



## LEADERSHIP SKILLS SUMMER PROGRAM SYLLABUS



### GENERAL DATA

ECTS credits:	6
Type of the course:	Seminar
Semester:	Summer
Course leader (with availabilities):	Pozsgai Gyöngyi PhD, pozsgai.gyongyi@pte.hu
Further lecturer(s) (with availabilities):	Prof. Dr. Tarrósy István, Dr. Mátyás Káplár, Dr. Norbert Sipos, Dr. Zsuzsa Koltai, Dr. Gábor Balogh

### TITLE OF THE CLASS: Psychology of Leadership

CLASS LECTURER:	Dr. Mátyás Káplár PhD
FACULTY/SCHOOL:	Institute of Psychology

### DESCRIPTION AND AIMS:

The primary aim of this course is for participants to internalize the notion that leadership is more than a position of authority – it's also about inspiring and guiding others toward shared goals, fostering collaborative environments, and making a lasting impact on organizations. This module is designed for those who aspire to become transformative leaders, capable of harnessing their psychology to lead with wisdom and compassion.

### INTENDED LEARNING OUTCOMES:

Throughout this module, students will scrutinize the critical personality traits that define successful leaders, including empathy, resilience, adaptability, and ethical decision-making. We emphasize the pivotal role of self-knowledge in leadership, helping students uncover their own strengths and areas for growth. The module encourages participants to reflect on their own leadership styles and develop a heightened awareness of their personal qualities.

### LEARNING MATERIALS:

#### Essential

- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created "social climates." *The Journal of Social Psychology*, 10(2), 271-299.



- Haslam, S. A., & Reicher, S. D. (2016, July). Rethinking the Psychology of Leadership: From Personal Identity to Social Identity. *Daedalus*, 145(3), 21–34. [https://doi.org/10.1162/daed\\_a\\_00394](https://doi.org/10.1162/daed_a_00394)

#### Recommended

- Haslam, S. A., Reicher, S. D., & Platow, M. J. (2010, September 13). *The New Psychology of Leadership*. Psychology Press.  
[http://books.google.ie/books?id=j5lSgq3A6Z0C&printsec=frontcover&dq=ISBN+9780815363828&hl=&cd=1&source=gbs\\_api](http://books.google.ie/books?id=j5lSgq3A6Z0C&printsec=frontcover&dq=ISBN+9780815363828&hl=&cd=1&source=gbs_api)

### TITLE OF THE CLASS: How to Communicate? Characteristics of Good Leaders

CLASS LECTURER:	Dr. Norbert SIPOS PhD
FACULTY/SCHOOL:	Faculty of Business and Economics

#### DESCRIPTION AND AIMS:

The aim of this module is to understand the basics of the communication of good leadership. The mixed structure of generic peculiarities regarding communication and cultural diversity should support the leadership to ensure efficiency and effectiveness. There will be simulations and other team-based activities through which the participants can hear not only up-to-date knowledge elements but also experience in person the stereotypes, fundamental beliefs, and the power and role of the oral vs. non-oral communication structures. The group-based work and common discussion of the experiences lead to a higher-level integration of the learning outcomes.

#### INTENDED LEARNING OUTCOMES:

Upon the successful completion of this class, students should be able to:

1. understand the theoretical and conceptual background knowledge of managing a business in local and global cultural contexts,
2. recognise the communication barriers and identify potential solutions,
3. support the employees to have more efficient communication considering the global managerial context,
4. interpret and analyse complex management issues from multiple perspectives.

#### LEARNING MATERIALS:

##### Essential

- Materials distributed during the lecture.

##### Recommended

- Manser, M., Avery, M., & McLanachan, D. (2023): *Ultimate Business Communication Book*. John Murray Press.



## **TITLE OF THE CLASS: Motivation and Leadership Styles and Strategies**

<b>CLASS LECTURER:</b>	Dr. Norbert SIPOS PhD
<b>FACULTY/SCHOOL:</b>	Faculty of Business and Economics

### **DESCRIPTION AND AIMS:**

The aim of this module is to understand motivation in reality and how diverse and broad it could be from the perspective of employees and managers/leaders. The leadership style is only been researched in the past century within a framework of professional expectations. Furthermore, as leadership is rather a soft concept, it should be emphasised that there is no universal solution for every potential challenge raised by the given organisational situation. Leaders should fit their behaviour and strategies to address the proper motivation which leads to reaching the general goals. Beyond the video-supported approach, a manager-employee simulation is also provided to enhance the learning experience.

### **INTENDED LEARNING OUTCOMES:**

Upon the successful completion of this class, students should be able to:

1. understand the theoretical and conceptual background knowledge of leadership challenges in an ever-changing world,
2. compare and contrast major leadership evolution-related schools and approaches,
3. interpret and analyse the leadership role, duty, and responsibility,
4. exercise initiative and take personal responsibility for a leader's work.

### **LEARNING MATERIALS:**

#### **Essential**

- Materials distributed during the lecture.
- (FBE) Balogh, G., Sipos, N. & Rideg, A. (2021): An empirical study of the internal factors influencing the application of compensation incentives in SMEs. *COMPETITIVENESS REVIEW*, 31(3), pp.542–570.
- (FBE) Balogh, G. & Sipos, N. (2020): Is it worth for bachelor graduates to diversify study programme for master level? *INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT*, 34(9), pp.1387–1401.

#### **Recommended**

- Robbins, S. P., Coulter, M. & De Cenzo, D. (2021): *Fundamentals of Management*, Pearson, 11th edition, ISBN: 9780135640999

## **TITLE OF THE CLASS: Personal Branding for Future Leaders**

<b>CLASS LECTURER:</b>	Dr. Gyöngyi Pozsgai, PhD
<b>FACULTY/SCHOOL:</b>	International Centre



### DESCRIPTION AND AIMS:

The module will prepare students to define and communicate their personal brand by understanding their values, setting goals, and taking risks that can lead to landing their dream job. A strong personal brand can also help get promotions, increase confidence and become successful leaders.

Students will learn how to develop skills for defining their personal brand and better understanding how their brand aligns with their future careers. The basics of effective public speaking will also be discussed.

Students will also gain knowledge on how to apply personal branding strategies in digital and in-person contexts, including networking opportunities and social media platforms.

### INTENDED LEARNING OUTCOMES:

Upon the completion of this class, students should be able to:

1. define what a brand is and explore the overlap between the branded products and personal branding
2. learn to reflect on their core values
3. get ideas about how to create and refine their brand to help them achieve their personal and professional goals

### LEARNING MATERIALS:

#### Essential:

Shawbel, D (2010): Me 2.0 : 4 Steps to Building Your Future. New York. Kaplan Publishing

#### Recommended

John P, Gomez S, (2009): Building Your Personal Brand: A Tool for Employability. IUP Journal of Soft Skills.

### TITLE OF THE CLASS: Conflict Resolution

CLASS LECTURER:	Dr. Gyöngyi Pozsgai, PhD
FACULTY/SCHOOL:	International Centre

### DESCRIPTION AND AIMS:

This module will explore the reasons for workplace conflict and compare the types of dispute resolution procedures that are used in the workplace. It will help students gain a new understanding of the various types of conflicts in workplace settings as well as sources of disputes and guidelines on how to transform conflict into collaboration. Students will learn to develop skills and insights that can empower them when dealing with conflicts.

The discussion topics will include emotional intelligence, collaborative communication, the cost of ignoring conflicts, how to handle difficult employee behaviour and how to lead and manage change. Students will develop a long-term strategy to confidently and effectively address different types of conflict.



### INTENDED LEARNING OUTCOMES

- Learn key concepts and theories related to conflict management
- Acquire knowledge of effective conflict resolution techniques
- Learn to take a proactive approach to resolve issues to lead to a better working environment
- Learn why it is important to have a good team rapport

### LEARNING MATERIALS:

#### Essential

- Reading materials distributed during the lecture.

#### Recommended

- M. Masters and R. Albright (2002): The Complete Guide to Conflict Resolution in the Workplace. Amacom.
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### TITLE OF THE CLASS: Negotiation Techniques

CLASS LECTURER:	Dr. Gyöngyi Pozsgai, PhD
FACULTY/SCHOOL:	International Centre

### DESCRIPTION AND AIMS:

This module introduces students to the theory and practice of international business negotiation. The topics cover essentials of negotiation, advanced negotiation skills, and specific negotiation scenarios. Students will be introduced to techniques that will enable them to negotiate and communicate effectively not only with their potential business partners, but also to communicate and advocate more effectively in all areas of life.

Internal and external factors that influence negotiation will be discussed, and types of meetings will be introduced. Through participation in negotiation exercises, students will have the opportunity to practice powers of communication and persuasion and to experiment with a variety of negotiating tactics and strategies. They will learn to better analyze negotiations in general and prepare more effectively for future negotiations in which they may be involved. They will also have the opportunity to acquire basic knowledge about settling disputes creatively. They will learn about how negotiation can impact and improve business relationships. By understanding the dynamics of each unique negotiating situation, they will be able to enter future negotiations in a stronger position and emerge with more positive outcomes.

### INTENDED LEARNING OUTCOMES:

- Define what is meant by negotiation and apply that to a number of different contexts
- Identify factors that can determine the outcome of a negotiation
- Plan a strategy for successful negotiation



- Understand the principle of 'win-win' negotiations

## LEARNING MATERIALS:

### Essential:

- J. Michele, Gelfand J, Brett J (2004): The Handbook of Negotiation and Culture. Stanford Business Book
- Reading materials distributed during the lecture.

### Recommended

- G. Kennedy (2012): Strategic Negotiation. Gower Publishing
- J. Nierenberg (2003): The secrets of successful Negotiation. Duncan Baird.

## TITLE OF THE CLASS: Leadership, Ambitions, International Relations - Political Personalities, Political Leaders across the Globe

CLASS LECTURER:	István Tarrósy, Full Professor
FACULTY/SCHOOL:	Faculty of Humanities and Social Sciences

### DESCRIPTION AND AIMS:

The lecture provides an in-depth analysis of the intricate realm of politics and international diplomacy, concentrating on the influence of political leadership styles on worldwide matters. An in-depth analysis of the various dimensions of leadership within the field of international relations will be conducted, including an examination of the ambitions, strategies, decision-making procedures, and political personalities and individual qualities that characterize effective leadership on a worldwide scale. Through the examination of case studies, historical instances, and current events, students will acquire a more profound comprehension of the functions that leaders execute when it comes to establishing diplomatic ties, directing conflicts, and molding international policies.

The aim of the module is to

- develop a comprehensive understanding of the complex realm of politics and international diplomacy, with a special focus on the influence of political leadership styles on global affairs.
- conduct a detailed analysis of case studies, historical instances, and current events to provide students with practical insights into the functions that leaders execute in establishing diplomatic ties, directing conflicts, and shaping international policies.
- develop analytical skills by examining the complexities of leadership in diverse geopolitical contexts, enabling students to assess the nuances of decision-making and policy formulation.
- explore the role of leaders in directing conflicts, studying different approaches to conflict resolution and the impact of leadership styles on international peacekeeping efforts.



- create an environment conducive to critical discussion and debate, allowing students to articulate and defend their perspectives on the role of leadership in shaping the global political landscape.

### INTENDED LEARNING OUTCOMES:

Upon the successful completion of this class, students should be able to:

- identify and analyse leadership dimensions
- understand the issues behind the concept charisma
- communicate their perspectives on the role of leadership in shaping the global political landscape, demonstrating the ability to articulate and defend their viewpoints.

### LEARNING MATERIALS:

#### Essential

- Menaldo, M. A. (2013). Leadership and Transformative Ambition in International Relations. Cheltenham – Northampton: Edward Elgar. Ch 2,3,4
- Ofosu-Anim, D. (2022). Political Leadership: A New Conceptual Framework. Open Journal of Leadership, 11, 398-421.  
<https://doi.org/10.4236/ojl.2022.114021>
- Pappas, T. S. (2011). Political Charisma Revisited, and Reclaimed for Political Science. EUI Working Papers, RSCAS 2011/60.

#### Recommended

- The King's Speech (2010), movie
- Fukuyama, F. (2018). Identity. London: Profile Books.
- Kydd, A. H. (2005). Trust and Mistrust in International Relations. Princeton – Oxford: Princeton University Press.

### TITLE OF THE CLASS: Intercultural Sensitivity at the Workplace

CLASS LECTURER:	dr. Zsuzsa Koltai
FACULTY/SCHOOL:	Faculty of Humanities and Social Sciences / Institute for Human Development and Cultural Studies / Department of Cultural Studies

### DESCRIPTION AND AIMS:

The aim of the module is to help students understand cultural differences, it promotes intercultural sensitivity and develops intercultural communication skills. The interactive session explores the topics of intercultural sensitivity from different perspectives. In addition to discussing issues related to cultural diversity, identity, stereotypes, prejudices, and opportunities for better understanding people from other cultures, the module develops students' skills through pair and group work to be able to successfully cooperate and work with people from different cultural backgrounds.





**INTENDED LEARNING OUTCOMES:**

Upon the successful completion of this class, students should be able to:

- understand the values and opportunities in cultural diversity





- understand the influence of cultures on human behavior
- become cross-culturally aware
- apply theories related to interculturalism in cross-cultural work situations
- become capable of successful intercultural communication with colleagues from different cultural backgrounds

## LEARNING MATERIALS:

### Essential

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. Third Edition. McGraw Hill.

### Recommended

Kowalski, S. (2023). *Cultural Sensitivity Training. Developing the Basis for Effective Intercultural Communication*. econcise.

Lustig, M. W., Koester, J., Halualani, R. (2017). *Intercultural competence: Interpersonal communication across cultures*. 8th Edition. Pearson.

## TITLE OF THE CLASS: Time and Stress Management

CLASS LECTURER:	Dr. Gábor Balogh, PhD
FACULTY/SCHOOL:	Faculty of Business and Economics

## DESCRIPTION AND AIMS:

The aim of the module is to reveal the connections between time management and stress management and declare the importance of self-awareness in connection with the two topics. We focus especially on the managerial time management models and related stressors, stress reactions and solutions. We elaborate the details with self-reflective approach.

## INTENDED LEARNING OUTCOMES:

Upon the successful completion of this class, students should be able to:

- do self-reflections,
- improve self-awareness,
- explore own stressors, stress reactions
- find own time management & stress resolution techniques
- understand the correlations between the two topics
- see the importance of time and stress related models in managerial works
- use models and techniques in practice
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## LEARNING MATERIALS:

### Essential

- Allen, D. (2002). *Getting things done. The art of stress-free productivity*. London: Piatkus Books.



### Recommended

- Covey, S. R. (2004). The 7 habits of highly effective people: Restoring the character ethic ([Rev. ed.]). Free Press.

## TITLE OF THE CLASS: Self-awareness in Leadership Development

CLASS LECTURER:	Dr. Gábor Balogh. PhD
FACULTY/SCHOOL:	Faculty of Business and Economics

### DESCRIPTION AND AIMS:

This course will cover the pros and cons of improving self-knowledge in leadership work, while exploring different levels of self-awareness and techniques for developing self-awareness. The most crucial part of this developmental process is self-reflection. During this course you will engage in activities to put self-reflection techniques into the practice. The participant will learn the models of Johary-window, the four types of self-knowledge, self-reflective inquiry, the levels and forms of acquiring self-awareness, personality types, DISC, analysis of strengths.

### INTENDED LEARNING OUTCOMES:

Upon the successful completion of this class, students should be able to:

- use self-reflections in leadership,
- improve managerial self-awareness,
- find the blind spots and get feedbacks from classmates
- explore the impact of managerial behaviour on colleagues
- find own leadership skills and strengths
- identify own skills to be developed

### LEARNING MATERIALS:

#### Essential

- Showry, M. – Manasa, K. V. L. (2014): Self-Awareness – Key to Effective Leadership. The IUP Journal of Soft Skills, Vol. 8, No. 1, 16- 26.

#### Recommended

- Bracht, E. M. – Keng-Highberger, F. T. – Avolio, B. J. – Huang, Y. (2021): Take a „Selfie”: Examining how leaders emerge from leader self-awareness, self-leadership and self-efficacy. Frontiers in Psychology, Vol. 12, Article 635085, 1-12. doi: 10.3389/fpsyg.2021.635085
- Carden, J. – Jones, R. J. – Passmore, J. (2021): Defining Self-Awareness in the Context of Adult Development: A Systematic Literature. Review. Journal of Management Education, Vol. 46(1) 140–177.  
<https://doi.org/10.1177/1052562921990065>



- Rinehart, K. E. (2021): Professional learning in leadership: Principal self-assessment, self- knowledge and wellbeing. Leading and Managing, Vol. 27, Issue 1, 1-17.
- Steffens, N. K. – Wolyniec, N. – Okimoto, T. G. – Mols, F. – Haslam, S. A. – Kay, A. A. (2021): Knowing me, knowing us: Personal and collective self-awareness enhances authentic leadership and leader endorsement. The Leadership Quarterly 32, 101498. 1-15.  
<https://doi.org/10.1016/j.leaqua.2021.101498>

## STUDENT ASSIGNMENTS

### Assignment No 1:

Prior to the summer school, students need to individually prepare themselves by familiarizing with various methods of effective presentation techniques and public speaking.

### Assignment No 2:

During the course, students practice the effective presentation techniques and then present their progress through a specific project task.

**Students receive the credits provided by the summer school only upon successful completion of the assignments listed above.**

**Students receive credits if they do not miss more than 10% of classes and on-site learning programs.**

## ASSESSMENT, GRADING:

1. Assignment#1- Preparation at home from effective presentation techniques and public speaking 20%
2. Assignment#2- Presentation 30%
3. Active participation in classes / on-site learning programs 50%

GRADE	PERCENTAGE
excellent (5)	89-100
good (4)	76-88
satisfactory (3)	63-75
pass (2)	50-62
fail (1)	0-49