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| <b>Study Programme:</b> MA Psychology  |
| <b>Course Unit Title:</b> Coaching in Organizations  |
| <b>Course Unit Code:</b> 21MP022   |
| <b>Name of Lecturer(s):</b> Dragana Jelić, Jelena Karapandžić  |
| <b>Type and Level of Studies:</b> Masters, Psychology  |
| <b>Course Status (compulsory/elective):</b> elective   |
| <b>Semester (winter/summer):</b> winter  |
| <b>Language of instruction:</b> English  |
| <b>Mode of course unit delivery (face-to-face/distance learning):</b> face to face and distance learning   |
| <b>Number of ECTS Allocated:</b> 6   |
| <b>Prerequisites:</b> None   |
| <b>Course Aims:</b> Introduction of students to the concept of coaching, the general principles of coaching in organizations, and the key competencies that professionals engaged in coaching should demonstrate. Familiarization of students with the principles of applying and adapting cognitive-behavioral (CBT/REBT) intervention models to work behavior.   |
| <p><b>Learning Outcomes:</b></p> <p>By the end of the course, the student is expected to be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and detailed understanding of the concept of coaching and related terms;</li> <li>• demonstrate knowledge of the coaching process within organizations;</li> <li>• demonstrate knowledge of cognitive-behavioral techniques aimed at enhancing the work efficiency of managers and employees.</li> </ul>   |
| <p><b>Syllabus:</b></p> <p><b>Theoretical Instruction</b><br/> Principles and models of psychological interventions in organizations;<br/> Coaching models of behavior change;<br/> Definition of the concept of coaching and differentiation from therapy, counseling, and consulting;<br/> Key competencies of a coach;<br/> General principles of coaching in organizational settings;<br/> Methods and techniques of coaching;<br/> Structure of an REBT/CBT coaching session;<br/> Emotional and practical efficiency blockages in management (procrastination and ineffective decision-making, fear of confrontation, unconstructive communication, inadequate planning and delegation, stress, etc.).</p> <p><b>Practical Instruction</b><br/> Experiential walkthrough of the steps in a coaching session;<br/> Design of interventions targeting emotional and practical efficiency problems.</p> |
| <p><b>Required Reading:</b> The Executive Coaching Forum (2015). <i>The Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership (6th ed.)</i>. Boston: Author.</p> <p>Попов, Б., Јелић, Д. &amp; Новков, М. (2019). <i>Теорија и пракса коучинга у организацијама: РЕБТ приступ (необјављена скрипта)</i>.</p> <p>Passmore, J., (2008). <i>Psychometrics in Coaching: Using Psychological and Psychometric Tools for Development</i>. London and Philadelphia: Kogan.</p>   |

Valerio A. M. & Lee, R. (2005). *Executive coaching: A guide for the HR professional*. San Francisco: Wiley.

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|------------------------------|---------------------|---------------------------|
| <b>Weekly Contact Hours:</b> | <b>Lectures: 30</b> | <b>Practical work: 30</b> |
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**Teaching Methods:**

Lectures  
 Individual exercises  
 Group exercises  
 Case studies

**Knowledge Assessment (maximum of 100 points):**

| <b>Pre-exam obligations</b> | points | <b>Final exam</b> | points |
|-----------------------------|--------|-------------------|--------|
| Active class participation  | 10     | written exam      | 40     |
| Practical work              |        | oral exam         | 30     |
| Preliminary exam(s)         |        | .....             |        |
| Seminar(s)                  | 10     |                   |        |

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.