



SUBJECT DATASHEET

Research Methodology and measurement tools in organizational and personal coaching

BMEGT52S219

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Research Methodology and measurement tools in organizational and personal coaching

ID (subject code) BMEGT52S219

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>	<u>Type of assessment</u>
Lecture	15	semester grade
Practice	5	
Laboratory	0	

Number of credits
5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Répáczki Rita	assistant professor	repaczki.rita@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

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

Subject Role:

Recommended semester: **3**

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

Subject Role:

Recommended semester: **3**

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

As a result of the participation, the participants will get to know the research methods and techniques that they can use during coaching practice and during research processes on the topic of coaching. They become capable of processing and interpreting coaching literature and research results, thereby regularly renewing their own professional practice based on the latest scientific results. The further aim of the course is to provide practical knowledge for carrying out a coaching-based research (even the subsequent thesis) and for the participants to be able to carry out a practical work carried out with supervision support, a quantitative, qualitative or systematic literature review on methodology research project under construction.

Academic results

Knowledge

1. Knows research measurement tools and techniques that can be used in coaching practice and coaching research processes.
2. He knows the ethical questions and aspects of research.
3. He knows the main coaching and coaching psychology journals and portals that review research results.
4. He knows the current research directions and topics of coaching and coaching psychology.

Skills

1. Able to process and interpret coaching literature and research results.
2. He is able to regularly renew his professional practice based on the latest scientific results.
3. Able to plan a coaching-based research.
4. Able to carry out a coaching-based research.
5. Able to complete a practical work carried out with supervision support, a research project based on quantitative or qualitative methodology.

Attitude

1. Thinks in a systemic approach by using psychological knowledge and his/her knowledge of human characteristics.
2. Open to new knowledge and accepts well-founded critical comments.
3. In some situations - as part of a team - he cooperates with his fellow students in solving tasks, as well as being able to recognize when external help is needed.

Independence and responsibility

1. He is a systems thinker.
2. Independently evaluates and analyses individual assignments and carry out research on a given topic.
3. Welcomes well-founded critical comments.
4. Takes responsibility for your own work.
5. In some situations, as part of a team, they can work with their fellow students to solve problems and recognise when external help is needed.

Teaching methodology

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

Materials supporting learning

- Kötelező irodalom:
- Órai anyagok
- Ajánlott irodalom:
- Fillery-Travis, A., & Lane, D. (2014). Does coaching work? In Handbook of coaching psychology (pp. 77-90). Routledge.
- Grant, A. M. (2017). The contribution of qualitative research to coaching psychology: Counting numbers is not enough, qualitative counts too. *The Journal of Positive Psychology*, 12(3), 317-318.
- Lai, Y. L., & McDowall, A. (2014). A systematic review (SR) of coaching psychology: Focusing on the attributes of effective coaching psychologists. *International Coaching Psychology Review*, 9(2), 120-136.
- Lai, Y. L., & Palmer, S. (2018). Understanding evidence-based coaching through the analysis of coaching psychology research methodology. In Handbook of Coaching Psychology (pp. 80-90). Routledge.
- Linley, P. A. (2006). Coaching Research: who? what? where? when? why. *International Journal of Evidence Based Coaching and Mentoring*, 4(2), 1-7.
- Oades, L., Siokou, C. L., & Slemm, G. (2019). Coaching and mentoring research: A practical guide. Sage.
- Passmore, J. & Tee, D. (2021) Coaching Researched: A coaching psychology reader for practitioners and researchers. Wiley.
- Passmore, J. & Theeboom, T. (2016). Coaching Psychology: A journey of development in research. In L. E. Van Zyl, M. W. Stander & A. Oodendal (ed.). *Coaching Psychology: Meta-theoretical perspectives and applications in multi-cultural contexts*. New York, NY: Springer. 27-46
- Szokolszky Á. (2020) A pszichológiai kutatás módszertana. Osiris Kiadó.
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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: 1. Összegző tanulmányi teljesítményértékelés: a tantárgy és tudás, képesség típusú kompetenciaelemeinek komplex, írásos értékelési módja zárthelyi dolgozat formájában, a dolgozat alapvetően a megszerzett ismeretekre és azok alkalmazására fókuszál, az értékelés alapjául szolgáló tananyagrészt a tárgyfelelőse határozza meg. 2. Részteljesítmény-értékelés (e-learning házi feladat): a tantárgy tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek komplex értékelési módja, melynek megjelenési formája az egyénileg a moodle felületen, vagyis e-learning formában készített házi feladat, amely kapcsolódik az előadások témáihoz. A házi feladat tartalmát, követelményeit, határidejét, értékelési módját a tárgyfelelős határozza meg.

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

- Összegző tanulmányi teljesítményértékelés : 60
- Részteljesítmény értékelés (e-learning házi feladatok) : 40

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Az aláírás megszerzésének a feltétele a 3.2-es pontban részletezett részfeladatok és teljesítmények követése, megoldása.

Issuing grades

Excellent	95
Very good	85-94
Good	75-84
Satisfactory	60-74
Pass	50-59
Fail	0-49

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	20
online feladat elkészítése	30
házi feladat elkészítése	50
kijelölt írásos tananyag önálló elsajátítása	50
Összesen	150

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

As a result of the participation, the participants will get to know the research methods and techniques that they can use during coaching practice and during research processes on the topic of coaching. They become capable of processing and interpreting coaching literature

and research results, thereby regularly renewing their own professional practice based on the latest scientific results. The further aim of the course is to provide practical knowledge for carrying out a coaching-based research (even the subsequent thesis) and for the participants to be able to carry out a practical work carried out with supervision support, a quantitative, qualitative or systematic literature review on methodology research project under construction.

- 1 Kutatási módszerek és technikák, amelyeket alkalmazhatnak a coaching praxis és a coaching témájú kutatási folyamatok során.
- 2 Coaching szakirodalom és kutatási eredmények feldolgozása, értelmezése.
- 3 Praktikus ismeretek egy coaching alapú kutatás (akár a későbbi szakdolgozat) kivitelezéséhez.

Additional lecturers

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

Approval and validity of subject requirements