

Khazar University

Term: Spring 2023

Instructor: Elnur Gajiev, PsyD

Business & Management Psychology

Time: Tuesdays, 18:40–20:40pm

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Course Catalog Description

Welcome to Business & Management Psychology. It is an honor to have you here and to be your guide as we explore the fascinating worlds of Business and Psychology together.

Business & Management Psychology is an interdisciplinary field that applies psychological theories and techniques to understand, predict, and enhance human behavior in various workplace settings. In this course, we will explore topics such as motivation, leadership, purpose, decision-making, communication, company culture, and job satisfaction in organizations of every size and dimension.

Through doing so, you will emerge from this course better equipped to design, build, improve, and meaningfully contribute to the well-being, function, and performance of individuals, teams, and organizations by utilizing the frameworks we will work through together.

Course Website

<https://www.notion.so/Syllabus-cb140647473c476c8148a4038465c1da>

Course Student Learning Outcomes

1. Students will learn the historical and theoretical foundations of psychosocial approaches within the realms of business and management.
2. Students will develop a broad understanding of how to contextually apply both theory and technique in diverse workplace settings and populations.
3. Students will use the methodology of intentional reflection to explore and expound upon the personal and professional implications of the psychological approaches reviewed.
4. Students will expand their own professional capacities & abilities by designing, presenting, and evaluating projects focused on enhancing hypothetical and real organizations through utilizing the psychological principles and tools of business and management.
5. Students will gain an understanding of the evolving field of Business & Management Psychology along with the career and growth opportunities available to them.

Course Language

This course will be taught primarily in English. Of course, since many of us are not native English speakers, there will inevitably be moments of things lost in translation or simply miscommunicated. In such moments, I will do my best to clarify, resolve, and revisit any points that were not well understood. We will do our best to practice patience through it all together.

Readings, References, & Required Texts

All required & recommended readings will be made digitally available in our [Class Library](#). I will specify reading assignments for the following week at the end of each class. If you have any trouble accessing a text online, please contact me at least 24 hours prior to our next class so that we can resolve the issue and ensure that you are caught up in time for class.

Course Schedule & Topics

Week	Class Dates	Chapter/Topic
1	2/14	Intro to Business & Management Psych
2	2/21	Purpose
3	2/28	Emotional Intelligence
4	3/7	Emotional Intelligence
5	3/14	Leadership
6	3/21	<i>No Class – Novruz Holiday</i>
7	3/28	Midterm Exam
8	4/4	Leadership
9	4/11	Motivation & Persuasion
10	4/18	Systems, Teams, & Tools
11	4/25	<i>No Class - Focus on Group Project</i>
12	5/2	People & Personnel
13	5/9	Culture & Community
14	5/16	Consumer Focus
15	5/23	Ethics & Future Directions
16	5/30	Student Presentations
17	6/6	Final Exam

Grading Criteria

Components	Points Per	Scale
Reflection Journal	15	A = 90-100%
Engagement, Participation, & Student Teaching	10	B = 80-89%
Consultant Project	15	C = 70-79%
Midterm Exam	25	D = 60-69%
Final Exam	35	F = 0-59%

Course Assignments

Reflection Journal

To foster the powerful practice of intentional reflection and to support the process of integrating knowledge with application, you will be asked to compose a weekly reflection based on that week's topic and theme. I will provide weekly Journal Prompts to stimulate introspection and impel reflective writing, though I fully encourage you to go in whichever direction you feel inspired to reflect, write, and share. Please note that whatever you choose to share in your Reflection Journals will be kept confidential.

Each week's Reflection Journal submission is expected to be 1 page in length (typed, single-spaced, 12-sized font). The two core criteria for a well-composed Reflection Journal entry are:

1. The depth of comprehension and understanding of that week's content, and
2. The breadth of reflection about the relevance and application to one's personal life.

In other words, I want to see that you understood the week's content *and* I want to hear how the concepts and practices you learned may apply to your life. Your Reflection Journals will be instrumental building blocks for your Business Consultant Projects (see below) and will bolster your Engagement in class discussions.

Engagement, Participation, & Student Teaching

I invite all students to be as fully engaged as they can be. I embrace the fact that not every one of us feels 100% extroverted, particularly at the beginning of the semester when we're just getting to know each other. That said, I invite all expressions of engagement because we inherently value every voice in our class, and the more that we are able to share, the richer our collective experience becomes. Ultimately, we learn best when we learn together.

Furthermore, given that we learn best when we teach, each student will have the opportunity to step into the role of Student-Teacher. At the beginning of the semester, you will be invited to choose one topic you would be interested in learning so thoroughly that you could teach it to your fellow peers. Students will rank their top choices and will be assigned their respective topics in the second week of the semester. Student-Teachers will have 10-15 minutes to teach their peers about their selected topic through whatever creative means they would like — the idea is to make it engaging, interactive, educational, and even fun. Every student will have a chance to do so.

Lastly, in this course, we deeply welcome questions and curiosity. Curiosity is the engine that drives true education. And so, if you have a question — about a concept, about a text, about something that I said, or something that a fellow student shared — please ask. Chances are, someone else might be wondering about something quite similar.

Midterm & Final Exams

To support the consolidation of learning and long-term comprehension of our course content, we will hold comprehensive exams at the midpoint and end of our semester. Exams will be multiple-choice and take approximately 1-1.5 hours. The Midterm Exam will cover all course content reviewed from the beginning of the semester until the Midterm, and the Final Exam will cover all content reviewed from the Midterm until the end of the semester.

Business Consultant Project

To build your professional identities and portfolios, you will be invited to join 2-3 other students to design a project that expresses your unique interests as emerging Business & Management Psychologists. To do so, each group will select an organization that they are familiar with to:

- Describe its current organizational framework,
- Illustrate what has been working well for that organization,
- Along with what aspects of the organization need improvement,
- Propose a consulting plan to address the noted concerns, plus
- How to improve the overall function, well-being, & performance of the organization,
- Demonstrate application in class through activities, exercises, and/or role-plays,
- Invite constructive feedback from colleagues and peers.

We will choose our groups the third week of the semester and you will be given in-class time to work on your project together. Group Presentations will take place our final week of the semester and will take 15-20 minutes per group.

Student Expectations

To honor and respect our university learning environment, students are expected to attend class regularly and engage in discussions, written reflections, quizzes, and presentations. Excessive absences and/or latenesses will result in lowered grades. I expect students to contact me in the case of an absence or anticipated lateness and to provide an adequate rationale.

Additionally, to ensure that the entire course is moving at a similar rhythm, I expect students to follow our weekly reading assignments and to be prepared to meaningfully contribute to class activities. With respect to in-class interactions, I hold everyone to the standard of kindness, thoughtfulness, and mutual respect. As budding psychologists, we will practice fostering a space of psychological safety for yourselves and your peers to continue growing and learning together.

I encourage you to use notebooks and laptops for note-taking and course-relevant research (when guided to do so). That said, I also advise you to keep your cell phones tucked away so that we can all be more present with one another and with the experience before us.

Moreover, I expect and encourage you to be original and authentic in the work you choose to share. Presenting someone else's ideas or work as your own, either verbatim or poorly paraphrased will not serve your learning nor our ability to support your growth as emerging professionals. Plus, it is an academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in our university's policies.

If at any point, you find yourself struggling with our course, I deeply encourage you to reach out sooner than later, so that I may support you in the most appropriate manner possible. If I notice struggles or differences with meeting these expectations, I will be sure to let you know so that we may move forward in the best manner for all.

Thank you for entrusting me with the honor of serving as your instructor and your guide.

I am deeply excited to learn and grow together.