Work programme of the discipline:

Course title	**WORKSHOP ON PERSONAL GROWTH**
Level of higher education (degree)	FIRST (BACHELOR)
Field of study	07 MANAGEMENT AND ADMINISTRATION
Major	073 MANAGEMENT
Program subject area	MANAGEMENT (ENGLISH)
Status of the discipline	Elective
Mode of studies	FULL-TIME, PART-TIME, E-LEARNING
Total number of hours/ ECTS credits	150 HOURS /5 ECTS CREDITS
Language of instruction	ENGLISH
Lecturer	KOVALKOVA TETIANA OLEKSANDRIVNA ASSOC. PROF., PH.D.
Lecturer's profile	https://www.krok.edu.ua/ua/pro-krok/pidrozdili/strukturni/upravlinnya-mizhnarodnogo-spivrobitnitstva/informatsijna-pidtrimka/360-pro-universitet/providni-vikladachi/kovalkova-tetyana-oleksandrivna
Tel. number	+380663801349
E-mail	tetianako@krok.edu.ua
Consultations	CONSULTATIONS IN MS TEAMS: FRIDAY, 11:00 A.M.-11.30 A.M. http://surl.li/mqkjxm %22%7d

1. Brief summary of the course

This course will help students to clarify intention and life purpose. The course will increase their communication and collaborative skills. Students may become more mindful, compassionate and happy. The main goal of this course is to obtain knowledge about self-improvement. As well this course aims to build the basis of professional work of a psychologist using psychological methods.

Self-improvement can be one of the easiest personal care practices to put off for another day. Students will learn how they can develop their self-esteem, confidence, practice self-progression and improve their mental health and work towards a better future.

Upon completion of this course, students are able to:
• generalise personal growth and development;
• create personal development goals;
• explore the growth zone;

• move beyond comfort zone;
• be aware of personality traits;
• analyze and give the interpretation of psychological projective personality tests.

2. Course scope

Type of class	Total number of hours/ ECTS credits - 150 HOURS /5 ECTS CREDITS		
Total number of hours / mode of studies	full-time	part-time	e-learning
lectures	28	14	14
seminars / practical / laboratory classes	22	7	7
Individual work	100	129	129

3. Prerequisites
There are no prerequisites for this course.

4. Hardware and software
PC / laptop, Internet access, camera, microphone

5. Course policies – students must adhere to a code of academic integrity:
https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf
Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.
Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

Forms of academic dishonesty include:
▪ Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.
▪ Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.
▪ Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.
▪ Fabrication - modification or transfer, without permission, academic information, or records.

6. Programme of the course

Module #1

Topic 1: Personal growth and psychology

Higher education, workplace and psychology. Physical, emotional, mental, social and spiritual changes.

Topic 2: Personal growth and development

Personal growth and development, personal development goals, tips for personal development to achieve goals, toxic attitudes to avoid, personal growth: a definite guide to self-growth.

Topic 3: Personal development goals

Goals definition, history and background of goals, goal and types of goals, achieving personal goals, goal-management in organizations, powerful affirmations.

Topic 4: Goals in psychology

The study of goals in psychology, the scientifically proven framework for achieving goals, why the process matters for achieving goals.

Module #2

Topic 5: The psychology of comfort zones

Comfort zone in psychology, comfort zones: an alternative perspective, the psychology behind "comfort zones", moving beyond comfort zone, exploring growth zone.

Topic 6: From comfort zone to the growth zone

How to leave comfort zone and enter growth zone, benefits of leaving the comfort zone, tips to support leaving comfort zone, ways to leave comfort zone.

Topic 7: Personality

Psychological measures of personality, personality traits, personality and intelligence, personality tests.

Topic 8: The "Draw-A-Person" Personality Test

Psychological projective personality test, relationship between drawn body parts and the listed personality traits/characteristics.

Topic 9: Family drawings as a projective technique

Projective techniques, guidelines to take into account when analyzing graphical projective techniques, formal guidelines of drawing.

Topic 10: Analysis and interpretation of the drawing family

General features, character's valuation in family drawings, distance between characters, organization and order of the characters in a drawing, corporal features omitted.

7. Course scheme

Topic	Full-time part			Part-time study			E -learning			Control form
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
Module # 1										
Topic 1. Personal growth and psychology	2	2	7	2	1	6	2	1	10	IA, S, T, CS, P, E
Topic 2. Personal growth and development	4	2	10	2	1	11	2	1	10	IA, S, T, CS, P, E
Topic 3. Personal development goals	4	2	10	2	1	13	2	1	13	IA, S, T, CS, P, E
Topic 4. Goals in psychology	4	2	11	2	1	13	2	1	10	IA, S, T, CS, P, E
Module #2										
Topic 5. The psychology of comfort zones	2	2	6	2	1	6	2	1	6	IA, S, T, CA, CS, P, E
Topic 6. From comfort zone to the growth zone	2	2	16			8			8	IA, S, T, CA, CS, P, E
Topic 7. Personality	2	2	16	2	1	16	2	1	16	IA, S, T, CA, CS, P, E
Topic 8. The "Draw-A-Person" Personality Test	2	2	6	2	1	16	2	1	16	S, T, CS, E
Topic 9. Family drawings as a projective technique	2	2	6			18			18	IA, S, T, CA, CS, P, E
Topic 10. Analysis and interpretation of the drawing family	4	4	12			22			22	IA, S, T, CS, P, E
Total hours	**28**	**22**	**100**	**14**	**7**	**129**	**14**	**7**	**129**	-
FINAL CONTROL/ Credit										-
TOTAL	**150**			**150**			**150**			-

Control form:
W – workshop
P – oral presentation
CS – solving case-studies
IA – individual assignments

8. Individual tasks

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

Content of an individual educational and research task (educational project)
The individual task consists of three types of questions, task options posted on the moodle platform:
1. Open question:
o Requires a detailed, detailed answer based on theoretical knowledge and analysis of additional information.

o Tests your understanding of the topic, ability to formulate your own opinions and argue your position.

2. Calculation task:

o Involves performing certain calculations using formulas or economic models.

o Tests knowledge of economic methods and the ability to apply them in practice.

3. Situational task:

o Presents a real economic problem or case that needs to be analyzed and a solution proposed.

o Tests your ability to apply theoretical knowledge to solve practical problems and make informed decisions.

Requirements for completing the task:

• Clear structure: Answers should be logically structured, contain an introduction, main body and conclusions.

• Argumentation: Each statement must be supported by arguments and references to sources.

• Accuracy of calculations: When performing calculations, it is necessary to observe accuracy and use appropriate units of measurement.

• Originality: Answers must be your own and contain no plagiarism.

• Design: The work must be designed in accordance with the requirements specified on the moodle platform.

9. Teaching methods

In the process of studying the discipline "Entrepreneurship and starting a company", various types of educational activities, teaching methods and technologies are used.

Types of educational activities:

1. Lectures: classes where the teacher presents theoretical and practical guidance material, analyzing the main concepts and tools of marketing.

2. Seminars: interactive sessions in which students discuss topics, analyze case studies, and participate in group discussions that contribute to a deeper understanding of the material.

3. Practical classes: focus on the application of Entrepreneurship tools.

Teaching methods and technologies:

1. Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.

2. Active learning methods: include group projects, discussions, role-playing games, and brainstorming sessions that promote active student involvement in the process.

3. Case method: analysis of real business situations, which allows students to practically apply theoretical knowledge, develop critical thinking and decision-making skills.

Use of information technologies: interactive platforms for learning

10. Control methods

Control measures are used to determine the success of training. Control measures include mid-term tests (2) and final control.

Mid-term tests are carried out during practical (seminar) classes and is aimed at checking the level of preparedness of the student to perform a specific task.

The final control is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

During the study of this course, the following forms of current control are used: a mid-term tests.

When studying this course, the following form of semester control is used: credit.

11. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100, taking into account optional tasks - 120 points) and the national scale.

General course evaluation system: Participation in the work during the semester / exam – 70%/30%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

12.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Oral Presentations (5 x 5 points)	25	
Workshops (5 x 5 points)	25	
Individual work (1 x 10 points)	10	
Total	**60**	
Semester-module control work		**40**
Total for the course		**100**

12.2. Conditions for awarding points

1. Solving case-studies (Maximum Score – 5 Points)

   - Completeness of the Solution (2 Points): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
   - Accuracy of Answers (2 Points): All numerical data and calculation results must be accurate.
   - Clarity of Presentation (1 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

2. Calculation assignments (Maximum Score – 2,5 Points)

   - Completeness of the Solution (1 Point): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
   - Accuracy of Answers (1 Point): All numerical data and calculation results must be accurate.
   - Clarity of Presentation (0,5 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

3. Tests (Maximum Score – 5 Points)

   - Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 20).

4. Survey (Maximum Score – 5 Points)

   - Correctness of Answers (3 Points): Answers to questions must be accurate and correct.
   - Coverage of the Topic (2 Points): Answers should demonstrate knowledge of all key aspects of the topic.

5. Oral presentation (Maximum Score – 5 Points)

   - Substance (2 Points): Completeness and depth of topic coverage, inclusion of relevant data and examples.
   - Visual Presentation (2 Points): Quality of slides, use of graphics, clarity, and aesthetics.
   - Communication Skills (1 Point): Ability to convey information to the audience, respond to questions, and engage listeners.

6. Individual Work (Maximum Score – 10 Points)

   - Depth of Research (3 Points): Quality of topic analysis, use of various sources of information and literature.
   - Structure and Formatting (2 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.
   - Originality and Creativity (2 Points): Presence of personal conclusions, recommendations, and interesting ideas.
   - Responses to Questions (3 Points): Engagement in presenting work results, participation in discussions, and feedback.

7. Mid-term tests (Maximum Score – 7,5 Points)

   - Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 30).

12.3. Final assessment criteria

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory
1–49	unsatisfactory

13. Methodological provision

Attention students: all educational and methodological materials (lecture plans and videos, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: Entrepreneurship and starting a company (Olena Oleksandrivna Naumova): https://dist.krok.edu.ua/course/view.php?id=93

14. Recommended literature

Basic

1. Anderson, Brittney K.; Meyer, John P.; Vaters, Chelsea; Espinoza, Jose A. (2020). Measuring Personal Growth and Development in Context: Evidence of Validity in Educational and Work Settings. Journal of Happiness Studies. 21 (6): 2141–2167.

Additional

1. Aldridge, A., & Levine, K. (2001). Surveying the social world: Principles and practice in survey research. Buckingham, Philadelphia: Open University Press.
2. Bakar, B.,& Hanafi, I. (2007). Assessing employability skills of technical-vocational students in Malaysia. Journal of Social Sciences, 3(4), 202-207.
3. McCrae, R. R., & Costa, P. T. (1999). A five-factor theory of personality. In: Pervin, L. A., & John, O. P. (Eds.). Handbook of Personality: Theory and Research, (pp139-153). New York: Guilford.
4. Phenix, Philip H. (1982). Promoting Personal Development through Teaching. Teachers College Record: The Voice of Scholarship in Education. 84 (2): 301–316.
5. Schein, E.H. (1978). Career dynamics: matching individual and organizational needs. Massachusetts: Addison-Wesley.
6. Weinert, A. B. (2001). Psychology of career development.International Encyclopaedia of the Social & Behavioural Sciences, Elsevier Science, 1471-1476.
7. Wurf, E., & Markus, H. (1991). Possible selves and the psychology of personal growth. In D. J. Ozer, J. M. Healy, Jr., & A. J. Stewart (Eds.), Perspectives in personality, Vol. 3. Part A: Self and emotion; Part B: Approaches to understanding lives (Pp. 39–62). Jessica Kingsley Publishers.
8. Zunker, V. G. (2002). Career counselling: Applied concepts of life planning. USA: Thomson training.

15. Additional information on the discipline (educational component)

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

Work programme of the discipline:

Compiled by: PhD in Pedagogical Sciences, Associate Professor Tetiana Kovalkova.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).