

## SYLLABUS TO THE SUBJECT/SYLABUS DO PRZEDMIOTU

<u>Item Name/Nazwa przedmiotu</u>	<b>Mentoring and coaching</b>
<u>Direction/Kierunek</u>	Management
<u>Form of study/Forma studiów</u>	Stationary
<u>Level of education/Poziom kształcenia</u>	Second degree
<u>Year/Rok</u>	2
<u>Semester/Semestr</u>	IV
<u>Guide unit/Jednostka prowadząca</u>	Department of Applied Sociology and Human Resource Management
<u>Drafter/Osoba sporządzająca</u>	Małgorzata Randak-Jeziarska, PhD Anna Albrychiewicz-Słocińska, PHD
<u>Profile/Profil</u>	General Academic
<u>Number of ECTS credits/Liczba punktów ECTS</u>	2

### TYPE OF CLASSES - NUMBER OF HOURS PER SEMESTER/RODZAJ ZAJĘĆ – LICZBA GODZIN W SEMESTRZE

<u>Lecture/Wykład</u>	<u>Exercise/Ćwiczenia</u>	<u>Laboratory/Laboratorium</u>	<u>Project/Projekt</u>	<u>Seminar/Seminarium</u>
<b>15</b>	<b>15</b>			

### **COURSE DESCRIPTION/OPIS PRZEDMIOTU**

#### **PURPOSE OF THE COURSE/CEL PRZEDMIOTU**

- C1.** Deepening and systematizing knowledge in the field of mentoring and coaching.
- C2.** Getting to know selected models, methods and tools useful in mentoring and coaching.

**PREREQUISITES FOR KNOWLEDGE, SKILLS AND OTHER COMPETENCIES/WYMAGANIA WSTĘPNE W ZAKRESIE WIEDZY, UMIEJĘTNOŚCI I INNYCH KOMPETENCJI**

1. The student has basic knowledge in the field of psychology
2. The student feels the need to improve their own knowledge and skills in the field of mentoring and coaching

**LEARNING OUTCOMES/EFEKTY UCZENIA SIĘ**

**EU1.** The student defines the basic concepts of mentoring and coaching

**EU2.** The student lists and characterizes the competencies and tasks of a mentor/mentee and a coach/coachee in organizations

**EU3.** The student distinguishes and organizes the processes and stages of change occurring in the transtheoretical model of change

**EU4.** The student describes the methods and tools of the mentor and coach useful in the work environment

**CURRICULUM CONTENT/TREŚCI PROGRAMOWE**

<b>Form of classes/Forma zajęć –LECTURE/ WYKŁADY</b>	<b>Number of hours/Ilość godzin</b>
<b>W 1.</b> Mentoring and coaching as forms of employee support in the work environment. Matrix of educational impact	<b>1</b>
<b>W2.</b> The concept, types and forms of mentoring. The effectiveness of various forms of mentoring. Strengths and weaknesses of different forms of mentoring	<b>1</b>
<b>W3.</b> The concept, types and goals of coaching. Basic principles and stages of coaching	<b>1</b>
<b>W 4.</b> Tasks of a mentor/mentee and coach/coachee (coach's client) in organizations	<b>1</b>
<b>W 5.</b> Mentor and coach competencies	<b>1</b>
<b>W 6.</b> Division of responsibilities in mentoring and coaching	<b>1</b>
<b>W 7 - 8.</b> Mentoring model	<b>2</b>
<b>W9 -10.</b> Coaching model	<b>2</b>

<b>W 11.</b> Communication in mentoring	<b>1</b>
<b>W12 -13.</b> Communication in coaching	<b>2</b>
<b>W 14.</b> Codes of ethics in mentoring and coaching	<b>1</b>
<b>W15.</b> Mentoring and coaching – summary of the lecture	<b>1</b>
<b>Form of classes – EXERCISES/ĆWICZENIA</b>	<b>Number of hours</b>
<b>CW 1.</b> Introductory classes. Discussion of the curriculum, form of classes and conditions for credit. Presentation of obligatory and supplementary literature	<b>1</b>
<b>CW 2 – CW 3.</b> Change management based on the Transtheoretical Change Model (TMZ)	<b>2</b>
<b>CW 4.</b> Four generations of time management. Time management	<b>1</b>
<b>CW 5.</b> Interpersonal skills of a mentor and coach	<b>1</b>
<b>CW 6 – CW 7.</b> Communication in mentoring and coaching	<b>2</b>
<b>CW 8.</b> Creating and concluding a contract in mentoring and coaching	<b>1</b>
<b>CW 9 - CW 10.</b> Building self-awareness in the mentee (mentor's mentee) and coachee (coach's client)	<b>2</b>
<b>CW 11 – CW 12.</b> Models used in mentoring and coaching	<b>2</b>
<b>CW 13 – CW 14.</b> Methods and tools of mentor and coach work useful in organizations	<b>2</b>
<b>CW 15.</b> Final test. Exercise summary	<b>1</b>

### **DIDACTIC TOOLS/NARZĘDZIA DYDAKTYCZNE**

1. Audiovisual equipment
2. Blackboard, chalk, markers
3. The e-learning platform

### **METHODS OF ASSESSMENT (F- FORMATIVE, P - SUMMATIVE)/SPOSOBY OCENY ( F – FORMUJĄCA, P – PODSUMOWUJĄCA)**

- F1. Participation in a discussion
- F2. Oral response
- P1. Test

## STUDENT WORKLOAD/OBCIĄŻENIE PRACĄ STUDENTA

Form of activity/Forma aktywności	Średnia liczba godzin na zrealizowanie aktywności	
	[h]	ECTS
Contact hours with the teacher (lecture, exercise)/Godziny kontaktowe kontaktowe z nauczycielem (wykłady, ćwiczenia)	30	1,2
Preparing for the laboratory/Przygotowanie do laboratoriów	7	0,28
Preparing to the exam/ Przygotowanie do egzaminu		
Reading the indicated literature/Zapoznanie się ze wskazaną literaturą	8	0,32
Consultations/Konsultacje		
Attendance at exam/Obecność na egzaminie	5	0,2
<b>TOTAL NUMBER OF ECTS POINTS FOR ITEM/SUMARYCZNA LICZBA PUNKTÓW ECTS DLA PRZEDMIOTU</b>	<b>50</b>	<b>2</b>

## BASIC AND SUPPLEMENTARY LITERATURE/LITERATURA PODSTAWOWA I UZUPEŁNIAJĄCA

### Basic Literature/Literatura podstawowa:

1. Parsloe E., Leedham M., Newell D. (eds.) (2018), Coaching and mentoring: strategies, tactics, techniques, PWN, Warsaw.
2. Rogers J. (2021), Coaching, GWP, Sopot.
3. Sidor – Rządowska M. (ed.) (2021), Coaching. Theory, practice, case studies, Wolters Kluwer Polska, Warsaw.
4. Stankovic A. (ed.) (2022), Mentoring in practice. Partnership in Relations, Support in Development, Wolters Kluwer Polska, Warsaw.
5. A.Karczewska, A. Przewoźna-Krzemińska, Non-Material Motivational Factors in the Opinion of Generation Z Representatives, w: Sustainability - Security - Quality (red.) A. Albrychiewicz-Słocińska, A. Karczewska, Ł. Skiba, 2023, s.156-161.

### Supplementary Literature/Literatura uzupełniająca:

1. Bennewicz M., Prelewicz A. (2019), Mentoring. Golden rules, Helion, Gliwice.
2. Randak – Jezierska M. (2021), Cooperation of people in the organization and the process of change management, [in:] Cooperation in private and public entities and the use of new communication technologies during change (eds.) KARCZEWSKA Anna, KUKOWSKA Katarzyna, SKOLIK Sebastian, Publishing House of the Częstochowa University of Technology, Częstochowa.
3. Randak – Jezierska M. (2017), Coaching as a relationship based on cooperation, [in:] K. Kukowska, S. Skolik (eds.), People - enterprises - institutions. Cooperation and sharing in social and economic relations, Publishing House of the Faculty of Management of the Częstochowa University of Technology, Częstochowa.

**INSTRUCTOR OF THE COURSE (NAME, SURNAME, E-MAIL ADDRESS)/PROWADZĄCY ZAJĘCIA (IMIĘ, NAZWISKO, ADRES E-MAIL)**

Dr Małgorzata Randak-Jezińska, m.randak-jezińska@pcz.pl

**MATRIX OF THE IMPLEMENTATION OF LEARNING OUTCOMES/MACIERZ REALIZACJI EFEKTÓW UCZENIA SIĘ**

<b>Learning Outcome /Efekt uczenia się</b>	<b>Reference an effect to program-wide defined effects/ Odniesienie danego efektu do efektów zdefiniowanych dla całego programu</b>	<b>Course objectives/Cele przedmiotu</b>	<b>Curriculum content/ Treści programowe</b>	<b>Teaching tools/Narzędzia dydaktyczne</b>	<b>Method of evaluation/ Sposób oceny</b>
<b>EU 1</b>	K_W08 K_U01, K_U04 K_K03,	C1	W1, W2, W3, W6, W14, W15 CW 4, CW 8	1,2	F1, F2, P1
<b>EU 2</b>	K_W08 K_U01, K_U04 K_K03,	C1	W4, W5, W11, W12, W13, CW 5, CW 6, CW 7, CW 9, CW 10	1,2	F1, F2, P1
<b>EU 3</b>	K_W08 K_U01, K_U04	C1	CW 2, CW 3	1,2	F1, F2, P1

	K_K03,				
<b>EU 4</b>	K_W08 K_U01, K_U04 K_K03,	C2	W7, W8, W9, W10, CW 11, CW 12, CW 13, CW 14	1,2	F1, F2, P1

### FORM OF ASSESSMENT - DETAILS/FORMY OCENY – SZCZEGÓŁY

	<b>Per grade 2/ Na ocenę 2</b>	<b>Per grade 3/ Na ocenę 3</b>	<b>Per grade 4/ Na ocenę 4</b>	<b>Per grade 5/ Na ocenę 5</b>
<b>Effect 1/ Efekt 1</b>	The student is unable to define the basic concepts of mentoring and coaching	The student is able to selectively define the basic concepts of mentoring and coaching	The student is able to define the basic concepts of mentoring and coaching and is able to base them on examples	The student is able to define the basic concepts of mentoring and coaching and base them on examples that they can analyse
<b>Effect 2/ Efekt 2</b>	The student is not able to list and characterize the competencies and tasks of a mentor/mentee and a coach/coachee (a coach's client) in organizations	The student is able to selectively list and characterize the competencies and tasks of a mentor/mentee (mentor's mentee) and coach/coachee (coach's client) in organizations	The student is able to list and characterize the competencies and tasks of a mentor/mentee and a coach/coachee (coach's client) in organizations, can give specific examples	The student is able to list and characterize the competencies and tasks of a mentor/mentee and a coach/coachee (coach's client) in organizations, can give specific examples that can be analyzed

<b>Effect 3/</b> <b>Efekt 3</b>	The student is unable to distinguish and order the processes and stages of change occurring in the transtheoretical model of change	The student is able to selectively distinguish and order the processes and stages of change occurring in the transtheoretical model of change	The student is able to distinguish and organize the processes and stages of change occurring in the transtheoretical model of change, can give specific examples	The student is able to distinguish and organize the processes and stages of change occurring in the transtheoretical model of change, can give specific examples that can be analyzed
<b>Effect 4/</b> <b>Efekt 4</b>	The student is unable to describe the methods and tools of the mentor and coach useful in the work environment	The student is able to selectively describe the methods and tools of the mentor and coach useful in the work environment	The student is able to describe the methods and tools of the mentor and coach useful in the work environment, can give adequate examples	The student is able to describe the methods and tools of the mentor and coach useful in the work environment, can give adequate examples that can be analyzed

\*A 3.5 half grade is awarded in the case of full credit for the learning outcomes with a 3.0 grade, but the student has not fully absorbed the learning for a 4.0 grade. A half-grade of 4.5 is awarded in the case of full credit for the learning outcomes with a 4.0 grade, but the student has not fully assimilated the learning outcomes for a grade of 5.0./ \*Ocena połówkowa 3.5 jest wystawiana w przypadku pełnego zaliczenia efektów uczenia się na ocenę 3.0, ale student nie przyswoił w pełni uczenia się na ocenę 4.0. Ocena połówkowa 4.5 jest wystawiana w przypadku pełnego zaliczenia efektów uczenia się na ocenę 4.0, ale student nie przyswoił w pełni efektów uczenia się na ocenę 5.0.

#### **OTHER USEFUL INFORMAION ABOUT THE ITEM/INNE PRZYDATNE INFORMACJE O PRZEDMIOCIE**

Information where you can read presentations for classes, etc. - Information is provided during the first class and sent electronically to the addresses of individual dean's groups./ Informacje, gdzie można zapoznać się z prezentacjami na zajęcia itp. - Informacje udzielane są podczas pierwszych zajęć i przesyłane drogą elektroniczną na adresy poszczególnych grup dziekańskich

Information on the place of classes - Information can be found on the website of the Faculty of Management and in the USOS system./ Informacja o miejscu zajęć – Informacje znajdują się na stronie internetowej Wydziału Zarządzania oraz w systemie USOS.

Information on the date of classes (day of the week/time) - Information can be found on the website of the Faculty of Management and in the USOS system./ Informacja o terminie zajęć (dzień tygodnia/godzina) – Informacje znajdują się na stronie internetowej Wydziału Zarządzania oraz w systemie USOS

Information about consultations (hours + place) - Information is given during the first classes, it is also available on the website of the Faculty of Management./ Informacje na temat godzin i miejsca konsultacji znajdują się na stronie internetowej Wydziału Zarządzania oraz podawane są na pierwszych zajęciach ze studentami.