VNIVERSITAT (Ŏ) ĐVALÈNCIA

COURSE DATA

Data Subject

Code	42746
Name	Taller de Coaching
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
2126 - M.D. in Human Resources Management	4 - Social skills	Obligatory

Coordination

Name	Department
FERNANDEZ MESA, ANA ISABEL	105 - Business Administration 'Juan José Renau Piqueras'
ORENGO CASTELLA, VIRGINIA	306 - Social Psychology

SUMMARY

This course is compulsory and it is located in the first semester of the second year of the Master. In this course, the students will obtain capabilities and techniques that are needed for the implementation of coaching, both at the individual and group level. This is a course with emphasis on practical orientation, developing skills for coaching of future human resources managers. Students will receive training on conceptual and theoretical bases underlying the process of coaching, In addition, the course will have a predominant practical character for the development of individual and group coaching.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are not additional requirements

OUTCOMES

2126 - M.D. in Human Resources Management

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

- Students should demonstrate self-directed learning skills for continued academic growth.

- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.

- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

- Students should have the ability to communicate, influence and be effective in interpersonal relationships.

- Students should be able to prepare reports and make oral presentations related to human resources management.

- Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.

- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

- Students should be able to establish mechanisms to guide and motivate workers.

- Students should understand group processes.

- Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).

- Students should develop appropriate interpersonal and team relations.

- Students should be able to work in a team and, at the same time, stimulate the participation of the members of the team, seeking to create synergies.

- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.

- Students should develop a certain tolerance for uncertainty.

- Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

LEARNING OUTCOMES

The students develop their social skills for the implementation of coaching connected to the human resource management. They learn the conceptual bases and the function of coaching. In addition, they receive a practical training for the learning of coaching techniques, both at the individual and group level.

DESCRIPTION OF CONTENTS

1. Conceptual aspects

In this unit, different concepts will be defined:
-The Coaching concept
-Differences between coaching and mentorship
-Differences between coaching and advisory activities
-Differences between coaching and training

2. Individual Coaching

-The role of coaching in the process of development of individuals
-Definition of individual coaching
-The manager as coach
-Methodologies for the individual coaching. The ARROW methodology.

3. Team coaching

-Team coaching definition
-Peculiarities of teams and coaching
-Coaching in the process of team development
-Team coaching practice

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	18,00	100
Tutorials	6,00	100
Classroom practices	6,00	100
Development of group work	20,00	0
Development of individual work	15,00	0
Readings supplementary material	10,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

-Front-teaching sessions

-Oral Presentations by students

-Readings of relevant documents

-Debates and group analysis

-Use of instruments-methodologies

-Tutorship

-Practical activities indoor (in the classroom)

EVALUATION

-**Evaluation of the individual and / or group work of the students.** The students' grade will be based on the evaluation that is obtained with the accomplishment of works inside and outside of class. The grades associated with the work will be integrated, weighted according to their contribution to the total workload of the coaching workshop. (80% of the final grade)

-**Participation and involvement in activities.** For the delivery and evaluation of the work it is necessary

the regular attendance to class and the active participation. (20% of the final grade). Due to its continuous assessment nature, this evaluation system is not recoverable in second call.

The copying or manifest plagiarism of any task part of the evaluation will imply the impossibility of overcoming the subject, and then submit to the appropriate disciplinary procedures (article 13 d) of the University Student Statute (RD 1791/2010, of December 30)

REFERENCES

Basic

- Ortiz De Zárate, M. (2010): Psicología y Coaching: marco general, las diferentes escuelas. Capital Humano, nº 243, Mayo.

- Ortiz De Zárate, M. (2005): Juicios y Creencias, Capital Humano, nº 193, Noviembre, pp.26-28.

- SURDO, E. (1997): La magia de trabajar en equipo. Madrid. S & A.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

1.Contenidos

Se mantienen los contenidos y se distribuirán según los diferentes tipos de sesiones (presenciales y por videoconferencia síncrona o asíncrona si es el caso).

2. *Volumen de trabajo y planificación temporal de la docencia*

Se mantienen las actividades y volumen de trabajo de la guía docente original. La planificación de sesiones se especificará a principio de curso. Se mantienen las sesiones en los días y horas programadas. El grupo se dividirá en grupo A y B y las sesiones presenciales serán en semanas alternas para cada uno de los grupos.

3. *Metodología docent*e

PARA TODOS LOS ESTUDIANTES

- Se dividirá el grupo en dos e irán a clase en semanas alternas.

- El grupo con docencia no presencial realizará actividades prácticas individuales y grupales y/o seguirá las clases presenciales por videoconferencia.

- Las tutorías individuales y grupales se realizarán de forma virtual.

 PARA ESTUDIANTES VULNERABLES O AFECTADOS

Se adaptará la metodología a las siguientes actividades no presenciales:

- Seguir clases por videoconferencia síncrona

- Trabajos individuales asignados

- Tutoría por videoconferencia

- Desarrollo de proyecto individual

 - En caso de que la situación sanitaria impusiera que la totalidad de la docencia se desarrollara online, se sustituirán todas las sesiones por subida de materiales a Aula virtual, videoconferencia síncrona y/o transparencias locutadas. En el caso de las actividades prácticas, se garantizará la interacción con estudiantes mediante videoconferencia o foro o chat en aula virtual.

4. Evaluación

 Se mantienen los criterios de la guía docente en cuanto a la ponderación de la evaluación de cada tipo de actividad. En caso de estudiantes vulnerable o afectado, la proporción de calificación de las actividades de grupo evaluables se trasladará a actividades individuales, siempre que no les sea posible trabajar en equipo de forma virtual.

5. Bibliografía

Se mantiene la bibliografía existente en aula virtual. Si la situación sanitaria impusiera cierre de bibliotecas, se facilitaría material de apoyo a través del aula virtual.