

**PJSC "Higher Education Institution" INTERREGIONAL ACADEMY OF
PERSONNEL MANAGEMENT"**

Danube branch



SYLLABUS

of the academic discipline (selective)

***COACHING TECHNOLOGIES AND BUSINESS TRAINING IN
ORGANIZATION MANAGEMENT***

Specialty **D3 Management**

Educational level: **First (bachelor's) level**

Educational program: **Management**

General information about the academic discipline

Name of the discipline	Coaching Technologies and Business Training in Organization Management
Code and name of specialty	D3 Management
Level of higher education	First (bachelor's) level
Discipline status	Selective
Number of credits and hours	3 credits / 90 hours. Lectures: 16 Seminars/practical classes: 14 Students' independent work : 60
Terms of study of the discipline	6 semester
Language of instruction	Ukrainian
Type of final control	Pass/fail (credit)

General information about the teacher. Contact information.

Bodenchuk Liliya Borysivna	
Academic degree	PhD in Economics
Position	Head of the Department of Economics and Management
Areas of scientific research	Information, analytical and accounting support for managerial decision-making; Entrepreneurship Development Strategies and Business Motivational Mechanisms in the Context of Digital Transformations and Economic Instability
Links to the registers of identifiers for scientists	Google Academy https://scholar.google.com/citations?user=LDDXEa0AAAAJ&hl=ru&authuser=1 ORCID https://orcid.org/0000-0003-3892-3823 SCOPUS https://www.scopus.com/authid/detail.uri?authorId=57205651971
Contact information:	
E-mail:	menedzmentuk@gmail.com
Contact phone number	+380677445957
Instructor's portfolio on the website	https://izmail.maup.com.ua/assets/files/bodenchuk-portfolio-a.pdf

Discipline's description.

The discipline "Coaching Technologies and Business Training in Organization Management" is aimed at studying modern methods of intensive development of human capital. The course combines the philosophy and tools of coaching as a management style focused on unlocking the potential of employees, and the technology of business training as an effective form of group training for adults. formation of a corporate culture based on continuous development and high performance.

The subject of the discipline is processes, methods and psychological and managerial technologies of individual and group development of personnel within the organizational environment.

The aim of the discipline is to form future managers' professional competencies in the use of a coaching approach and training technologies to increase the efficiency of personnel, develop leadership potential and support organizational changes

The objectives of the discipline are to master the conceptual foundations of coaching and business training in the HR management system. The course provides for the study of the structure of the training cycle and the stages of coaching interaction, mastering the techniques of asking strong questions, active listening skills and facilitation of group processes. Retention of talented employees

As a result of studying the selective educational component "Coaching Technologies and Business Training in Organization Management", applicants must:

Know:

- differences between coaching and training from other forms of education and counseling (consulting, mentoring, psychotherapy);
- models of coaching interaction (in particular, the GROW model);
- methodology for building business training and adult education cycle (Kolb cycle);
- ethical standards of professional activity of a coach and business coach.

Be able to:

- develop the structure and scenario of business training in accordance with the needs of the organization;
- conduct individual diagnostic sessions to identify areas of employee development;
- use the methods of group dynamics and facilitation during corporate events;
- evaluate the effectiveness of the conducted training programs according to the Kirkpatrick model.

Prerequisites for the discipline. The course is based on the knowledge and competencies acquired during the mastering of the compulsory disciplines of professional training. The foundation is "Management", which provided basic knowledge of management functions, organizational behavior and work with personnel. The course is also based on the discipline "Digital Technologies in Management" in terms of using tools for organizing distance learning and visualization of training content. understanding the legal framework of interaction between the coach, coach and organization.

Post-requisites for the discipline. In particular, in the 7th semester, coaching and training skills will become the basis for the courses "Fundamentals of Business Management" and "Motivational Management" in terms of developing individual development plans and incentive systems for employees. In the 8th semester, this knowledge will be used during the study of "Strategic Management of Enterprise" and "Fundamentals of Project Management" for support of organizational changes and the formation of project teams. Also, the results of the training will be directly applied during the Pre-Diploma

Practice and the preparation of the Bachelor's Qualification Work for the development of applied projects for the development of the personnel potential of the enterprise.

Content of the academic discipline

№	Topic name	Teaching Methods/Assessment Methods
Topic 1	Conceptual foundations of coaching and training in the business environment	<p>Teaching methods:</p> <ul style="list-style-type: none"> – the use of role-playing games, modeling coaching sessions and group exercises to practice practical communication skills. – organization of classes in such a way that students first gain their own experience, and then analyze it and form new models of behavior. – development of own training modules for specific business requests (for example, time management or sales training). – recording and further analyzing fragments of trainings or coaching sessions conducted by students to practice feedback skills. – demonstration sessions, where one student acts as a coach, another as a client, and the rest of the group observes and analyzes the process according to given criteria. <p>Assessment methods</p> <ul style="list-style-type: none"> – public defense of a fragment of business training (the structure of the speech, mastery of facilitation methods and the quality of preparation of visual materials are assessed). – conducting a demonstration coaching session (the student's ability to follow the algorithm of the GROW model and the quality of the questions formulated are assessed). – Case task: development of a "Profile of training needs" for a real or conditional enterprise. – professional portfolio (a collection of author's exercises, training scripts and coaching checklists developed during the semester).
Topic 2	Psychology of Adult Learning as a Basis for Training Activities	
Topic 3	Methodology and structure of business training	
Topic 4	Coaching as a tool for developing leadership potential	
Topic 5	Models and algorithms of coaching interaction	
Topic 6	Coaching management style and mentoring.	
Topic 7	Team coaching and facilitation of group decisions	
Topic 8	Evaluation of the effectiveness of training and professional development	
Module Assessment Task		
Final assessment: pass/fail (credit)		

Technical Equipment and Software.

The material and technical support of the educational process is based on the use of multimedia lecture halls and specialized training rooms, which are transformed to meet the needs of group dynamics. To visualize coaching models, training scenarios and the results of strategic sessions during classes, modern projection equipment, interactive whiteboards and video recording tools are used for further analysis of practical exercises.

Effective performance of training tasks and individual and team coaching sessions is provided by access to the Internet (Wi-Fi) and the use of the following tools:

- cloud services for visual facilitation and teamwork (for example, Miro, Mural, Canva), which are used for remote brainstorming, building mind maps, and joint development of business training architecture;
- digital platforms for interactive surveys and gamification of training (for example, Mentimeter, Kahoot), which allow you to instantly collect feedback and increase the engagement of training participants;
- platforms for organizing online training and video conferencing (Zoom, MS Teams, Google Meet), used to practice remote coaching skills and webinar activities;

- artificial intelligence tools to automate the transcription of coaching sessions, generate ideas for training exercises, create training content, and develop personalized staff development trajectories;
- Video editing and media processing software that allows students to prepare high-quality video materials for their own professional coach portfolio.

Forms and methods of assessment.

The system of assessment of learning outcomes includes current control during the semester and final semester control in the form of credit.

Current assessment is carried out systematically during practical classes and independent work. Its main purpose is to test the skills of practical application of coaching tools, the ability to identify areas of personnel development and the ability to justify the choice of training technologies to increase the effectiveness of teamwork in the organization.

Forms of student participation in the educational process that are subject to ongoing control.

Participation of applicants in the educational process is realized through the demonstration of fragments of coaching sessions, public defense of the developed business training scenarios, as well as participation in professional discussions and role modeling on methods of facilitating group processes and overcoming resistance to learning. The written component includes the development of plans-notes of training modules, the preparation of analytical notes based on the results of diagnosing the educational needs of personnel and passing testing on the key methodological blocks of the course.

Methods of ongoing assessment include: The methodological toolkit combines oral forms (supervision of coaching sessions, presentations-defenses of author's training exercises) and written types of work (draft curricula, checklists for assessing competencies, building models of professional development of employees). Assessment is based on monitoring the student's ability to integrate managerial knowledge with psychological aspects of interaction when solving situational problems, checking the correctness of the applied algorithms (for example, the GROW model) and the quality of preparation of visual and methodological materials that ensure the effectiveness of the training process.

Grading system and requirements.

Table of distribution of points received by students*

Topics	Ongoing knowledge assessment						Final control		Total points
	Seminar 1 (Topic 1,2)	Seminar 2 (Topic 3)	Seminar 3 (Topic 4,5)	Seminar 4 (Topic 6)	Seminar 5 (Topic 7)	Seminar 6 (Topic 8)	Module assessment task	Pass /Fail	
Work in a seminar class	6	6	6	6	6	6	20	20*	100
Independent work	4	4	4	4	4	4			

*The table contains information about the maximum points for each type of academic work of a higher education applicant.

Assessment Criteria and Procedure

Assessment of students' educational achievements is carried out in accordance with the current Regulations on Assessment in a Higher Education Institution. The assessment system is based on testing the student's ability to integrate coaching tools and training techniques into management practice.

Modular Assessment. Modular Assessment (MA) is carried out at the final lesson of the content block in the form of written testing, which covers the issues of methodology for building business trainings, ethics of coaching according to ICF standards and personnel development algorithms. When evaluating a unit test, the volume and correctness of the tasks are taken into account.

ICR rating scale:

- Grade "Excellent" (A) (18-20 points): correct completion of more than 90% of tasks. The student demonstrates fluency in coaching models (for example, GROW) and the logic of the training cycle.
- Grade "Good" (B) (16-17 points): corresponds to 80% completion. The student is well versed in the tools, but there are minor inaccuracies in the methodological formulations.
- Grade "Good" (C) (14-15 points): assumes completion of 70% of tasks. The main material has been mastered, but there are difficulties in justifying the choice of facilitation methods.
- Grade "Satisfactory" (D) (12-13 points): given for completing 60% of tasks. The answers are superficial.
- Satisfactory Grade (E) (10–11 points): Minimum level (over 50% of papers) sufficient to enroll in the module.
- Unsatisfactory (FX) score (less than 10 points): Score less than 50%. The module is not enrolled, re-study is required. Failure to appear for the unit test is estimated at 0 points.

Final semester assessment Pass /Fail (Credit)

The final assessment in the discipline "Coaching Technologies and Business Training in Organization Management" is a mandatory stage of study in the 6th semester. It is carried out in the form of a test or defense of an individual project and covers the entire scope of material on the design of training programs and techniques for individual support of employees. A student who has completed all the necessary practical work and demonstrated basic skills in conducting a coaching session is allowed to be evaluated.

The final assessment consists of points for the current assessment, defense of the author's training exercises and incentive points. Students who score 60 points or higher receive credit automatically. Applicants with a score below 60 points or those who want to improve their rating make the final work during the last lesson.

Evaluation of Additional (Individual) Educational Activities

It is aimed at encouraging the participation of applicants in scientific conferences on the problems of management psychology and personnel development, preparing publications on the topic of the course or participating in case championships and

professional competitions in management. Bonus points may be awarded for such research activities in excess of the scope of the program.

Assessment of independent work (Maximum — 4 points)

The total number of points for independent work, which includes the development of training scenarios and the formation of a coaching portfolio, is an integral part of success. Independent work on each topic is evaluated in the range from 0 to 4 points using criteria that take into account methodological literacy, creativity in the choice of exercises and the depth of analysis of learning needs.

Scale for evaluating the performance of independent work (individual tasks)

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
4	4	3	2	0-1

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment	
		for exam, course project (work), internship	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C	satisfactorily	
68 – 74	D		
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of reassembly	fail unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail with mandatory re-study of the discipline

Discipline's Policy

The policy of the discipline is based on the principles of active participation, professional ethics and responsibility for one's own development, which simulates real interaction in the "coach-group" or "coach-client" system. Since the course has a pronounced applied nature, attending practical classes is critically important, because it is at them that behavioral skills are formed, which cannot be mastered only theoretically. Within the course, there is a rule of strict confidentiality regarding the information obtained during training coaching sessions, which creates a safe space for the professional growth of each participant.

Academic integrity implies complete independence in the development of author's training exercises and scripts, and any direct copying of other people's methodological materials without creative processing is considered plagiarism. The use of AI tools is encouraged as an aid to finding metaphors, generating ideas for warm-ups, or structuring content, however, the final architecture of the training and session delivery must be authentic.

The profession of a coach requires impeccable time management, so all project tasks and reports must be submitted within the established deadlines, and violation of deadlines leads to a decrease in the rating score. During classes, students should adhere to the principles of non-directiveness, active listening and constructive feedback, which are an integral part of coaching culture. Official communication with the teacher is carried out through the training platform and corporate mail, and any controversial questions regarding the assessment are resolved within the framework of a business dialogue within three working days after receiving the result.

Recommended sources of information

Basic literature:

1. Zlivkov V. L., Lukomska S. O. Modern training technologies for the development of personality in education. Kyiv: G. S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, 2022. 184 p.
2. Karamushka L. M. Psychological trainings for training managers and personnel of educational organizations (implementation of technological approach). Manual. Kyiv: G. S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, 2022. 144 p.
3. Coaching: technology of disclosure of the inner potential of the researcher: teaching method. for applicants for the degree of "Doctor of Philosophy" special. 051 Economics / ed. O. V. Zakharova; Cherkasy. state technol. un-t. Cherkasy: Cherkasy, 2020. 65 p. URL: https://er.chdtu.edu.ua/bitstream/ChSTU/2274/1/%D0%97%D0%B0%D1%85%D0%B0%D1%80%D0%BE%D0%B2%D0%B0_%D0%9A%D0%BE%D1%83%D1%87%D0%B8%D0%BD%D0%B3%20%D0%9D%D0%9C%D0%9F_%D0%9A%D0%A2%D0%A0%D0%92%D0%9F%D0%94.pdf
4. Cherniakova O. V., Hryshko O. D., Paliy A. M. Coaching and Training as Tools for the Development of Leadership Qualities. Scientific Bulletin of Uzhhorod National University. Series: Psychology. 2025. Vol. 1, pp. 106–111. URL: <https://dspace.uzhnu.edu.ua/handle/lib/77432>
5. Zlivkov V. L., Lukomska S. O. Psychological Assistance in the Conditions of War: Methodological Recommendations for the Use of Training Technologies. Kyiv: G. S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, 2022. 98 p.

Additional literature:

1. Bakhtiyarova H., Zhukov Y. Training as an innovative method of practical training of future masters in vocational education. *Pedagogical Academy: scientific notes*. 2024. № 7. DOI: <https://doi.org/10.5281/zenodo.12605712>
2. Balabushka E. O., Shulga N. V. Coaching Technologies as a Means of Preventing Crises of Professional Development: The Problem of Efficiency Assessment. *Bulletin of the National University of Defense of Ukraine*. 2023. Vol. 4, pp. 14–21 URL: <https://doi.org/10.33099/2617-6858-2023-74-4-14-21>
3. Bohdan Zh. Program for the Development of Communicative Soft Skills of Future Specialists. *Bulletin of KhNPU named after G. S. Skovoroda. Psychology*. 2024. Vol. 72. Pp. 159–175 URL: <https://repository.hneu.edu.ua/handle/123456789/35994>

4. Vasylyk A. V., Smaliychuk G. V., Gapchuk S. A. Basic competencies of the internal coach. *Economic space*. 2018. № 143. Pp. 121–134. URL: <https://prostir.pdaba.dp.ua/index.php/journal/article/view/74>
5. Kalinin A. M. Content part of the components of coaching in the system of human resources management of the enterprise. *Scientific works of the Interregional Academy of Personnel Management. Economic Sciences*. 2021. Vol. 2. Pp. 81–88. URL: https://www.researchgate.net/publication/355448838_ZMISTOVNA_CASTINA_KOMPONENTIV_KOUCINGU_U_SISTEMI_UPRAVLINNA_LUDSKIMI_RESURSA_MI_PIDPRIEMSTVA
6. Lomaga Y. R., Nahirna M. Advantages and disadvantages of coaching in Ukraine under the conditions of European integration. *Management and entrepreneurship in Ukraine: the stages of formation and problems of development*. 2022. Vol. 4, No. 2. Pp. 183–191. URL: <https://science.lpnu.ua/sites/default/files/journal-paper/2022/dec/29526/220972maket-187-195.pdf>
7. Nagorna N. S. Training on the Development of Psychological Readiness of the Individual for Social Entrepreneurship by Techniques of Cognitive-Behavioral Therapy: Operational-Activity and Personal Components. *Perspectives and innovations of science*. 2025. № 11 (57). Pp. 2230–2243. URL: <https://ir.stu.cn.ua/handle/123456789/33889>
8. Nagorny V. V., Ruban O. O. Business Coaching as a Modern Tool for the Development and Training of Enterprise Personnel. *Efficient economy*. 2023. № 9. URL: <https://www.nayka.com.ua/index.php/ee/article/view/2175/2203>
9. Nikiforak V. A., Melnyk O. I., Belinska Y. O. Coaching as a tool for personnel management. *Efficient economy*. 2019. № 4. URL: <http://www.economy.nayka.com.ua/?op=1&z=7008>
10. Nikolaev L. O., Gorbokon I. V. Ways of activating personality resources by means of coaching. *Habit*. 2022. Vol. 42, pp. 193–196 URL: <http://habitus.od.ua/journals/2022/42-2022/33.pdf>
11. Petrunko O. Coaching as a Method of Developing Managers' Professional Competencies in the Context of Business Gamification. *Scientific notes of the University "KROK"*. 2024. № 4 (76). Pp. 306–312 DOI: <https://doi.org/10.31732/2663-2209-2024-76-306-312>

Information resources:

1. The Association for Coaching (AC) is an international organization focused on the development of coaching as a profession and offers accreditation standards for business coaches. URL: <https://www.associationforcoaching.com/>
2. The European Mentoring and Coaching Council (EMCC Global) is a European council that provides mentoring and coaching resources, including developments for the accreditation of training programs. URL: <https://www.emccglobal.org/>
3. The Association for Talent Development (ATD) is the world's leading association for talent development. It provides access to methods for designing training programs, evaluating results according to the Kirkpatrick model, and trends in L&D. URL: <https://www.td.org/>
4. SessionLab Library is a library of facilitation methods and ready-made exercises for business trainings that allows you to structure workshops and dynamic sessions. URL: <https://www.sessionlab.com/library>

5. Miro / Mural Templates for Workshops are platforms with ready-made templates for team coaching, strategic sessions, and retrospectives in a virtual environment. URL: <https://miro.com/templates/>
6. Mentimeter (Interactive presentations) is a tool for collecting instant feedback and conducting surveys during trainings to maintain audience engagement. URL: <https://www.mentimeter.com/>