

<b>Identification</b>	<b>Subject</b>	EDU621, Managing Individuals: Learners, Educators, Parents, and Other Stakeholders, 6 ECTS
	<b>Department</b>	Education
	<b>Program (Undergraduate, Graduate)</b>	Graduate
	<b>Term</b>	Spring 2026
	<b>Instructor</b>	Faina Gachabayova
	<b>Email:</b>	Faina.Gachabayova@khazar.org
	<b>Classroom/hours</b>	Auditorium # 104 (Bakikhanov district), Saturdays at 18:40
<b>Prerequisites</b>	EDU 645 Educational Psychology	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Elective	
<b>Textbooks and course materials</b>	<p>Buller, J. L. (2015). Change leadership in higher education: A practical guide to academic transformation. Jossey-Bass/Wiley.</p> <p>Hargreaves, A., &amp; Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. New York, NY: Teachers College Press.</p> <p>McCaffery, P. (2019). The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges (3rd ed.). Routledge.</p> <p>Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage Publications, Inc.</p> <p>Robbins, S. P., &amp; Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson.</p> <p>Suskie, L. (2015). Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability.</p> <p>Weeby, J. (2018). Creating more effective, efficient, and equitable education policies with human-centered design. Bellwether Education Partners.</p>	
<b>Course description</b>	<p>This course explores educational institutions as people-centered organizations in which effectiveness depends on the management of individuals and relationships with stakeholders. It examines the roles and responsibilities of educational managers in their work with learners, academicians, parents, staff, and other stakeholders. The course introduces key theories of individual behavior, motivation, engagement, and organizational culture and applies them to diverse educational contexts. Students develop practical skills in stakeholder identification and mapping, communication, performance management, conflict resolution, and ethical decision-making. The course also places particular emphasis on well-being, diversity, inclusion, risk management, and leadership during periods of institutional change in educational institutions.</p>	
<b>Course objectives</b>	<p>The course aims to:</p> <ul style="list-style-type: none"> <li>- Develop an understanding of educational institutions as people-centered organizations shaped by relationships, values, and stakeholder interactions.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Examine the role of educational managers in working with students, teachers, staff, and other stakeholders.</li> <li>- Introduce key theories of individual behavior, motivation, engagement, and organizational culture in education.</li> <li>- Equip students with analytical and practical skills for stakeholder identification, engagement, performance management, and conflict resolution.</li> <li>- Promote ethical, inclusive, and adaptive management practices that support well-being, diversity, and effective leadership in times of change.</li> </ul>		
<b>Learning Outcomes</b>	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Explain educational institutions as people-centered organizations and analyze the roles of individuals and stakeholder groups in education.</li> <li>- Evaluate management practices related to performance, well-being, professional development, and stakeholder engagement in educational institutions.</li> <li>- Critically assess the ethical responsibilities of educational managers toward individuals and stakeholder groups.</li> <li>- Apply people-centered management approaches that promote inclusion, equity, and diversity in educational institutions.</li> </ul>		
<b>Teaching methods</b>	<b>Case analysis</b>		x
	<b>Group discussion</b>		x
	<b>Lecture</b>		x
	<b>Simulation</b>		x
<b>Evaluation Criteria</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	<b>TBA</b>	30
	<b>Quizzes</b>	-	-
	<b>Practical Assignments</b>	30.05.2026	20
	<b>Activity</b>	-	10
	<b>Attendance</b>	-	-
	<b>Final Exam</b>	<b>TBA</b>	40
	<b>Total</b>	-	100
<b>Class Policy</b>	<p><b>Examinations</b></p> <p>The midterm exam will cover topics taught in February–March, while the final exam will cover topics taught in April–May. Issues related to exam participation or eligibility are determined by the faculty administration. Disrupting the exam process or cheating during midterm or final exams is strictly prohibited. Violations will result in cancellation of the exam and a grade of 0 (zero). Students must submit original work. Plagiarism, including copying from other students, published sources, or online materials without proper citation, is strictly prohibited and may result in a grade of 0 or other disciplinary actions in accordance with university regulations. AI tools may be used only as supportive tools for learning (e.g., idea generation or language support). Students remain fully responsible for the originality, accuracy, and proper</p>		

citation of their work. Submitting AI-generated content as one’s own without acknowledgment is considered a violation of academic integrity.

**Student conduct**

Students are expected to actively participate in seminars and practical sessions both individually and in groups. The aim is to develop the ability to make data-informed decisions in future professional work in the field of education. Attendance is mandatory. Students arriving more than **10 minutes late** will be marked absent. If a student misses classes due to valid reasons (e.g., illness or family circumstances), they must inform the faculty administration. Students who miss **more than 25% of classes** will not be allowed to take the exam. Students must not disrupt the class or engage in unethical behavior. Mobile phones may only be used for completing course-related tasks during class.

**Tentative Schedule**

Week	Date/Day (tentative)	Topics	Textbook/Assignments
1	21.02.2026	Course introduction. Educational Institutions as Human-Centered Organizations.	Weeby, J. (2018). Creating more effective, efficient, and equitable education policies with human-centered design. Bellwether Education Partners. USAID/Vietnam Partnership for Higher Education Reform Project. (n.d.). <i>A course on building a 21st century research university</i> . Teaching and Learning Resources, Indiana University. Retrieved [insert date], from <a href="https://sites.google.com/iu.edu/teaching-and-learning/academic-programs-and-curricula-development-and-assessment/a-course-on-building-a-21st-century-research-university">https://sites.google.com/iu.edu/teaching-and-learning/academic-programs-and-curricula-development-and-assessment/a-course-on-building-a-21st-century-research-university</a>
2	28.02.2026	Leadership for Managing Individuals and Groups in Education	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 3. Chapter 12.</b>
3	07.03.2026	Personality, Individual Differences and Decision Making	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 2. Chapter 5 &amp; 6</b>

4	14.03.2026	Students as Key Stakeholders. Managing student support, well-being, and discipline	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 2. Chapter 4</b>
5	21.03.2026	Teachers and Academic Staff: Roles and Expectations <i>(To be covered within scheduled contact hours on working days)</i>	Hargreaves, A., & Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. New York, NY: Teachers College Press. <b>Chapters 3-6.</b>
6	28.03.2026	Teachers and Academic Staff: Roles and Expectations Motivation and Engagement in Education, Workload, and Burnout of Teachers	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 2. Chapters 3 &amp; 7, Part 4. Chapters 18 &amp; 7</b> Lieberman, A., & Pointer Mace, D. H. (2008). Teacher learning: The key to educational reform. Journal of Teacher Education, 59(3), 226–234. <a href="https://doi.org/10.1177/0022487108317020">https://doi.org/10.1177/0022487108317020</a>
7	04.04.2026	Administrative and Support Staff as Stakeholders	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 3. Chapter 9 &amp; 10.</b>
8	11.04.2026	Performance Management and Professional Development	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 4. Chapter 17.</b> McCaffery, P. (2019). The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges (3rd ed.). Routledge. <b>Chapter 5.</b> Cseh, M. (2003). Facilitating learning in multicultural teams. Advances in Developing Human Resources, 5(1), 26–40. <a href="https://doi.org/10.1177/1523422302239181">https://doi.org/10.1177/1523422302239181</a>

**Midterm Exam**

9	18.04.2026	Parents and Families as Stakeholders	<p>Dusi, P. (2012). <i>The family-school relationships in Europe: A research review</i>. <i>Center for Educational Policy Studies Journal</i>, 2(1), 13–33.  <a href="https://doi.org/10.26529/cepsj.393">https://doi.org/10.26529/cepsj.393</a></p> <p>Ronit, M., &amp; Ion, A. (2018). School-Parents relationship on the way to partnership. In V. Chis &amp; I. Albulescu (Eds.), <i>Education, Reflection, Development – ERD 2017</i> (Vol. 41, pp. 352–360). Future Academy.  <a href="https://doi.org/10.15405/epsbs.2018.06.42">https://doi.org/10.15405/epsbs.2018.06.42</a></p>
10	25.04.2026	Communication & Complaint Handling	<p>Robbins, S. P., &amp; Judge, T. A. (2024). <i>Organizational behavior</i> (19th ed.). Pearson.  <b>Part 3. Chapter 11.</b></p>
11	02.05.2026	External Stakeholders in Education. Stakeholder Engagement and Quality Assurance	<p>Daitao, N. P. (2024). External stakeholders’ initiative, support, and involvement in the goals of the schools. <i>Technoarete Transactions on Advances in Social Sciences and Humanities</i>, 4(3), 1–? (e-ISSN: 2583-1127).  <a href="https://technoaretepublication.org/socialsciences-humanities/article/external-stakeholders-initiative.pdf">https://technoaretepublication.org/socialsciences-humanities/article/external-stakeholders-initiative.pdf</a></p> <p>Leisyte, L., &amp; Westerheijden, D. F. (2014). Stakeholders and quality assurance in higher education. In H. Eggins (Ed.), <i>Drivers and barriers to achieving quality in higher education</i> (pp. 83–97). Sense Publishers.</p>

			<a href="https://doi.org/10.1007/978-94-6209-494-9_7">https://doi.org/10.1007/978-94-6209-494-9_7</a> European Association for Quality Assurance in Higher Education, European Students' Union, European University Association, European Association of Institutions in Higher Education, Education International, BUSINESSEUROPE, & European Quality Assurance Register for Higher Education. (2015). <i>Standards and guidelines for quality assurance in the European Higher Education Area (ESG)</i> . (2015). <a href="https://ehea.info/media/ehea.info/file/ESG/00/2/ESG_2015_616002.pdf">https://ehea.info/media/ehea.info/file/ESG/00/2/ESG_2015_616002.pdf</a>
12	09.05.2026	Conflict Management and Mediation. <i>(To be covered within scheduled contact hours on working days)</i>	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 3. Chapter 14</b>
13	16.05.2026	Stakeholder Management in Times of Change.	Robbins, S. P., & Judge, T. A. (2024). Organizational behavior (19th ed.). Pearson. <b>Part 4. Chapter 16.</b> Hargreaves, A., & Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. New York, NY: Teachers College Press. <b>Chapter 7.</b> Buller, J. L. (2015). Change leadership in higher education: A practical guide to academic transformation. Jossey-Bass/Wiley.
14	23.05.2026	Stakeholders Involvement in Educational Institution Risk Management	Galiutinova, E. I., & Pervushina, T. L. (2021). Educational institution risk management model. In I. V.

			<p>Kovalev, A. A. Voroshilova, &amp; A. S. Budagov (Eds.), <i>Economic and social trends for sustainability of modern society: ICEST-II 2021</i> (Vol. 116, pp. 2061–2069). European Proceedings of Social and Behavioural Sciences. European Publisher.  <a href="https://doi.org/10.15405/epsbs.2021.09.02.232">https://doi.org/10.15405/epsbs.2021.09.02.232</a></p> <p>Renn, O. (2015). Stakeholder and public involvement in risk governance. <i>International Journal of Disaster Risk Science</i>, 6(1), 8–20.  <a href="https://doi.org/10.1007/s13753-015-0037-6">https://doi.org/10.1007/s13753-015-0037-6</a></p> <p>Burtseva, K. Y. (2016). <i>Identification of risks and control measures according to the needs of the universities' stakeholders. Digital Economy &amp; Innovations</i>, (2), 5–9.  <a href="https://doi.org/10.18323/2221-5689-2016-2-5-9">https://doi.org/10.18323/2221-5689-2016-2-5-9</a></p>
15	30.05.2026	Diversity, Inclusion, and Equity. Ethics in Managing Individuals in Education Institutions. Course Integration and Reflection.	Robbins, S. P., & Judge, T. A. (2024). <i>Organizational behavior</i> (19th ed.). Pearson. <b>Part 2. Chapter 2.</b>
<b>Final exam</b>			