



Strategy driven coaching of management groups in two Asian universities

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In late Spring of 2009 we performed four-week coaching programs on management groups of a Bhutanese media institute and Nepalese MBA school based on the schools' renewed strategies. The first program was led by Harri G. Eriksson and the second by Dr. Arnulf D. Schircks, both acting consultants at Wopi Schweiz GmbH, www.wopi.ch. The international institute of a Swiss teachers college acted as the program's pedagogical partner.

According to the Wopi competence concept (www.wopi.net -manual 1.0 /2010) strategy-driven coaching of the management group (or any other work group) focuses on three drivers, "driving wheels" of competence - motivation, thinking and attitudes. Work groups' competence coaching always includes the treatment of the business and technological components of competence. But the dynamics of all competence draws upon its drivers - the group's profile of motivation, thinking and attitudes.

Wopi-based coaching is realized along four waypoints. (1) defining the organisation's core strategic business competencies and related challenges, (2) transforming the definition into concrete competence goals and action plans for the management group, (3) assessment and coaching of the management group's competence drivers - the group's average motivation, thinking and attitude profile measured by the WOPI - vis-a-vis the new competence requirements, (4) assessment and coaching of the group members' individual drivers in regard to their contribution to the group.

The main question in assessment and coaching of a management group as a whole is what kind of motive-driven ACTION, thinking-shaped PLANNING and attitude-steered VIEWS does the new strategy require from the group. What seems to be within reach from the group's driver potential and what might be lacking? In similar manner, the main question in assessment and coaching of single members of the management group is what kind of motive-driven ACTION, thinking-shaped PLANNING and attitude-steered VIEWS does the new strategy and group role require from the individual. What seems to be within reach and what might be lacking?

Results: strategic questions common to both schools included achieving a clear market position through emphasis on quality and innovative performance and the issue of staying on the domestic market vs. having the courage to enter foreign educational markets (India, Europe).

In regard to broadening the operative market area it could be concluded that both schools' management groups reflected strong needs for harmony evidenced in the importance given to internal mediation and the culture of going far out of one's way to listen to client needs. The potential to produce new ideas for educational products and services was assessed to be good in one of the management groups. The main focus of coaching in both management groups was set on achieving more aggressive market penetration efforts with attendant action plans and to focussing of resources into strategically relevant operations along the attempt to broaden operations to new and foreign educational markets and in seeking partner schools from abroad.

The assessment and coaching of single management group members brought clarification to the division of duties and the consultants were also able to recommend changes to particular individuals' responsibilities. Single members were coached to better fulfil their roles' competence requirements brought about by the renewed strategy.