



# MGSM867

## Executive Coaching

Term 4 North Ryde 2019

*Department of Management*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Lecturer

Steven Segal

[steven.segal@mq.edu.au](mailto:steven.segal@mq.edu.au)

Ariel Alcantara

[ariel.alcantara@mq.edu.au](mailto:ariel.alcantara@mq.edu.au)

Credit points

4

Prerequisites

MGSM870 or admission to GradCertMgtPostMBA

Corequisites

Co-badged status

Unit description

Executive coaching provides a “coaching space” for enabling others to realise their potential in the context of the workplace and it spells out the conditions of effective “conversations for action” so essential to management. It recognises that while technical competence may be a necessary, it is not a sufficient condition of effective performance and that effective performance requires a well-developed person. It is grounded in the importance of transformation and learning through reflection on lived experience, in the premise that we often cannot see our own limitations or blind spots by ourselves and that a coach not only helps us to see our limitations but enables us to see things in new ways so that we can act, do and develop in new ways. This unit will enable managers to bring out their coaching competencies and practices of “conversations for action.” This unit recognises that coaching is more than a set of skills and that to coach effectively; we need to discover the coach in ourselves. To this end this unit is experientially grounded and aimed at enabling you to discover the coach in yourself.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Integrate and apply the role and tools of executive coaching to how you lead, motivate and communicate across diverse teams with competing priorities and differing perspectives, as well as create effective conversations for action and professional development.

Integrate the role and tools of executive coaching into the tasks of developing a shared understanding of the internal and external diversity of cultural and market mindsets that may affect an organisation, as well as learning to listen and speak in ways that resonate with people of diverse cultures.

Use executive coaching tools and activities to build authentic (rather than naïve) trust and integrity in organisational and team relationships.

Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Group presentation</u></a>	20%	No	Starting in Session 7
<a href="#"><u>Coaching Conversations essay</u></a>	20%	No	Week 10 of the term
<a href="#"><u>Reflective practice essay</u></a>	60%	No	Exam week

### Group presentation

Due: **Starting in Session 7**

Weighting: **20%**

**Duration:** 15 minutes + 10 minutes for questions

Students will be organised into groups of 4 - 6 members per group and will be required to carry out a role play and presentation in class. The topics and structure for this activity will be handed out during the first lecture. Both group and topic allocations will be organised by the lecturer.

Each group will be required to provide a 15 minute presentation plus an additional 10 minutes for questions and responses.

#### Criteria for assessment of all tasks

- Demonstrate an ability to:
  - effectively observe your own way of doing thing
  - allow your self-observations to emerge in a non-judgmental way
  - identify your own challenges and ways of working with them
  - identify your own assumptions

- challenge your own assumptions
- Demonstrate your ability to conceptualise your experience or to describe them in visual forms or metaphors
- Clarity of expression
- Central themes or narratives running through the papers
- Narrative flow of paper

Please ensure all participants **full names**, **unit code** (MGSM867), **unit name** (Executive coaching), **lecturer** (Steven Segal), as well as the **topic presented** is clearly visible on your presentation front page.

### **Assessment of presentation**

Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

The group mark component is a mark awarded to the group and is based on an evaluation of the content and delivery of the presentation. Information about the process and criteria for evaluation of presentations will be provided by the lecturer in the first class.

The individual mark component of the presentation assignment will be based on group member's rating of the contribution of other members of the group (in an anonymous survey). If others in your group rate you as having made a satisfactory contribution (relatively equal contribution) this will equate to you receiving the group mark. A rating of having made less than a satisfactory contribution may result in individual deductions up to 50% of the obtained group's mark. It will also be possible to judge a group member as having made an exceptional contribution and this will lead to consideration of additional marks to the final subject's mark. All group member assessments of individual contribution will be reviewed and considered by the lecturer in determining the final presentation assessment.

### **No extensions will be granted.**

On successful completion you will be able to:

- Use executive coaching tools and activities to build authentic (rather than naïve) trust and integrity in organisational and team relationships.
- Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

## **Coaching Conversations essay**

Due: **Week 10 of the term**

Weighting: **20%**

Conversation is the essential tool of coaching and management. It is through conversations that authority is exercised, that people are developed, and that teams are formed.

Once again, in this paper ***you will be given the opportunity to develop your own***

***understanding of the significance of coaching conversations in management by reflecting on the way in which you approach conversations in a management context. You will be expected not only to outline your virtues but the challenges that you face and the way in which you go about responding to these challenges.***

### Submission details

Each student is to submit 1 x soft-copy of this assessment on or before the due time and date as listed for this assessment in the class iLearn page. The soft-copy submission will be submitted to Turnitin via the MGSM iLearn portal, a program used to ensure the originality of the work undertaken by the submitter.

This individual assessment **does not need** an MGSM individual coversheet attached to it.

Please ensure your **full name**, **student number**, **unit code** (MGSM867), **unit name** (Executive coaching), **lecturer** (Steven Segal), and **type of assessment being submitted** (Creating the space for coaching conversations in your team/department/organisation) is clearly visible on the front page of your assignment. Please also ensure that the **filename** of your assessment is appropriately titled (MGSM867-CoachingConversations-LastnameFirstname.docx), and that you only save your document in Microsoft Word format.

### Extensions and penalties:

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved. No submission will be accepted after solutions have been posted.

On successful completion you will be able to:

- Integrate and apply the role and tools of executive coaching to how you lead, motivate and communicate across diverse teams with competing priorities and differing perspectives, as well as create effective conversations for action and professional development.
- Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

## Reflective practice essay

Due: **Exam week**

Weighting: **60%**

**Length:** 2500 words maximum

This essay will take the form of an “reflective practice” assignment. The meaning of “action research” and “reflective practice” will be outlined in class. The specific topic is:

***“In the context of a concept of coaching, apply the set of coaching competencies to an***

***organisational experience which you have found perplexing, surprising, wonder-full or perturbing. Use the competencies of the course to describe and analyse the experience.”***

**The following rules must be adhered to:**

1. The paper must include a title page, be typed (double-spaced), and include a bibliography which lists only those authors referred to in the paper.
2. The title page must include name, subject of paper, class, number of words in paper – (excludes title page and bibliography).
3. Do not include a synopsis, table of contents, appendix or footnotes.
4. Do not exceed the maximum number of words (2500) – (excludes title page and bibliography)

### **Submission details**

Each student is to submit 1 x soft-copy of this assessment on or before the due time and date as listed for this assessment in the class iLearn page. The soft-copy submission will be submitted to Turnitin via the MGSM iLearn portal, a program used to ensure the originality of the work undertaken by the submitter.

This individual assessment **does not need** an MGSM individual coversheet attached to it.

Please ensure your **full name**, **student number**, **unit code** (MGSM867), **unit name** (Executive coaching), **lecturer** (Steven Segal), and **type of assessment being submitted** (Action research/reflective practice) is clearly visible on the front page of your assignment. Please also ensure that the **filename** of your assessment is appropriately titled (MGSM867-ReflectivePractice-LastnameFirstname.docx), and that you only save your document in Microsoft Word format.

### **Extensions and penalties:**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved. No submission will be accepted after solutions have been posted.

On successful completion you will be able to:

- Integrate and apply the role and tools of executive coaching to how you lead, motivate and communicate across diverse teams with competing priorities and differing perspectives, as well as create effective conversations for action and professional development.
- Integrate the role and tools of executive coaching into the tasks of developing a shared understanding of the internal and external diversity of cultural and market mindsets that may affect an organisation, as well as learning to listen and speak in ways that resonate

with people of diverse cultures.

- Use executive coaching tools and activities to build authentic (rather than naïve) trust and integrity in organisational and team relationships.

## Delivery and Resources

### Required text

No required text prescribed.

### Access to Technology

Access to a personal computer and internet connection is required to access learning material/resources online on Macquarie University's online learning management system called iLearn.

### iLearn - Your class online learning resources page

The class iLearn page for this unit is located at: <https://ilearn.mq.edu.au/>. You must be enrolled in this class to see the class iLearn page.

### Lecture slides

Lecture slides will be provided to students only in soft-copy format via the class iLearn page.

### Allocated supplementary readings

Allocated supplementary readings are provided to students only in soft-copy format via the class iLearn page.

### Unit objective

The basic objectives of this unit are:

- To help you develop your coaching style
- Introduce you to the central tools and ways of being as a coach
- Develop the skills of conversations for action
- Appreciate the role of coaching in management
- Understand organisational cultural practices that enable and inhibit coaching styles
- Develop an understanding of both the theory and practice of coaching

### Unit requirements

It will be assumed that the assigned reading for each session has been done prior to class. Class time will be spent ensuring that you have understood this material and exploring new developments and extensions to the basic concepts.

Class case discussions and project preparations will be used as methods for active participatory learning. The grade you obtain for them together with the participation grade will measure the effectiveness of the learning process. The primary output measures are written assignments,

case study discussions and the final examination. Your understanding of the basic principles on which the unit is based will be measured by the final exam and your ability to apply them measured by the project, assignment and cases.

The mode of assessment will test your skills through a number of ways during this unit: situation investigation and analysis, report writing, verbal and written presentations, the ability to work effectively in teams, participation in class discussions, and examination.

If you are unable to attend a class session or have to arrive late or leave early, please let me know *before* the session concerned as this will have an obvious impact on the planned syndicate work. If this situation occurs, you should also arrange with a fellow class member to collect any handouts and other information for you. Formal assessment for this unit is designed to recognise both individual and team effort. This is consciously done to reflect the business environment where effective teamwork is essential to the achievement of individual success. Please note that class “contribution” and not simply “participation” will be graded; there is a subtle but important difference between the two. After each session, notes will be made of those who made important contributions to the session, as well as other individuals who participated. All of you have significant work experience to contribute to the class: you are strongly encouraged to use that in order to make the class a more productive learning experience for us all!

## Unit Schedule

**Students are required to attend all classes.** This unit will be presented over 10 sessions as follows (*The proposed program might be subject to some minor changes as the term progresses (TBA)*).

Class sessions are scheduled from:

**BLOCK class** - 9am to 5pm (Sydney time) of the following dates:

- **1st BLOCK weekend (sessions 1-6)** - 1-3 November 2019
- **2nd BLOCK weekend (sessions 7-10)** - 16-17 November 2019

**Final exam week:** 25-30 November 2019 (The exam timetable will be available on 25 September 2019 at <https://students.mqsm.edu.au/sydney-students/units/exams/>)

Session	Topics
1	Realising potential, coaching & professional development
2	Becoming a Manager
3	Cognitive behavioural therapy (CBT)
4	Socratic dialogue and CBT
5	Acceptance commitment therapy (ACT)



Session	Topics
6	Psychoanalytic approach to coaching
7	Ontological coaching introduction, Seeing through language
8	Ontological coaching introduction, Seeing through emotion
9	Conversations for action
10	Coaching: A shift in management culture?

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the

University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](#)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Integrate and apply the role and tools of executive coaching to how you lead, motivate

and communicate across diverse teams with competing priorities and differing perspectives, as well as create effective conversations for action and professional development.

- Use executive coaching tools and activities to build authentic (rather than naïve) trust and integrity in organisational and team relationships.

### **Assessment tasks**

- Group presentation
- Reflective practice essay

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### **Learning outcomes**

- Integrate and apply the role and tools of executive coaching to how you lead, motivate and communicate across diverse teams with competing priorities and differing perspectives, as well as create effective conversations for action and professional development.
- Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

### **Assessment tasks**

- Group presentation
- Coaching Conversations essay
- Reflective practice essay

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Integrate the role and tools of executive coaching into the tasks of developing a shared

understanding of the internal and external diversity of cultural and market mindsets that may affect an organisation, as well as learning to listen and speak in ways that resonate with people of diverse cultures.

- Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

## Assessment task

- Reflective practice essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Integrate the role and tools of executive coaching into the tasks of developing a shared understanding of the internal and external diversity of cultural and market mindsets that may affect an organisation, as well as learning to listen and speak in ways that resonate with people of diverse cultures.
- Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

## Assessment task

- Reflective practice essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Integrate and apply the role and tools of executive coaching to how you lead, motivate and communicate across diverse teams with competing priorities and differing perspectives, as well as create effective conversations for action and professional development.

- Integrate the role and tools of executive coaching into the tasks of developing a shared understanding of the internal and external diversity of cultural and market mindsets that may affect an organisation, as well as learning to listen and speak in ways that resonate with people of diverse cultures.
- Use executive coaching tools and activities to build authentic (rather than naïve) trust and integrity in organisational and team relationships.
- Critically assess stakeholder concerns and positions in order to help create and deliver sustainable value creation across organisational processes, projects and networks.

### **Assessment tasks**

- Group presentation
- Coaching Conversations essay

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcome**

- Use executive coaching tools and activities to build authentic (rather than naïve) trust and integrity in organisational and team relationships.

### **Assessment tasks**

- Group presentation
- Coaching Conversations essay

## **Changes from Previous Offering**

**Assessment tasks:** No changes

**Delivery and resources:** No changes

**Unit schedule:** No changes

## **Alignment of this unit with MGSM's mission-driven attributes**

- **Leadership:** It is more and more recognised that leadership is not learnt outside of practice but in the context of practice. Learning of the skills of coaching is central to

becoming an effective leader.

- **Global mindset:** The skills of coaching are central to being able to disclose and switch between different mindsets.
- **Citizenship:** Building of trust and relationships are central dimensions of coaching and of citizenship.
- **Creating sustainable value:** Learning the skills of balance are central to coaching and to sustainability.

## Attendance Policy

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at <https://students.mgsm.edu.au/handbook>.

## Content Disclaimer

These unit materials and the content of this unit are provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.

## Changes since First Published

Date	Description
04/10/2019	Moved topic "Psychoanalytic approach to coaching" to session 6. Deleted Session 6 - Acceptance commitment therapy (ACT). Added new topic for Session 2 titled "Becoming A Manager".