

## MODULE DESCRIPTOR

<b>MODULE TITLE</b>	MANAGEMENT COACHING SKILLS		
<b>MODULE CODE</b>	MD4061 (L7)	<b>CREDIT VALUE</b>	20 UK CREDITS / 10 ECTS
<b>SCHOOL</b>	SCHOOL OF BUSINESS MANAGEMENT		

### MODULE AIMS

To develop managers' knowledge, understanding and practice of the role of coaching as a management competence. The module aims to enable students to learn and to begin to equip themselves to be effective coaches by being able to: differentiate coaching from other helping skills; by introducing essential coaching skills and models; by deepening their understanding of people and behaviours and by understanding how coaching fits with other styles of management and leadership.

### MODULE CONTENT

#### Indicative syllabus content:

The module will explore and discuss the key theories and concepts of coaching and action learning as a managerial competence, the personal and organisational context for the deployment of such skills with a particular focus on performance management and development. The module will explore and critically discuss basic personality theory and its relation to coaching, various definitions of coaching, comparing coaching to other management skills and styles, the core principles of coaching and key skills, coaching models and include observation of skills practice and feedback. The module will explore the role of manager as coach, coaching for performance, and development.

### INTENDED LEARNING OUTCOMES

#### On successful completion of this module a student will be able to:

1. Critically assess their skills as a manager/coach and identify personal development needs and goals.
2. Critically assess the various models of coaching and their application in support of their own development and the development of others.
3. Practice and apply the key coaching skills or models to enhance their managerial repertoire.
4. Recognise and use the opportunities for the use of coaching in the workplace.

### TEACHING METHODS

Sessions will comprise a blend of tutor input, skills development and group discussion to maximise learning opportunities. Lectures will typically present relevant theory and conceptual frameworks along with reviews of appropriate literature. Guided reading and small group discussion will be facilitated to encourage application of such material to the workplace and where possible make comparisons to students' own experience of coaching activity and to promote critical analysis of key issues. Plenary sessions will draw together the views of the small groups. In addition, where relevant, case studies, documentary and video material will be used to enhance the learning process. Students will be asked to write and up and present a case study of a situation they have faced personally and examine their practice as well as exploring the application of coaching concepts. A key part of the teaching and assessment will be for students to apply their skills and reflect on their practice and progress. Practice sessions will be a regular feature of the sessions with tutor and peer observation and feedback. Students will also be expected to practice their skills in the workplace and bring their reflections on their experience to the taught sessions for small group and plenary sessions. The aim of the assessment is to develop a critical understanding of the role of coaching in the workplace and to enhance the students' managerial competence. At the mid-point of the year, each project team will make a short oral progress report to the rest of the class and the module tutor to receive feedback and to discuss their progress to date and future plans.

Towards the end of the year, each project team will be expected to present the key features of their projects to the rest of the class and the module tutor and to receive feedback. These sessions will take

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place a few weeks before the final submission date for the team project reports thereby enabling received feedback to be integrated, if appropriate, into the final reports.

In addition to the submission of the final team reports to the module tutor for assessment, project teams will have agreed a mechanism for feeding back the outcomes of their work to their host organisation. This is something that will have been negotiated with the host earlier in the process.

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## **ASSESSMENT METHODS**

This module is assessed through a reflective report on management coaching practice and a critical evaluation of coaching session.