



### COURSE UNIT (MODULE) DESCRIPTION

Course unit title	Course code
<b>Business Psychology and Image Management</b>	

Academic staff	Core academic unit(s)
<b>Coordinator:</b> assoc. prof. Ingrida Griesienė	Kaunas Faculty Institute of Social Sciences and Applied Informatics

Study cycle	Type of the course unit (module)
Second cycle	Optional Course

Mode of delivery	Period when the course unit (module) is delivered	Language of instruction
Lectures/Seminars	2 semester	English

Requirements for students	
<b>Prerequisites:</b> —	<b>Additional requirements (if any):</b> —

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	34	96

### Purpose of the course unit

The acquired knowledge of business psychology and developing personal, professional, and organisational business image will enable the student to purposefully and systematically form a positive image and achieve set goals. The students will be able to critically consider and constructively assess the image of themselves and the organisation image, change it and form it based on public rules and modern image formation theories.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
The knowledge of the modern business psychology theories and the main paradigms of behavioural economics and image formation; comprehension of the value and the importance of one's image on professional career and business development; the ability to critically assess the factors and benefits of factors that form positive image.	Lectures; seminars; homework; colloquium; exam.	Exam, mid-term assignment, control test, colloquium.
The ability to analyse the relationship and mutual interactions between personal image	Lectures; seminars; homework; colloquium;	Exam, mid-term assignment, control test,

and successful business development and to apply the acquired knowledge to organising personal and group activities and forming professional and organisational image based on professional ethics and public spirit.	exam.	colloquium.
The ability to identify the learning needs, study independently, put the acquired knowledge into practice, develop one's style and positive personal image, and ensure positive external benefits to the staff, business partners, and other people.	Lectures; seminars; homework; colloquium; exam.	Exam, mid-term assignment, control test, colloquium.
The ability to apply knowledge of business psychology and image formation when leading a team (personal image and relationship with subordinates).	Lectures; seminars; homework; colloquium; exam.	Exam, mid-term assignment, control test, colloquium.
The ability to use the obtained knowledge to prepare the network expansion strategy and to improve communication with representatives of other countries	Lectures; seminars; homework; colloquium; exam.	Exam, mid-term assignment, control test, colloquium.
The ability to improve corporate organisational strategy by taking into account the possible organisational behaviour and its economic costs	Lectures; seminars; homework; colloquium; exam.	Exam, mid-term assignment, control test, colloquium.
The ability to assess the importance of business psychology and image in terms of intercultural management	Lectures; seminars; homework; colloquium; exam.	Exam, mid-term assignment, control test, colloquium.

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
Introductory lecture. Introduction to the course	2						2	9	Scientific literature analysis, information retrieval, its systematisation and generalisation, writing an individual paper.
Introduction to Business Psychology and Behavioural Economics. Methodology, values, choice, preferences. The main insights.  Decision making under risk and uncertainty. Social preferences and their role. Behavioural economics and Business Psychology and their application in business decisions in organisational economics.	4		2				6	11	
Modern image formation theories and their main insights. Business Psychology and Social Psychology and their contribution to business development. The main issues linked to behaviour and decision making of	4		1				5	11	

individuals and organizations. Perception and evaluation. Behaviour and attitudes.									
Image and appearance. Physical attractiveness: socio cultural perspective. Personal and professional image. The norms of image and their formation. Image and style. The impact of family and education on the perception of image. Intelligence and image. Age and image.	4		3				7	7	
Image and appearance in communication. Communication style. Body language and inner posture. Language style. Etiquette. The main principles and norms. The psychology of the first impression. Dress codes. Colours, styles, and proportions. Elegance, fashion, taste and moderation.	2		1				3	11	
Preparing for an mid-term assignment								14	Preparation for mid-term assignment (lesson analysis, scientific literature analysis).
Image creation and positioning. The main steps of creating the image. Maintaining the image. The importance of the image during public speech. The image in formal and non-formal environment. Image creation strategies. The requirements of style and image for men and women.	2		1				3	7	Scientific literature analysis, information retrieval, its systematisation and generalisation, writing an individual paper.
Image in different cultural environment. External manifestations of cultural diversity. The types of cultures and image. Image indifferent cultures.	2		1				3	7	
Professional and organisational image. The impact of image on professional and business development success. The components of image and the aspects of its formation. The impact of the image of employees and management on the organisation's image. The impact of the organisation's image on the success of organisation's activity.	4		1				5	7	
Preparing for the exam, taking the exam		4					4	12	Preparation for the exam (lesson analysis, scientific literature analysis).
<b>Total</b>	<b>22</b>	<b>4</b>	<b>8</b>				<b>34</b>	<b>96</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Colloquium	20%	9 – 10 week	<p>The written test consists of open and closed type questions (of different difficulty, from comprehension up to assessment). The evaluation is performed as follows:</p> <p><b>3:</b> Excellent knowledge and skills. Evaluation level. 90% to 100% of correct answers.</p> <p><b>2.5:</b> Good knowledge and skills, non-essential mistakes. Synthesis level. 70% to 89% of correct answers.</p> <p><b>2.0:</b> Average knowledge and skills, there are some mistakes. Analysis level. 50% to 69% of correct answers.</p> <p><b>1.5 :</b> Knowledge and skills are lower than average, there are some (essential) mistakes. Knowledge application level. 30% to 49% of correct answers.</p> <p><b>1:</b> Knowledge and skills still meet minimum requirements. Many mistakes. Knowledge and comprehension level. 10% to 29% of correct answers.</p> <p><b>0:</b> Minimum requirements are not met. 0% to 9% of correct answers</p>
Homework group work	40%		<p>Provide a comprehensive analysis of an economic paradox related to organizational behaviour or business psychology in the form of an ppt, up to 20 to 25 pages. The abstract should be submitted and presented during seminars prior to the beginning of the session (3 group presentations per semester).</p> <p>Evaluation:</p> <p>3 – the abstract is completed according to all requirements, the quality of the work is excellent. 90% to 100% of the sections are completed, references are cited properly, there are no spelling or grammar errors, there are no contradicting arguments in various sections of the abstract, and structure of the abstract is logically sound and coherent.</p> <p>2 – the abstract is well done, 70% to 89% of the sections are completed, references are cited properly, there are no spelling or grammar errors, there are no contradicting arguments in various sections of the abstract, and structure of the abstract is logically sound and coherent. There are no more than two flaws in the abstract.</p> <p>1–the abstract is satisfactory, 50% to 69% of the sections are completed, the tasks are completed satisfactorily, goals and tasks of the assignment are met. There are some spelling and grammar mistakes, citations do not meet the requirements, there are some contradictions and discrepancies between arguments in various sections of the abstract. There are less than two major flaws in the abstract.</p> <p>0 – the abstract is not satisfactory, 0% to 40% of the sections are completed, goals and tasks of the assignment are not met, a lot of unrelated information is provided, references are not listed, there are spelling and grammar mistakes, arguments in various sections of the abstract are</p>

			not coherent and contradict each other. There are more than two major flaws in the abstract.
Exam	30%	On the day of the exam	The written exam consists of open and closed type questions (of different difficulty, from comprehension up to assessment). The evaluation is performed as follows: 3: Excellent knowledge and competences. 90-100% of right answers. 2,5: Good knowledge and competences. There are some insignificant mistakes or minor shortcomings. 70-89% of right answers. 2: Average knowledge and competences. There are some mistakes 50-69% of right answers. 1,5: Knowledge and competences are below average. There are major mistakes. 30-49 of right answers. 1: Knowledge and competences correspond to minimal requirements. There are many major mistakes. 10-29% of right answers. 0: The minimal requirements are not satisfied. 0-9% of right answers.
Active participation in seminars <sup>1</sup>	10%	During the semester	1 point: actively participates in discussions, answers questions, formulates problems and issues, provides critical comments; solves individual tasks assigned in a team practical project and presents them. 0,5 point: participates in discussions, answers questions; individual tasks are completed with minor errors. 0 point: almost does not participate in discussions; individual tasks are not completed or more than 1/3 of the seminars are missed.

<sup>1</sup> A student who (1) throughout the semester consistently fails to demonstrate progress in achieving the expected learning outcomes of a subject (module) during the practical classes (seminars, exercises, laboratory work, etc.) and (2) fails to complete all interim assessment requirements and tasks within the time specified in the course description, is not allowed to participate in the examination session.

Student's knowledge and skills during the session are assessed only if he/she fulfilled the requirements and assignments of a mid-term test during the semester.

Student's knowledge and skills throughout all the tests and the examination is assessed from 1 to 10 points. The course is passed if:

- The results of all the tests are not lower than 5 points.
- The mark of the examination is not lower than 5 points;

In cases when the Assessment Strategy includes a written assignment (written work, research paper, project, etc.) and the Assessment Criteria do not include a defense or an oral presentation of the written work, the lecturer shall have the right to ask follow-up questions in order to make sure that no generative artificial intelligence (AI) tools (ChatGPT, etc.) were used by the student to prepare the assignment (i.e. the content of the work was not generated by AI tools) and, if necessary, to modify or cancel the evaluation of the work.

For the external examination, the following formula is applied: Final grade = (paper and its presentation grade)\*0,5+ (examination grade)\*0,5

Evaluation strategy working remotely the same as expected.

Author	Year of publication	Title	Number of periodical publication or publication volume	The place of publication and publisher or online link
<b>Compulsory reading</b>				
Peter Diamond,	2007	Behavioral	Textbook	Princeton University

Hannu Vartiainen (Eds.)		Economics and Its Applications		Press
Eugene McKena	2012	Business Psychology and Organizational Behaviour	Textbook	New York: Psychology Press
Neil Anderson, Deniz S Ones, Handan Kepir Sinangil & Chockalingam Viswesvaran	2011	Handbook of industrial, work and organizational psychology	Textbook	London: Sage Publication
Wilkinson, N.; Klaes, M.	2012	An Introduction to Behavioral Economics	Textbook	NJ: Palgrave Macmillan
<b>Optional reading</b>				
Arthur, M. B.; Hall, T.; Lawrence, B. S. (Eds.).	1989	Handbook of career theory. New York:	Textbook	Cambridge University Press.
Brown, D.; Brooks, L. (Eds.)	1996	Career choice and development. 3rd ed.	Textbook	San Francisco: Jossey-Bass.
Demarais, A.; White, V.	2005	First Impressions: What You Don't Know About How Others See You.	Textbook	Bantam
Bixler, S.; Scherrer Dugan, L.	2001	Five steps to professional presence. USA,	Textbook	Avon: Adams Media Corporation.