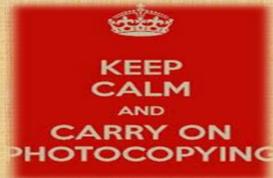


“Arts-based Team Coaching: The Impact on Higher Education Management Learning and Beyond”

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Context:



Starkey and Tempest (2009) state that Business School Higher Education degrees stifle student creativity and socialise myopic mind-sets.

Our Position

- We do not view creativity as a privileged quality of elite, gifted individuals (see Sternberg, 2010; Halpern, 2010).
- We regard reflection to be an important component of theory generation through experiential learning (see Kolb, 1984).

The Knowledge Gap

- Many have called for heightened levels of creativity in Educational practices (Robinson, 2001; Baker and Baker, 2012).

Our Contribution

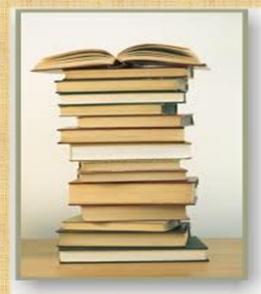
- This study responds to the call for additional research into how participants experience and learn from Arts-based methodologies in Higher Education (Sutherland, 2013). Specifically, we examine the impact of Arts-based Team Coaching on Undergraduate students.

Objectives:

Does Arts-based Team Coaching via experiential learning increase student engagement?	Is Arts-based Team Coaching more memorable as a learning experience?
Can we challenge the archetype of what it is to be a ‘traditional’ Business School student?	What is the impact of Arts-based Team Coaching on professional managerial practice?

Methodology:

From the final year Undergraduate module ‘Styles of Coaching and Leadership: An Interdisciplinary Approach’, a two-hour team coaching session was filmed, field notes written and 11 semi-structured interviews conducted.



Results:

TEAM COACH	COACHEE
<p>POSITIVE EMOTIONAL ENGAGEMENT</p> <p>‘I forget that I’m at Uni, I forget that I’m doing a business degree, I feel like I am exploring new ideas with very intelligent people and very interesting people. It’s great, I love it! I don’t see it as a lecture... I can be open; I can be myself in this room... In a lecture I can’t be myself, I have to be quiet... In the typical lecture you’re more a spectator, now you’re a participant; you watched the film, now you’re in the film, you’re in the production’.</p>	 <p>‘I think it aided my process of learning... Seeing things through a different perspective, it shed more light on the problem than if we would only have stuck to a business perspective’.</p> <p>‘In this day and age we need to be creative, we need to think differently, I don’t want to feel like a mass-produced graduate, I want to feel like I have got something different to offer’.</p>
<p>SELF-AWARENESS AND UNLEASHING POTENTIAL</p> <p>‘It was a unique situation. I don’t feel in my comfort zone in the Business School. It was nice to feel comfortable for a change. This module gives me confidence, already I feel like I wouldn’t be a bad manager after all’.</p>	 <p>‘It’s one of the few lessons I remember with more detail. It was very much beneficial to my learning because you don’t even realise you’re learning so much... You can be more yourself, you’re not so stiff... It’s more relaxed and you take more in that way’.</p>

Conclusion:



(Beghetto and Kaufman, 2009)

By deploying Coaching principles, such as open questioning and active listening (Whitmore, 2004) in a creative context, students unlocked their learning potential, enhanced their future managerial capacity and, overall this increased...



We argue:

- for the need to reconceptualise the ‘traditional’ Business School student.
- that students desire to have creative forms of experiential learning.

We support:

- the notion that conventional (and normative) Higher Education practices marginalise the space for creativity (Starkey and Tempest, 2009).

We agree:

- that there is a lack of empirically-grounded work on situated experiential learning generated by Arts-based methodologies in Higher Education (Sutherland, 2013).

We contribute:

- empirical evidence that supports Taylor’s (2008) assertion that Arts-based methodologies in Higher Education foster more vivid memories.

Our evidence:

- is based on the practice of Team Coaching in an Arts-based context and allocated time for reflection on the team coaching experience.

Impact on Coaching Practice:

All students had read around coaching and leadership theory. The activity demanded ‘team coaches’ to apply the principles of Coaching (Whitmore, 2004) and for all to experience Coaching practice at an Undergraduate level. This potentially leads to a two-fold impact on the legitimisation of the Coaching profession:

- The session opened up student awareness to the benefits of Coaching fostering managerial coaching mind-sets.
- Given the upward mobility of these final-year Undergraduate students who are soon to enter the world of work, it was suggested that the acquired knowledge would be practically implemented in their future managerial careers.

It is hoped that this will serve to cement coaching mind-sets and firmly embed Coaching in professional managerial contexts.