



SUBJECT DATASHEET

Advanced coach skills

BMEGT52S217

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Advanced coach skills

ID (subject code)

BMEGT52S217

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	5
Practice	15
Laboratory	0

Type of

assessment

semester grade

Number of

credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Dr. Székely Vince	assistant lecturer	szekely.vince@gtk.bme.hu
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Educational organisational unit for the subject

Department of Ergonomics and Psychology

Subject website

www.erg.bme.hu

Language of the subject

magyar

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong Bevezetés a coachingba

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580251/13/2023 registration number. Valid from: 29.03.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to enable the participants to deal with the more complex and challenging so-called “difficult cases” of the coaching process, which in any case require greater preparation on the part of the coach. Participants can more effectively manage the development of trust and responsibility during the coaching relationship.

Academic results

Knowledge

1. Knows the specifics and possibilities of the process of psychological change.
2. Knows the phenomenon of response mechanisms and resistance.
3. Knows the specifics of the systemic approach.
4. Knows and recognizes the specifics of difficult coaching situations.
5. Can be familiar with the tools and methods by which so-called “difficult cases” of the coaching process can be handled in a more complex and challenging way.
6. Knows the possibilities of developing trust and responsibility.

Skills

1. Able to challenge and confront the client empathetically while maintaining respect.
2. Able to respond professionally to strong emotional reactions from the client.
3. Able to maintain his/her own sense of psychological security and professional autonomy under expectations and pressure.
4. Able to consciously manage the coach - client (sponsor) - client triangle situation.

Attitude

1. Cooperates with the lecturer and peer students in expanding knowledge.
2. Develops himself/herself by continuously acquiring knowledge and using the acquired knowledge.
3. Tries to integrate the acquired knowledge into everyday life (study, private life, work).
4. Open to receiving new knowledge.
5. Open to continuous self-improvement and self-reflection.

Independence and responsibility

1. Thinks from a systems perspective.
2. Independently performs the evaluation and analysis of individual tasks and research work related to a given topic.
3. Openly accepts well-founded critical comments.
4. Take responsibility for his/her own work.
5. In some situations - as part of a team - he cooperates with his peers in solving tasks, and is able to recognize when external help is needed.

Teaching methodology

Lectures, individual (e-learning) tasks on the moodle interface, questionnaires, use of IT tools and techniques, class assignments in pairs and groups.

Materials supporting learning

- Kötelező irodalom:
- Órai anyagok
- Van Nieuwerburgh, C. and Love, D (2019) Advanced Coaching Practice: Inspiring Change in Others, UK: Sage Publications Ltd.
- Ajánlott irodalom:
- Budde, C. (2017) Történetmesélés a coachingban. Z-Press Kiadó.
- De Haan, E., Bertie, C., Day, A., & Sills, C. (2020). Critical moments of clients and coaches: A direct-comparison study. Coaching Researched: A Coaching Psychology Reader, 183-204.
- Hawkins, P & Turner, E (2020). Systemic Coaching: Delivering Value Beyond the Individual. Abingdon: Routledge.
- Lawrence, P., Moore, A. (2019) Coaching in Three Dimensions. Meeting the Challenges of a Complex World. New York: Routledge.
- Louis, D. & Fatien Diochon, P. (2019). Complex situations in coaching: A critical case-based approach. New York: Routledge.
- Morgan, K. (2019). The Coach's Survival Guide. OUP, New York.
- Möller, H., & Zimmermann, J. (2022). Difficult Situations in Business Coaching. Springer
- Pliopas, A. (2017). Drawing the Triangle: How Coaches Manage Ambiguities Inherited in Executive Coaching. Brazilian Administration Review, 14(4), 1-23.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes stated in point 1 are evaluated on the basis of e-learning homework and summative study performance evaluation

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: A. Részteljesítmény-értékelés (aktív részvétel): a tantárgy tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek egyszerűsített értékelési módja, melynek megjelenési formája a felkészült megjelenés és tevékeny részvétel az interaktív előadások és a kiscsoportos gyakorlatok folyamataiban. B. Részteljesítmény-értékelés (házi feladat): online feladat, amelynek során a hallgató önállóan végez a megadott témában a tárgyhoz kapcsolódó kutatómunkát. C. Elméleti összefoglaló dolgozat (házipolgozat): melynek megjelenési formája az egyénileg készített házi feladat, a házi feladat tartalmát, követelményeit, beadási határidejét értékelési módját a tárgyfelelős határozza meg.

Percentage of performance assessments, conducted during the study period, within the rating

- aktív részvétel: 50
- online feladat: 25
- Összesen : 75

Percentage of exam elements within the rating

- házi dolgozat: 25

Conditions for obtaining a signature, validity of the signature

Részvétel a kontaktórák min. 70%-án. Online házi feladatok teljesítése.

Issuing grades

Excellent	95
Very good	86-95
Good	75-85
Satisfactory	65-74
Pass	50-64
Fail	50 alatt

Retake and late completion

1. AZ E-LEARNING HÁZI FELADATOK A LEADÁSI HATÁRIDŐ UTÁN AZ ELŐRE MEGADOTT PÓTLÁSI HATÁRIDŐKIG DÍJMENTESEN PÓTOLHATÓK. 2. AZ ÖSSZEGZŐ TANULMÁNYI TELJESÍTMÉNYÉRTÉKELÉS A PÓTLÁSI IDŐSZAKBAN – ELSŐ ALKALOMMAL – DÍJMENTESEN PÓTOLHATÓ VAGY J

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	20
online feladat elkészítése	30
házi feladat elkészítése	40
kijelölt írásos tananyag önálló elsajátítása	60
Összesen	150

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 13.03.2023.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

The aim of the course is to enable the participants to deal with the more complex and challenging so-called “difficult cases” of the coaching process, which in any case require greater preparation on the part of the coach. Participants can more effectively manage the development of trust and responsibility during the coaching relationship.

Additional lecturers

Dr. Répáczki Rita egyetemi adjunktus repaczki.rita@gtk.bme.hu

Approval and validity of subject requirements