



SUBJECT DATASHEET

Self-management in the 21st century

BMEGT51BX4K000-00

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Self-management in the 21st century

ID (subject code)

BMEGT51BX4K000-00

Type of subject

contact hour teaching unit

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	3
Laboratory	0

Type of assessment

mid-term
grade

Number of credits

3

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://www.mpt.bme.hu/>

Language of the subject

HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong Nincs/No

Weak Nincs/No

Parallel Nincs/No

Exclusion Nincs/No

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580501/3/2025 registration number. Valid from: 2025.07.10.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The course is designed to help you to find a job more effectively and to cope in the workplace. While companies promote their workplaces, the brand in the labour market is the prospective employee. In other words, developing and building a self-brand is a crutch for navigating the labour market and helps us to approach employers with the right communication style and the best of our knowledge. How can we develop our own brand? The topics covered will give you the opportunity to answer questions such as. What competences and skills do we need to acquire in order to succeed in any area of life? How to communicate effectively? Our course will help students to learn not only about universal competences that can be used in the world of work, but also to test themselves in a simulated job interview. The course is practice-oriented, as demonstrated by the course requirements: preparing your own career plan, CV and motivation letter; presenting them in a situational situation.

Academic results

Knowledge

1. Understand what lifelong learning means as a paradigm shift.
2. Understand the meaning and impact of personal branding.
3. Understands different communication techniques.
4. Understands the concept and meaning of cultural intelligence

Skills

1. Ability to identify and become aware of existing competences on which to build.
2. be able to build up a professional portfolio based on their own professional, personal and interpersonal competences.
3. be able to independently analyse his/her own career from a lifelong learning perspective.
4. be able to interpret international trends and tendencies.
5. Ability to work individually and in groups.

Attitude

1. Feeling responsible for the success of your own life.
2. He values his personal brand as a tool to achieve success.
3. Develops awareness of the goal and the achievement of results.
4. Collaborates with the instructor and fellow students to expand knowledge.
5. Is assertive, constructive, cooperative and proactive when working in groups.

Independence and responsibility

1. Independently think through tasks and problems and solve them on the basis of given resources.
2. Is open to well-founded critical comments.
3. works autonomously in a group, in cooperation with the other members of the group, to mobilise his/her theoretical and practical knowledge and skills in order to achieve the objective.
4. Is able to build his/her own personal brand independently
5. Has a sense of responsibility for the success of his/her own career.

Teaching methodology

Lectures, written and oral communication, use of IT tools and techniques, independent and group work, job interviews - situational games, invited speakers.

Materials supporting learning

- ● 1. Kálmán Anikó: Az oktatástól az önálló tanulásig. Tanulástámogatás Útmutató Füzet. BME Alkalmazott Pedagógiai Intézet, Budapest 2009..225p.
- ● 2. Kálmán, A. (2006): Tanári szerepek – tanulási stílusok (A felnőtt-tanulás folyamata), ISBN 963 8088 16 8, ISSN 1588-9572, OKKER, Budapest
- ● 3. Palásti Luca (2010): Az önmarketing és a személyes márka szerepe a munkaerőpiacon. Kézirat. <http://eco.u-szeged.hu/download.php?docID=36144>
- ● 4. Kőrösi Kunigunda (2015): Énmárka. Kézirat. https://issuu.com/hellokunigunda/docs/_nm_rka_k_r_sikunigunda
- ● 5. László Móni (2015): Lehetőség kivételes - Az énmárkaépítés alapjai. Kossuth Kiadó.
- ● 6. Feketéné Szakos Éva (2008): Egy Socrates Grundtvig menedzserképző program az egészségnevelésben. In: Felnőttképzési Szemle 2. (1). 15-19. p.
- ● 7. Frank-Hermann, P. et. al. (2015): Natürliche Familienplanung – aktueller Stand. In: Der Gynäkologe, 48 (9), 657-666. p.
- ● 8. Kopp Mária és Skrapski Árpád (2008): Kik boldogok a mai magyar társadalomban? In: Kopp Mária (szerk.): Magyar lelkiállapot 2008. Budapest, Semmelweis Kiadó.
- ● 9. Molnár, György (2017): Digitális és virtuális életformák az információs társadalomban különös tekintettel az IKT-alapú tanulási környezetre és tanulási folyamatra, In: Karlovitz, János Tibor (szerk.) Válogatott tanulmányok a pedagógiai elmélet és szakmódszertanok köréből Komárno, Szlovákia: International Research Institute, pp. 361-370., 10 p.
- ● - <http://europass.hu/europass-oneletrajz>
- ● - <http://europass.hu/>
- ● - <https://vmp.munka.hu/>
- ● - https://tat.elte.hu/dstore/document/117/1177311391_4_fuzet.pdf

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

Assessment of the learning outcomes in 2.2 based on the completion of three individual and one group assignment written during the year. This may be modified by active participation in lessons. The lessons will be delivered in a block format in the form of training sessions.

Performance assessment methods

Detailed description of the performance assessments during the term: 1. Participatory performance assessment (individual and group project assignments to be submitted and presented): assessment of the knowledge, skills, attitudes, autonomy and responsibility competences of the subject. 2. assessment of participatory performance: attendance and participation in training sessions, student activity 3. preparation of a personal career plan (3-5 pages, career profile, portfolio) 4. preparation of a CV and a motivation letter: presentation in situ

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

- 1. részteljesítmény értékelés (1. feladat): 25
- 2. részteljesítmény értékelés (2. feladat): 25
- Saját életpálya terv elkészítése, bemutatása: 40
- Önéletrajz és motivációs levél készítése: 10

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Active participation in exercises. Completion of three individual and one group assignment written during the year.

Issuing grades

Excellent	96
Very good	88-95
Good	76-87
Satisfactory	63-75
Pass	51-62
Fail	0-50

Retake and late completion

1) The assignments to be handed in may be replaced in accordance with the provisions of the current Study and Examination Regulations, subject to the payment of the fees provided for in the Fees and Fees Regulations.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	30
feladatok elkészítése	30
egyéb felkészülés	30
Összesen	90

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 07.07.2024.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

In order to achieve the learning outcomes set out in 2.2, the subject consists of the following thematic blocks. These will normally be 4 hours (two weeks) in length, but the proportions may vary from semester to semester depending on the composition of the students and the nature of the problems they propose to address.

- 1 1. Introduction, description of subject requirements, introduction of subject lecturers, discussion of the semester work plan.
- 2 2. A paradigm shift in the process of lifelong learning.
- 3 3. Complexity as a new normality. Global visibility, local support.
- 4 4. Self-Knowledge - Get to Know Yourself! The role of emotional intelligence in everyday life and the workplace. The secret to success: a change of attitude.
- 5 5. Worktime, or how do we apply the 80/20 rule?
- 6 6. Social Aspects of Getting a Job 1: How Do We Shape Our Workplace Relationship Systems? How to behave in a job interview? (assertive communication)
- 7 7. Social Aspects of Job Entry 2.: How do generational differences affect job integration? How do we maintain our physical and mental balance in the long run? (conflict management)
- 8 8. K Cultural shock in the world of work. Intercultural competencies, cultural intelligence (CQ).
- 9 9. The mindset of the international, global world. Positive and negative stereotypes in human relationships.
- 10 10. The role of language use in self-branding: Verbal and non-verbal elements of communication. Reasoning technique. Criteria for a good performance.
- 11 11. Written Text Genres in the Labor Market: An Overview of CV and Letter Formats. Online and offline editors. Linguistic features of formal written communication.
- 12 12. Presentation of own product (portfolio, career)
- 13 13. Job interview - situational game

Additional lecturers

Dr. Berzsenyi Emese egyetemi adjunktus berzsenyi.emese@gtk.bme.hu
Dr. Tóth Tünde egyetemi docens toth.tunde@gtk.bme.hu
Dr. Katteín-Pornói Rita egyetemi adjunktus kattein-pornoi.rita@gtk.bme.hu

Approval and validity of subject requirements