**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program 7M10102- Public Healthcare**

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| **ID** **and name** **of course** | **Independent work** **of the student****(IWM)** | **Number of credits** | **General****number** **of credits** | **Independent work** **of the student****under the guidance** **of a teacher (IWMT)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| **5309****Management Psychology** | 2  | 45 | 45 | - | 3 | **6** |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| Offline, blended | Theoretical | Discussion lecture | Case study,project based learning activities | Written exam univer.kaznu.kz |
| **Lecturer - (s)** | Gainiya Tazhina, PhD |
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| **Assistant - (s)** |  |
| **e-mail :** |  |
| **Phone :** |  |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \*** As a result of studying the discipline the Masters’ Degree students will be able to develop comparative systematic view on theoretical models and empirical research inManagementPsychology , which is helpful for the quality of their own research. | **Indicators of LO achievement (ID)** |
|  | 1. Cognitive. Understand and critically analyze theoretical and scientific approaches in Management Psychology, as well as the methodological foundations of research in modern studies. | 1.1 Knows mission of System approach in Management Psychology. |
| 1.2 Can explain methodology of empirical research in terms of Systematic Approach. |
| 2. Functional 1. Determine quantitative and qualitative data analysis strategies that are consistent with research questions and methods in the field of Management Psychology in conjunction with a critical analysis of research in this field at an international level. | 2.1 Makes clear data analysis strategies with regard to research questions. |
| 2.2 Applies theoretical models for critical analysis of research in Management Psychology. |
| 3. Functional 2. Critically evaluate methodological problems in Management Psychology in accordance with ethical requirements for conducting psychological research. | 3.1 Proposes methodology of research based on research goals. |
| 3.2 Differentiates research goals and research questions. |
| 4. Systematic 1. Based on Systematic Approach evaluate the findings in applied publications in the field of Management Psychology. | 4.1 Evaluates various options of theoretical research titles. |
| 4.2 Estimates various options of empirical research titles. |
| 5.Systematic 2. Prove competences for conducting psychological research in modern Management Psychology. | 5.1 Anticipates various options of research questions. |
| 5.2 Brings together conclusions in empirical part of research. |
| **Prerequisites** | None |
| **Post-requisites** | Disciplines that are closely related to the personality and psychological characteristics of successful managers. |
| **Learning Resources** | **Literature:** main, additional. 1. Riggio, R. E. 2021. Introduction to industrial/organizational psychology - 6th ed. Pearson.
2. George, J. and Jones G. 2019. Understanding and managing organizational behaviour. - 6th ed. Pearson.
3. Kilduff, M. and Krackhardt, D. Interpersonal networks in organizations: cognition, personality, dynamics, and culture (structural analysis in the social sciences). 1st ed. Cambridge University Press.
4. McShane and Von Glinow. (2022). M: Organizational Behavior, 5th edition. McGraw Hill.
5. Stanley C. Ross (2021). Organizational Behavior Today, 1st Edition. Publisher: 2021 Routledge. 382 pages.

**Research infrastructure**1. Rooms, equipment, library located at the Faculty of Philosophy and Political Science2. Rooms and Main library located at the the KazNU campus**Professional scientific databases**1. https://elibrary.kaznu.kz/en/node/27182 **.** <https://rd.springer.com/>3. https://www.sciencedirect.com/**Internet resources** 1 . <http://elibrary.kaznu.kz/ru> 2. MOOC / video lectures, etc.3. <https://www.psychology.org/resources/free-online-resources-for-psychology-students>4. Current Issues in Personality Psychology http://www.termedia.pl/Journal/Current\_Issues\_in\_Personality\_Psychology**Software** 1. IBM SPSS Statistics - Statistical Package for the Social Sciences |

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| **Academic****course policy** | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf) Documents are available on the main page of IS Univer.**Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.**Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.**Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".Documents are available on the main page of IS Univer .**Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.All students, especially those with disabilities, can receive counseling assistance by phone / e- mail enter *teacher's contacts* or via video link in MS Teams *enter a permanent link to the meeting.***Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule. **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** |
| **Score-rating letter system of assessment of accounting for educational achievements** | **Assessment Methods** |
| **Grade** | **Digital****equivalent****points** | **points,****% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.**Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.**Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWM. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. |
| A | 4.0 \_ | 95-100 | Great |
| A- | 3.67 | 90-94 |
| B+ | 3.33 | 85-89 | Fine |
| B | 3.0 | 80-84 | **Formative and summative assessment**The teacher introduces his own types of assessment or uses the proposed option | **Points % content**The teacher enters his score into points in accordance with the calendar (schedule).The exam does not changeand the final score in the course. |
| B- | 2.67 | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | 70-74 | Work in practical classes | 20 |
| C | 2.0 | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | 55-59 | Unsatisfactory | Final control (exam) | 40 |
| D | 1.0 | 50-54 | TOTAL | 100 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** |

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| **A week** | **Topic name** | **Number of hours** | **Max.****ball** |
| **1** | L 1. Introduction to the field of management psychology | 2 | 3 |
| PC 1. The nature and role of management psychology. | 1 | 6 |
| **2** | L 2. Management psychology: the history, theoretical and methodological fundamentals, and research methods  | 2 | 3 |
| PC 2. Personality traits: how they impact management style and ability. | 1 | 6 |
| IWMT-1. The Big Five Model of Personality. Consultations on the implementation of IWMT-2 | 8 | 8 |
| **3** | L 3. Personality: the self and the leader’s identity in managerial interactions | 2 | 3 |
| PC 3. Various decision-making models | 1 | 6 |
| **4** | L 4. Decision making | 2 | 3 |
| PC 4. The strategies managers can use to retain employees | 1 | 6 |
| IWMT-2. Developing motivation strategy for psychological counseling center/agency | 9 | 8 |
| **5** | L 5 Motivational aspects of management | 2 | 3 |
| PC 5. Formation, development, and sustainment stages of team building. | 1 | 6 |
| IWM 1. Identifying management psychology research problem through literature review | 15 | 13 |
| **6** | L 6. Building a business career | 2 | 3 |
| PC 6. Defining student’s management/leadership behaviours. | 1 | 6 |
| **7** | L 7. Best Practices in Management Psychology for Sustainable Development Goals (SDGs) | 2 | 3 |
| PC 7. The nature and role of vision for Sustainable Development Goals (SDGs) | 1 | 6 |
| IWMT 3. Why having a mentor can be an important part of one’s management growth?  | 8 | 8 |
| Midterm control 1 | **100** |
| **8** | L 8. Organizational/ corporate culture for setting Diversity-Equality-Inclusion). | 2 | 3 |
| PC 8. Inclusive management/leadership case study | 1 | 6 |
| **9** | L 9. Interpersonal perception | 2 | 3 |
| PC 9. Business communication. | 1 | 6 |
| IWMT 4. The components of an effective training program.Consultations on the implementation of IWM 2 | 8 | 7 |
| **10** | L 10. The Ethical Leader. | 2 | 3 |
| PC 10. The models for ethical decision making in management. | 1 | 6 |
| **11** | L 11 Intercultural communication  | 2 | 3 |
| PC 11. Why diversity is important in successful management? | 1 | 6 |
| IWMT 5. The levels of social responsibility in business. Consultation on the implementation of IWMT 6 | 9 | 7 |
| **12** | L12. Recognizing and managing emotions. | 2 | 3 |
| PC 12. Change and the types of changes a manager may deal with. | 1 | 6 |
| **13** | L 13. Stress management.  | 2 | 3 |
| PC 13. Dimensions of National Cultures, Culture Scores and Personality Scores | 1 | 6 |
| IWM-2. Creating research plan based on gaps in current studies for management. Consultation on the implementation of IWMT 6. | 20 | 10 |
| **14** | L 14. Conflict and Negotiation. Resolution-Focused View of Conflict | 2 | 2 |
| PC 14. Continual learning and seeking of feedback for management skills development  | 1 | 6 |
|  | IWMT 6. Stress and the types of stress that can impact both employers’ and employees’ work performance. | 8 | 7 |
| **15** | L 15. The course overview: applying psychological principles to business. | 2 | 2 |
| PC 15. Tips for management implementation. | 1 | 5 |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **B.B. Meirbaev\_**

**Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.K. Mynbayeva\_**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_G.O. Tazhina**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

Issued at the request of the teacher for each planned summative assessment (IWST)

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| **Criterion**   | **"Excellent"**  **Max. weight in %**  | **"Good"**  **Max. weight in %**  | **"Satisfactory"**  **Max. weight in %**  | **"Unsatisfactory"**  **Max. weight in %**  |
|    |    |    |    |    |

**Example 1. Written assignment "My professional history" (25% of 100% MC)**

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| **Criterion**  | **"Excellent"**20-25% | **"Good"**15-20% | **"Satisfactory"**10-15% | **"Unsatisfactory"**0-10% |
| **Understanding Theories** **and concepts of professional identity and professionalism of a teacher**   | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.  | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.  | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.  | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.  |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan**   | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).  | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.  | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.  | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.  |
| **Policy proposal or practical recommendations/suggestions**   | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan.  | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan  | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.  | Little or no policy and practice advice, or advice of very low quality.  |
| **Letter,**  **APA style**   | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.  | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.  | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.  | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.  |

   **Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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| **Criterion**  | **"Excellent"** 25-30% | **"Good"** 20-20% | **"Satisfactory"** 15-20% | **"Unsatisfactory"** 0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession**   | Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession.  | Understanding theories, concepts of the professional identity of the teacher and the teaching profession.  | Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession.  | Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession.  |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan**   | Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).  | There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research.  | Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research  | Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used.  |
| **Pilot Study**   | Excellent use of the results of pilot studies (interviews or surveys) in the presentation  | Good use of the results of pilot studies (interviews or surveys) in the presentation.  | Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation.  | Poor use of the results of pilot studies (interviews or surveys) in the presentation.  |
| **Suggestion of policy or practical recommendations/suggestions**   | Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan.  | Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan.  | Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.  | Little or no policy and practice advice, or advice of very low quality.  |
| **Presentation,** **teamwork**   | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork.  | Good engagement, good quality visuals, slides or other materials, good teamwork.  | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork.  | Low engagement, low quality content, poor teamwork.  |