### The Maria Grzegorzewska University

**Courses in foreign languages**

<table>
<thead>
<tr>
<th>Academic year</th>
<th>2016-2017</th>
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<tbody>
<tr>
<td>Area subject code</td>
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<tr>
<td>Title of course</td>
<td><strong>Coaching in business – individual differences, profiles, diagnosis</strong></td>
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<tr>
<td>Level</td>
<td>I√ (undergraduate – B.A.) II√ (graduate – M.A.) III postgraduate (please check √)</td>
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<tr>
<td>Time of implementation</td>
<td>1st semester or 2nd semester √ 1st+2nd semester (please check √)</td>
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<tr>
<td>Number of hours</td>
<td>30</td>
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<tr>
<td>ECTS</td>
<td>6</td>
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<tr>
<td>Lecture(s) (name and last name)</td>
<td>Sławomir Postek</td>
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<tr>
<td>Title/position</td>
<td>Dr / assistant professor</td>
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<tr>
<td>Affiliation (Institute, division)</td>
<td>Academy of Special Education, Institute of Applied Psychology</td>
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| Course description (up to 600 words) | The trend to look for qualities of human nature from the fields combining traditional individual differences approach with personality (eg. styles) or elements of social psychology (eg. life role-matching), observed in psychology during the last decades, resulted in the arrival of at least a few important concepts of how an individual's functioning in life and work can be seen. Aside from the already mentioned cognitive styles and life roles, emotional intelligence, psychology of giftedness, ideas of information stress or even tacit knowledge also need to be added to the list of ‘borderland’ psychology achievements. All those ideas are ‘fresh’ enough to not have leaked into the practice and training of personal and career advisors, especially those working in ‘mass’ HR. The seminar time will be chiefly devoted to:

a) looking through the most important concepts of 'borderland' psychology
b) deciding what the impact of the implications of those concepts for an individual’s functioning in work and work-related roles
c) defining the ground rules and aims of a diagnosis, especially profile diagnosis, with respect to ‘borderland’ ideas
d) defining the role a coach equipped with an array of psychological techniques can assume, in the light of the above, in HR from counseling to training abilities

**Main aim:** To equip the students with the knowledge necessary to perform initial ‘coaching diagnosis’, convey its results to the client and plan coaching accordingly. |
| Required readings | (all the materials available as .pdf) |
### Teaching methods
Each class will be divided into 3 roughly equal parts. A lecture will be given first, introducing the subject of the meeting, followed by a presentation of a diagnostic tool or research results from the field given by 2 students. After the presentation, a discussion will be held focusing on the possible practical aspects of the presented material. If time allows, a sample coaching exercise will be presented and practiced.

### Prerequisites
3rd year students at least

### Assessment
- selection criteria (if applicable): higher years take precedence
- to qualify: attendance above 85%
- presentation and discussion animation (in pairs) given during class: 50%
- single-choice test at the end of the course: 50%

### Teaching language
English

### Contact person for further information (name, e-mail, phone)
spostek@aps.edu.pl

### Syllabus:
1. Introduction to profile diagnosis of business managers
   - the role of the coach as an adviser, analyst, mentor. Defining your role.
   - what else can the coach be helpful with for the client aside from coaching?
   - differential profile as the starting point for personal development

2-3. Multi-task model of HR departments
   - traditional approach – Hersey and Blanchard, Blake and Mutton, Reddin
   - the basics and the structure of the MT model
   - inner contradictions of the model
   - the role of inside- and outside- organization coaching in the multi-task model

4-5. Most often used tools for HR assessment and diagnosis – a revision
   - ‘objective’ and ‘opinion’ measures (e.g. forced choice, BARS/BOS/BES)
   - using and interpreting 360deg. and Assessment Centers
   - assessing managers and executives. Assessing c-level.
   - the sources and importance of errors in assessment
   - using assessment results as training needs diagnosis
   - psychological tools vs ‘popular’ tools

6. Values at workplace
· G. Hofstede’s value system
· individual specificity of work ethic
· cultural conditioning of work values
· diagnosing needs and values – working with c-level management
· how to use the JCM model (Hackman and Oldham)

6. Multiple intelligences and creativity
· triarchic model of intelligence (esp. componential subtheory)
· creativity in managers
· MII vs g factor – testing intelligence at work, and what to do next?
· the issue of testing in HR – working with c-level and HR managers

7. Cognitive styles
· Topography of cognitive styles – and how they apply to job performance
· Thoughtfulness - Impulsiveness questionnaire as an example of cognitive style testing
· how to coach cognitive styles and cognitive flexibility

8. Emotional Intelligence
· stress at work. The factors determining stress reaction. The role of emotion control.
· EI according to Salovey and Mayer
· EI at work at work:)
· can EI be practiced and developed?

9. Info-stress
· what is info-stress and how it affects people?
· IS at work: factors determining IS reaction
· Coping in IS
· KSI and CISS – how to teach IS coping

10. Decisions and preferences.
· decision strategies and types of decisions
· individual preferences and risk taking
· theory of perspective
· coaching decisions vs teaching decisions

· what is metacognition and what is it made up of? From metamemory to metaexperiences.
· R. Sternberg’s Mental self-government
· ‘Managing yourself/time/change’ – how to coach metacognitive skills?

12-13. Fitting the role and tacit knowledge.
· what is ‘role-fitting’ – how to build a model of role-fitting
· school readiness as an example of role-fitting
· attempts at testing role-fitting in managers – Sternberg’s Inventory of Tacit Knowledge