



SUBJECT DATASHEET

WORK PSYCHOLOGY IN 21TH CENTURY

BMEGT52M103

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

WORK PSYCHOLOGY IN 21TH CENTURY

ID (subject code)

BMEGT52M103

Type of subject

contact lessons

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	6
Practice	2
Laboratory	0

Type of assessment

exam

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: **1**

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 May 2020. Valid from 1 Sep 2020.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to take stock of knowledge of work psychology and practical solutions to the most common and recent challenges in the workplace in the 21st century. Topics are processed that require the acquisition of new approaches, knowledge and skills for the work of future work psychologists. The course aims to enrich the tools of prospective work psychologists, not only in theory, but also in practice, which will enable them to work professionally in 21st century organizations.

Academic results

Knowledge

1. The student knows the historical roots, development and application areas of classical work psychology in the 21st century.
2. The student acquires a comprehensive knowledge of the latest workplace topics relevant to work psychology, such as psychosocial risk assessment, practice of workplace stress management, ergonomics, positive psychological practices to improve well-being at work, group methods related to human resource development.
3. The student has knowledge of the theoretical and practical approach to psychological issues (e.g. satisfaction, commitment), problems.
4. The student knows the connection areas of work psychology and other professions (e.g. HR, training and coaching).
5. The student gets acquainted with the relevant professional areas related to work, where he/she can apply his/her work psychological knowledge and competencies (e.g. employment rehabilitation, UX).

Skills

1. The student is able to apply his/her new professional knowledge and competencies in practice.
2. The student is able to interpret and resolve professional issues that arise in the workplace.
3. The student is able to think in an original way and make solution plans related to a specific workplace topic.
4. The student is able to apply his/her own professional competence in interdisciplinary fields (e.g. software ergonomics, occupational health and safety).
5. The student is able to think and work together with the representatives of other professions (e.g. occupational safety specialists, trainers, organizational consultants) in a joint professional program.

Attitude

1. Open to the latest, trend-setting knowledge of work psychology.
2. It is willing to cooperate with representatives of other professions on a given issue.
3. Acts proactively and contributes to issues affecting his work.
4. Oriented to efficiency in the context of the work he/she does.
5. Able to listen to and accept the views and opinions of others.
6. Represents a value-added approach in his/her profession.
7. He/she has a need for continuous self-improvement.

Independence and responsibility

1. Is able to independently evaluate and make decisions on issues affecting his/her professional activity.
2. Independently develops work psychology programs and plans.
3. Takes responsibility for the tasks and programs planned and/or managed by them.
4. Represents their own profession responsibly and ethically.

Teaching methodology

Lecture, interactive lessons, group work, presentation, multimedia tools.

Materials supporting learning

- Kiss, Gy. (1998). A munkalélektan története. Távközlési Munkalélektani és Üzemegészségügy Egyesülés.
- Antalovits, M., Dienes, E., Kovács, Z. & Perczel, T. (2003). A munka- és szervezetpszichológia szakmai protokollja. „Emberhez méltó munkáért” Alapítvány.
- Evans, D. C. (2017). Bottlenecks: Aligning UX Design with User Psychology. Apress.
- Weinschenk, S. (2011). 100 dolog, amit minden tervezőnek tudnia kell az emberekről. Kiskapu Kft.
- Kahneman, D. (2012). Gyors és lassú gondolkodás. HVG Kiadó.
- Hart, P. M. & Cooper, C. L (2011). Occupational Stress: Toward a More Integrated Framework. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds), Handbook of Industrial, Work and Organizational Psychology (vol. 2: Personnel Psychology). London: SAGE.
- Seligman, M. E. P., & Csíkszentmihályi, M. (2000). Positive psychology. American Psychologist 55, 5–14.
- Avey, J. B.; Wernsing, T. S. & Luthans, F. (2008). Can Positive Employees Help Positive Organizational Change? The Journal of Applied Behavioral Science, Vol. 44(1). 48-70.
- Avey, J.; Luthans, F.; Smith, R. M. & Palmer, N. F. (2010). Impact of Positive Psychological Capital on Employee Well-Being Over Time. Journal of Occupational Health Psychology, Vol 15(1), 17-28.
- Bartram, D. & Turley, G. (2009). Managing the causes of work-related stress. In Practice, 31(8), 400–405.
- Karasek, R. A. & Theorell, T. (1990). Healthy work: Stress, Productivity, and the reconstruction of working life. New York: Basic Books.
- Leka, S., Houdmont, J. (2010). Occupational Health Psychology, Wiley-Blackwell.
- Lazarus, R S and Folkman, S, (1984). Stress, Appraisal, and Coping. New York: Springer.

- Luthans, F. (2002a). Positive organizational behavior: developing and managing psychological strengths. *Academy of Management Executive*, 16, 57–72.
- McGrath, J. (1976). Stress and behavior in organizations. In M. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1351-1396). Chicago, IL: Rand-McNally.
- Rick, J. & Briner, R. B. (2000). Psychosocial risk assessment: problems and prospects. *Occupational Medicine*, Vol. 50. No. 5. pp. 310-314.
- Tabanelli, M.C., Depolo, M., Cooke, R.M.T., Sarchielli, G., Bonfiglioli, R., Mattioli, S., & Violante, F.S. (2008). Available instruments for measurement of psychosocial factors in the work environment. *Journal International Archives of Occupational & Environmental Health*, 82(1), 1-12.
- Jaffe, E. (2014). What big data means for psychological science. *Observer*, 27. <https://www.psychologicalscience.org/observer/what-big-data-means-for-psychological-science>
- Hercegfi, K. & Izsó, L. (szerk) (2010). *Ergonómia*. Typotex Kiadó.
- Leiszter, A. (szerk.) (2011). *Webergonómia – Jakob Nielsen nyomán*. Budapest: Typotex.
- Rogers, Y., Sharp, H., & Preece, J. (2011). *Interaction Design Beyond Human-Computer Interaction*. West Sussex: Wiley, Chichester.
- Shneiderman, B. (2009). *Designing the User Interface*. Prentice Hall, Reading, MA: Addison-Wesley.
- Barcy, M. (2013). *Csoportmódszerek alkalmazása a segítésben és fejlesztésben*. Budapest: Akadémiai Kiadó.
- Klein, S. (2018). *Munkapszichológia – a 21. században*. Edge 2000 Kft.
- Juhász, M. (szerk) (2010). *A foglalkozási rehabilitáció támogatása pszichológiai eszközökkel*, Budapest: Typotex Kiadó
- Előadásanyagok letölthetők a tanszéki oktatástámogató portálról (<https://edu.gtk.bme.hu/>) – Lecture material downloadable from the learning portal (<http://edu.gtk.bme.hu/>)

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

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

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény értékelés: kiscsoportos projekt munka írásbeli leadása és bemutatása. 2. Összegző teljesítmény értékelés: három zárthelyi dolgozat – a félév során tárgyalt témakörök ismereteinek számonkérése, a tudás tesztelése. Szóbeli vizsga.

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

- részteljesítmény értékelés (3 zh): (3x10%) 30%
- projekt munka bemutatása: 20%
- összesen: 50%

Percentage of exam elements within the rating

- szóbeli vizsga: 50%
- összesen: 50%

Conditions for obtaining a signature, validity of the signature

Az aláírás megszerzésének feltétele, hogy a 3.3. pont szerint megszerezhető pontszám legalább 40%-át elérje a hallgató. A megszerzett aláírás a TVSZ vonatkozó rendelete szerint érvényes.

Issuing grades

Excellent	
Very good	85–100
Good	71–84
Satisfactory	55–70
Pass	40–54
Fail	< 40

Retake and late completion

A szóbeli vizsga a TVSZ szabályai szerint ismételhető. A projektfeladat beadása a pótlási hét végéig adható be 20% pontlevonással. A projektfeladat bemutatása a pótlási héten pótolható 10% pontlevonással. A zárthelyi dolgozatok közül egy-egy a szorgalmi időszak utolsó hetében tartott pót ZH és a pótlási héten tartott (két) pótpót ZH alkalommal pótolható.

Coursework required for the completion of the subject

84
28
104
18
36
270

Approval and validity of subject requirements

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

Additional lecturers

Approval and validity of subject requirements