**Syllabus**

**3 semester 2021-2022**

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| **Al-Farabi Kazakh National University**  **Syllabus**  **Autumn (3) semester 2020-2021 academic year** | | | | | | | | | | | |
| **Code of discipline** | **Name of discipline** | **Independent work of students (IWS)** | | **Hours per week** | | | | **Credits** | | **Independent work of student with teacher (IWST)** | |
| **lecture** | **Practical** | |  |
| LS | Leadership and supervision | 98 | | 15 | 30 | | 7 | 5 | | 5 | |
| **Academic course information** | | | | | | | | | | | |
| **Form of education** | **Type of course** | | **Types of lectures** | | | **Types of practical training** | | | **Number of IWS** | | **Form of final control** |
| Online, combined | theoretical | | Problem, analytical lecture | | | Problem solving, case study | | | 6 | | Oral exam |
| Lecturer | Professor, higher doctor of psychological sciences  Duisenbekov D.D. | | | | | | | | | | |
| e-mail | duisenbekovdaulet@gmail.com | | | | | | | | | | |
| Telephone number | +77077291955 | | | | | | | | | | |
| **Academic presentation of the course** | | | | | | | | | | | |
| **Aim of course**  To train undergraduates in techniques and methods for the development of reflection and the ability to motivate people | **Expected Learning Outcomes (LO)**  - Knowledge of management psychology (which implies the role of a supervisor in management).  - Understand the hidden development opportunities of both an individual and a group of people.  - Be able to choose the right type of leadership at work. | | | | | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators)  - to form students' positive motivation to use modern methods in management  - to provide knowledge about the basic concepts of leadership and their application for the presentation and analysis of the results of psychological research;  - to acquaint with the basic concepts of management in the organization  - to form students' desire to think critically | | | | | |
| **LO** | 1. Cognitive. Understand the role of supervision in management. | | | | | 1. Clarify the purpose of the benefits of reflective practice in management  2. Determination of the principles of regulation of interpersonal relations in the company. | | | | | |
| 2. Cognitive. Knowledge of high standards of work in a supportive work atmosphere. | | | | | 1.Ways to organize employee discipline  2.Be able to regulate interpersonal relationships in the company. | | | | | |
| 3. Functional. Master supervisory skills to improve management. | | | | | 1. Distinguish the features of various theoretical models.  2. Integrate knowledge of the psychology of interpersonal relations into the organization of management | | | | | |
| 4. Functional . Improve the focus of management on employees | | | | | 1. Improve the quality of scientific analysis in psychological science.  2. Innovative methods of analysis of management in the organization | | | | | |
| 5. Systematic. Expand approaches to the organization of management with the use of psychological knowledge | | | | | 1. Qualitative modeling of management  2 Assess the role of new methods of psychology in the organization of various services | | | | | |
|  | 6. Systematic. Perfection of the modern leader's style | | | | | 1. Put into practice the best leadership solution.  2. Implementation of coaching style in the work of a leader (manager) | | | | | |
| **Prerequisites** | Psychology of management | | | | | | | | | | |
| **Post requisites** | Master's Research Practice | | | | | | | | | | |
| **Information resources** | 1. Self-Management and Leadership Development (2010). Edited by Mitchell G. Rothstein, Ronald J. Burke. <http://booksee.org/book/1158901> 2. The new psychology of leadership: identity, influence, and power (2011) S. Alexander Haslam, Stephen Reicher, and Michael Platow. <http://booksee.org/book/1330655> 3. Wilson, Carol (2007) Best practice in performance coaching: a handbook for leaders, coaches, HR professionals, and organizations <http://booksee.org/book/1038643> 4. Julie Starr. The Coaching Manual. The definitive guide to the process, principles and skills of personal coaching (2003) Pearson Education Limited <http://booksee.org/book/1241806>, <http://booksee.org/book/549360> 5. The Coaching Handbook: An Action Kit for Trainers & Managers by Sara Thorpe and Jackie Clifford (2003) Kogan Page © <http://booksee.org/book/1249361>, <http://booksee.org/book/495733> 6. **Internet- resource** <http://booksee.org/> | | | | | | | | | | |
| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can get advice in the academic part of the faculty. | | | | | | | | | | |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. | | | | | | | | | | |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **weeks** | **Topic name** | **LO** | **ID** | **Am ount of hourst** | **Maximum score** | **Form of Knowledge Assessment** | **The**  **Form of the lesson** |
| 1-2 | Lecture 1 The old psychology of leadership: Great men and the cult of personality | LО 1 | ID 1.1.  ID 1.2. | 1 | 0 |  | offline |
| Practical occupation 1 The standardization of leadership: Personality models and their failings | LО 1 | ID 1.1.  ID 1.2. | 2 | 8 | Analysis | offline |
| 3 | Lecture 3 Current psychology of leadership: Issues of context and  contingency, transaction and transformation | LО 1 | ID 1.1.  ID 1.2. | 1 | 0 |  | offline |
| Practical (laboratory) occupation 3 The need for a new psychology of leadership | LО 1 | ID 1.1.  ID 1.2. | 2 | 8 | Analysis | offline |
| 4 | Lecture 4 Foundations for the new psychology of leadership: Social identity and self-categorization | LО 2 | ID 2.1. | 1 | 0 |  |  |
| Practical (laboratory) occupation 4 Social identity and collective power | LО 2 | ID 1.1. | 2 | 8 | Analysis |  |
| 3 | IWST 1 Consultation on the implementation of IWS1 | LО 1 | ID 1.1. | 1 | 5 |  | offline |
| 3 | IWS **1.** Prepare a presentation " Leadership theories of the 20th century and today " Use both recommended literature and independently found sources of information. | LО 3 | ID 3.1. | 2 | 25 | Practical solution  Search for information  Comparative analysis | offline |
|  | Due to Saturday 12 p.m. | | | | | | |
| 4 | Lecture 4 Foundations for the new psychology of leadership: Social identity and self-categorization | LО 2 | ID 2.1. | 2 |  |  | offline |
| Practical (laboratory) occupation 4 Social identity and collective power | LО 2 | ID 2.1.  ID 2.2. | 1 | 8 |  | offline |
| 5 | Lecture 5 Leaders as in-group champions | LО 2  LО 3 | ID 2.1.  ID 3.1. | 2 |  |  | offline |
| Practical (laboratory) occupation 5 Clarifying the group interest | LО 3 | ID 3.1. | 1 | 8 |  | offline |
| 5 | IWST 2 Consultation on the implementation of the IWS 2 | LО 4 | ID 4.1.  ID 4.2 | 2 | 5 |  | offline |
| IWS 2Analysis of research materials:  Social identity | LО 4 | ID 4.1.  ID 4.2 | 1 | 20 | Analysis | offline |
| Due to Saturday 12 p.m. | | | | | | |
| Psychological competence of a leader | LО 1 | ID 1.1. | 2 | 10 | Complete practice assignments |  |
| 5 | **MT 1** | LО 1 | ID 1.1. |  | 100 |  |  |
| 6 | Lecture 6 Leaders as entrepreneurs of identity | LО 2 | ID 2.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 6 Social identities as world-making resources | LО 2 | ID 2.2. | 2 | 8 | Analysis | offline |
| 7 | Lecture 7 Identity leadership at large: Prejudice, practice, and politics | LО 5 | ID 5.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 7 The politics of leadership | LО 5 | ID 5.2. | 2 | 8 | Analysis | offline |
| 8 | Lecture 8 Human relations supervision in organizations. Coaching: In business | LО 4 | ID 4.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 8 Personal coaching: Life/lifestyle | LО 4 | ID 4.1. | 2 | 8 | Complete practice assignments | offline |
| IWST 3 Consultation on the implementation of the IWS 3 | LО 5 | ID 5.1. |  | 5 |  | offline |
| ISW 3. Analysis of 2 scientific publications on the topic " Human relations supervision in organizations». | LО 5 | ID 5.1.  ID 5.2 |  | 25 | Analysis |  |
|  | Due to Saturday 12 p.m. | | | | | | |
| 9 | Lecture 9 Supervision practises. Learning Theories | LО 1 | ID 1.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 9 Coaching principles or beliefs | LО 1 | ID 1.1. | 2 | 8 | Complete practice assignments | offline |
| 10 | Lecture 10 Successful strategies of supervision. Collaborative coaching | LО 1 | ID 1.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 10 Non-directive versus directive language | LО 2 | ID 2.1. | 2 | 8 | Analysis | offline |
| IWST 4 IWS 4 Implementation Consulting | LО 1 | ID 1.1. |  | 5 |  | offline |
| IWS 4. Coaching technology | LО 1 | ID 1.1. |  | 25 | Complete practice assignments |  |
| Due to Saturday 12 p.m. | | | | | | |
| Supervision technologies | LО 1 | ID 1.1. |  | 10 | Complete practice assignments |  |
| **МТ (Midterm Exam)** | LО 1 | ID 1.1. |  | 100 |  |  |
| 11 | Lecture 11 Fundamental skills of coaching. Skill one – building rapport or relationship. Skill two – different levels of listening. Skill three – using intuition | LО 1 | ID 1.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 11 The coaching series; Length of sessions; Early termination and cancellation; The introductory session | LО 2 | ID 2.1. | 2 | 8 | Complete practice assignments | offline |
| 12 | Lecture 12 Fundamental skills of coaching. Skill four – asking questions. Skill five – giving supportive feedback | LО 2 | ID 2.2. | 1 |  |  | offline |
| Practical (laboratory) occupation 12 Goal setting; Second session: strategic planning; Intermediate sessions; Final session; Structure within a session | LО 2 | ID 2.1. | 2 | 8 | Complete practice assignments | offline |
| IWST 5 Consultation on the implementation of IWS 5 | LО 1 | ID 1.1. |  | 5 |  | offline |
| IWS 5. Reflecting on leadership experience | LО 5 | ID 5.1.  ID 5.2. |  | 25 | Problem task |  |
|  | Due to Saturday 12 p.m. | | | | | | |
| 13 | Lecture 13 Barriers to coaching | LО 2 | ID 2.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 13 Barriers relating to the coach’s behaviour and belief | LО 2 | ID 2.1. | 2 | 8 | Complete practice assignments | offline |
| 14 | Lecture 14 Running a professional coaching practice | LО 3 | ID 3.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 14 Finding corporate clients; Internet marketing; Closing the deal; What to charge; Paperwork; Niche coaching | LО 2 | ID 2.1. | 2 | 8 | Analysis | offline |
| 15 | Lecture 15 How to create a coaching culture in organizations | LО 2 | ID 2.1. | 1 |  |  | offline |
| Practical (laboratory) occupation 15 Informal coaching in the workplace. Uses for coaching skills in the workplace; The purpose of workplace coach training; Measurement in workplace coaching; Coaching across cultures | LО 2 | ID 2.1. | 2 | 8 | Problem task | offline |
| IWST 7 Consultation on theimplementation of IWS 6 | LО 3 | ID 3.1. |  | 5 |  | offline |
| IWS 6.  Improving knowledge of management psychology and the formation of a systemic view | LО 3 | ID 3.1.  ID 3.2 |  | 25 | Analysis |  |
|  | Due to Saturday 12 p.m. | | | | | | |
|  | **EXAM** | LО 3 | ID 3.1. |  | 10 |  |  |
|  | **MT 2** | LО 2 | ID 2.1. |  | 100 |  |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean**

**Chairman of the Faculty Methodical Bureau Kabakova M.P.**

**Head of the Department Madaliyeva Z.B.**

**Lecturer** **Duisenbekov D.D.**