

MSc in Coaching and Behavioural Change

For students entering in 2009

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Henley Business School
Programme length:	minimum 30 months, maximum 36 months
Date of specification:	May 2009
Programme Director:	Dr Patricia Bossons
Board of Studies:	School of Management - Greenlands
Accreditation:	

Summary of programme aims

- To build mastery in coaching by broadening and deepening students' knowledge and understanding, of self and others
- To build confidence through practice and reflection
- To develop the skills of reflective and reflexive learning
- To develop self-awareness around the coaching relationship and self-management
- To become fully practiced in the experience of coaching supervision
- To understand and work with the coaching system, as it exists in organisations
- To increase the range of coaching tools and techniques available to the student, and the flexibility and judgement around their use
- To develop critical thinking and problem solving skills to enable coaching at a high level within an organisational context

Transferable skills

- Tools and techniques of coaching, and when and how to deploy them
- An understanding of the dynamics of relationships, within a coaching relationship, a team and an organisation
- The practical skills of self-management in a coaching relationship
- An understanding of research techniques and rigorous problem solving and analytical processes to facilitate coaching of senior managers
- An understanding of the psychological processes around behavioural change and how to apply this through coaching

Programme content

Mod Code		<i>Credits</i>	<i>Level</i>
	• Stage One		
	• Foundations in Coaching – Henley Certificate in Coaching	30	7
	• NLP Practitioner (accredited by ITS) and integration	30	7
	• Stage Two		
	• Becoming a Reflective Practitioner	20	7
	• Group Dynamics and Systems thinking	20	7
	• Advanced Coaching Practice	20	7
	• Stage Three		
	• Management Challenge and Manager as Investigator	40	7
	• Personal Project	20	7

Part-time/Modular arrangements

The programme is part-time, with workshops for each module run at the Greenlands site. The exception to this will be the NLP Practitioner module, which will be run at hotel-conference facilities in Hamersmith, London. Henley tutors will be present during elements of the non-Greenlands based workshops. All arrangements will be made through the Henley administrative support for the programme.

Progression requirements

Successful completion of each stage will be required before progression to the next.

Summary of teaching and assessment

The programme is designed to be modular, with workshops in each module, of various lengths. The workshops will be co-ordinated by the same Lead Tutors throughout the entire programme, with different, specialist tutors involved at appropriate stages. All teaching will take place on the Greenlands Campus, apart from the NLP Practitioner module, which is run at a venue in London. The NLP Practitioner module involves the Henley cohort joining an open programme run by the delivering organisation, ITS, which will give students a chance to practice working with a greater diversity of people than is possible within their own Masters programme cohort.

All the workshops include a mix of teaching, demonstrations by the tutors, practice sessions between participants and coaching supervision in small learning groups. All students will receive individual coaching and supervision from their Learning Advisor/Coaching Supervisor throughout the programme.

Students are expected to read around the subjects of each module, and compile an on-going learning log. Reflective written work is required during the modules, based on inter-workshop assignments, and a final reflective piece forms the assessment stage of each module. This final reflective piece needs to be supported by a portfolio of feedback and reflections gathered over the course of the module, including feedback from peers, coaching supervisors and tutors on observed sessions.

Stage one of the programme, the Post Graduate Certificate, will be made up of the Certificate in Coaching, and the NLP Practitioner and integration work. Stage two, Post Graduate Diploma, will consist of the modules 'Becoming a Reflective Practitioner', 'Group Dynamics and Systems Thinking' and 'Advanced Coaching Practice'. Stage three, Masters, will consist of an contextualised version of the Management Challenge module, including the Manager as Investigator module, plus a Personal Project, which is begun during Stage one.

Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories:

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

For Masters Degrees

To pass the MSc students must gain an average mark of 50 or more overall including a mark of 50 or more for the Management Challenge. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the Management Challenge and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the Management Challenge and have no mark below 40 will be eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have obtained:

- A good first degree
- An equivalent recognised professional qualification
- Have a minimum of 3 years management /leadership experience
- Have experience of coaching and being coached
- Appropriate English language ability – proficiency testing may be required (IELTS 7.0) or equivalent
- Applications are welcome from individuals with substantial knowledge, experience and skills in a relevant field, who do not meet the first two requirements above. These applications will be considered individually.

Admissions Tutor: Dr Patricia Bossons

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

The Greenlands site IT support and on-line materials will be available to support students during the Management Challenge element of the programme.

Career prospects

Within organisations, or in free-lance coaching/consultancy capacity

Opportunities for study abroad or for placements

N/A

Educational aims of the programme

- To develop a systematic understanding of the knowledge base around Coaching and Behavioural Change, and a critical awareness of current issues and applications, particularly in a Business context
- To enable participants to work as practitioners in the field with confidence and competence through
 - understanding, experimenting and integrating theory
 - developing and practicing coaching skills
 - developing a clear sense of their own coaching identity
 - reflecting on their experiences in a structured manner
 - building an awareness of coaching boundaries and ethics and how to work within these to enable others to achieve behavioural change
 - understanding coaching within an organisational system

Programme Outline

Knowledge and Understanding

<p>Knowledge and understanding of:</p> <ul style="list-style-type: none">• individual differences in thinking styles and interpersonal preferences• psychological sources of coaching tools and techniques and their application to effecting behavioural change• self-awareness, the impact of self on the coaching relationship and how to manage it• systems thinking – coaching and behavioural change in the context of self, team and organisation• multi-cultural issues relating to coaching• advanced use of language• tools and techniques to be deployed in a wide range of coaching contexts• boundaries, ethical issues, beliefs and values• coaching supervision• coaching teams• contracting• critical thinking and ability to collect, analyse and apply data robustly and appropriately	<p>Teaching/learning methods and strategies</p> <p>Tutor input and demonstrations Coaching supervision in learning groups Reading Reflective writing Peer/tutor/supervisor feedback Learning log Group dynamics work</p> <p><i>Assessment</i></p> <p>One 5000 word reflective assignment per module for Post Graduate Certificate and Post Graduate Diploma. Masters requires 15,000 word report on Management Challenge and 5000 word reflective write-up of the Personal Project. Assessment to require appropriate references to the relevant literature, and to feedback, reflections and personal learning log continued throughout the programme.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ul style="list-style-type: none">• state what it means to be a ‘reflective practitioner’• critically analyse a coaching situation from a range of different perspectives whilst remaining personally detached from the content• understand the system within which an individual coaching relationship is operating, and incorporate this into the coaching work appropriately• understand the psychology behind behavioural change, and the relationship with various coaching tools and techniques• recognise and understand own personal responses in a coaching relationship, and manage self appropriately• appreciate the purpose and practice of coaching supervision• understand how to manage their own coaching practice, with appropriate ethics, contracts and boundaries• understand the skills of team coaching and facilitation• understand the multi-cultural issues which relate to coaching• understand how people develop patterns of behaviour and how these can be changed	<p>Teaching/learning methods and strategies</p> <p>Tutor input, demonstrations and work in small learning groups/supervision groups. Peer coaching on understanding of module content. Practice with peers during and between workshops. On going learning log for the duration of the whole programme. Reflective writing based on personal experiences with module content, including feedback from tutors, supervisor and peers.</p> <p><i>Assessment</i></p> <p>A 5000 word reflective piece, referring to course work and learning log.</p>
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C. Practical skills – able to:

- exercise self-awareness in the moment
- 'hold' an immediate intention and consider alternatives
- Use feedback of own responses to assist another's learning
- Manage the risks of coaching relationships to self and others
- Remain appropriately detached from others' emotions
- Diagnose problems in teams, groups and organisations and identify appropriate interventions
- Use a wide range of tools and techniques which deliver effective behavioural change
- Handle difficult or challenging coaching and behavioural change situations
- Work with organisational behavioural change requirements
- Supervise other coaches and seek and receive supervision for themselves appropriately
- Explain their personal approach in coaching to others
- Identify points of maximum leverage for change
- Use management models
- Use a systemic understanding to avoid unintended consequences of interventions
- Manage boundaries with a high level of sophistication

Teaching/learning methods and strategies

Input and demonstrations, practice with peers, feedback, reflection

Coaching supervision in learning groups

Learning log

Assessment

Observed sessions, with feedback from peers, tutors and supervisor – referred to in final 5000 word reflective piece

Learning log, referred to in reflective piece

<p>D. Transferable skills – able to:</p> <ul style="list-style-type: none"> • Facilitate others’ reflection • Facilitate others’ supervision of each other, in a group setting • Coach others to develop their emotional intelligence • Coach others to enable them to use tools and techniques for themselves to change their way of thinking and/or behaving • Enable others to understand better their own intra- and inter-personal dynamic • Develop others’ understanding of the dangers and pitfalls of the coaching relationship • Communicate Gestalt and TA techniques to others • Enable others to think systemically • Explain a range of management models to others • Coach teams to understand group dynamics and team development • Coach team leaders to be more effective • Transact with an organisation so that it becomes more skilful at engaging and managing coaching 	<p>Teaching/learning methods and strategies</p> <p>Work in Supervision/Learning groups Exercises with peers to practice and feedback Feedback from observed sessions from peers, tutors and supervisors</p> <p><i>Assessment</i></p> <p>Reference to these activities expected in the 5000 word reflective piece</p>
<p>Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.</p>	