SUBJECT DATASHEET

Workplace Training and Skills Development

BMEGT52S158

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Workplace Training and Skills Development

ID (subject code)	BMEGT52S158

Type of subject
Contact lessons

Course types and lessons

Type	*Lessons*
Lecture	12
Practice	10
Laboratory	0

Type of assessment
Exam grade

Number of credits
3

Subject Coordinator

Name	*Position*	*Contact details*
Gerákné Dr. Krasz Katalin	assistant professor	krasz.kata@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: **Work and organisational psychology specialisation**
Subject Role: **Compulsory core material**
Recommended semester: **2**

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: 580483/15/2026 registration number. Valid from: 24.06.2026.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to provide a comprehensive overview of the socio-economic significance of workplace training and skills development, as well as “lifelong learning,” and to present both international and domestic practices in labor market and corporate training. The main objective of the course is for participants to gain insight into the organizational context of designing and managing corporate training systems, leadership development models and methods, and to develop a deeper understanding of the conditions and possibilities for creating and applying a “digital teaching and learning environment.”

Academic results

Knowledge

1. Is familiar with the strategic issues involved in developing a corporate training system.
2. Understands how the training system is connected to other areas of human resource management.
3. Is familiar with the types of training and the forms of training and skills development.
4. Is familiar with leadership development models, methods, and challenges.
5. Is familiar with possible methods for measuring training effectiveness.
6. Is familiar with the possibilities of applying e-learning and artificial intelligence in corporate training.

Skills

1. Is able to develop a company’s training strategy.
2. Is able to assess and identify training needs.
3. Is able to design training programs, develop training topics, select appropriate training methods, and deliver training programs.
4. Is able to design leadership development programs.
5. Is able to develop methodologies and tools for measuring training effectiveness.

Attitude

1. Open to the latest, trendy knowledge on job and competency analysis.
2. Willingly collaborates with counterparts from other professions on specific issues.
3. Proactively engages and contributes to issues affecting his/her work.
4. Is able to listen to and accept the views and opinions of others.
5. Has a desire for continuous self-development.

Independence and responsibility

1. Ability to independently assess and make decisions on issues affecting his/her professional activities.
2. Ability to plan and develop work and competence analyses independently and to summarise and apply the results of the analyses in a form appropriate to the purpose.
3. Assumes responsibility for the tasks and programmes planned and/or managed by the candidate.
4. Represent his/her profession responsibly and ethically.

Teaching methodology

Lecture, interactive class exercises, group work, practical exercises.

Materials supporting learning

- Kötelező irodalom - Compulsory literature
- Órai anyagok - Class materials
- Ajánlott irodalom - Recommended Reading
- Bakacsi, Gy., Bokor, A., Császár, Cs., Gelei, A., Kováts, K., Takács, S. (2006): Stratégiai emberi erőforrás menedzsment, Akadémia Kiadó, Budapest.

- Bokor A., Szőts-Kováts K., Csillag S. (2014). Emberi erőforrás menedzsment. Budapest: Nemzedékek Tudása Tankönyvkiadó Zrt.
- Davenport, T. O. (2015). How HR plays its role in leadership development. Strategic HR Review.
- Elbert, N. F., Karoliny M.-né, Farkas F., Poór J. (2000). Személyzeti/emberi erőforrás menedzsment kézikönyv. Budapest: KJK-KERSZÖV Jogi és Üzleti Kiadó Kft.
- Ford, J. K. (2020). Learning in Organizations: An Evidence-Based Approach. Routledge.
- Kraiger, K., & Ford, J. K. (2020). The Science of Workplace Instruction: Learning and Development Applied to Work. Annual Review of Organizational Psychology and Organizational Behavior, 8, 45–72. https://doi.org/10.1146/annurev-orgpsych-012420-060109
- Nemeskéri Gy., Pataki Cs. (2007). A HR gyakorlata. Budapest: Ergofit Kft.
- Noe, R. A., Clarke, A. D., & Klein, H. J. (2014). Learning in the twenty-first-century workplace. Annual Review of Organizati-onal Psychology and Organizational Behavior, 1, 245-275. https://doi.org/10.1146/annurev-orgpsych-031413-091321
- Pernick, R. (2001). Creating a leadership development program: Nine essential tasks. Public Personnel Management, 30(4), 429-444.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The assessment of the learning outcomes described in section 2.2 is based on the preparation of an individual ho-mework assignment, its presentation, and the answering of questions related to the topic.

Performance assessment methods

Preparation and presentation of a term paper.

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

Percentage of exam elements within the rating

- **Preparing homework and presenting it.**: 100

Conditions for obtaining a signature, validity of the signature

A gyakorlati alkalmakon való részvétel.

Issuing grades

Excellent	100
Very good	90-99%
Good	80-89%
Satisfactory	70-79%
Pass	50-69%
Fail	0-49%

Retake and late completion

The student may substitute an individual homework.

Coursework required for the completion of the subject

Attendance at lectures.	12
Participation in practical sessions.	10
Preparation and presentation of a term paper.	68
Total:	90

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 04.05.2026.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

To achieve the learning outcomes outlined in Section 2.2, the course consists of the following thematic blocks. In the syllabi for the courses offered each semester, these topics are scheduled according to the academic calendar and other circumstances.

1 Strategic Issues in Developing a Training and Development System
2 The Relationship and Points of Integration Between the Workplace Training System and Other Human Resource Systems.
3 Types of training. Forms of training and skill development.
4 Training, on-the-job training, blended learning
5 The training process, training design, and the implementation and delivery of training programs.
6 Leadership development models
7 Current leadership trends
8 The most common domestic leadership misconceptions today (beliefs in everyday leadership practice)
9 Options for evaluating training effectiveness
10 Methodology for online curriculum development
11 Possibilities for applying AI in corporate training

Additional lecturers

Magyar Miklós	vendég előadó	miklos.magyar@gmail.com
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Approval and validity of subject requirements