

# SUBJECT DATASHEET ORGANIZATIONAL BEHAVIOUR AND LEADERSHIP BMEGT52M300

BMEGT52M300 2025.11.07 9:31 1/5

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

**Subject name** 

ORGANIZATIONAL BEHAVIOUR AND LEADERSHIP

ID (subject code) BMEGT52M300

Type of subject contact lessons

Course types and lessonsType ofTypeLessonsassessmentLecture2exam markPractice2Number of creditsLaboratory05

**Subject Coordinator** 

Name Position Contact details

Dr. Szabó Zsolt Péter associate professor szabo.zsolt.peter@gtk.bme.hu

Educational organisational unit for the subject

Department of Ergonomics and Psychology

**Subject website** 

https://edu.gtk.bme.hu

Language of the subject

magyar és angol, HU és EN

Curricular role of the subject, recommended number of terms

Programme: Finance MSc (in English) from 2019/20/Term 1 AUTUMN start

Subject Role: Compulsory Recommended semester: 3

Programme: Finance MSc (in English) from 2019/20/Term 1 SPRING start

Subject Role: Compulsory Recommended semester: 4

Programme: Management and Leadership MSc (in English) from 2019/20/Term 1

Subject Role: Compulsory Recommended semester: 1

Programme: Master's programme in Management and Leadership from 2019/20/Term 1 (Autumn term start)

Subject Role: Compulsory Recommended semester: 1

Programme: Master's programme in Management and Leadership from 2020/21/Term 2 (Spring term start)

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 25 Nov 2020. Valid from 1 Sep 2020.

BMEGT52M300 2025.11.07 9:31 2/5

## 2. OBJECTIVES AND LEARNING OUTCOMES

#### **Objectives**

The aim of the course is to integrate practical knowledge and experiential learning into a new, efficiently operat-ing and modern perspective for future leaders on how to act effectively as leaders, how to participate in and ef-fectively shape human relationships. It is very important for us to emphasize that students should adopt and develop a positive leadership approach to be able to develop and convey a credible image of themselves. During the course, we want to understand with the future leaders that how can they achieve a positive change in their own lives, in their working life, in their team, in the organization and in society, because this approach should characterize the leaders of the 21st century.

#### **Academic results**

#### Knowledge

1. Knows the concepts of organizational psychology and leadership, the most important connections and theories.

#### Skills

- 1. Able to understand the literature of organizational and managerial psychology and able to search for sci-entific literature independently.
- 2. Able to communicate in a professionally acceptable manner, both verbally and in writing, about various topics of organizational psychology and leadership.

#### Attitude

- 1. Open to expand his/her knowledge related to the field.
- 2. Open and motivated to apply the acquired knowledge.
- 3. Collaborates with the lecturer and the fellow classmates.
- 4. Open to the usage of information technology tools.

#### Independence and responsibility

- 1. Utilizes and actively searches for new knowledge.
- 2. Actively participates in the process of acquiring knowledge.
- 3. Solves individual and group tasks in a responsible and autonomous way.
- 4. Collaborates with fellow classmates during group work.
- 5. Uses a systematic approach in his/her thinking about the subject.

#### **Teaching methodology**

Lectures, written and oral communication, use of IT tools and techniques. Both independent and group projects.

#### **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 behavi-or, 26(4), 331-362.
- Hertwig, R., & Grüne-Yanoff, T. (2017). Nudging and boosting: Steering or empowering good decisi-ons. 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.
- Amabile, T. M., & Kramer, S. J. (2011). The power of small wins. Harvard Business Review, 89(5), 70-80.
- Courtney, H., Lovallo, 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 Ma-king, 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.

# II. SUBJECT REQUIREMENTS

#### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### **General Rules**

The assessment of learning outcomes -formulated in Section 2.2.- are based on two mid-term written performan-ce evaluations (summary

performance assessment) and small group project tasks.

#### Performance assessment methods

Detailed description of performance evaluations during the term: Classroom tests: The theoretical knowledge of the students is tested in two written exams during the semester. Both exams consist 30-30 test questions and one essay question. The questions cover the lesson

material as well as the compulsory readings. The results for the two written exams will count towards the final exam. Small group project task: In small groups (4-6 students), students have to present a case of an organization and its leader based on certain criteria (e.g., organizational form, structure, leadership style, organizational culture etc.). They have to make an assessment of the organization and its leader, and this assessment needs to be integrat-ed into organizational and leadership theory relevant to the course.

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

• Results of the first written exam score: 40%

• Results of the second written exam score : 40%

• Project task: 20%

• sum: 50%

#### Percentage of exam elements within the rating

• written exam: 50%

• sum: 50%

#### Conditions for obtaining a signature, validity of the signature

The two written exams can be retaken during the replacement week. The better result will be counted in the final grade.

#### **Issuing grades**

Excellent

 Very good
 > 86

 Good
 75–85

 Satisfactory
 65–74

 Pass
 50–64

 Fail
 < 50</td>

#### **Retake and late completion**

#### Coursework required for the completion of the subject

2 14

2 10

30

30

34

150

#### Approval and validity of subject requirements

Approved by dr. Logó Emma, Vice Dean for Education after consulting with the Faculty Student Representative Committee in 25 November

2020. Valid from 1 Sep 2020.

# III. COURSE CURRICULUM

#### THEMATIC UNITS AND FURTHER DETAILS

#### Topics covered during the term

To achieve the learning outcomes -formulated in section 2.2.-, the subject consists of the following thematic blocks. In the syllabus of the courses announced in each semester, we schedule these topics according to the calendar and other conditions.

- 1 Ismétlés: a szervezet- és vezetéspszichológia fogalmának definiálása, és történetének főbb pontjainak bemutatása. Vezetői vonás és képességelméletek, kongruencia elméletek, vezetési stílusok, helyzetfüggő vezetés. Repetition: defining the concept of organizational and managerial psychology and presenting the main points of its history. Leadership traits and skills theories, congruency theories, leadership styles, situational leadership.
- 2 Szervezeti kultúra és vezetés. Alapvető feltételezések, szervezeti tudattalan, a szervezeti kultúra és a vezetők egymáshoz kötöttsége. Organizational culture and leadership. Basic assumptions, organizational unconscious, the interdependence of organizational cultures and leaders.
- 3 Diszfunkcionális vezetési stílusok, vezetői vakfoltok, önismeret, önértékelés, önbecsülés vezetőként. Dysfunctional leadership styles, leaders' blind sports, self-knowledge, self-esteem and self-respect as a leader.
- 4 Kiscsoportok vezetése. Hatékony csoportmunka, csoportszerepek, a pszichológiai biztonság fogalma.
- 5 Leading small groups. Group effectiveness, group roles, psychological safety.
- 6 Motiváció a munkahelyen, motivációs elméletek, munka és szervezet iránti elkötelezettség. Motivation at work, motivational theories, job and organizational commitment.
- 7 Vezetői döntéshozatal, döntéshozatali módszerek, döntéshozatali torzítások és kezelésük. Decision making as a leader, decision making methods, biases in decision making and how to overcome them.
- 8 Szervezeti tanulás, attitűd-, viselkedés- és szokásváltoztatás. Organizational learning, changing attitudes, behaviours and habits.
- 9 Változásmenedzsment, krízismenedzsment. Change management and crisis management.
- 10 Tudás és innovációmenedzsment. Knowledge and innovation management.

#### **Additional lecturers**

Salamon János tanársegéd salamon.janos@gtk.bme.hu

Dr. Szijjártó Linda adjunktus, assistant professor szijjarto.linda@gtk.bme.hu

Dr. Séllei Beatrix adjunktus, assistant professor sellei.beatrix@gtk.bme.hu

Vasvári Fanni PhD hallgató, PhD student vasvari.fanni@gtk.bme.hu

Nyéki Emőke PhD hallgató, PhD student nyeki.emoke@gtk.bme.hu

### Approval and validity of subject requirements

Part III of the course datasheet was approved by the Head of Department of Ergonomics and Psychology (see 1.8. point) after the consultation

with the program leaders.

BMEGT52M300 2025.11.07 9:31 5/5