

**Subject card**

<b>Subject name and code</b>	Coaching, Mentoring and Internal Training, PG_00177876						
<b>Field of study</b>	Management						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			5.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Department of Organisational Behaviour -> Faculty of Management -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr inż. Dorota Jendza				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	60		4.0		61.0	125
<b>Subject objectives</b>	Learning practical principles and developing skills in coaching, mentoring, and broadly understood internal training						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ZARZMU2_W04] The student possesses a deep understanding of human behavior, including individual, group, and organizational dynamics within an organization.	The student distinguishes and characterizes the most important stages of coaching, mentoring, and training, taking into account their role in the organization.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[ZARZMU2_U10] The student can communicate information, express opinions, and engage in debates with diverse audiences using management and quality science terminology across various media.	The student adapts their communication style to their environment by selecting the appropriate means of communication to ensure high effectiveness of coaching, mentoring, or internal training activities.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[ZARZMU2_U09] The student can independently plan and implement the learning process, improve professional skills in lifelong management, and guide others in this area.	Students independently obtain sources of knowledge and use them to critically analyze the information obtained in order to provide effective coaching, mentoring, or internal training.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU4] test/exam - oral or written
[ZARZMU2_K02] The student is ready to perform professional roles responsibly, observe and develop the principles of professional ethics and act to comply with them, as well as to care for the development of achievements and maintain the ethos and tradition of professions related to management.	The student differentiates their attitudes, behaviors, and actions depending on the conditions in which they carry out coaching, mentoring, or internal training, while ensuring compliance with ethical principles.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report	
Subject contents	<ol style="list-style-type: none"> <li>1. Introduction: definitions, objectives, conditions, and principles of coaching (including team coaching), mentoring, and internal training.</li> <li>2. Developing a contract (terms of cooperation) with a client or training group.</li> <li>3. Overview of training tools, including brainstorming, Ishikawa diagrams, decision trees, and others, as well as criteria for their selection.</li> <li>4. Stages of coaching, mentoring, and internal training.</li> <li>5. Discussion of best practices and the most common mistakes.</li> <li>6. Effective verbal and nonverbal communication as the foundation for cooperation with clients.</li> <li>7. Barriers and limitations of training processes how to minimize them.</li> <li>8. Code of ethics for coaches, mentors, and trainers.</li> </ol>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	presentations made individually or in groups	51.0%	50.0%
	written test	51.0%	50.0%
Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. M. Sidor-Rządowska, Coaching. Theory, practice, case studies, Wolters Kluwer, Warsaw 2021.</li> <li>2. M. Sidor-Rządowska, Mentoring. Theory, practice, case studies, Wolters Kluwer, Warsaw 2014.</li> <li>3. E. Parsloe, M. Leedham, Coaching and mentoring. Strategies, tactics, techniques, PWN, Warsaw 2018.</li> </ol>	
	Supplementary literature	L. Buksak, School of Speakers. Think and Present Differently Than Everyone Else, HELION, Gliwice 2019.  R. Cialdini, Influence: The Psychology of Persuasion, GWP, Gdańsk 2023	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> <li>1. How to be an effective coach, mentor, or trainer?</li> <li>2. How to set goals for coaching, mentoring, and training, and how to properly verify the degree to which they have been achieved?</li> <li>3. How to ensure the comfort of clients and training groups without avoiding difficult topics that need to be addressed?</li> </ol>		
Work placement	Not applicable		

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