



TANTÁRGYI ADATLAP SUBJECT DATASHEET

ORGANIZATIONAL BEHAVIOUR AND LEADERSHIP

BMEGT52M300

I. COURSE DESCRIPTION

1. SUBJECT DATA

Course name

ORGANIZATIONAL BEHAVIOUR AND LEADERSHIP

Course code

BMEGT52M300

Course type contact lessons

Kurzustípusok és óraszámok

<u>Type</u>	<u>Lessons</u>	<u>Type of assessment</u>	<u>Number of credits</u>
Lecture	2	exam mark	
Practice	2		
Laboratory	0		5

Course leader

<u>Name</u>	<u>Position</u>	<u>Email adress</u>
Dr. Szabó Zsolt Péter	associate professor	szabo.zsolt.peter@gtk.bme.hu

Organizational unit for the subject

Department of Ergonomics and Psychology

Subject website

<https://edu.gtk.bme.hu>

Language of teaching

magyar és angol , HU és EN

Curriculum role of the subject, recommended semester

Programme: **Pénzügy MSc (angol nyelven) 2019/20/1 félévtől ŐSZI kezdés**

Subject Role: **Kötelező**

Recommended semester: **3**

Programme: **Pénzügy MSc (angol nyelven) 2019/20/1 félévtől TAVASZI kezdés**

Subject Role: **Kötelező**

Recommended semester: **4**

Programme: **Vezetés és szervezés MSc (angol nyelven) 2019/20/1 félévtől**

Subject Role: **Kötelező**

Recommended semester: **1**

Programme: **Vezetés és szervezés mesterszak 2019/20/1 félévtől (Őszi féléves kezdés)**

Subject Role: **Kötelező**

Recommended semester: **1**

Programme: **Vezetés és szervezés mesterszak 2020/21/2 félévtől (Tavaszi féléves kezdés)**

Subject Role: **Kötelező**

Recommended semester: **2**

Pre-requisites

strong Nincs

weak Nincs

paralell Nincs

exclusive Nincs

1.13 A tantárgyleírás érvényessége / 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.

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2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to integrate practical knowledge and experiential learning into a new, efficiently operating and modern perspective for future leaders on how to act effectively as leaders, how to participate in and effectively 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.

Learning outcomes

Knowledge

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

Ability

1. Able to understand the literature of organizational and managerial psychology and able to search for scientific 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.

Autonomy 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.

Methodology of teaching

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 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.
- 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 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.

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 performance evaluations (summary performance assessment) and small group project tasks.

Performance evaluation 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 integrated into organizational and leadership theory relevant to the course.

Proportion of performance evaluations performed during the diligence period in the rating

- Results of the first written exam score: 40%
- Results of the second written exam score : 40%
- Project task: 20%
- sum: 50%

Proportion of examination elements in the rating

- written exam: 50%
- sum: 50%

The condition for obtaining the 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.

Grading

Excellent	
Very good	> 86
Good	75–85
Satisfactory	65–74
Pass	50–64
Fail	< 50

Correction and retake

Study work required to complete the course

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 discussed during the semester

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 spots, 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.

Lecturers participating in teaching

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.