



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>
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Lecture	5
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Practice	15
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Laboratory	0
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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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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

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

Subject Role: **Compulsory**

Recommended semester: **2**

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: 580950/7/2025 registration number. Valid from: 2025.10.29.

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 (házydolgozat): 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
- Összesen: 100

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 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	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: 13.10.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

The aim of the course is to deepen the coaching-related competencies of professionals with a degree in psychology, with a particular focus on more complex client situations, reflective functioning, systemic thinking, and the conscious selection of interventions. The training is intended for participants who already have basic coaching skills and wish to develop them further at a professional level. After completing the course, participants will be able to confidently apply advanced coaching techniques, respond appropriately to complex or stuck client situations, engage in deeper reflection on themselves and the process, integrate their psychological knowledge into the coaching environment in an ethical manner, flexibly plan, shape, and evaluate coaching processes, recognize the effects and possibilities of the system and organizational context, and consciously operate self-supervision and professional self-development mechanisms. Practicing coaching in individual sessions. Aquarium exercise.

- 1 1. Advanced coaching approach and identity. A deeper self-reflective approach to the role of coach. Professional boundaries, role coherence, responsibility for competence. Managing internal and external client systems.
- 2 2. Complex client situations and background mechanisms. Motivational ambivalence, stagnation, resistance. Stress, burnout, change management considerations. Client systems, multi-actor contexts.
- 3 3. Advanced questioning techniques and intervention tools. Deepening, confrontational, and resource-based questions. Reflective feedback, recognizing transference/games. Advanced structures and models (e.g., narrative, solution-focused, cognitive).
- 4 4. Planning and adapting coaching processes. Phasing individual processes, redefining goals. Session planning variations for complex topics. Supporting the sustainability of change.
- 5 5. Operating in an organizational and systemic context. Coachee–organization–coach triangle. Leadership, HR, and consulting connections.
- 6 6. Effectiveness and feedback protocols. Ethical and professional issues at an advanced level.
- 7 7. Handling conflictual mandate situations.
- 8 8. Professional integrity and loyalty dilemmas. Supervision, quality assurance, self-development Handling difficult coaching situations. Focusing on the coaching relationship process.

Additional lecturers

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Approval and validity of subject requirements