
<p>Unit 6</p> <p>C46 Friday 13th October PM</p> <p>A08 Tuesday 17th October PM</p>	<p>Taking the Opportunity</p> <ul style="list-style-type: none"> • Potential derailers and mitigation strategies • Panel Discussion • Staying on Track • Measuring Progress • Life Post MBA • Assignment 2 <p>Pre-session reading <i>Prince, D. W. (2005) Avoiding Executive Derailment: Individual and Organisational Responsibilities. Business Leadership Review 11 (1).</i></p> <p>Humphry, J. (2014) <i>Visualising the future of work: myth, media and mobilities</i></p> <p>Winsborough, D. (2013) <i>Nice Guys Finish Last</i></p> <p><u>Assignment 2:</u> Individual Reflection, Review & Framework</p>

<p>Unit 7 + 8 (combined with AMBA Cohort) Saturday 28th October</p>	<p>Building Personal Insight & Self Awareness</p> <ul style="list-style-type: none"> • Self-reflection and analysis • Understanding your drivers, motivators and personal values • Identifying potential derailers • Personality and teams <p>Pre-Session Work Completion of profiling questionnaires</p> <p>Pre-session reading (Chapters to be digitised)</p> <p>Hogan, Robert (2007). <i>Personality and the Fate of Organisations</i>. New Jersey, Chapter 1: Lawrence Erlbaum Associates, Inc.</p> <p>Curphy, G. & Hogan, R. (2012). <i>The Rocket Model – Practical Advice for Building High Performing Teams</i>, Chapter 1. Tulsa: Hogan Press.</p> <p>Optional reading: Dotlich, D. L. & Cairo, P.C. (2003) <i>Why CEOs Fail</i>. San Francisco: Jossey-Bass.</p>
<p>Unit 9</p> <p>C46 Friday 10th November PM</p> <p>A08 Tuesday 7th November PM</p>	<p>Assumptions and Limiting factors</p> <ul style="list-style-type: none"> • Managing Transition • Longitudinal study 2014-2016 cohorts • 1st 100 days • Assumption and limiting factors • Triad Coaching 3: 2017/2018 onwards <p>Pre-session reading Economist, 380(8486), 65 (2006) <i>That tricky first 100 days</i></p> <p>Davis, I. (2010) <i>Letter to a newly appointed CEO</i>. McKinsey Quarterly.</p> <p>Butler, T., & Waldroop, J. (1999). <u>Job sculpting</u>. <i>Harvard Business Review</i>, 77(5), 144-152</p> <p>Ancona, D., Malone, T., Orlikowski, W. and Senge., P (2007) <i>In Praise of the Incomplete Leader</i></p> <p>Ibarra, H. <i>What else might I do? Focussing on past success may stand in the way of your potential</i></p>

<p>Unit 10</p> <p>C46 Friday 10th November PM</p> <p>A08 Tuesday 14th November PM</p>	<p>What will I Miss</p> <ul style="list-style-type: none"> • What will I miss from the MBA • Assignment 3 • The 'right' to be 'wrong' • Longitudinal cohort study feedback <p>Pre-session reading</p> <p>2017 Edelman Trust Barometer slide show</p> <p>The International Journal of Human Resource Management (2013) <i>Executive Career success in search-firm-mediated moves across employers</i></p> <p>Malhotra D., (2014) <i>15 Rules for Negotiating a Job Offer (HBR)</i></p> <p><u>Assignment 3</u>: Presentation & Assessment</p>
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Learning and Teaching

The course is split into 10 units and will be delivered over a 10-week period. It is designed to be highly interactive and utilises a combination of learning experiences, in particular, case studies, peer review and small groups.

Ethics play a significant role in the course, particularly because much of the experiential learning takes place in small groups which, by its very nature, is confidential at both a personal and organisational level. It is expected that all students will respect the boundaries of fellow students and act appropriately.

The recommended readings are essential because they form an integral part of the methodology. It is expected that all students will have read the designated materials and come prepared to discuss and debate their own observations and thoughts.

Students are expected to draw on their own personal learning and experiences from both work and other environments.

Teaching Staff

<p>Chris Johnson, FCIPD, APECS Adjunct Professor & Director Office: 0275436311 Email: chris.johnson@auckland.ac.nz</p>	<p>Gus McIntosh, BSc., BA(Hons), Reg. Psychologist Director, Winsborough Ltd Office: 09 354 3250 Email: gus@winsborough.co.nz</p>
<p>Digby Scott Mobile: 021-224-1478 Email: digby@dibyscott.com</p>	<p>Nikki Mills (Administrator) Mobile: 0210 777900 Email: Nikki@chrisjohnson.co.nz</p>

Learning Resources

There is no one required text for this paper, however the following are highly recommended and relevant both for the course and your future career.

Coaching

Scoular, A, (2011) FT Guide to Business Coaching

Career

Ibarra, H. (2003) Working Identity

Johnson, C. (2017) Taking Charge – eBook available from Amazon

Pre course survey

On line late August/early September 2017

On Line

Additional reading:

Pages 1 - 15. In: Landsberg, M (1996). Tao of Coaching. Harper Collins. ([digitised link on your course page](#))

Chapters 1 & 2. In Gratton L, (2016). The 100 Year Life. Bloomsbury. ([digitised link on your course page](#))

A selection of case studies / articles and extracts to exemplify coaching in action.

Assessment

The basis of assessment is a combination of investigatory skills and understanding, self-reflection and analysis, strategic thinking in the context of transition, and critique.

Three assignments form the basis of assessment they are:

- | | | | |
|----|---|--------------|------------|
| 1. | What makes a successful Career Trajectory | Essay | 1500 words |
| 2. | Life after MBA-Individual reflection | Essay | 2500 words |
| 3. | Presentation & Assessment | Presentation | 15 mins |

Assessment	Weighting
1.Individual assignment (Essay)	30%
2.Individual assignment (Essay)	50%
3.Presentation & Assessment	20%
Total	100%

Assignment Details

<p>Assignment 1. What Makes a Successful Career Trajectory</p> <p>Total Marks: 30%</p>	<p>Due date:</p> <p>C46 - 29th September 2017</p> <p>A08 – 3rd October 2017</p>
<p>The path to a successful career is different for each person.</p> <ol style="list-style-type: none"> 1. Identify 2 individuals that you consider to have been successful in their career. Using a structured interview with both, identify the key factors that have contributed to each individual's career success. 2. Consider whether the factors you have identified in 1. are relevant to your own career path. Discuss with reference to the approach suggested by Ibarra in her article 'How to get stuck in the wrong career' and book 'Working Identity'. 3. Discuss what additional/external factors will influence your own career over the next 5-10 years. <p>1500 words +/- 10%</p>	
<p>Assignment 2. Individual Reflection, Review & Framework</p> <p>Total Marks: 50%</p>	<p>Due date:</p> <p>C46 - 27th October 2017</p> <p>A08 - 31st October 2017</p>
<ol style="list-style-type: none"> 1. Evaluate your reasons for undertaking the MBA programme. 2. Compare your reasons to the principles of "The line of least resistance" and the "Taking Charge" methodology. What conclusions do you draw? Give specific examples to validate your reasons. 3. Analyse the barriers, perceived and real that may limit you to applying your learning from the MBA in the context of your future career. 4. Outline your career strategy and plan post MBA over a 1-3 yr time frame. 5. Identify the enablers that will allow you to maximise the value of the MBA program. <p>2500 words= +/- 10%</p>	
<p>Assignment 3. Presentation & Assessment</p> <p>15-minute presentation to Chris Johnson/Digby Scott</p> <p>Total Marks: 20%</p>	<p>C46 - 16th November 2017</p> <p>Venue: OGB, Room 260-325</p> <p>A08 - 20th + 22nd November</p> <p>Venue: Room 260-325 / 260-215</p>
<ol style="list-style-type: none"> 1. Present your personal plan for your future career 2. Identify the key learnings from the last 2 years 3. Outline the risks to achieving your plan 4. Consider what you need to do to ensure success, over what timeframe 	

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning	Assignment 1	Assignment 2	Assignment 3
1		X	
2	X		
3	X		
4		X	
5	X	X	X
6	X	X	X

CHEATING AND PLAGIARISM

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: www.cite.auckland.ac.nz/

The document *Guidelines: Conduct of Coursework* provides further advice on how to avoid plagiarism. It can be found at: www.business.auckland.ac.nz/conductcoursework

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

THIRD PARTY ASSISTANCE WITH COURSEWORK

While you are encouraged to improve your coursework writing skills and are permitted to seek assistance from third parties you are advised that there are important limits on the amount and type of assistance that can be given to you in completing your assignments, including group work. Third parties include fellow students, reading groups, friends, parents, SLC tutors, and paid-for professional editing services.

There is a set of guidelines which clearly indicates the type of advice and assistance that can be given. If you are seeking the assistance of any third party you are required to give a copy of the guidelines to the person prior to them helping or assisting you.

You are also required to only seek and accept help using a printed version of your work, not an electronic version. You must keep a copy of this printed version and produce it if required.

A copy of the guidelines is available at: www.business.auckland.ac.nz/thirdpartyassistance

HELP WITH ACADEMIC REFERENCING

Acknowledgement of sources is an important aspect of academic writing. The University's Referen@ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen@ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

INCLUSIVE LEARNING

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor.

STUDENT FEEDBACK

Formative feedback surveys

During the early part of the quarter (usually Week 3 or 4), short feedback surveys are administered to all students to get a snapshot of how they are coping with their new courses. This qualitative data, which is administered, collected and collated by the Programme Office, is designed as an 'early warning' system of any significant issues with the course that might need addressing quickly.

Lecturers are asked to provide a brief report to the Director GSM MBA on key items identified and proposed actions. Lecturers are also asked to provide a verbal report to the class, proposing any solutions as appropriate.

Course and teaching evaluations

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses..

In the Event of an Unexpected Disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via canvas and the university web site.