

# Postgraduate Certificate Educational Coaching and Talent Management





## Postgraduate Certificate Educational Coaching and Talent Management

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/educational-coaching-talent-management](http://www.techtute.com/us/education/postgraduate-certificate/educational-coaching-talent-management)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 26*

06

Certificate

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*p. 34*

01

# Introduction

The discovery of one's talents and their importance for professional development is increasingly appreciated. Companies do not want professionals who work in exchange for money, but are increasingly looking for commitment to the company's own values.



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*This Postgraduate Certificate in Educational Coaching and Talent Management will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”*

Talent brings added value and the reward of personal satisfaction, so discovering and developing talent must be one of the most important educational priorities. Talent is related to multiple intelligences, as it is diverse, and to personal learning styles. An education that includes them is more inclusive and highly valued

In search of meaningful lives, vocation connects talent with the needs of the world. It is important that teachers find meaning from their professional and personal vocation in an aligned manner. For it is only from the discovery of one's own vocation that one can be inspired to inspire others. Vocation keeps teachers away from pessimism and malaise, giving them the motivation to grow and innovate.

Both talent and vocation generate paths for growth in an uncertain world. This is why creativity in problem solving is becoming more and more necessary because a lot of innovation is needed. Moreover, human beings are innately creative. So, connecting with the creative capacity is synonymous with enjoyment. The schools of the present must be creative schools if they are to keep up with the times.

Current education is too focused on what to do (tasks) and how to do them (methods). But we often get carried away and confuse the purpose and meaning of education.

In education, there is a lot of talk about values that are not always exercised. There is and little discussion of limiting beliefs that produce educators who cannot get out of their small headspace or who feel powerless to break through their own truths and grow with their crises.

The revision of one's own beliefs is an exercise in growth that opens doors that make it possible to face the many challenges posed by education and places us in a creative attitude. Values must be part of an active educational culture committed to its function of improving society, acting by revealing counter-values and fostering a critical attitude in that sense. The values of a center or institution must be known and shared, generating a collective way of being.

Coaching addresses generative processes because it is capable of delving into values, beliefs and identity. Identity questions teachers, students and educational institutions about who we are, and gives us direction and meaning.

This **Postgraduate Certificate in Educational Coaching and Talent Management** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of case studies presented by experts in Educational Coaching and Talent Management
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in Educational Coaching and Talent Management
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Educational Coaching and Talent Management
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Up to date knowledge through the Postgraduate Certificate in Educational Coaching and Talent Management"*

“ *This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Educational Coaching and Talent Management, you will obtain a degree from TECH Technological University*”

It includes, in its teaching staff, professionals belonging to the field of teaching, Educational Coaching and Talent Management, who pour into this education the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. To this end, the educator will be assisted by an innovative interactive video system created by recognized experts in the field of Educational Coaching and Talent Management with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*Take the opportunity to learn about the latest advances in Educational Coaching and Talent Management and improve the attention to your students.*



02

# Objectives

The Postgraduate Certificate in Educational Coaching and Talent Management is aimed at facilitating the performance of the professional dedicated to working with students with visual dysfunctions.





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*This Postgraduate Certificate is designed to update your knowledge in Educational Coaching and Talent Management, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"*



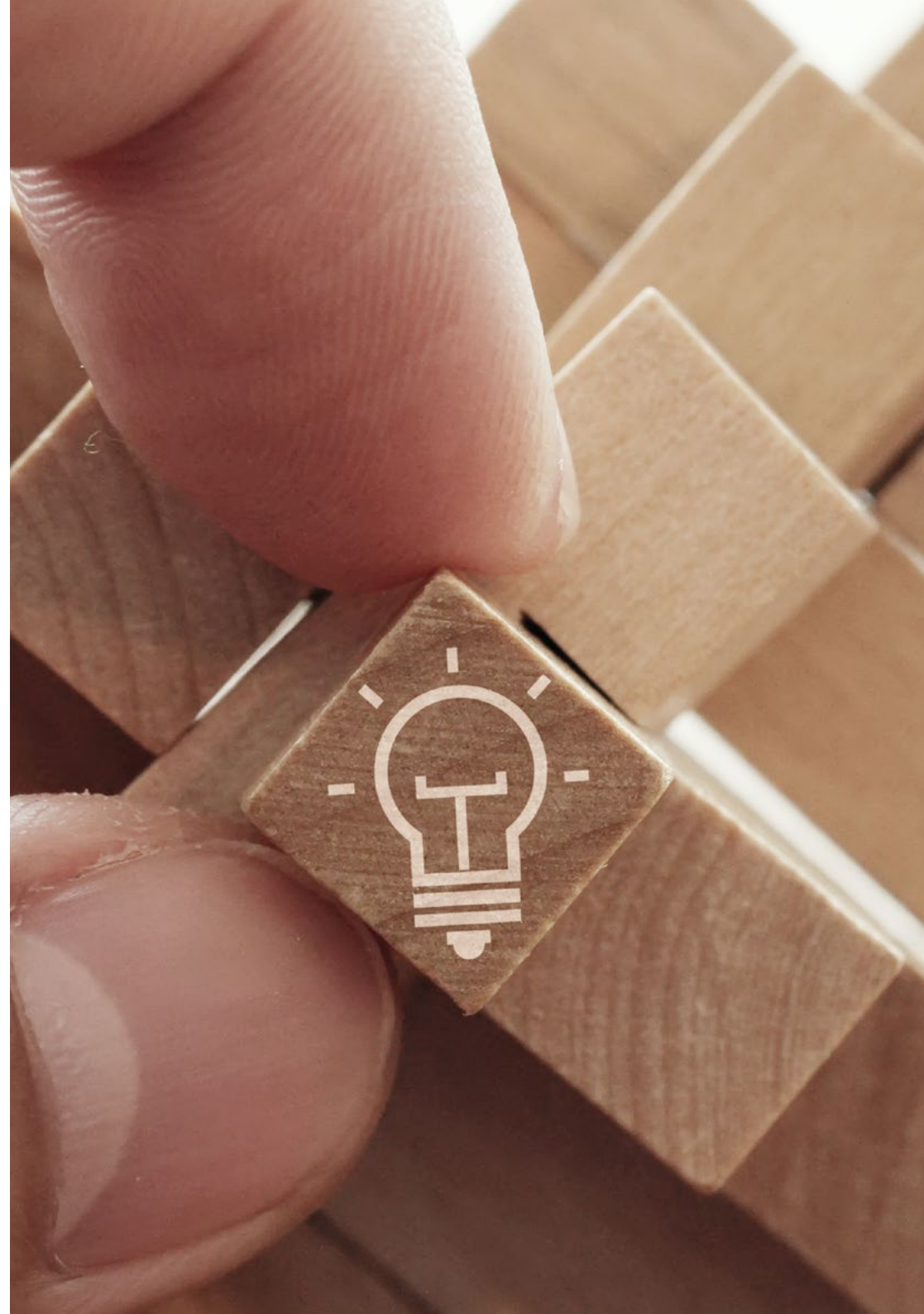
## General Objectives

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- ♦ Provide students with an advanced specialized education based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership



*Take the opportunity and take the step to get up to date on the latest developments in Educational Coaching and Talent Management"*





## Specific Objectives

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- ♦ Know the basics and fundamentals of Educational Coaching
- ♦ Gain knowledge about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Become familiar with the areas of action of Educational Coaching
- ♦ Know the benefits of the application of Coaching in educational contexts
- ♦ Knowing the competences of the teacher-coach
- ♦ Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Appreciating the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Know the nature of beliefs and how they are formed
- ♦ Understand your ability to constrain or empower
- ♦ Know the main cognitive distortions
- ♦ Know how irrational ideas work
- ♦ Learn how to generate a growth mindset
- ♦ Generating transformational changes
- ♦ Appreciating the importance of values in education
- ♦ Understand a deep sense of Personal Identity
- ♦ Know the Enneagram personality model and appreciate the various adaptation strategies of the enneatypes
- ♦ Be able to adequately address beliefs and values in Education
- ♦ Analyze the mechanisms of motivation
- ♦ Understand talent and its role in education
- ♦ Reflect on the relationship between Key Competencies and Talent
- ♦ Applying the Gallump Test to detect talent
- ♦ Know how to apply strategies for talent development
- ♦ Explore the possibilities of Coaching to discover your vocation
- ♦ Know the keys to creativity
- ♦ Appreciate the importance of Creativity as a value in Education
- ♦ Learn creative techniques
- ♦ Develop creativity

# 03

# Course Management

The program includes in its teaching staff reference Postgraduate Diplomas in Educational Coaching and Talent Management, who pour into this specialization the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



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*Learn from leading professionals, the latest advances in procedures in the field of Educational Coaching and Talent Management"*

## International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his leadership positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Centre for Wellbeing Science at the University of Melbourne and an Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



## Dr. Van Nieuwerburgh, Christian

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- ♦ Global Director at Growth Coaching International, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents.
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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*A unique training experience,  
key and decisive to boost your  
professional development”*

## Management



### Ms. Jiménez Romero, Yolanda

- ♦ Psychopedagogue and Primary School Teacher with a major in English
- ♦ Director of the University Teaching and Educational Coaching programs at TECH Technological University.
- ♦ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University.
- ♦ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ♦ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University.
- ♦ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ♦ Teacher in the High Abilities and Inclusive Education program.
- ♦ Educational Psychologist
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence
- ♦ Neurolinguistic Programming Practitioner



## Professors

### Mr. Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera

### Dr. Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera

### Dr. Visconti Ibarra, Martin

- ♦ Director Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

### Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

### Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

### Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative training, and committed to quality teaching through new educational technologies.



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*This Postgraduate Certificate in Educational Coaching and Talent Management contains the most complete and up to date scientific program on the market”*

## Module 1. Beliefs, Values, and Identity

- 1.1. Nature of Beliefs
  - 1.1.1. Concepts about Beliefs
  - 1.1.2. Characteristics of a Belief
  - 1.1.3. Belief Formation
  - 1.1.4. Behavior and Beliefs
  - 1.1.5. Limiting Beliefs
  - 1.1.6. Empowering Beliefs
  - 1.1.7. Origin of Limiting Beliefs
- 1.2. Managing Belief Change
  - 1.2.1. Healing the Past
  - 1.2.2. Basis of Coping with Belief Change
  - 1.2.3. Robert Dilts
  - 1.2.4. Morty Lefkoe
  - 1.2.5. "The Word", Byron Katie
- 1.3. Mindset for Change and Innovation
  - 1.3.1. Fixed Mindset
  - 1.3.2. Growth Mindset
  - 1.3.3. Comparing Fixed and Growth Mindsets
  - 1.3.4. Attitude for Change and Innovation
  - 1.3.5. Zone of Inertia
  - 1.3.6. Learning Zone
- 1.4. Coaching and Change
  - 1.4.1. Simon Sinek's Golden Circle
  - 1.4.2. Neurological Levels of Change and Learning
    - 1.4.2.1. Environment.
    - 1.4.2.2. Behaviour
    - 1.4.2.3. Capacity
    - 1.4.2.4. Values and Beliefs
    - 1.4.2.5. Identity
    - 1.4.2.6. Transpersonality
  - 1.4.3. Remedial Changes
  - 1.4.4. Generative Changes
  - 1.4.5. Evolutionary Changes
  - 1.4.6. Recognition of the Neurological Level
- 1.5. Values and Counter-Values
  - 1.5.1. Conceptualization of Values
  - 1.5.2. Types of Values
  - 1.5.3. Learning of Values
  - 1.5.4. Values and Behavior
  - 1.5.5. Counter-values
  - 1.5.6. Value Recognition Dynamics
  - 1.5.7. Dynamics for Counter-value Recognition
- 1.6. Identity
  - 1.6.1. Identity Traits
  - 1.6.2. Concept of Identity
  - 1.6.3. Tradition and Identity
  - 1.6.4. Psychological Models and Identity
  - 1.6.5. Identity and Science
- 1.7. Personality Models
  - 1.7.1. Enneagram
  - 1.7.2. Discovery of one's own Enneagram
  - 1.7.3. Evolution from the Enneagram
  - 1.7.4. Use of the Enneagram in Social and Group Interactions
  - 1.7.5. Inner Archetypes
  - 1.7.6. Transformational Coaching
- 1.8. Logical Levels
  - 1.8.1. Human Needs and Maslow's Pyramid
  - 1.8.2. Richard Barret's Levels of Consciousness
  - 1.8.3. Self-realization
  - 1.8.4. Altruism and Service
  - 1.8.5. Alignment of Levels
- 1.9. Approach to Beliefs, Values, and Identity in Education
  - 1.9.1. Beliefs for Educational Excellence
  - 1.9.2. Pygmalion Effect
  - 1.9.3. The Importance of High Expectations
  - 1.9.4. Diversity: Inclusiveness
  - 1.9.5. The Values of Positive Psychology
  - 1.9.6. Values-based Education
  - 1.9.7. Self-Esteem and Recognition: Identity Construction

**Module 2. Communication.**

- 2.1. Communication
  - 2.1.1. Components of Communication
    - 2.1.1.1. Language
    - 2.1.1.2. Emotionality
    - 2.1.1.3. Body
  - 2.1.2. Elements of Communication
    - 2.1.2.1. Emitter
    - 2.1.2.2. Receptor
    - 2.1.2.3. Message
    - 2.1.2.4. Channel
    - 2.1.2.5. Context
    - 2.1.2.6. Codes
    - 2.1.2.7. *Feedback*
  - 2.1.3. Communication Styles
    - 2.1.3.1. Hierarchical
    - 2.1.3.2. Aggressive
    - 2.1.3.3. Passive
    - 2.1.3.4. Assertive
  - 2.1.4. Benefits of Assertive Communication
    - 2.1.4.1. Connection
    - 2.1.4.2. Link
    - 2.1.4.3. Trust
  - 2.1.5. Purpose of Communication
- 2.2. Levels of Communication
  - 2.2.1. Intrapersonal
    - 2.2.1.1. Psychic Instances
    - 2.2.1.2. Self-Dialogue
    - 2.2.1.3. Recognition of Internal Characters and Self-Dialogues
    - 2.2.1.4. Internal Relations
    - 2.2.1.5. Effects of Self-Dialogues on Internal States Management
    - 2.2.1.6. The Interior Assistant
  - 2.2.2. Interpersonal
  - 2.2.3. Coherence and Congruence of Levels
- 2.3. Linguistic Acts
  - 2.3.1. Declaration
    - 2.3.1.1. Definition of Statement
    - 2.3.1.2. Facts and Agreements
    - 2.3.1.3. Authority and Standards
  - 2.3.2. Pledge
    - 2.3.2.1. Definition of Promise
    - 2.3.2.2. Commitment
    - 2.3.2.3. The Trust Equation
  - 2.3.3. Trial
    - 2.3.3.1. Definition of Trial
    - 2.3.3.2. According to the Authority
    - 2.3.3.3. According to Tradition
  - 2.3.4. Affirmation
    - 2.3.4.1. Definition of Affirmation
    - 2.3.4.2. Designation
  - 2.3.5. Language as a Reality Builder
- 2.4. Active Listening
  - 2.4.1. What is Active Listening?
  - 2.4.2. Components of Active Listening
    - 2.4.2.1. Willingness and Attitude
    - 2.4.2.2. Intention
    - 2.4.2.3. Empathy
    - 2.4.2.4. Respect
    - 2.4.2.5. Positive *Feedback*
  - 2.4.3. Active Listening in Learning Environments
    - 2.4.3.1. Purpose of Active Listening
    - 2.4.3.2. Benefits
  - 2.4.4. Intention of Active Listening
    - 2.4.4.1. Awareness
    - 2.4.4.2. Responsibility
    - 2.4.4.3. Action

- 2.5. Calibration
  - 2.5.1. Calibration Concept
  - 2.5.2. Calibration Process
    - 2.5.2.1. Body Observation
    - 2.5.2.2. Emotionality
    - 2.5.2.3. Language
  - 2.5.3. Calibration Applications in Coaching and Education
    - 2.5.3.1. Observation of Group States
    - 2.5.3.2. Observation of Subgroups and Individuals
    - 2.5.3.3. Understanding and Acceptance
    - 2.5.3.4. Evaluation
    - 2.5.3.5. Being Aware
    - 2.5.3.6. Acting from the Needs of Others
- 2.6. *Rapport*
  - 2.6.1. Concept of *Rapport*
  - 2.6.2. The Art of Taming Horses
  - 2.6.3. Uses of *Rapport*
  - 2.6.4. Procedures to Generate *Rapport*
    - 2.6.4.1. Movements and Gestures
    - 2.6.4.2. Words and Language
    - 2.6.4.3. Emotions
    - 2.6.4.4. Energy
    - 2.6.4.5. Application of *Rapport* in Coaching
    - 2.6.4.6. Application of *Rapport* in Education
- 2.7. *Feedback*
  - 2.7.1. Concept of *Feedback*
  - 2.7.2. Purpose of Good *Feedback*
    - 2.7.2.1. Nurturing the Communication Process
    - 2.7.2.2. Self-esteem
    - 2.7.2.3. Motivation
    - 2.7.2.4. Information
  - 2.7.3. Feedback as Communication Reinforcement
  - 2.7.4. The Need for Good *Feedback* in Education





- 2.8. The Art of Questioning and Confrontation to Generate Learning
  - 2.8.1. Types of Questions
  - 2.8.2. The Confrontation
  - 2.8.3. Purpose of the Confrontation
  - 2.8.4. When to use Confrontation?
  - 2.8.5. Strategies to Use Confrontation Appropriately
  - 2.8.6. Insight and Learning from Confrontation
    - 2.8.6.1. Concept of Insight
    - 2.8.6.2. Insight Detection
    - 2.8.6.3. Testing Insight

### Module 3. Talent, Vocation, and Creativity

- 3.1. Talent and its Educational Importance
  - 3.1.1. Talent
  - 3.1.2. Components.
  - 3.1.3. Talent is Diverse
  - 3.1.4. Measuring and Discovering Talent
  - 3.1.5. Gallump Test
  - 3.1.6. Test of Garp
  - 3.1.7. Career Scope
  - 3.1.8. MBTI
  - 3.1.9. Success DNA
- 3.2. Talent and Key Competencies
  - 3.2.1. Key Competencies Paradigm
  - 3.2.2. Key Competencies
  - 3.2.3. The role of the Intelligences
  - 3.2.4. Knowledge: Uses and Abuses in Education
  - 3.2.5. The Importance of Skills
  - 3.2.6. The Differentiating Factor of Attitude
  - 3.2.7. Relationship between Talent and Key Competencies

- 3.3. Talent Development
  - 3.3.1. Learning Modalities. Richard fields
  - 3.3.2. The Element
  - 3.3.3. Talent Development Procedures
  - 3.3.4. Mentor Dynamics
  - 3.3.5. Talent and Educational Approach
- 3.4. Motivation Mechanisms
  - 3.4.1. Needs, Desires and Motivations
  - 3.4.2. Decision Making
  - 3.4.3. Executive Capabilities
  - 3.4.4. Procrastination
  - 3.4.5. Duty, Love and Pleasure in Education
  - 3.4.6. Emotional Habits for Motivation
  - 3.4.7. Motivational Beliefs
  - 3.4.8. Values for Motivation
- 3.5. Vocation, Meaning and Purpose
  - 3.5.1. The Importance of Vocation
  - 3.5.2. Meaning and Purpose
  - 3.5.3. Vision, Mission, Commitment
  - 3.5.4. Exploring Vocation
  - 3.5.5. Teaching Vocation
  - 3.5.6. Educating for Vocation
- 3.6. Towards a Definition of Creativity
  - 3.6.1. Creativity
  - 3.6.2. Brain Functioning and Creativity
  - 3.6.3. Intelligences, Talents and Creativity
  - 3.6.4. Emotions and Creativity
  - 3.6.5. Beliefs and Creativity
  - 3.6.6. Divergent Thinking
  - 3.6.7. Convergent Thinking
  - 3.6.8. The Creative Process and its Phases
  - 3.6.9. Disney Dynamics







- 3.7. Why Creativity?
  - 3.7.1. Arguments for Creativity Today
  - 3.7.2. Personal creativity for Life
  - 3.7.3. Creativity in Art
  - 3.7.4. Creativity for Problem Solving
  - 3.7.5. Creativity for Professional Development
  - 3.7.6. Creativity in the Coaching Process
- 3.8. Creativity Development
  - 3.8.1. Conditions for Creativity
  - 3.8.2. Artistic Disciplines as Precursors of Creativity
  - 3.8.3. The Art Therapy Approach
  - 3.8.4. Creativity Applied to Challenges and Problem Solving
  - 3.8.5. Relational Thinking
  - 3.8.6. Edward de Bono's Hats
- 3.9. Creativity as a Value in Education
  - 3.9.1. The Need to Encourage Creativity in Education
  - 3.9.2. Active Methodologies and Novelty
  - 3.9.3. Educational Models that Value Creativity
  - 3.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
  - 3.9.5. Disruptive Education
  - 3.9.6. *Pensamiento Visual*
  - 3.9.7. Design Thinking
- 3.10. Creative Techniques
  - 3.10.1. Relational Thinking Techniques
  - 3.10.2. Techniques for Generating Ideas
  - 3.10.3. Techniques for Evaluating Ideas
  - 3.10.4. Exercises of Ingenuity
  - 3.10.5. Artistic Disciplines for Creative Development
  - 3.10.6. RCS Method
  - 3.10.7. Other Techniques and Methods

05

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



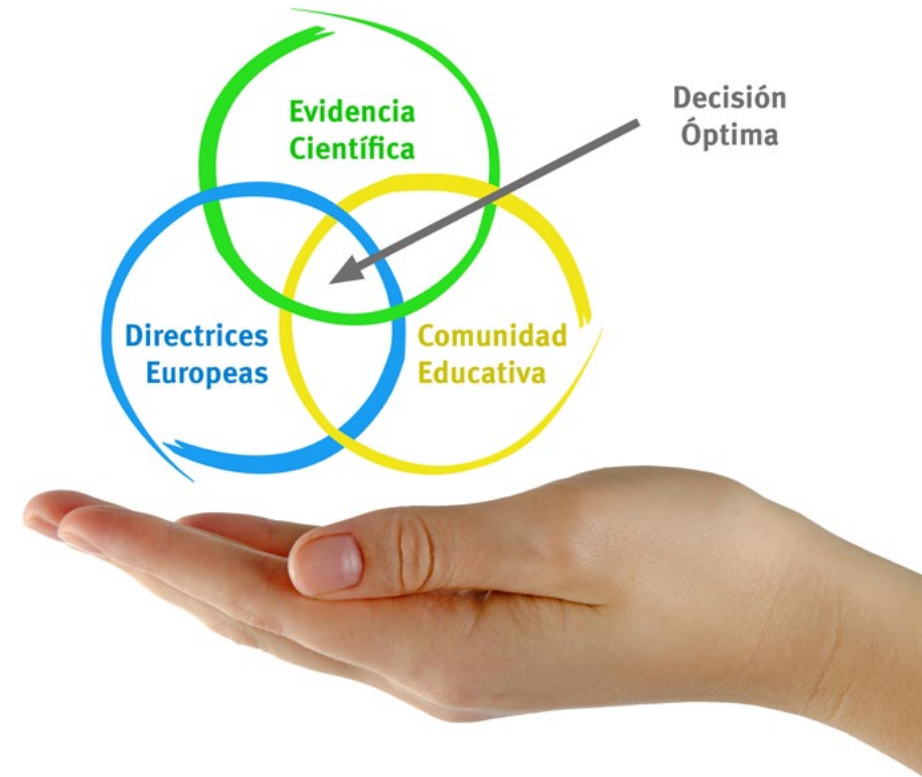
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

**The effectiveness of the method is justified by four fundamental achievements:**

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Certificate in Educational Coaching and Talent Management guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Certificate in Educational Coaching and Talent Management** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery.\*

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Certificate**, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Certificate in Educational Coaching and Talent Management**

Official N° of Hours: **450 hours**.



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

**tech** technological  
university

personalized service innovation

knowledge present quality

online training  
Educational Coaching  
and Talent Management

development language

virtual classroom

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate Educational Coaching and Talent Management

