



# **SUBJECT DATASHEET**

## **Organisational coaching methodology**

### **BMEGT52S214**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

Organisational 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

mid-term  
grade

### Number of credits

8

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
-------------	-----------------	------------------------

Dr. Székely Vince	assistant professor	szekely.vince@gtk.bme.hu
-------------------	---------------------	--------------------------

### Educational organisational unit for the subject

Department of Ergonomics and Psychology

### Subject website

[www.erg.bme.hu](http://www.erg.bme.hu)

### Language of the subject

magyar - HU

### Curricular role of the subject, recommended number of terms

Programme: **Organizational and business coach postgraduate specialization programme**

Subject Role:

Recommended semester: **2**

---

Programme: **Organizational and business coaching psychologist postgraduate specialization programme**

Subject Role:

Recommended semester: **2**

---

### 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: 5881478/13/2024 registration number. Valid from: 11.12.2024.

## 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 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) 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 (házipolgozat): 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 : 25
- online feladat : 50
- házipolgozat : 25

### Percentage of exam elements within the rating

### Conditions for obtaining a signature, validity of the signature

#### Issuing grades

Excellent	96
Very good	86–95%
Good	86–95%
Satisfactory	75–85%
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

participation in contact lessons	30
internship	130
homework preparation	40
independent acquisition of designated written curriculum	40

### Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 04.11.2024.

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

A félév során az alábbi témákat érintjük.

- 1 A kurzus célja elmélyíteni azokat a coach készségeket és módszertani kompetenciákat, amelyek szervezeti közegben segítik és lehetővé teszik a vezetők és a kulcs munkatársak hatékony támogatását, teljesítményének, fejlődésének, tanulásának, valamint a változásokhoz történő alkalmazkodásának előmozdításához szükséges coaching folyamatot.
- 2 A résztvevők megtanulják a coaching igények beazonosításának módszereit, valamint a coaching beavatkozás megtervezésére, a szerződéskötésre, a coaching megvalósítására és a lezárult coaching eredményességének értékelésére alkalmas eszközöket és készségeket sajátítanak el.

### Additional lecturers

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

### Approval and validity of subject requirements