

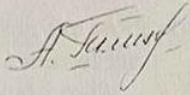
Ministry of Education and Science of Ukraine  
Sumy National Agrarian University  
Faculty of Economics and Management  
Department of Management named after Professor L.I. Mykhailova

**Work program (syllabus) of the educational component**  
**Organizational psychology**  
the status is selective


Implemented within the educational program "Management"  
(name)  
by specialty 073 «Management»  
(code, name)

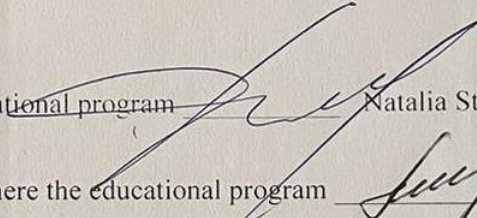
to the First (bachelor) level of higher education


Developer:



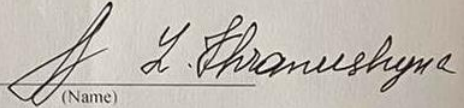
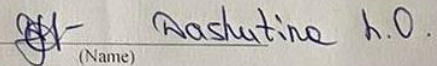
Halynska A.V., PhD of Economics, Associate Professor, Associate Professor of Management Department named after Professor L.I. Mykhailova

Considered and approved at the meeting of the Department of Management named after Professor L.I. Mykhailova	protocol dated 18.06.2024 No. 17
	Head of the department  <u>Alvina Oriekhova</u> <small>(signature)</small>

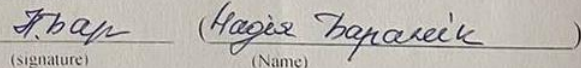
**Agreed:**
 Guarantor of the educational program  Natalia Stoyanetz

 Dean of the faculty where the educational program is implemented  Marharyta Lyshenko  
(signature)

A review of the work program (attached) is provided:

 Y. Shramushyna  
(Name)
 Naskutina h.O.  
(Name)

 Methodist of the Education Quality Department,  
 licensing and accreditation

 Hages Topareik  
(signature) (Name)
Registered in the electronic database: date: 31.07 2024.

## Information on viewing the work program (syllabus):

The academic year in which the changes are made	The number of the appendix to the work program with a description of the changes	The changes were reviewed and approved		
		Date and number of the protocol of the meeting of the department	Head of Department	Guarantor of the educational program

## 1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	The name of EC	Organizational psychology							
2.	Faculty/department	Faculty of Economics and Management/ Department of Management named after Professor L.I. Mykhailova							
3.	The status of EC	Mandatory / <u>optional</u>							
4.	Program/Specialty (programs) of which the EC is a component (to be filled in for mandatory ECs)	Educational and professional programme 'Management', specialty 073 'Management'							
5.	EC can be offered for (to be filled in for selective EC )	-							
6.	Level of EC	First (bachelor) level of higher education							
7.	Semester and duration of study	Full-time/part-time 2 semester, 18 weeks/-							
8.	Number of ECTS credits	5							
9.	The total number of hours and their distribution	Contact work (class)						Independent work	
		Lectures		Practical/ seminar		Laboratory			
		Full-time 12	Part-time -	Full-time 6	Part-time	Full-time -	Part-time	Full-time- 132	Part-time
10.	Language of education	English							
11.	Teacher/Coordinator of the educational component	Halynska Anhelina Viktorivna, Candidate of Economics, Associate Professor, Associate Professor of the Department of Management named after Professor L.I. Mykhailova Consultation hours are every Tuesday at 12:15 p.m., room 303 e							
11.1	Contact Information	vlalinka@ukr.net							
12.	General description of the educational component	The educational component "Organizational Psychology" is an important component of a specialist's training and occupies a significant place in his future practical activities. The course program contributes to the study by students of issues related to the formation of modern systemic thinking in future specialists, the development of intelligence and mental properties, which are a component of the modern model of specialists in various fields of activity, and the acquisition of theoretical knowledge in							

		psychology and the acquisition of relevant skills and modern personal and business communication skills.
13.	The purpose of the educational component	The study of the basics of psychological knowledge, the general features of personality formation and the features of collective functioning, the development of psychological thinking and the ability to navigate freely in the field of psychological phenomena.
14.	Prerequisites for studying of EC, connection with other educational components of EC	There are no special conditions
15.	Policy of academic integrity	Policy of academic integrity
16.	Link to the course at the Moodle system	<a href="https://cdn.snau.edu.ua/moodle/course/view.php?id=1452">https://cdn.snau.edu.ua/moodle/course/view.php?id=1452</a>

## 2. LEARNING RESULTS UNDER THE EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM RESULTS

<b>Study results for OK:</b> After studying the educational component, the higher education student is expected to be able to...'	How the RE is evaluated
DRE 1. To know the scientific and theoretical foundations of psychology, namely the nature of the human psyche.	<i>Execution of individual tasks</i>
DRE 2. To know the mental processes and states that determine the peculiarity of the manifestation in human behavior in the social environment.	<i>Execution of individual tasks</i>
DRE 3. To know the role of consciousness and self-awareness in the behavior, activity and formation of a person's personality.	<i>Multiple choice test</i>
DRE 4. Carry out a psychological analysis of professional activity and discipline	<i>Execution of individual tasks</i>
DRE 5. Know the scientific theories of psychology that explain the essence of social and psychological problems of groups and collectives and their psychological climate.	<i>Execution of individual tasks, Project</i>
DRE 6. To justify the basics of interpersonal culture of communication; psychology of communication and activity; scientific theories of pedagogy and psychology, which explain the essence of socio-psychological conditions, motives that encourage labor activity.	<i>Execution of individual tasks, Project</i>

DRE 7. To know how to determine the types of temperament, to make a psychological characterization of the individual, to be aware of the patterns of interpersonal relations in everyday life and in the team.	<i>Multiple choice test</i>
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### 3. CONTENT OF THE EDUCATIONAL COMPONENT (COURSE PROGRAM)

Topic. List of issues to be considered within the topic	Distribution within the general time budget			Independent work	Recommended Books <sup>1</sup>
	Auditory work				
	Lec.	Prac. / sem.	Lab.		
Topic 1. Psychology in the complex of human sciences 1. The system of phenomena studied by modern psychology. 2. Research subjects of the science of psychology.	2/-	-/-		8/-	Basic literature: 1-4 Additional literature: 10-15 Methodical provision: 1, 2
Topic 2. Formation and development of personality. 1. The concept of personality. 2. Personality structure. 3. The main factors that influence the development and formation of personality.	2/-	-/-		8/-	Basic literature: 2-6 Additional literature: 12-17 Methodical provision: 1, 2
Topic 3. Psychology of cognition. 1. Primary (sensory) knowledge. 2. Secondary (abstract) cognition.	2/-	-/-		8/-	Basic literature: 1-7 Additional literature: 10-18 Methodical provision: 1, 2
Topic 4. Psychology of communication 1. Interrelationship of communication and activity. 2. Communication functions. 3. Types of communication.	2/-	-/-		8/-	Basic literature: 1-4 Additional literature: 10-15 Methodical provision: 1, 2

<sup>1</sup>Specific source from the main or further recommended reading

<p>Topic 5: Psychology of activity.</p> <p>1. Concept of activity.</p> <p>2. Psychological analysis of activity.</p> <p>3. Types of activities.</p>	2/-	-/-		8/-	<p>Basic literature: 2-6</p> <p>Additional literature: 12-17</p> <p>Methodical provision: 1, 2</p>
<p>Topic 6. A person in a team.</p> <p>1. Concept of group, team.</p> <p>2. Types and classification of the group.</p>	2/-	-/-		8/-	<p>Basic literature: 1-7</p> <p>Additional literature: 10-18</p> <p>Methodical provision: 1, 2</p>
<p>Topic 7. Socio-psychological climate.</p> <p>1. Socio-psychological climate of the team.</p> <p>2. Interpersonal relations.</p>	-/-	-/-		8/-	<p>Basic literature: 1-4</p> <p>Additional literature: 10-15</p> <p>Methodical provision: 1, 2</p>
<p>Topic 8: Sensation and perception.</p> <p>1. Concept of sensations, physiological basis of sensations.</p> <p>2. Concepts of perception, physiological bases of perception.</p> <p>3. Types of perceptions.</p> <p>4. Properties of perceptions.</p> <p>5. Individual differences in the perception of people</p>	-/-	-/-		8/-	<p>Basic literature: 2-6</p> <p>Additional literature: 12-17</p> <p>Methodical provision: 1, 2</p>
<p>Topic 9: Imagination.</p> <p>1. The concept of imagination and its role in the early stages of cultural development.</p> <p>2. Functions of imagination.</p> <p>3. Basic characteristics of imagination.</p> <p>4. Types of imagination.</p>	-/-	-/-		8/-	<p>Basic literature: 1-7</p> <p>Additional literature: 10-18</p> <p>Methodical provision: 1, 2</p>
<p>Topic 10: Memory.</p>	-/-	-/-		10/-	<p>Basic literature: 1-4</p> <p>Additional literature:</p>

<p>1. General idea about memory and its physiological bases.</p> <p>2. Types of memory.</p> <p>3. Memory processes.</p> <p>4. Individual features of memory.</p>					<p>10-15</p> <p>Methodical provision:</p> <p>1, 2</p>
<p>Topic 11: Thinking.</p> <p>1. Thinking and its physiological foundations.</p> <p>2. Thinking operations.</p> <p>3. Types and forms of thinking.</p>	-/-	-/-		10/-	<p>Basic literature:</p> <p>2-6</p> <p>Additional literature:</p> <p>12-17</p> <p>Methodical provision:</p> <p>1, 2</p>
<p>Topic 12: Speech and attention (part 1).</p> <p>1. The concept of speech.</p> <p>2. Psychological mechanism of speech activity.</p> <p>3. Types of broadcasting.</p> <p>4. Development of speech.</p> <p>5. Advice to students on the development of coherent speech.</p>	-/-	-/-		10/-	<p>Basic literature:</p> <p>1-7</p> <p>Additional literature:</p> <p>10-18</p> <p>Methodical provision:</p> <p>1, 2</p>
<p>Topic 13: Speech and attention (part 2).</p> <p>1. The concept of attention, its nature and meaning.</p> <p>2. Types and forms of attention.</p> <p>3. Basic properties of attention</p>	-/-	2/-		10/-	<p>Basic literature:</p> <p>1-4</p> <p>Additional literature:</p> <p>10-15</p> <p>Methodical provision:</p> <p>1, 2</p>
<p>Topic 14: Emotional sphere of personality</p> <p>1. The concept of emotions and feelings.</p> <p>2. Physiological bases of emotions and feelings</p> <p>3. Expression of emotions and feelings</p>	-/-	2/-		10/-	<p>Basic literature:</p> <p>2-6</p> <p>Additional literature:</p> <p>12-17</p> <p>Methodical provision:</p> <p>1, 2</p>
<p>Topic 15: Volitional sphere of personality</p> <p>1. Concept of will</p> <p>2. The main qualities of the will</p>	-/-	2/-		10/-	<p>Basic literature:</p> <p>1-7</p> <p>Additional literature:</p> <p>10-18</p>



					Methodical provision: 1, 2
In total	12/-	6/-		132/-	

#### 4. TEACHING AND LEARNING METHODS

DRE	Teaching methods (work to be carried out by the teacher during classroom classes, consultations)	The number of hours	Teaching methods (what types of educational activities should a student of higher education perform independently)	The number of hours
DRE 1. To know the scientific and theoretical foundations of psychology, namely the nature of the human psyche.	Educational lecture, use of electronic teaching aids (multimedia equipment).	2	Independent work with literature, situational tasks, testing.	18
DRE 2. To know the mental processes and states that determine the peculiarity of the manifestation in human behavior in the social environment.	Reception of an oral presentation of information, methods of activating the thinking of those seeking higher education, the method of demonstrations.	2	Individual and group form of work, analysis of specific situations, decision tree	18
DRE 3. To know the role of consciousness and self-awareness in the behavior, activity and formation of a person's personality.	Lectures-discussion, use of electronic learning tools (multimedia equipment).	2	Techniques for forming conclusions from a conversation, exercises with commenting.	18
DRE 4. Carry out a psychological analysis of professional activity and discipline	Educational lecture, use of electronic teaching aids (multimedia equipment).	-	Situational tasks, testing.	18

DRE 5. Know the scientific theories of psychology that explain the essence of social and psychological problems of groups and collectives and their psychological climate.	Educational lecture, use of electronic teaching aids (multimedia equipment)	-	Discussion, testing, situational tasks	20
DRE 6. To justify the basics of interpersonal culture of communication; psychology of communication and activity; scientific theories of pedagogy and psychology, which explain the essence of socio-psychological conditions, motives that encourage labor activity.	Lecture, thematic discussion, methods of activating the thinking of higher education seekers	-	Individual and face-to-face survey, questions and answers	20
DRE 7. To know how to determine the types of temperament, to make a psychological characterization of the individual, to be aware of the patterns of interpersonal relations in everyday life and in the team.	Educational lecture, the use of electronic learning tools (multimedia equipment), thematic discussion, methods of activating the thinking of students of higher education.	-	Individual and frontal survey, practical tasks, cases	20

## 5. EVALUATION BY THE EDUCATIONAL COMPONENT

### 5.1. Summative assessment

5.1.1. To assess the expected learning outcomes, it is provided

№	Methods of summative assessment	Points / Weight in the overall assessment	Compilation date
1.	Execution of individual tasks	25 points / 10%	For 4 weeks
2.	Multiple choice test	25 points / 10%	For 7 weeks
3.	Control testing	20 points / 10%	For 10 weeks

4.	The exam is a multiple-choice test and a theoretical question	30 points / 30%	For 15 weeks
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## 5.1.2. Evaluation criteria

<b>Component</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Execution of individual tasks</b>	<10 points	10-14 points	15-20 points	21-25 points
	<i>Basic numerical problems are not solved</i>	<i>Solve basic numerical problems using appropriate methods</i>	<i>Solve a number of numerical problems using appropriate methods</i>	<i>Solve complex numerical problems using appropriate methods.</i>
<b>Multiple choice test</b>	<10 points	10-14 points	15-20 points	21-25 points
	<12 correct answers	12-14 correct answers	14-18 correct answers	18-20 correct answers
<b>Project (preparation, presentation, defense)</b>	<10 points	10-13 points	14-16 points	17-20 points
	<i>Task requirements not met</i>	<i>Present research results in different ways</i>	<i>Present the results of investigations in an appropriate format</i>	<i>Present research results in a way that is most appropriate under certain circumstances, using different forms of information presentation</i>
	<12 correct answers	12- correct answers	14-18 correct answers	18- correct answers
<b>The exam is a multiple-choice test and a theoretical question</b>	<19 points	19-23 points	24-28 points	29-30 points
	<i>Task requirements not met</i>	<i>Most of the requirements are met, but individual components are missing or insufficiently disclosed, there is no analysis of other approaches to the issue</i>	<i>All requirements of the task have been fulfilled</i>	<i>All the requirements of the task were met, creativity, thoughtfulness was demonstrated, and an own solution to the problem was proposed</i>

### 5.1. Formative assessment:

To assess the current progress in learning and understand the directions for further improvement is provided

№	Elements of formative assessment	Date
1	Testing in Quizizz	Periodically during the semester
2	Verbal feedback from the teacher and applicants regarding the performance of individual tasks	During the 9th week
3	Verbal feedback from the teacher and students regarding the completion of the individual task of preparing the questionnaire	During the 11th week
4	Verbal feedback from the teacher and students regarding the preparation of the presentation	During the 14th week

## 5.2. LEARNING RESOURCES (LITERATURE)

### 5.3. Main sources

#### 5.1.1. Manuals and textbooks

1. Cate O'Brien. 5 Ways your website can show company culture (and why it's so important). Oct 21 / 2021. Retrieved on 03.03.2023. from: <https://www.brightscout.com/insight/ways-website-show-company-culture>
2. CHRON: Cultural Barriers in the Workplace. Retrieved on 03.03.2023. from: <https://smallbusiness.chron.com/cultural-barriers-workplace-22617.html>
3. Fiona Talbot. How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, E-mails and More, for Today's Business Needs (Better Business English). Retrieved on 03.03.2023. from: [https://ztcprep.com/library/bec/How-to-Write-Effective-Business-English/How-to-Write-Effective-Business-English\(www.ztcprep.com\).pdf](https://ztcprep.com/library/bec/How-to-Write-Effective-Business-English/How-to-Write-Effective-Business-English(www.ztcprep.com).pdf)
5. How to Introduce Yourself in A Meeting with Examples. Updated 1 October 2022. Published 3 May 2022 Retrieved on 03.03.2023. from: <https://in.indeed.com/career-advice/career-development/how-to-introduceyourself-in-a-meeting>
6. Insight: Employee timekeeping software. - Retrieved on 03.03.2023. <https://www.adp.com/resources/articles-and-insights/articles/t/timekeepingsoftware.aspx>

#### 5.1.2. Methodical support

1. "MOODLE" SNAU URL: <https://cdn.snau.edu.ua/moodle/course/view.php?id=1452>
1. Anhelina Halynska, Huang Xiang. Strengthen of human resources management and improve enterprise competitiveness. *Електронний науково-практичний журнал «Причорноморського науково-дослідного інституту економіки та інновацій»*. Інфраструктура ринку, 2020. № 48. С87-90.
2. Anhelina Halynska, Zhao Bingxu. The characteristics of Chinese sports psychology of management and its application in training and competition. *Збірник наукових праць Державного університету інфраструктури та технологій: Серія «Економіка і управління»*. Вип. 51. К.: ДУІТ, 2022. С. 14-19.
3. Halynska A. Psychology Managing social conflicts through mediation. *Збірник наукових праць Державного університету інфраструктури та технологій: Серія «Економіка і управління»*. Вип. 51. К.: ДУІТ, 2022. С. 71-74.
4. Anhelina Halynska, Zhao Binghu. Conflict principle and psychology of management sports stadium in China. *Наукові перспективи: журнал*. 2023. № 5(35) 2023. с. 121-132.

### 6.1. Methodological support

1. Platform for organizing a Zoom video conference.
2. Internet service for online testing and creation of quizzes Quizizz.com

Review of the work program (syllabi) EC Organizational psychology  
 Developed by A.V. Halynska, a teacher at the Department of Management named after  
 Professor L.I.Mykhailova.

<b>The parameter by which the work program (syllabus) of the educational component is evaluated by the guarantor or a member of the project team</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
Learning outcomes for the educational component (DRE) correspond to the NRC			
The learning outcomes of the educational component (DRE) correspond to the prescribed PRN (for mandatory EC)			
Learning outcomes by educational component provide an opportunity to measure and evaluate the level of their achievement			

Member of the OP project group \_\_\_\_\_  
 (name) (Full name) (signature)

<b>The parameter by which the work program (syllabus) of the educational component is evaluated by the guarantor or a member of the project team</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
General information about the educational component is sufficient			
Learning outcomes for the educational component (DRE) correspond to the NRC			
The results of training according to the educational component (DRE) provide an opportunity to measure and evaluate the level of their achievement			
Learning outcomes (DRE) refer to the competencies of higher education seekers, not the content of the educational component (contain knowledge, skills, abilities, and not the topics of the curriculum of the educational component)			
The content of the OK is formed in accordance with the structural and logical scheme			
Educational activity (teaching and learning methods) enables students of higher education to achieve the expected learning outcomes (DRE)			

The educational component involves learning through research that is appropriate and sufficient for the relevant level of higher education			
The assessment strategy within the educational component is in accordance with University/faculty policy			
The provided assessment methods make it possible to assess the degree of achievement of learning outcomes by educational component			
The workload of higher education applicants is adequate to the volume of the educational component			
The recommended learning resources are sufficient to achieve the learning outcomes (DRE)			
The literature is relevant			
The list of educational resources contains the software products necessary to achieve the DRE			

Reviewer (teacher of the department) \_\_\_\_\_  
 (name) (Full name) (signature)