



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>
Lecture	2
Practice	0
Laboratory	0

Type of assessment

exam

Number of credits

4

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Dr. Kun Ágota	associate professor	kun.agota@gtk.bme.hu
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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

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

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

- Bakker, A. B., & Demerouti, E. (2023). Job Demands–Resources Theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25-53.
- Harari, M. B., Thompson, A. H., & Viswesvaran, C. (2022). Counterproductive work behavior: Recent developments and future directions. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 107-135.
- Niemiec, R. M. (2022). *Character Strengths Interventions: A Field Guide for Practitioners* (2nd ed.). Hogrefe.
- Roberson, Q. M., & Perry, J. L. (2021). Diversity, equity, and inclusion in organizations: A review and future directions. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 69-96.
- Andreassen, C. S., & Pallesen, S. (2020). Workaholism, wellbeing, and health: A critical review. *Journal of Behavioral Addictions*, 9(4), 887-908.
- Judge, T. A., & Zapata, C. P. (2021). The person-situation debate revisited: Implications for occupational behavior. *Journal of Applied Psychology*, 106(5), 738-753.
- Jonason, P. K., & Schmitt, D. P. (2022). The Dark Triad traits and workplace behavior: A review and research agenda. *Personality and Individual Differences*, 190, 111516.
- Kaiser, R. B., & Curphy, G. J. (2021). Toxic leadership: Reviewing the dark side of leadership. *The Leadership Quarterly*, 32(6), 101517.

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

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 tanórákon	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: 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 Kontraproduktív munkahelyi viselkedés (CWB), pozitív CWB
- 2 A karaktererőségek rendszere
- 3 Diverzitás, neurodiverzitás, inkluzivitás a munkahelyen
- 4 Munkamánia, hiányzás, betegség, baleset a személyiséggel összefüggésben
- 5 Elégedettség, elkötelezettség, OCB
- 6 A személyiségfejlesztés kompetenciahatárai a munkahelyen
- 7 A személyiség vizsgálata: a DISC
- 8 A személyiség vizsgálata: a GPOP
- 9 A személyiség vizsgálata: a PCM modell
- 10 Személyiségfejlesztés módszerei a munkahelyen – tréning, coaching, tanácsadás
- 11 A sötét hármás, toxikus és diszfunkcionális vezetés

Additional lecturers

Turóczi Hajnalka egyetemi tanárságéd turoczi.hajnalka@gtk.bme.hu

Approval and validity of subject requirements