



SUBJECT DATASHEET

Organizational coaching methodology

BMEGT52S214

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Organizational coaching methodology

ID (subject code)

BMEGT52S214

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	10
Practice	20
Laboratory	0

Type of

assessment

semester grade

Number of

credits

8

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Dr. Répáczki Rita	assistant lecturer	repaczki.rita@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 None

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 deepen the coaching skills and methodological competences that help and enable the effective support of managers and key employees in the organizational environment, the coaching process necessary to promote their performance, development, learning and adaptation to change. Participants will learn how to identify coaching needs and acquire the tools and skills to plan a coaching intervention, contract, implement coaching, and evaluate the effectiveness of completed coaching.

Academic results

Knowledge

1. Knows the specifics of the organizational and leadership coach role.
2. Knows the effective support of managers and key employees, and the specifics of the coaching process needed to promote performance, development, learning, and adaptation to change.
3. Knows the stakeholder and system approach in identifying the coaching topic and goals.
4. Knows the ethical and legal aspects of coaching that apply during coaching.

Skills

1. Able to assess and develop organizational coaching culture and readiness.
2. Able to assess coaching needs.
3. Able to structure the coaching process.
4. Able to measure the effectiveness of the coaching process.

Attitude

1. Accepts, understands and represents the complexity of psychological phenomena.
2. Knows and adheres to professional competence limits.
3. Open to expanding knowledge related to your field.
4. Open and motivated to apply the acquired knowledge.
5. Collaborates with the lecturer and peers to expand knowledge.
6. Open to the use of information technology tools and self-knowledge materials that we use throughout the course.

Independence and responsibility

1. Independently evaluates and analyzes individual tasks and research work related to a given topic.
2. Openly accepts well-founded critical remarks.
3. Takes responsibility for his own work.

Teaching methodology

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

Materials supporting learning

- Kötelező irodalom:
- Kiadott órai anyagok.
- Ajánlott irodalom:
- Athanopoulou, A., Dopson, S.: *Developing Leaders by Executive Coaching: Practice and Evidence*. Oxford University Press, 2015.
- Bacon, T. B., Spear, K. I.: *Adaptive Coaching. The Art and Practice of a Client-Centered Approach to Performance Improvement*. Davis – Black Publishing, 2003.
- Bates, B. (2015) *The Little Book of Big Coaching Models*. Pearson.
- Bluckert, P.: *Psychological Dimensions of Executive Coaching*. McGraw-Hill – Open University Press, 2006.
- Bossons, P., Kourdi, J. & Sartain, D. (2012). *Coaching essentials: Practical, proven techniques for world-class executive coaching*. London: Bloomsbury.
- Cox, E, Bachkirova, T. & Clutterbuck, D.: *The Complete Handbook of Coaching*. Sage – Footprint, 2010.
- Cope, M.: *A coaching módszertana*. Manager Könyvkiadó, 2007.
- Downey, M.: *Effective Coaching: Lesson's from the Coach's Coach* (2nd Edition). Thomson, 2003.
- Fairley, S. G., Stout, C. E.: *Getting Started in Personal and Executive Coaching*. Wiley, 2004.
- Goldsmith, M., Lyons, L., & Freas, A. (eds.): *Coaching for leadership: How the world's greatest coaches help leaders learn*. Jossey-Bass - Pfeiffer. 2000.
- Hicks, R. F.: *The Process of Highly Effective Coaching: An Evidence-Based Framework*. Routledge, 2017.
- Jones, G., Gorell, R.: *50 Top Tools for Coaching: A Complete Tool Kit for Developing and Empowering People*. Kogan Page, 2009.
- Kantor, D., *Reading the Room*, Jossey Bass, USA, 2012
- Katzenbach, J. R., & Smith, D. K., *The Wisdom of Teams: Creating the High Performance Organisation*, USA, 1993.
- Lee, G.: *Leadership Coaching – from personal insight to organisational performance*. CIPD, 2003.
- Ludeman, K., Erlandson, E.: *Coaching the alpha male*. Harvard Business Review, 82(5), 58-67. 2004.
- MacKie, D.: *Strength-based leadership coaching in organizations: an evidence-based guide to positive leadership development*. Kogan Page, 2016.
- Maxwell, A. (2009). *The co-created boundary: Negotiating the limits of coaching*. International Journal of Evidence Based Coaching and Mentoring, SpecIssue 3, 82–94.

- McMahon, G., Archer, A.: 101 Coaching Strategies and Techniques. Routledge, 2010.
- O'Neill, M. B.: Coaching – A vezetői szerep és feladat tudatosítása. HVG Kiadó, 2008.
- Ozenc, K., & Hagan, M., Rituals for Work - 50 Ways to Create Engagement, Shared Purpose and Culture that Can Adapt to Change, Wiley, USA, 2019.
- Palmer, S., Whybrow, A.: Handbook of Coaching Psychology: A Guide for Practitioners. Routledge, 2007.
- Passmore, J., Underhill, B., Goldsmith, M. (2019) Mastering Executive Coaching. Routledge.
- Passmore, J.: Leadership coaching – Working with leaders to develop elite performance. Kogan Page, 2010.
- Passmore, J.: Psychometrics in Coaching. Kogan Page, 2008.
- Riddle, D., Hoole, E., Gullette, E. (eds.): The CCL Handbook of Coaching in Organizations. Jossey-Bass, 2015.
- Sperry, L.: Executive Coaching. Brunner – Routledge. 2004.
- Stober, D. R., Grant, A. M (eds.): Evidence Based Coaching Handbook. Wiley, 2006.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése e-learning házi feladatok és összegző tanulmányi teljesítményértékelés alapján történik.

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 folya-matában. B. Részteljesítmény-értékelés (házi feladat): online feladat, amelynek során a hallgató önállóan végez a meg-adott témában a tárgyhoz kapcsolódó kutatómunkát. C. Elméleti összefoglaló dolgozat (házi dolgozat): melynek megjelenési formája az egyénileg készített há-zi 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

Percentage of exam elements within the rating

- házi dolgozat : 25

Conditions for obtaining a signature, validity of the signature

Részvétel a kontakt órák 70%-án. Online házi feladatok teljesítése.

Issuing grades

Excellent	96
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 határidőig 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	120
online feladat elkészítése	40
házi feladat elkészítése	40
kijelölt írásos tananyag önálló elsajátítása	40
Összesen	240

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 deepen the coaching skills and methodological competences that help and enable the effective support of managers and key employees in the organizational environment, the coaching process necessary to promote their performance, development, learning and adaptation to change. Participants will learn how to identify coaching needs and acquire the tools and skills to plan a coaching intervention, contract, implement coaching, and evaluate the effectiveness of completed coaching.

Additional lecturers

Dr. Székely Vince egyetemi adjunktus szekely.vince@gtk.bme.hu

Approval and validity of subject requirements