



SUBJECT DATASHEET

Team coaching methodology

BMEGT52S215

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Team coaching methodology

ID (subject code)

BMEGT52S215

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

7

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Juhász Márta	associate professor	juhasz.marta@gtk.bme.hu

Educational organisational unit for the subject

Department of Ergonomics and Psychology

Subject website

www.erg.bme.hu

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

<i>Strong</i>	None
<i>Weak</i>	None
<i>Parallel</i>	None
<i>Exclusion</i>	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 enable the coaching process during team coaching. The aim of the course is to acquire the methods, theoretical background and work tools of group and system-based team coaching based on action learning. Understand the characteristics of effective teams, especially leadership and developmental, agile teams. To be able to plan and facilitate a team coaching process with the solution-focused team coaching method. To be prepared to facilitate group coaching based on action learning, to deepen the self-reflection, self-understanding and learning of the participants, and to unfold the positive effects inherent in the group.

Academic results

Knowledge

1. Knows and understands the role of teams in organizations.
2. Knows the types, development and dynamics of teams.
3. Knows the coaching skills and methodological competences that help make the coaching process possible during team coaching.
4. Can be familiar with the methods, theoretical background and work tools of group and system-based team coaching based on action learning.
5. Knows the characteristics of effective teams, especially leadership and agile teams.

Skills

1. Able to plan and facilitate a team coaching process using the solution-focus team coaching method.
2. Able to facilitate team coaching based on action learning.
3. Able to deepen participants' self-reflection, self-understanding and learning.
4. Able to build a team coaching process.
5. Able to develop the positive effects of the group.
6. Able to determine the differences between group and team coaching, to define its areas of application.

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 fellow students 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) tasks 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:
- Lencioni, P.: Kell egy csapat, a sikeres együttműködés 5 akadály. HVG Kiadó, 2009.
- Meier, Daniel, 2013, Teamcoaching. Solutionsurfers Magyarország, Budapest
- Ajánlott irodalom:
- Adkins, L. (2010) Coaching Agile Teams. Addison-Wesley.
- Brown, S.W. & Grant, A.M., 'From GROW to GROUP: Theoretical issues and a practical model for group coaching in organisations', in Coaching: An International Journal of Theory, Research and Practice, 3(1), pp. 30-45, 2010.
- Carr, C. & Peters, J., 'The experience and impact of team coaching: A dual case study', in the International Coaching Psychology Review, 8 (1), pp. 80-98, 2013.
- Clutterbuck, D., Coaching the Team at Work 2nd, Nicholas Brealey International, UK, 2020.
- Clutterbuck, D. et al, The Practitioner's Handbook of Team Coaching, Routledge, UK, 2019.
- Edmonson, A., 'Managing the Risk of Learning: Psychological Safety in Work Teams', in West, Michael, Tjosvold, Dean & Smith (eds), International Handbook of Organisational Teamwork and Cooperative Working, Ken Wiley, USA, 2003.
- Hackman, J. & Wageman, R., A Theory of Team Coaching, Academy of Management Review, 2005, Vol. 30, No. 2, pp. 269–287.
- Hawkins, P., Leadership Team Coaching: Developing Collective Transformation Leadership, Kogan Page, UK, 2011.
- Levi, D. (2014). Group Dynamics for Teams, 4th Edition, SAGE Publications.
- Llewelin, T., The Team Coaching Toolkit - 55 Tools and Techniques for Building Brilliant Teams, Practical Inspiration Publishing, UK, 2017.
- Peters, J., & Carr, C., High performance team coaching. InnerActive Leadership Associates Inc., USA, 2013.

- Székely V., A csoport érzelmek hatása a teamekre - A team coaching szerepe, In Inspirációk, szerk. Kiss O., Kádi A., Dull A., Eötvös Kiadó, pp. 436-449. 2019.
- Thornton, C., Group and Team Coaching: The Essential Guide, Routledge, UK, 2010.
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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 folyamatában. B. Részteljesítmény-értékelés (házi feladat): online feladat, amelynek során a hallgató önállóan végez a megadott témában a tárgyhoz kapcsolódó kutatómunkát. C. Elméleti összefoglaló dolgozat (házi dolgozat): 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

Percentage of exam elements within the rating

- házi dolgozat : 25

Conditions for obtaining a signature, validity of the signature

Részvétel a kontakt órák 80%-án. Online feladatok megoldása.

Issuing grades

Excellent	95
Very good	85
Good	75
Satisfactory	65
Pass	50
Fail	0

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 kontaktórákon	30
online feladat elkészítése	20
házi feladat elkészítése	80
kijelölt írásos tananyag önálló elsajátítása	80
Sum	210

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 enable the coaching process during team coaching. The aim of the course is to acquire the methods, theoretical background and work tools of group and system-based team

coaching based on action learning. Understand the characteristics of effective teams, especially leadership and developmental, agile teams. To be able to plan and facilitate a team coaching process with the solution-focused team coaching method. To be prepared to facilitate group coaching based on action learning, to deepen the self-reflection, self-understanding and learning of the participants, and to unfold the positive effects inherent in the group.

Additional lecturers

Dr. Kun Ágota egyetemi adjunktus kun.agota@gtk.bme.hu

Nyéki Emőke PhD hallgató nyeki.emoke@gtk.bme.hu

Approval and validity of subject requirements