

MASTER OF MANAGEMENT IN BUSINESS AND EXECUTIVE COACHING (MMBEC)



WBS



WBS Wits
Business
School
Sculpting global leaders

MESSAGE FROM ACTING HEAD OF SCHOOL



Dear Prospective WBS Student

The focus at Wits Business School (WBS) is on providing our students with a globally competitive business education. Proof of our success in this endeavour is the large number of WBS graduates who hold high corporate office in organisations both locally and abroad.

You can be sure that when you leave the school you will be well equipped not only for the international job market, but with the ability and knowledge to strike out on your own and blaze new business trails.

Accreditation by a number of leading international organisations, including the Association of MBAs (AMBA), and the Programme in International Management (PIM), attest to the high regard a WBS degree holds in the business world. The school is also a founding member of the South African Association of Business Schools.

One of the major strengths of WBS lies in our faculty. Here you will learn from a diverse group of men and women who offer you a truly international business perspective. Another major strength is the WBS teaching methodology which is grounded in both theory and real-life business practice. And our careful selection criteria ensures that not only do our students achieve impressive results, but they also make a meaningful contribution in the classroom.

Looking ahead, our vision is to constantly keep abreast of the latest developments in order to meet the changing needs of business and society. Additionally, as Africa's leading business school we will also ensure that our curriculum remains relevant to our students and the market, while raising our profile internationally and broadening our presence in Africa. And, it goes without saying, we will continue to produce graduates who can play a meaningful role in South Africa's rapidly expanding economy.

For anyone wanting to expand their business acumen and gain the ability to thrive in a competitive marketplace, you can do no better than enroll in WBS.

Looking forward to hearing from you.

Dr Wendy Ngoma
Acting Head of School



MESSAGE FROM DIRECTOR: LDC

Coaching is becoming ever more important for organisations looking to derive maximum return on their human capital investment.

As such, the coaching industry has seen rapid growth during the past five years, and this growth shows no signs of abating in the foreseeable future. The part-time Master of Management in the field of Business and Executive Coaching (MMBEC) course has been developed with this trend in mind, and to help meet the increasing demand for graduates, qualified to Masters level, to act as business and executive coaches.

The coaching industry finds itself at an important point in its history, and there is a need for coaches to ground their practice in solid theoretical, empirically-tested models. The WBS MMBEC is aligned to the Graduate School Alliance for Executive Coaching (GSAEC) framework for Coaching Qualifications at University Level, which means your qualification will meet the most rigorous international standards.

After successfully completing the course, students will have a thorough understanding of the disciplines required to act as effective coaches, and the practical skills to deploy this knowledge in a real-world environment.

If you see coaching as your future, we look forward to seeing you on this programme.

Professor Drikus Kriek
LDC Director

MESSAGE FROM THE PROGRAMME DIRECTOR: NATALIE CUNNINGHAM



Wits Business School prides itself on its standards of excellence and sees itself as an academic institution firmly rooted in research and theoretical frameworks but yet very aware of the context in which our students will operate – the business environment.

The Master of Management in Business and Executive Coaching (MMBEC) has been designed to balance these aspects of theory, knowledge and content as well as adding the component of practitioner skills.

The Research component of the MMBEC will add to the body of knowledge in Business and Executive Coaching. This will further assist in increasing the professionalism within the field of Organisational Coaching.

Coursework is provided with leading edge local and international faculty contributing and developing the curriculum to be directly and practically relevant to the world of work within which business and executive coaching falls.

Practical Coaching skills will be developed under supervision.

This combination leads to an exciting, rigorous learning journey.

We are excited to be offering this qualification and look forward to welcoming you on the programme.

Natalie Cunningham
MMBEC Programme Director



PROGRAMME PHILOSOPHY

The MMBEC is an exciting new Masters that has been developed to meet the needs of the coaching fraternity as well as business needs. More and more businesses are employing executive coaches and are demanding high quality knowledge and skills from them. This Masters will address these needs.

The programme is grounded in a number of pillars:

- Course work
- Research
- Supervised practical coaching
- Personal growth and mastery
- Business context of coaching

Each of these pillars are discussed below.

COURSE WORK

The coursework consists of 8 modules of 40 hours in duration. There will be 320 hours of classroom content. This is the most comprehensive Coaching Masters in South Africa. There are 4 modules per year. The classroom content will be highly interactive and focus on developing leading edge competencies. There will be a convergence of gaining knowledge, as well as addressing the skills and attitudinal components of the newly acquired knowledge. It is envisaged that best practices, case studies, leading guest speakers and well-researched trends will be shared in these sessions. The programme will assess knowledge obtained in these areas through exams and assignments.

RESEARCH

As coaching is an emerging field it is vital that the body of knowledge is added to with empirical research. Wits Business School prides itself on its strong focus on research and expects a high standard from its students in contributing to the body of knowledge in this area, the programme begins with the Research Methodology module and during the first year students are expected to work on their research, handing it in early in the second year. Students will all receive supervision during their research from faculty with knowledge and experience in coaching research.



PROGRAMME PHILOSOPHY CONTINUED

SUPERVISED PRACTICAL COACHING

Students will be required to do practical coaching and will need to submit reports. They will receive supervision on their practical work. Supervision is a structured learning engagement in which participants reflect on real-world coaching experiences to deepen and extend cognitive, emotional and practice skills. The purposes, processes and relationship dynamics of supervision are similar to fields such as counselling, education, and psychotherapy. The Masters is based on GSAEC's academic standards, which make clear distinctions between: (1) the knowledge and theory that assist the practice of executive and organisation coaching), (2) the core coaching competencies (3) the coaching process. In short, GSAEC's academic standards and, subsequently, our Masters, seek to distinguish between what coaches know, what they are able to do, and the work that occurs jointly between coach and client within the boundaries of the coaching process. This is in contrast to many of the frameworks presented by various coaching associations that tend to define coaching competencies broadly in ways to imply a body of knowledge (yet are rarely explicit about its content), combined with promoting proprietary coaching processes to which the competencies are applied. The Coaching Process and Coaching competencies are assessed through the supervised practicals.

PERSONAL GROWTH AND MASTERY

Much of the success of business coaching lies within the personal relationship between the executive coach and the client, and as such, it is important that the coach constantly be aware of the role of relationship and self within the process. A great coach is constantly focused on self-improvement and their own development. The programme builds on this with Personal Mastery sessions (2 evenings per module). Assessments of students also forms part of this process. Emotional and Social Intelligence are explored.

BUSINESS CONTEXT OF COACHING

Wits Business School prides itself on its business knowledge and places coaching firmly within a business and organisational development context. The students learn about Strategy, Financial Acumen, Organisational Development, Human Resources and Marketing. Business Simulations and Business Games are played in order to equip the student with a deeply grounded experience as well as theoretical knowledge of business principles. A core part of the curriculum includes guest presentations from several CEOs and Directors from Corporates within the industry.



PROGRAMME STRUCTURE

YEAR ONE

There are 8 modules. They are listed in the order in which they would be offered.

1. RESEARCH METHODOLOGY

In this course students are briefly exposed to the philosophy of science and an understanding of the scientific method. Qualitative and quantitative approaches to research are contrasted and the methods of research and design explored for both paradigms. Students are given guidance in the writing of their research proposals and their research reports. The outcomes of the module will be the ability to conceptualise the research and situate it in the broader context of research literature. The student will know how to conduct and write a literature review, access data bases and be aware of referencing protocols.

2. PSYCHOLOGICAL ACUMEN UNDERPINNING COACHING

Coaches require a certain level of psychological skill and competence to operate effectively (Bluckert, P. 2006) Therefore knowledge of various psychological theories that underpin the practice of coaching are fundamental. This module focuses on what the business coach needs to understand about the human psyche in order to operate effectively. This module also differentiates coaching from psychotherapy. The module is broad and covers a wide range of several theories, thus equipping the executive coach with a comprehensive knowledge base from which to work ethically and professionally with people.

3. THE COACHING PROCESS

An understanding of the practical process of coaching is necessary so that students are exposed to the practice of business and executive coaching, and they are equipped to operate in a professional and effective manner. Students will be taught how the process of business and executive coaching occurs. This includes exposure to various skills, tools and interventions, including: entry contracting, assessment and feedback, goal setting and planning, facilitating change and development, outcome evaluation, and termination, ending and long-term planning.

4. COACHING SKILLS

The skills of Business and Executive Coaching are taught in this course. Relationship skills such as development of trust, the making of meaning with the client and how to leverage the coaching relationship through structures and support and action and results are all part of this module. The course will train candidates to become professional business and executive coaches and the importance of context will be incorporated. The coaching skills are specifically focused on business and executive coaching and encompass leadership and management coaching.

PROGRAMME STRUCTURE CONTINUED

YEAR TWO

5. LEARNING THEORIES

Coaching is about growth and learning and, as such, students need to understand that adult learning has specific characteristics and challenges, notably, that adults learn best when actively engaged in the process. The course will train students in an understanding of the applicable theories and bodies of knowledge of various learning theories. Students will need to understand some aspects of cognitive processes and learning styles as well as types of learning. Internal motivators, as well as expectancy theory will be explored. The latest aspects of neuroscience will be looked at including understanding memory, awareness, mapping and predicting, dilemma models and brain synthesis. How action learning and self-directed learning can be incorporated into the coaching relationship, will be looked at in depth.

6. PROFESSIONAL PRACTICE AND ETHICS

This course provides an understanding of the frameworks within the practice of Business and Executive Coaching at professional level. The syllabus covers practice management, ethics and standards of practice, and the use of tools. An understanding of important frameworks for practicing at professional level. This module is about examining the foundations and assumptions of the coaches practice and recognising the structure and activities that support the professional development of the coach and their practice. Practice in this instance refers to the actual exercising of the occupation of being a coach. Areas explored will include practice management which incorporates understanding the value proposition as an executive coach. This module creates awareness of the components of ongoing professional development as well as the exploration of ethics and values that need to be translated into a code of practice.

7. ORGANISATIONAL DEVELOPMENT

The field of organisational development assists the coaching process, by providing insight into human systems and their functions, including work systems, community systems and larger systems (Hudson, F. 1998). As the context for Business and Executive Coaching is the organisation, a thorough knowledge and understanding of the systems theories that underpin organisations, is fundamental. Students will be taught the following theories of Organisational Development: Culture, Appreciative Enquiry, Communication in Organisations, Change Management and Resilience. This knowledge will equip candidates with an understanding of the working environment within which their coaching clients operate.

8. LEADERSHIP IN ORGANISATIONS

Increasingly, many organisations are proactively developing their future leaders and coaching is viewed as the primary tool for leadership development. (Bluckert, P. 2006) The course syllabus will train candidates to become familiar with the various theories of leadership and the practice of leadership within organisations. In particular, the leadership theories of Benis, Jacques, Blanchard and Greenleaf will be covered in the course. Candidates will be given an understanding of how effective leadership impacts on individuals and organisations. They will be trained in how to apply these leadership theories to a variety of practical coaching situations.



REPORT FOR MASTER OF MANAGEMENT DEGREE IN THE FIELD OF BUSINESS AND EXECUTIVE COACHING

Building on the fundamentals of the courses attended, candidates are required to submit a coaching-focused research report. This will comprise an original research project on a topic acceptable to the student and supervisor in the field of business and executive coaching, which will contribute to the empirical and theoretical development of the coaching field. The research reports will be evaluated in terms of their contribution to scholarly knowledge as well as reflective practitioner application.

A photograph of a man in a dark suit and light-colored shirt, looking down with his hand on his chin in a thoughtful pose. In the background, a woman is blurred, sitting at a desk and writing. The scene is set in what appears to be a classroom or lecture hall with red chairs.

ADMISSION REQUIREMENTS

FIRST DEGREE AND HONOURS OR EQUIVALENT

Applicants should have a bachelors degree or higher degree from a recognised university or similar institution, and a Honours degree or Post graduate certificate. In exceptional circumstances, applicants with a bachelors degree and ten years working experience in the relevant field will be considered.

MOTIVATION

Coaching requires a commitment to the learning and development of others. This criteria will be assessed through a written motivation and if necessary an interview.

RELEVANT WORKING EXPERIENCE

At least five years working experience in an appropriate field, namely Human Capital, Human Resources, Management, Business Consulting, Coaching, Leadership Development.

ASSESSMENTS

The University reserves the right to call prospective students in for assessments and tests to assist in the selection process.

FEES

Detailed information will be found in the fee booklet, which is given to students when they register.

The Faculty office can be contacted for details of application process and for the necessary forms.

Queries: Please contact Zimasa Koyana (011) 717 3624 or email zimasa.koyana@wits.ac.za or Natalie Cunningham (011) 717 3550 or email natalie.cunningham@wits.ac.za

SUBMISSION DEADLINE FOR APPLICATIONS : 30 SEPTEMBER 2011.

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