



## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Executive Coaching
Subject code	E000010587
Main program	<a href="#">Grado en Análisis de Negocios/Business Analytics</a>
Involved programs	Grado en Análisis de Negocios/Business Analytics y Grado en Derecho [Fifth year] Grado en Administración y Dirección de Empresas y Grado en Análisis de Negocios/Business Analytics [Fifth year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	3,0 ECTS
Type	Optional
Department	Departamento de Gestión Empresarial
Coordinator	Juan José López Jurado
Schedule	Consultar a tal efecto los horarios de los diferentes grupos y titulaciones en los que se imparte.
Office hours	Solicitar cita previa por email
Course overview	<p>ANECA: To accompany students in improving their skills and competencies in relation to team management, inherent to the role of a manager. This course will also serve to lay the foundations for a possible further development of the knowledge and competencies necessary to exercise a new role as a coach and to learn to work with the emotional and relational dimension of team management and to learn how to work with the emotional and relational dimension of organizations. Starting from a global perspective of the current state of Executive Coaching, we start working on self-knowledge and develop the key competencies of Executive Coaching integrated in organizations. The different pillars and tools will be discussed, together with the reflection on effective communication and the management of emotions as essential elements of the coaching process. Management of emotions as essential elements of the coaching process. It includes a contact with the diversity of coaching currents supported b</p>

Teacher Information	
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## SPECIFIC DATA OF THE SUBJECT

### Contextualization of the subject

#### Contribution to the professional profile of the degree

The general objective of this course is to provide a quality response to the training needs of future professionals who need to incorporate the benefits of coaching into their management of people and the achievement of their objectives. It is designed to give an integrated model considering both the competence part of personal development, and the development of emotional intelligence, the skills and abilities of executive coaching, as well as team coaching.

This subject deals with a professional practice widely and deeply adopted by organizations.

Executive Coaching provides the necessary skills, required of managers and future managers, in changing and uncertain economic environments. These skills help them to think differently, to improve the communications they will have to maintain with the rest of the organization and to go deeper into themselves.

The essence of Executive Coaching is to help managers to overcome the various dilemmas they face, to assist them in transmitting their learning and that it increases the results of the organization

This tool is of great value for the management of companies, as well as for personal development, in terms of achieving both personal and professional goals.

#### Prerequisites

**None.** But it is of great help to continue with the maximum use of this subject, to have studied during the Baccalaureate, the specific subject of Psychology. As well as, to remember the studied in the subjects of the Plan of Studies ADE of Foundations of Enterprise Management and Organizational Behavior of which we started off.

### Competencies - Objectives

#### Competences

##### GENERALES

CG06 . Habilidades interpersonales en la sociedad de la información: escuchar, argumentar y debatir

RA1. Utiliza el diálogo para colaborar y generar buenas relaciones, escuchando las opiniones de los demás y estableciendo diálogos constructivos

RA2. Comunica sus ideas de manera efectiva y argumentada

RA3. Conoce la técnica del debate y la oratoria y sabe emplearla en cuestiones profesionales

CG09 . Compromiso ético en la sociedad de la información

RA1. Persigue la excelencia en las actuaciones profesionales

RA2. Se preocupa por las consecuencias que su actividad y su conducta pueden tener para los demás

RA3. Incorpora en su discurso y en sus propuestas de actuaciones, las consecuencias que las mismas pueden tener para los distintos stakeholders de una organización global



CG11 . Capacidad para aprender y trabajar autónomamente en la sociedad de la información

RA1. Es capaz de recopilar, preparar y ampliar información con carácter previo a su participación en actividades que implican la construcción de un discurso propio argumentado o la propuesta de soluciones innovadoras a un problema

RA2. Realiza sus trabajos y su actividad necesitando sólo unas indicaciones iniciales y un seguimiento básico, poniendo en práctica las habilidades necesarias para la investigación independiente

RA3. Busca y encuentra recursos adecuados para sostener sus actuaciones y realizar sus trabajos

### ESPECÍFICAS

CEO07 . Conocer y comprender las claves del coaching ejecutivo, orientados al desarrollo de nuevas competencias cuyo ejercicio permita al directivo una gestión de equipos exitosa

RA1. Reconoce y valora la dimensión emocional y relacional de las organizaciones, lo que permite avanzar en el autoconocimiento y en la comprensión de otros.

RA2. Conoce las competencias clave del Coaching Ejecutivo, sus diferentes pilares y herramientas y los distintos tipos de coaching para adaptarse a las necesidades cambiantes de las organizaciones

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### BLOCK I.- SYSTEMIC APPROACH TO THE GLOBAL BUSINESS ENVIRONMENT

Topic 1. Growing with Vision. Process of developing the definition of strategy.

Topic 2. Development of management teams. Coaching culture.

#### BLOCK II.-FUNDAMENTAL CONCEPTS- POSITIONING OF COACHING

Topic 3.- Introduction to Executive Coaching

Topic 4.- Upcoming challenges for the management function and the manager as "coach

#### BLOCK III. FOUR PHASES OF THE COACHING PROCESS

Item 5 .- Phase 1. Contract. Achieving an effective relationship.

Topic 6. Phase 2. Action plan. Strengthening the relationship. Importance of active listening, exploration and feedback.

Topic 7. Phase 3. Coaching as a living process. Tools and different work approaches in the sessions.

Topic 8. Phase 4. Evaluation of the process. Review of the achievement of objectives Final report.

Topic 9 Group Coaching. Conceptual bases and different approaches.

## TEACHING METHODOLOGY

### General methodological aspects of the subject

#### In-class Methodology: Activities

AF1. Master lessons in which the teacher will present the main contents in a clear, structured and motivating way, usually supported by

different audiovisual resources. The essential aspects to facilitate the personal work of learning of the student are underlined and finally, the suggestions and doubts of the students are taken care of and collected [1]

CGI 1. Analysis and synthesis capacity

CGI 3. Organizational and planning capacity

CGI 5. Basic general knowledge of the area of study

AF2. Participated sessions of an expository nature. An exposition in which the teacher explains the basic notions, with the active and collaborative participation of the students, who discuss and debate the dark points or nuances that are relevant for the correct understanding of the contents. It will include dynamic presentations and the formal or spontaneous participation of students through various activities. As well as forums of audiovisual materials [2].

CGI 4. Ability to manage information from diverse sources

CGI 3. Organizational and planning capacity

CGI 5. Basic general knowledge of the area of study.

AF6. Analysis and resolution of cases proposed by the teacher, based on a brief reading, a material prepared for the occasion, or any other type of data or information that allows the application in practice of the theoretical knowledge acquired and favours the development of the argumentative capacity of the student. They are based on the selection of professional materials adapted to the subject, as much as possible, with the aim of training the student in the resolution of real problems and in the acquisition of reflexes to react to unexpected situations and approaches. It is common to work in teams,

GPC 10. Leadership and teamwork skills

GSC 16. Action and quality orientation

GPC 12. Ethical commitment

CGI 2. Problem Solving and Decision Making

CGP 11. Critical and self-critical capacity

AF7. Simulations, role-playing games, group dynamics. Simulations, role-playing and other group dynamics are learning activities in which the learner acts in the place of another person. Situations are analyzed, decisions are made and identified, and consequences are evaluated

GPC 9. Interpersonal skills: listening, arguing and debating

GPC 13. Recognition of and respect for diversity and multiculturalism

CGP 11. Critical and self-critical capacity

AF8. Public exhibition of topics or works. Presentation and defense before the teacher and the rest of the classmates. It takes place individually or collectively. It will be valued the conceptual organization, the domain of the treated matter, the expositive clarity, the respect and rationality of the different phases and, in case of being a collective exercise, the active collaboration of each member of the team.

CGP 12. Ethical commitment

CGI 3. Organizational and planning capacity

CGI 6. Oral and written communication in one's own language

CGP 11. Critical and self-critical capacity

1] Learning is a student's job that no teacher can replace. In the master classes, the teachers will limit themselves to developing the contents that they consider most important and/or most complicated to understand. The student must bring the subjects to be worked on before their presentation in class. In order to check that the student fulfils his/her obligation, the teachers may carry out brief exercises prior to the presentation of the topics. They can also do these exercises at the end of the class to check the understanding of the different contents (One minute paper)

2] The first minutes of the class are used to situate what is going to be taught in the general framework of the subject, relating it to previous sessions. The objective of the lesson to be taught is considered (what is the purpose of what is going to be seen?), and then the theoretical concepts are presented.

### **Non-Presential Methodology: Activities**

AF10. Individual study and extension of the documentation that the student carries out to understand, re-elaborate and retain a scientific content with a view to a possible application in his profession. Individual reading of texts (bibliography) and notes of different types (books, magazines, individual articles, press, Internet publications, reports on practical experiences, etc.) related to the subjects of study. In the University's Resources Portal, students will be able to find documentation, materials from the sessions and the practices.

CGI 1. Analysis and synthesis capacity

CGI 3. Organizational and planning capacity

CGI 4. Ability to manage information from diverse sources

CGI 5. Basic general knowledge of the area of study

CGS 14. Ability to learn and work independently

AF11. Individual or very small group academic tutoring, for the resolution of problems that may have arisen in the course of learning the subject or in the process of acquiring the corresponding skills, as well as for the supervision of the student's progress in his/her work.

CGI 6. Oral and written communication in one's own language

CGI 3. Organizational and planning capacity

CGI 4. Ability to manage information from diverse sources

CGI 1. Analysis and synthesis capacity

AF12. Monographic research of application to practice. A cooperative learning procedure that starts with the assignment of students to teams and the approach of a task that requires research, sharing of information and resources among team members in order to achieve the common goal. Individual objectives are achieved if and only if others achieve theirs, so there is a great deal of personal interdependence in achieving the goals.

CGS 18. Initiative and Entrepreneurship

GSC 16. Action and quality orientation

GPC 12. Ethical commitment

CGS 17. Capacity to develop and communicate ideas, projects, reports, solutions and problems

AF15. Organized reading. Reading and analysis of relevant texts with various tasks that assess reading comprehension individually or in



groups.

CGP 11. Critical and Self-Critical Ability

GPC 12. Ethical commitment

## SUMMARY STUDENT WORKING HOURS

**Classroom Hours:** Expository Lessons 15h. Exercises and solving cases and problems 15h. Simulations, role-playing games, group dynamics 20h . Seminars and workshops 10h = **60h**

**Non-contact hours:** Individual and / or group studies 15h, and organized reading 15h. = **30h**

**ECTS CREDITS: 3 (90 hours).**

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
FINAL TEST: Overall and in writing Of the entire syllabus (slides) and class explanations. Theory 60% and Practice 40%. Objective questions and mini case studies. It is essential to pass with a 5 to be able to add up the continuous evaluation	1. Global synthesis of the whole course .2. Comprehensive and relational capacity. 3.Practical application capability.	50 %
CONTINUOUS EVALUATION: Cases, readings, practices and exercises proposed by the teacher in class	1.-Quantity and quality of work	10%
PERSONAL WORK EVALUATION- 4 REAL SESSIONS COACHING PROCESS.	1.- Quality of the implementation of the skills and processes learned.	30%
ACTIVE PUPIL PARTICIPATION IN CLASS	Attitude and proactivity in innovative contributions and their quality. Constructive debate.	10%

## Ratings

The FINAL QUALIFICATION, passed the final exam, will be the weighted sum of this and the continuous evaluation of all the activities of the course. If the student does not reach a grade of 5 in this exam, the subject will be suspended and the student will have to take and pass the global exam of the extraordinary summons, on the official date established by the corresponding Head of Studies.

Students with exemption from schooling: Repeaters, in Exchange (without 100% validation) or in Regulated Practice (with the express authorization of the corresponding Head of Studies): It will be your full responsibility to be able to take advantage of this curricular adaptation if you do not have to complete the continuous evaluation, to communicate your personal situation by email to the corresponding teacher in the first month of the semester and to attach your academic record and curriculum with a photo updated at that

same time, indicating your exam call and personal objectives about passing this subject. The student will also attend this final exam in an extraordinary session, if he or she cancels the session or does not attend for any reason (his or her final mark will be 100% of this final exam).

EVALUATION IN EXTRAORDINARY CONFERENCE: Written, theoretical-practical and global exam with a value of 100% for the final qualification of the subject, in date and hour established by the corresponding Head of Studies. It will be subject of examination Notes and Slides present in the Resources Portal of the last semester taught.

## WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
4 REAL SESSIONS COACHING PROCESS.	From the beginning of the second block	One week before the final exam
Attitude and class participation	The whole semester	Until the end of the overall examination Comprehensive written test
Comprehensive written test It is essential to approve it in order to add the continuous evaluation. 50%	Indicated by Head of Studies	Indicated by Head of Studies

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

O'Neill, Mary Beth. "Executive Coaching With Backbone And Heart." San Francisco: Jossey-Bass, 2007. Print.

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