



Course program and reading list

Semester 2 Year 2024

School: Arison School of Business M.A. in OBD

Personal Coaching for Managers

Lecturer:

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Course No.:	Course Type :	Weekly Hours :	Credit:
28840	Workshop	2	2

Course Requirements :	Group Code :	Language:
Final Paper	242288401	English



Course Description

Coaching can be understood as a generic methodology used to improve the skills, performance, and enhance the development of individuals. It is a systemized process by which individuals are helped to explore issues, set goals, develop action plans and then act, monitor, and evaluate their performance in order to better reach their goals, and the coach's role is to facilitate and guide the coachee through this process. Executive coaching can be defined as a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to assist the client in achieving a mutually identified set of goals.

Research suggests that coaching has significant positive effects on performance/skills, Well-being, coping, work attitudes, and goal-directed self-regulation, indicating that coaching is an effective intervention in organizations.



Course Goals

The students will learn :

1. The behavioral science of coaching – developing critical understanding and applied applications of behavioral and cognitive scientific underpinning of coaching.
2. The applied “Art” of coaching – developing the applied skills or the “art” of coaching – the core coaching micro-skills.
3. Ethical and professional practice as presented by the International Coach Federation.

Method

This course is a complete, stand-alone module. It is comprised of 11 weekly meetings, each 1.5 hours long. Each meeting will include a lecture component and an experimental learning component. The experimental learning component requires students to consolidate the theory and skills acquired through a supervised coaching practicum.

The coaching practicum

The students will be asked to locate a client in a managerial position and conduct 5 coaching sessions with the client. The first coaching session should last 2 hours long. The rest of the sessions are 1h long. The coaching sessions will be recorded. Students also are required to reflect on their experience of coaching others via live feedback and written work. To maximize learning and aid recognition of personal strengths and weaknesses, students will keep a coaching journal and self-assessment record. Coaching cases will be presented and analyzed in class in a supportive environment.



Grading

1. Active attendance and participation
 - Given the nature of the course, attendance is obligatory. Students are allowed for 20% absence.
 - Zoom attendance (in case of a zoom class) requires :
 - Arriving on time
 - Open Camera
 - Proper outfit
 - Connecting via laptop (not cellular)
 - Connecting from a quite private place.
 2. Reading bibliographical material.
 3. Conducting 5 meetings practicum with a manager and submitting 5 journal entries following each meeting (25%).
 4. Submitting final paper (75%)
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Learning Outcomes

On the completion of this course, students will be able to:

- Demonstrate an understanding of the theories and techniques of Cognitive-behavioral and solution-focused approaches.
 - Apply the taught theories and techniques to a wide range of coaching client issues.
 - Coach a client through from initial intake session to goal attainment.
 - Self-evaluate their coaching style and make appropriate changes
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Reading List

Reading list – required:

1. Adizes, I. (2004). Management/mismanagement styles: How to identify a style and what to do about it. The Adizes Institute Publishing.
2. Cavanagh, M., & Grant, A. M. (2010). The Solution-focused Coaching Approach to Coaching. In E. Cox, T. Bachkirova & D. Clutterbuck (Eds.), *The complete handbook of coaching* (pp. 54-67). London: Sage.
3. Good, D., Yeganeh, B., & Yeganeh, R. (2013). Cognitive behavioral executive coaching. *Research in organizational change and development, 21*, 175-200.
4. Grant, A.M. (2005). What is evidence-based executive, work place and life coaching? In Cavanagh, M., Grant, A., & Kemp, T. (Eds.). *Evidence-Based Coaching: vol 1: Theory, research and practice from the behavioral science*. Australian Academic Press.
5. Grant, A. M. (2011). Is it time to REGROW the GROW model? Issues related to teaching coaching session structures. *The Coaching Psychologist, 7*(2), 118-126.
6. Grant, A. M. (2016). New perspectives on goal setting in coaching practice: An integrated model of goal-focused coaching. In S. David, D. Clutterbuck & D. Megginson (Eds.), *Beyond goals: Effective strategies for coaching and mentoring* (pp. 55-82). New-York, NY: Routledge.
7. Grant, A. M. (2017). The third 'generation' of workplace coaching: creating a culture of quality conversations. *Coaching: An International Journal of Theory, Research and Practice, 10*(1), 37-53.
8. Grant, A. M., & Atad, O. I. (2021). Coaching Psychology Interventions vs. Positive Psychology Interventions: The Measurable Benefits of a Coaching Relationship. *The Journal of Positive Psychology, 1-13*. <https://doi.org/10.1080/17439760.2021.1871944>
9. Green, S., & Palmer, S. (2019). Positive Psychology Coaching. In S. Green & S. Palmer (Eds.), *Positive psychology coaching in practice* (pp. 1-20). Routledge.
10. Grover, S., & Furnham, A. (2016). Coaching as a developmental intervention in organisations: A systematic review of its effectiveness and the mechanisms underlying it. *PloS one, 11*(7), e0159137.
11. McGonagill, G. (2002). The coach as reflective practitioner. In C. Fitzgerald & J.

- Berger (Eds.), *Executive coaching: Practices & perspectives* (pp. 59-85). Palo Alto, CA, Davies-Black Publishing.
12. Spence, G. B., & Deci, E. L. (2016). Self-determination theory within coaching contexts: Supporting motives and goals that promote optimal functioning and well-being. In S. David, D. Clutterbuck & D. Megginson (Eds.), *Beyond Goals. Effective Strategies for Coaching and Mentoring* (pp. 95-108). New-York, NY: Routledge.
 13. Spence, G., Cavanagh, M., & Grant, A. (2006). Duty of care in an unregulated industry: Initial findings on the diversity and practices of Australian coaches. *International Coaching Psychology Review*, 1 (1), 71-85.
 14. Theeboom, T., Beersma, B., & van Vianen, A. E. (2014). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context. *The Journal of Positive Psychology*, 9(1), 1-18.

Optional additional reading:

1. Atad, O. I., Smith, W., & Green, S. (2021). Coaching as the missing ingredient in the application and training of positive psychological science In W. Smith, I. Boniwell & S. Green (Eds.), *Positive Psychology Coaching in the Workplace* (pp. 41-60): Springer.
2. Berglas, S. (2002). The very real dangers of executive coaching. *Harvard Business Review*, 80(6), 86-93.
3. Biswas-Diener, R. (2020). The practice of positive psychology coaching. *The Journal of Positive Psychology*, 15(5), 701-704. <https://doi.org/10.1080/17439760.2020.1789705>
4. Bozer, G., & Jones, R. J. (2018). Understanding the factors that determine workplace coaching effectiveness: a systematic literature review. *European Journal of Work and Organizational Psychology*, 27(3), 342-361. <https://doi.org/10.1080/1359432x.2018.1446946>
5. Cavanagh, M. (2005). Mental health issues and challenging clients in executive coaching. *Evidence-based coaching*, 1, 21-36.
6. Ducharme, M. J. (2004). The Cognitive-Behavioral Approach to Executive Coaching. *Consulting Psychology Journal: Practice and Research*, 56(4), 214-224.
7. Grant, A. M. (2014). The efficacy of executive coaching in times of organizational change. *Journal of Change Management*, 14(2), 258-280.
8. Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomized controlled study. *Journal of Positive Psychology*, 4(5), 396-407.
9. Itzchakov, G., & Kluger, A. (2018). The Power of Listening in Helping People Change. *Harvard business review*.
10. Jackson, P. Z., & McKergow, M. (2002). *The Solutions Focus: The SIMPLE Way to Positive Change*. London: Nicholas Brealey.
11. Neenan, M. (2009). Using Socratic Questioning in Coaching. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 27(4), 249-264. <https://doi.org/10.1007/s10942-007-0076-z>
12. Peltier, B. (2001). *The psychology of executive coaching: Theory and application*: Brunner-Routledge.
13. Szabo, P., & Meier, D. (2009). *Coaching plain & simple: Solution-focused brief*

coaching essentials. New York, NY: W.W. Norton & Co.