

Developing Coaching Skills (H002028)

Course size (nominal values; actual values may depend on programme)

Credits 4.0 Study time 120 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2018-2019

A (year) Dutch practicum 30.0 h

Lecturers in academic year 2018-2019

Fontaine, Johnny PP09 lecturer-in-charge
Deraus, Eva PP09 co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Criminological Sciences	4	A
Master of Science in Psychology (main subject Personnel Management and Industrial Psychology)	4	A
Master of Science in Psychology (main subject Teacher Education and Training)	4	A
Academic Teacher Education in Psychology	4	A

Teaching languages

Dutch

Keywords

Coaching, training, communication, self-reflection, feedback, presentation skills, debating

Position of the course

This course focusses on the development of skills that are important for work and organisational psychological practice (and internship) concerning self-knowledge, and basic skills with respect to communication, supervision and coaching of others in diverse work-related settings.

Contents

This course addresses the following themes:

- Coaching: definition, types, differences with training
- Coaching skills
 - Mindset
 - Empathy and emotional competencies
 - Active listening, asking questions, and motivating
 - Interaction styles en feedback
 - Dysfunctional beliefs and self-reflection
 - Values and identity
- Training and development
- Communication and presentation skills
- Debating
- Train the trainer

This course consists of 12 sessions. The first 10 sessions are dedicated to coaching (skills) and the difference with training/development will be illustrated. Theoretical explanations will be alternated with practical exercises. Students will also be prepared and learn how to actually coach/train others (e.g., on debating / communication and presentation skills). During the last 2 sessions, students will coach/train others (under supervision), such that coaching/training skills can be practiced and evaluated in practice.

Initial competences

To check if there is any succession on this course, please refer to <http://www.ugent.be/pp/nl/student>

Final competences

- 1 To relate, to situate and to demonstrate implications of theoretical concepts.
- 2 To select and to integrate literature in order to create knowledge
- 3 To participate in a multidisciplinary consultation
- 4 To collaborate with colleagues, principals, professionals from other disciplines and personnel.
- 5 To deal with client systems.
- 6 To communicate psychology related knowledge and insights
- 7 To contribute to the social debate
- 8 To stand for the value and the importance of psychology in society
- 9 To formulate a diagnose based on presenting conditions
- 10 To select intervention methods and techniques
- 11 To design an intervention
- 12 To identify own strenghts and weaknesses related to interaction behaviour
- 13 To give feedback in a constructive way

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Practicum

Extra information on the teaching methods

Practicum with role play, videotapes, discussion groups and other forms of interactive practice.

Learning materials and price

Handleiding "Ontwikkeling van Coaching en Trainingsvaardigheden" (uitgegeven door de vakgroep)

Estimated cost: 20 EUR (total)

References

- Aelterman, N., De Muynck, G. J., Haerens, L., Van de Broeck, G., & Vansteenkiste, M. (2017). *Motiverend coachen in de sport*. Acco.
- Colpaert, K. & Eeman, K. (2015). *Durf: Acht bouwstenen om uit je comfortzone te stappen*. Gent: Yin Books.
- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House Usa.
- Feldman, D. B., & Silvia, P. J. (2012) Public speaking for psychologists. *A lighthearted guide to research presentations, job talks, and other opportunities to embarrass yourself*. Washington DC: American Psychological Association.
- Sheldon, K.M. (2004). *Optimal human being: An integrated multi-level perspective*. Mahwah, N.J.: Lawrence Erlbaum.
- Van Nieuwerburgh, C. (2017). *An introduction to coaching skills*. A practical guide. London: Sage.
- Warmoes, V., & Van den Broeck, H. (2009). *Interactie Stijl Indicator*. Gent: Vlerick Leuven Gent Management School.

Course content-related study coaching

- Interactive support using the course site on MINERVA.
- Peer sessions at the university (according to the PBL educational model) under supervision
- Appointment (individually)

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Portfolio, participation, skills test

Possibilities of retake in case of permanent evaluation

examination during the second examination period is not possible

Extra information on the examination methods

Method and frequency: (1) students keep a portfolio during the entire course, (2) students' knowledge and skills are tested during the practical sessions. No second exam opportunity. Feedback during official feedback moments at university.

Calculation of the examination mark

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

Facilities for Working Students

N/A