



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Coaching in Organisations				
Module Code	UMOD6G-15-3	Level	3	Version	1
Owning Faculty	FBL	Field	Organisation Studies		
Contributes towards	BA (Hons) Business Management (Leadership, Change and Organisations)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2013		Valid to		

<b>CAP Approval Date</b>	QMAC Dec 11
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Explore the nature, purpose and role of coaching in an organisational context with reference to relevant literature. (B)</li> <li>- Evaluate the characteristics of effective coaching with reference to literature. (B)</li> <li>- Analyse contemporary management and organisational issues and identify the place of coaching with reference to relevant theories. (B)</li> <li>- Plan, organise and gain feedback from at least six hours coaching activities. (A)</li> <li>- Reflect on own coaching practice and identify future development. (A)</li> <li>- Communicate ideas effectively using both theory and practice to construct a coherent argument (A, B)</li> </ul> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> <li>- Develop interviewing skills</li> <li>- Reflect on the nature of power in interpersonal relationships</li> <li>- Explore a range of interpersonal communication strategies</li> </ul>
Syllabus Outline	<ol style="list-style-type: none"> <li>1. Introduction to Coaching in organisations</li> <li>2. Exploration of support mechanisms available in organisations and link to organisational culture, development of coaching cultures and power</li> <li>3. Definitions of coaching, review of similarities and differences to other support mechanisms</li> </ol>

	<ol style="list-style-type: none"> <li>4. Effective coaching characteristics</li> <li>5. Equality and diversity and implications for coaching cultures and coaching practice</li> <li>6. Nature and role of coaching compared to other support mechanisms</li> <li>7. Development of interviewing skills</li> <li>8. Learning theories, learning styles and relevance to coaching</li> <li>9. Nature of power and impact on coaching cultures and interactions</li> <li>10. Feedback skills and its relevance to coaching</li> <li>11. Initial assessment tools and techniques</li> <li>12. Reflection</li> </ol>																									
<p>Contact Hours/Scheduled Hours</p>	<p>The module is delivered on the basis of 3 hours of scheduled student contact per week, which is a combination of lectures, workshops and opportunities to practice coaching by acting as coaches to other students e.g. first year students. This process is supported by scheduled coaching sessions with staff.</p>																									
<p>Teaching and Learning Methods</p>	<p>Teaching and learning approaches will be student-centred, with an emphasis on experiential methods and critical reflection. Students will develop skills and understanding through working with case studies, a number of structured experiential exercises, including role play and peer coaching sessions.. Workshops will provide opportunities for students to develop skills for critical reflection on their experience of learning on the module, and for students to study and develop their own research into current coaching thinking, research, issues and topics.</p>																									
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. .</p> <table border="1" data-bbox="483 1137 1396 1527"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources. Specific workshop activities will include use of the library resources.</p> <p><b>Essential reading</b> The core text provides an overview of the topics covered and is: Rogers, J. (2008) <i>Coaching Skills: A Handbook</i>, (2<sup>nd</sup> ed.). Berkshire: Open University Press</p> <p>In addition, students will be provided with academic articles on a range of topics and these will be made available in the Student Resource Book and/or via Blackboard. Students are expected to supplement this reading with their own research. Supplementary reading is offered in the Student Resource Book and students will be encouraged to read more broadly around their assignment topic.</p>																				
Indicative Reading List	<p>A full list of books and journals is provided in the Student Resource Book. The following texts are indicative only:</p> <p>Brunning, H. (Editor) (2006), <i>Executive Coaching: Systems- Psychodynamic Perspective</i> , Karnac, London  Clutterbuck, D. (2004), <i>Everyone Needs A Mentor</i>, CIPD, London  Clutterbuck, D. &amp; Megginson, D. (2005), <i>Making Coaching Work: Creating a Coaching Culture</i>, CIPD, London  Clutterbuck, D., (2007), <i>Coaching the Team at Work</i>, Nicholas Brealey International, London UK  Egan, G.,(2007). <i>The Skilled Helper</i>, (8<sup>th</sup> ed) Thomson Higher Education, Belmont USA  Garvey, R., Stokes, P. &amp; Megginson, D. (2009), <i>Coaching and Mentoring: Theory and Practice</i> ,Sage, London  Grant, A. &amp; Greene, J. (2004) <i>It's Your Life. What Are You Going To Do With it?</i> (2<sup>nd</sup> ed). Pearson Education Ltd., Suffolk, Great Britain  Guirdham, M., (2005), <i>Communicating across cultures at work</i>, Palgrave, New York  Jarvis, J., Lane, D., A., &amp; Fillery-Travis, A. (2006) <i>The Case For Coaching: Making Evidence-Based Decisions on Coaching</i>, CIPD, London</p>																				

### Part 3: Assessment

Assessment Strategy	<p>This module is designed to both expand the knowledge and understanding of the topic of coaching and the underpinning research and literature plus introduce the students to related skills and professional standards</p> <p>The assessment therefore has two components:</p> <p>A. A Learning Log Review which prompts reviewing and reflecting on experiences and skill development and consists of 6 individual learning logs reflecting on individual coaching practice, including:</p>
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	<p>interpersonal communication, interviewing skills, use of selected coaching models, individual learning, areas of strength and areas for development</p> <p>B. The coursework is a written assignment that involves the students in exploring the relevant literature and applying the literature to their own experience</p> <p>Opportunities for formative feedback are built in to module sessions and through coaching sessions with tutors.</p>
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Identify final assessment component and element	<b>Component A</b>
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% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	30%	70%

<b>First Sit</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Learning Log Review (1,500 words)	100%
Component B Description of each element	Element weighting (as % of component)
1. 2,500 word essay.	100%

<b>Resit (further attendance at taught classes is not required)</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Reflection on the experience of coaching	100%
Component B Description of each element	Element weighting (as % of component)
1. 2,500 word essay	100%

<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>
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