



COURSE OUTLINE

1. Information about the program

1.1 Higher education institution	“Alexandru Ioan Cuza” University of Iași
1.2 Faculty	Faculty of Economics and Business Administration
1.3 Department	Management, Marketing and Business Administration
1.4 Field of study	Management
1.5 Cycle of study	master
1.6 Study program / Qualification	Strategic Human Resource Management in Europe

2. Information about the course

2.1 Course title		Coaching and Consulting Human Resources Management stakeholders					
2.2 Course coordinator		-					
2.3 Seminar coordinator		Andreea Negruți, PhD					
2.4 Year of study	2	2.5 Semester	2	2.6 Type of evaluation*	MT	2.7 Course status**	C

* MT-MID-TERM, O-ORAL EXAM, E-EXAM, M-MIXED; ** C-compulsory/O-optional/E-elective

3. Estimated time allocation (hours per semester and teaching activities)

3.1 Number of hours per week	1.5	out of which: 3.2 course	-	3.3 seminar / laboratory	1.5
3.4 Total number of hours per semester	21	out of which: 3.5 course	-	3.6 seminar / laboratory	21
Time allocation					h
Study based on course book, course materials, bibliography and other					79
Supplementary study in the library, on electronic platforms and on the field					45
Preparing seminars/laboratories, assignments, papers, portfolios and essays					20
Tutorship					0
Examination					10
Other activities					
3.7 Total hours of individual study					154
3.8 Total hours per semester					175
3.9 Number of credits					7

4. Prerequisites (if applicable)

4.1 Referring to curriculum	Self-reflection and inquiry
4.2 Referring to competences	Practice reflective thinking (self-reflecting, reflecting on past learnings and experiences, considering implications and modeling own present and future reflections) Understand what a growth mindset is, and what a fixed mindset refers to, Apply reflective thinking to understand own behaviours, cognitions and motivations, contexts and ways of working or approaching tasks

**5. Conditions** (if applicable)

5.1 For the course	Not necessary
5.2 For the seminar / laboratory	Not necessary

6. Specific competences accumulated

Professional competencies	<p>Become familiar with the coaching process, its benefits and its limitations, including but not limited to exclusion cases, usability contexts, designing coaching programs and embedding coaching in other talent/human resources processes</p> <p>Understand what a growth mindset is, and what a fixed mindset refers to, and be able to foster a growth mindset by applying coaching techniques</p> <p>Become familiar with various development-focused processes and be able to differentiate coaching process from the other processes</p> <p>Practice reflective thinking (self-reflecting and reflecting on others, reflecting on past learnings and present experiences, considering implications and modeling behaviours)</p>
Transversal competencies	<p>Exercise business English language</p> <p>Apply reflective thinking to coach, consult and advise stakeholders, by providing deep understanding on behaviours, cognitions and motivations, contexts and ways of working or approaching tasks</p>

7. Course objectives (based on specific competencies accumulated)

7.1 General objective	<p>Upon completion of this module, students will learn:</p> <ol style="list-style-type: none"> what coaching process refers to, to practice coaching techniques on self (self-coaching), and on others (coaching), how coaching differs from other development-focused processes how to use coaching and consulting techniques in appropriate contexts, and with appropriate stakeholders
7.2 Specific objectives	<p>After successfully finalizing this course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the coaching process and use various coaching techniques ▪ Apply reflective thinking to foster a growth mindset and differentiate it by a fixed mindset ▪ Use consulting as a basis on any HR/Talent role, where the HR Specialist is seen as a Business Partner and Advisor

8. Content

8.1	Course	Teaching methods	Observations (time and bibliography)
-		-	-
Bibliography			
8.2	Seminar / Laboratory	Teaching methods	Observations (time and bibliography)
1.	The coaching process and coaching techniques	Interactive teaching methods, role-play, self-reflection, case study method, examples	



2.	Organizational settings for coaching and ethics	Interactive teaching methods, role-play, self-reflection, case study method, examples	
3.	How coaching differs from other self-actualization/development-focused processes like counselling and psychotherapy	Interactive teaching methods, role-play, self-reflection, case study method, examples	
4.	Consulting and consultancy: purpose, process and business cases	Interactive teaching methods, case study method, examples	
Bibliography			
<ul style="list-style-type: none"> • Cox, E., Bachkirova, T., & Clutterbuck, D. (2018), The Complete Handbook of Coaching, Sage, London • Sir Whitmore, J. (2019), Coaching pentru Performanta. Principii si Practici pentru Coaching si Leadership, Publica, Bucuresti • Stanier, M.B., (2017), Coaching zi de zi, Publica, Bucuresti • Cardon, A., (2015), Coaching pentru Echipele de Directori, BMI, Bucuresti • Vaughan Smith, J., (2018), De la Terapeut la Coach, Editura Trei, Bucuresti • Schein, E.H., (2016), Humble Consulting. How To Provide Real Help Faster, Berrett-Koehler Publishers, Inc., Oakland 			

9. Bridging course content with the expectations of the community, professional associations and representative employers in the field of the program

On an annual basis, the course content is discussed with the representatives of the business environment (coaches) and psychologists, while students are required to provide feedback (on-line, anonymous) after each semester about the course structure, teaching methods, as well as strengths / weaknesses.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Allocation to the final grade (%)
10.4 Course			
10.5 Seminar/ Laboratory	Applied / practical knowledge	<p>Reading and discussing recommended materials – students are expected to read the required bibliography and to be able to answer questions on relevant topics (30%)</p> <p>Assessing the knowledge through practice, exercises and business cases – student are expected to answer to practice-related questions, in conversations about specific reflective topics matching themes from recommended bibliography. The business/practice-related cases shall be presented by teacher (30%)</p> <p>One practice session – students are expected to have at least one individual practice session throughout semester, on a technique/process, relevant for this course (40%)</p>	100



10.6 Minimal performance standard

Obtaining 5 points (out of 10) for the evaluation along the semester

Date

Course coordinator

Seminar coordinator

27.09.2023

Andreea Negruți, Ph.D.

Date of approval in the departament

Head of departament

28.09.2023

Professor **Andrei Neșțian**, Ph.D