SUBJECT DATASHEET

Work and leadership dsfunctions

BMEGT52S223

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Work and leadership dsfunctions

ID (subject code)	BMEGT52S223

Type of subject
Contact lesson

Course types and lessons

Type	*Lessons*
Lecture	15
Practice	5
Laboratory	0

Type of assessment
mid-term grade

Number of credits
5

Subject Coordinator

Name	*Position*	*Contact details*
Dr. Répáczki Rita	assistant professor	repaczki.rita@gtk.bme.hu

Educational organisational unit for the subject
Department of Ergonomics and Psychology

Subject website
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**

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 recognize signs of stress and mental states that make it difficult to successfully perform a workplace role, and based on this, if necessary, refer the client to the appropriate specialist. They learn about the symptoms of high levels of stress and the concepts and types of personality disorders, which makes them more effective in managing coaching relationships with a broader range of clients. They will be able to implement primary and secondary interventions as part of workplace mental health development programs. They can identify managerial and employee behaviours that create a dysfunctional or toxic workplace atmosphere and act responsibly when they encounter this phenomenon.

Academic results

Knowledge

1. Know the concepts and symptoms of stress, including work-related stress.
2. Know the characteristics of mental conditions that make it difficult to perform roles in the workplace.
3. Know the methods of managing various mental dysfunctions.
4. Knows the concepts and types of personality disorder.
5. Familiar with leadership and employee behaviours that create dysfunctional or toxic work atmospheres.

Skills

1. Able to recognize signs of mental conditions that make it difficult to successfully perform a role at work.
2. Able to refer the client to the appropriate specialist, if needed.
3. By recognizing workplace and leadership dysfunctions, able to manage coaching relationships with a wide range of clients.
4. Able to identify managerial and employee behaviours that create a dysfunctional or toxic work atmosphere.

Attitude

1. Accepts, understands and represents the complexity of psychological phenomena.
2. Know and adhere to the boundaries of professional competence.
3. Open to expanding knowledge related to your field.
4. Open and motivated to apply the knowledge gained.
5. Collaborate with the instructor and fellow students in expanding knowledge.

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 and student referrals. Self-assessment questionnaires.

Materials supporting learning

- Kötelező irodalom:
- Órai anyagok
- Ajánlott irodalom:
- Cavanagh, M. (2005). Mental health issues and challenging clients in executive coaching. Evidence-based coaching, 1, 21-36.
- Chapman, Gary; Myra, Harold; White, Paul (2016). Mérgező munkahelyek. Hartman Kiadó
- Gyllensten, K., & Palmer, S. (2021). Stress and performance coaching. In Cognitive behavioural coaching in practice (pp. 126-149). Routledge.
- Kets de Vries, M., & Rook, C. (2018). Coaching challenging executives.
- Möller, H. (2022). Mental Disorders in Coaching. In: Greif, S., Möller, H., Scholl, W., Passmore, J. & Mül-ler, F. (eds.) International Handbook of Evidence-Based Coaching: Theory, Research and Practice. Sprin-ger. 577-586.
- Harms, Peter D.; Spain, Seth M.; and Hannah, Sean T.,
- Lowman, R. L. (1993). Counseling and psychotherapy of work dysfunctions. American Psychological As-sociation.

- Sydenham, A. L. (2020). Employee flourishing: The application and efficacy of workplace coaching as a methodology for improving mental well-being (Doctoral dissertation, University of Plymouth).
- Warrenfeltz, R., & Kellett, T. (2016). Coaching the dark side of personality. Tulsa, Oklahoma: Hogan Press.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése beadandó dolgozat és hallgatói referátum formájában történik.

Performance assessment methods

Beadandó dolgozat készítése: egy választott munka vagy vezetési diszfunkció részletes bemutatása és coaching pszichológiai szemléletű elemzése. A prezentáció tartalmi és formai kritériumait a tantárgyfelelős határozza meg. Órai referátum: az elemzett munka és vezetési diszfunkciók prezentálása. A prezentáció tartalmi és formai kritériumait a tantárgyfelelős határozza meg.

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

- **Beadandó dolgozat.**: 60
- **Órai referátum.**: 40
- **Összesen**: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	86–95%
Good	75–85%
Satisfactory	65–74%
Pass	50–64%
Fail	50%

Retake and late completion

A beadandó dolgozat a leadási határidő után az előre megadott pótlási határidőkig díjmentesen pótolhatók.

Coursework required for the completion of the subject

Részvétel a kontakt tanórákon	20
Readandó dolgozat elkészítése	80
Referátum elkészítése	50
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 Clarification of basic concepts: dysfunctions at work. Models of categorizing dysfunctions.

2 Procrastination, perfectionism and impostor tendencies.

3 Neurodiversity in the workplace.

4 Dysfunctions of creative work.

5 Types of personality disorders, features and impact of the "dark triad".

6 Types of leadership dysfunctions.

7 The role and responsibility of a coaching psychologist in dealing with a toxic work atmosphere and leaders.

8 Subjective well-being, stress and stress management in the workplace.

9 Burnout and its treatment. Positive mental health and resilience in practice.

Additional lecturers

Dr. Kun Ágota egyetemi docens kun.agota@gtk.bme.hu

Approval and validity of subject requirements