



SUBJECT DATASHEET

PERSONALITY PSYCHOLOGY

BMEGT52M100

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

PERSONALITY PSYCHOLOGY

ID (subject code) BMEGT52M100

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>	<u>Type of assessment</u>	<u>Number of credits</u>
Lecture	2	exam	
Practice	0		
Laboratory	0		
		4	

Subject Coordinator

Name *Position* *Contact details*

Dr. Kun Ágota associate professor kun.agota@gtk.bme.hu

Educational organisational unit for the subject

Department of Ergonomics and Psychology

Subject website

<https://edu gtk.bme.hu>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Programme: Psychology Master's Programme - Work and organisational psychology specialisation from 2020/21/Term 1

Subject Role: Compulsory

Recommended semester: 1

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 discuss the role of personality in organizational life both from a theoretical and a practical point of view. Our theoretical focus is on the work-relevant aspects of personality. During the course, we discuss the most important theoretical concepts, explanatory models, and the practical applications of these findings. We pay attention to the personality-related measures and tools in organizational life.

Academic results

Knowledge

1. Knows the most important work-related personality models, concepts, and methods, which can be applied as I-O psychologists.
2. Gains a broad insight into the topics related to the association between work and personality.
3. Learns the personality-related tools and applications in organizational life.

Skills

1. Able to apply theoretical and methodological knowledge in the design, development and application of personality-related programs in organizations.
2. Able to independently define and implement workplace programs with the aim of employees' personal development.

Attitude

1. Tolerant and inclusive toward different types of personalities.
2. Has an ethical and respectful approach toward workplace diversity.
3. Accepts the viewpoint of other professionals.
4. Open to continuous development, wants to expand knowledge.

Independence and responsibility

1. Thinks constructively and solution-centered about the acquired knowledge, methods, and applications.
2. Independently able to design, develop and implement workplace programs related to the personal development of employees with the application of the acquired knowledge.
3. Has an independent and responsible approach to issues which require psychological interventions related to the personality of employees.
4. Recognizes when a problem is outside of his/her competencies and acts appropriately.
5. Has a critical approach in his/her thinking, and shares his/her thoughts, critical comments with the fellow students and the lecturers.

Teaching methodology

Lectures, videos, interactive tasks, independent and group projects.

Materials supporting learning

- Charles S. Carver, Michael F. Scheier, Nagy János, V. Komlósi Annamária (2006). Személyiségpszichológia Osiris Kiadó
- Gruys, M. L. & Sackett, P. R. (2003). Investigating the dimensionality of counterproductive work behavior. International Journal of Selection and Assessment, 11, 30-42.
- Sackett, P. R., & DeVore, C. J. (2001). Counterproductive behaviors at work. In N. Anderson, D. Ones, H. Si-nangil, & C. Viswesvaran (Eds.), Handbook of industrial, work, and organizational psychology (Vol. 1, pp. 145–164). London, UK: Sage.
- Thomas, D. A. & Ely, R. J. (1996). Making Differences Matter. A New Paradigm for Managing Diversity. Harvard Business Review, September-October, 1-13.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55, 5–14.
- Gable, S.H., & Haidt, J. (2005). What (and why) is positive psychology? Review of General Psychology, 9, 2, 103-110.
- Shawn Achor (2015). A boldogság mint versenyelőny, HVG Kiadó.
- Jones, D.N. & Paulhus, D.L. (2014). Introducing the Short Dark Triad (SD3): A brief measure of dark personalities. Assessment, 21(1), 28-41.
- Tari, A. (2010). Y generáció. Budapest: Jaffa Kiadó.
- Landy, F. J. (1985). Psychology of Work Behaviour, Chicago, Illinois: The Dorsey Press.
- Robinson, S. L. (2010). Dysfunctional Work Behavior. In J. Barling & C. L. Cooper (Eds.), The Sage Handbook of Organizational Behavior: Volume I – Micro Approaches, pp. 141-160. SAGE Publications Ltd.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes assessment in section 2.2 is based on the end-of-semester performance assessment.

Performance assessment methods

Oral exam along with pre-assigned topics.

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

Percentage of exam elements within the rating

- szóbeli vizsga: 100
- összesen: 100

Conditions for obtaining a signature, validity of the signature

The student must attend 70% of the lectures to obtain a signature.

Issuing grades

Excellent	90
Very good	> 90
Good	80–89
Satisfactory	70–79
Pass	50–69
Fail	< 50

Retake and late completion

A vizsga a TVSZ szabályai szerint ismételhető.

Coursework required for the completion of the subject

részvétel a kontakt tanórákban	28
szakirodalom feldolgozás	62
vizsgafelkészülés	30
összesen	120

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 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 A Hogan személyiségvizsgáló eljárás jellemzői és alkalmazása szervzeti környezetben.
- 2 A GPOP személyiségvizsgáló eljárás jellemzői és alkalmazása szervzeti környezetben.
- 3 A DISC személyiségvizsgáló eljárás jellemzői és alkalmazása szervzeti környezetben.
- 4 AZ MBTI személyiségvizsgáló eljárás jellemzői és alkalmazása szervzeti környezetben.
- 5 Generációk a munkahelyen.
- 6 Diszfunkcionális vezetők a munkahelyen.
- 7 Kontrapunktív munkahelyi viselkedés: negatív és pozitív deviancia.
- 8 A pozitív pszichológia új személyiségvonatkozású taxonómiája: a karaktererősségek rendszere.
- 9 Age management a munkahelyen – az életkor alapú megkülönböztetés személyiségvonatkozásai.
- 10 A Sötét Hármas személyiség jellemzői és viselkedése a munkahelyen.
- 11 A munkamánia és kiégés személyiségvonalozásai.

Additional lecturers

Approval and validity of subject requirements