



SUBJECT DATASHEET

ORGANIZATIONAL PSYCHOLOGY AND LEADERSHIP

BMEGT52M108

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

ORGANIZATIONAL PSYCHOLOGY AND LEADERSHIP

ID (subject code)

BMEGT52M108

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	4
Practice	4
Laboratory	0

Type of assessment

exam mark

Number of credits

9

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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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

Programme: **Psychology Master's Programme - Work and organisational psychology specialisation from 2020/21/Term 1**
Subject Role: **Compulsory**
Recommended semester: **2**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of the Faculty of Economic and Social Sciences in 27 January 2021. Valid from 3 Feb 2021.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to introduce modern theoretical and practical knowledge to the students. During the course, we discuss the most important areas of both topics (organizations, leadership). The theoretical part will be explained through real life examples, case studies. The most important aim of the course is to prepare the students for their future work with organizations and leaders.

Academic results

Knowledge

- 1.
2. 1. Learns about the historical roots of modern organizational psychology, the development of the subject, and the 21st century applications of it.
3. 2. Gains a comprehensive knowledge of the recent topics of organizational and leadership psychology such as modern leadership trait theories, recent organizational diagnosis models, change and knowledge management model, and group dynamics.
4. 3. Gains knowledge of the theoretical and practical approach to organization-related psychological questions such as organizational justice, trust, control, and dysfunctional leadership.
5. 4. Understands the connections between organizational and leadership psychology and the work of other organization-related professions (e.g., HR, trainers, coaches).
6. 5. Learns about the relevant areas where he/she can apply the acquired knowledge and competencies (e.g., leadership trainings, organizational development).

Skills

1. Able to apply his/her newly acquired professional knowledge and competencies.
2. Able to understand and solve psychology-related issues that arise in organizations.
3. Able to think in original and creative ways, offers concrete solution plans for an organization and its leaders.
4. Able to use his/her professional knowledge and competencies in areas which require an interdisciplinary approach.
5. Able to think and work together with the representatives of other related professions (e.g., trainers, organizational consultants, coaches).

Attitude

1. Has an open approach towards the latest trends in organizational and leadership psychology.
2. Willing to cooperate with representatives of the related professions.
3. Has a proactive approach in order to solve issues.
4. Has a results-oriented approach in order to solve issues.
5. Listens to the views and opinions of other professionals.
6. Wants to create value in his/her professional work.
7. Has a desire to continuously improve in his/her professional work.

Independence and responsibility

1. Able to independently make evaluations and decisions in his/her professional work.
2. Able to develop programs and solutions plans related to organizational and leadership psychology issues.
3. Shows responsibility towards his/her programs and tasks.
4. Has a responsible and ethical approach to his/her professional work.

Teaching methodology

Lectures, interactive classroom exercises, case studies, group work, presentations, training.

Materials supporting learning

- Haslam, S.A., Reicher, S.D., & Platow, M.J. (2010). The new psychology of leadership. Identity, influence and power. Routledge.
- Schein, E.H. (2016). Organizational culture and leadership 5th edition. Wiley.
- De Vries, M.K. (2009). The leader on the couch. A clinical approach to changing people and organizations. Wiley.
- Edmondson, A.C. (2018). The fearless organization. Wiley.
- Fowler, S. (2014). What Maslow's hierarchy won't tell you about motivation. Harvard Business Review, 92(11).
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. Journal of Organizational behavior, 26(4), 331-362.
- Hertwig, R., & Grüne-Yanoff, T. (2017). Nudging and boosting: Steering or empowering good decisions. Perspectives on Psychological Science, 12(6), 973-986.
- Sunstein, C. R. (2014). Nudging: a very short guide. Journal of Consumer Policy, 37(4), 583-588.
- Wood, W., & Rünger, D. (2016). Psychology of habit. Annual review of psychology, 67.
- Juhász Márta (2017). Vezető a szervezetben. BME Oktatási segédlet.
- Amabile, T. M., & Kramer, S. J. (2011). The power of small wins. Harvard Business Review, 89(5), 70-80.
- Courtney, H., Lovullo, D., & Clarke, C. (2013). Deciding how to decide. Harvard Business Review, 91(11), 62-70.
- Drucker, P. F. (2004). What makes an effective executive. Harvard business review, 82(6).
- Drucker, P. F. (2005). Managing oneself. Harvard Business Review, 83(1), 100-109.
- Miller, A. P. (2018). Want less-biased decisions? Use algorithms. Harvard business review, 26.
- Snowden, D. J., & Boone, M. E. (2007). A leader's framework for decision making. Harvard business review, 85(11), 68.

- Szaszi, B., Palinkas, A., Palfi, B., Szollosi, A., & Aczel, B. (2018). A systematic scoping review of the choice architecture movement: Toward understanding when and why nudges work. *Journal of Behavioral Decision Making*, 31(3), 355-366.
- De Vries, M.K. (2003). *Leaders, fools and impostors. Essays on the psychology of leadership*. iUniverse.
- Schein, E., & Schein, P. (2018). *Humble leadership. The power of relationships, openness, and trust*. Berrett-Koehler Publishers.
- Pearce, C.L. (2004). The future of leadership. Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive*, 18(1), 769-783.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése zárthelyi dolgozatok, kiscsoportos projektmunka és szóbeli vizsga alapján történik.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény értékelés: 4-6 fős kiscsoportokban projektmunka elvégzése a szorgalmi időszak során, amely specifikus szervezet- és vezetéspszichológiai kérdésekhez kapcsolódik. A projekt munkákat az egyes csoportok a kurzus utolsó két alkalmán be is mutatják. 2. Összegző teljesítmény

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

- részteljesítmény értékelés (2 zh): 2x25%
- projekt munka bemutatása: 50%

Percentage of exam elements within the rating

- szóbeli vizsga: 50%

Conditions for obtaining a signature, validity of the signature

Issuing grades

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

Retake and late completion

A hallgató a zárthelyi dolgozatokat pótolhatja vagy javíthatja a pótlási héten. Amennyiben javítva valamelyik zárthelyi dolgozatot, a számára előnyösebb pontszám kerül figyelembevételre.

Coursework required for the completion of the subject

56
56
104
18
36
270

Approval and validity of subject requirements

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 ömlesztett
- 2 Gondolkodásmód a szervezetekkel, munkával kapcsolatban. Szervezeti felépítés, stratégia, küldetés, misszió, vízió. Szervezeti diagnózis modellek.
- 3 Nemzeti és szervezeti kulturális hatások. Kultúra modellek, a kultúra hatása a mindennapi szervezeti folyamatokra.
- 4 Szervezeti igazságosság és bizalom témaköre. A szervezeti kontroll formái és kapcsolódása a szervezeti kultúrához.
- 5 Vezető a szervezetben: vezetői stílusok. A helyzetfüggő- és szituációs vezetésmodellek feldolgozása, vonásméletek modern megjelenése (karizmatikus, etikus, transzformáló, autentikus vezetők).
- 6 Diszfunkcionális vezetési stílusok és szervezeti kultúrák.
- 7 Pozitív pszichológia és neuro leadership.
- 8 Csoportmunka, csoporthatékonyág, hálózatok. Agilis szervezetek. Csoportszerepek.
- 9 Visszajelzés, vezetői viselkedés.

Additional lecturers

Gerákné dr. Krasz Katalin	adjunktus	krasz.kata@gtk.bme.hu
Salamon János	tanársegéd	salamon.janos@gtk.bme.hu
dr. Kun Ágota	adjunktus	kun.agota@gtk.bme.hu
Balogh Blanka	PhD. hallgató	balogh.blanka@gtk.bme.hu
Hári Péter	megbízott előadó	hari.peter@cx-ray.com

Approval and validity of subject requirements