



## **SUBJECT DATASHEET**

**A critical approach to coaching and coaching psychology**

**BMEGT52S222**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

A critical approach to coaching and coaching psychology

ID (subject code) BMEGT52S222

### Type of subject

Contact lessons

### Course types and lessons

<u>Type</u>	<u>Lessons</u>	<u>Type of assessment</u>	<u>Number of credits</u>
Lecture	15	mid-term grade	
Practice	5		
Laboratory	0		
		5	

### Subject Coordinator

*Name* Dr. Répáczki Rita *Position* assistant professor *Contact details* repaczki.rita@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 coaching psychologist postgraduate specialization programme**

Subject Role: **Compulsory**

Recommended semester: **4**

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### Direct prerequisites

**Strong** Coaching pszichológia

**Weak** Szervezeti coaching módszertana

**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

As a result of the course, students will be able to critically analyze coaching methods based on psychological trends. They will also be able to interpret the role and activities of coaches and coaching psychologists critically, taking cultural, social, philosophical and ethical aspects into account, in addition to professional aspects in the narrower sense. They develop critical thinking skills.

### Academic results

#### Knowledge

1. Know and understand the phenomena of critical thinking.
2. Familiar with the dominant discourses of coaching and coaching psychology.
3. Know and understand the relationship between critical thinking and self-reflection.
4. Familiar with the issues raised in today's critical discourses about coaching.

#### Skills

1. Able to interpret the role and activities of the coach and coaching psychologist critically, taking into account cultural, social and philosophical and ethical aspects.
2. Able to think critically and perform critical literature analysis during the preparation of your thesis.
3. Able to effectively handle situations that can be interpreted in multiple ways.
4. Able to critically evaluate his own professional coaching practice.
5. Capable of self-reflection.

#### Attitude

1. Approach their professional discourses with a pluralistic view.
2. Aware of the social role of their professional activity.
3. Recognize the impact of the cultural embeddedness of their way of thinking and are open to reducing potential biases.
4. They are also open to continuous self-improvement and self-reflection.

#### Independence and responsibility

1. Expects and applies new knowledge.
2. Takes an active part in the process of acquiring knowledge.
3. Solve individual and group tasks responsibly and independently.
4. Collaborates with fellow students in group work.
5. Use a systemic approach in their thinking.

### Teaching methodology

lectures, referrals, group discussion and group coaching.

### Materials supporting learning

- Kötelező irodalom:
- Órai kiadott anyagok
- Briner, R. (2012). Does coaching work and does anyone really care? OP Matters. 16.
- Van Zyl, L. E., Stander, M. W., & Odendaal, A. (Eds.). (2016). Coaching Psychology: Meta-theoretical perspectives and applications in multicultural contexts. Springer.
- Western, S. (2012). Coaching and mentoring: A critical text. Sage.
- Ajánlott irodalom:
- Armstrong, H. (2012). Coaching as dialogue: Creating spaces for (mis) understandings. International Journal of Evidence Based Coaching and Mentoring, 10(1), 33-47.
- Cushion, C., & Partington, M. (2014). A critical analysis of the conceptualisation of “coaching philosophy.” Sport, Education and Society, 21(6), 851–867.
- Bright, T. (2017). Coaching for high integrity organisational politics and networking.
- Kahneman, D. (2013). Gyors és lassú gondolkodás, HVG Kiadó Zrt., Budapest.
- Levy, D. A. (2009). Tools of critical thinking: Metathoughts for psychology. Waveland Press.
- Peterson, D. (2011). Executive coaching: A critical review and recommendations for advancing the practice.
- Shoukry, H., & Cox, E. (2018). Coaching as a social process. Management Learning.
- Spinelli, E., & Horner, C. (2014). An existential approach to coaching psychology. In Handbook of Coaching Psychology (pp. 138-152). Routledge.
- Welman, P., & Bachkirova, T. (2010). The issue of power in the coaching relationship. In The coaching relationship (pp. 157-176). Routledge.
- Wang, Q., Lai, Y. L., Xu, X., & McDowall, A. (2021). The effectiveness of WPC: a meta-analysis of contemporary psychologically informed coaching approaches. Journal of Work-Applied Management.

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése beadandó referátum elemzése formájában történik.

#### Performance assessment methods

Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: A) Esetelemzés: Egy ajánlott vagy önállóan választott (és az oktató által előzetesen jóvá hagyott) konцепcionális megközelítés bemutatása cikk referátum keretei között. B) Action learning módszertan alkalmazásának bemutatása: Egy alkalommal, egy hallgató társsal párban akció-tanuláson alapuló csoportos coaching ülés vezetése. A két feladatra kapott pontszám alapja képezi a megajánlott kurzus jegyet. Szorgalmi időszakban végzett teljesítményértékelések részaránya a minősítésben .

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

- Referátum elkészítése (tartalmi elemzés): 80
- Referátum prezentálása (formai elemzés): 20
- Összesen : 100

#### Percentage of exam elements within the rating

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

#### Issuing grades

Excellent	95
Very good	85–95%
Good	75–84%
Satisfactory	65–74%
Pass	50–64%
Fail	50%

#### Retake and late completion

1. A referátum a leadási határidő után az előre megadott pótlási határidőig díjmentesen pótolható.

#### Coursework required for the completion of the subject

Részvétel a kontakt tanórákon	20
Önálló egyéni feladat: referátum elkészítése	70
Moodle-re feltöltött szakirodalom feldolgozása	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

A 2.2. pontban megfogalmazott tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok szerint.

- 1 The role of critical thinking and thinking in coaching and coaching psychology.
- 2 Critical thinking during the preparation of the thesis. Critical selection, processing and analysis of literature.
- 3 Development of critical thinking skills.
- 4 Defining discourses in coaching and coaching psychology. Managerialism, psychologism, network and spiritual leadership discourse. Influence of the Human Potential Movement.
- 5 The philosophical roots of coaching and coaching psychology from Socrates to Dewey. Modern, postmodern and pragmatic coaching approaches.
- 6 Coaching as a social process. Recognizing and managing organizational power.
- 7 Intersectionality, support for socially and economically disadvantaged clients.
- 8 Intercultural coaching, recognizing and managing cultural influences in coaching.

### Additional lecturers

Forgách Géza megbízott oktató forgachgeza@gmail.com

Ferwagner Anna megbízott oktató ferwagner.anna@gmail.com

### Approval and validity of subject requirements