



## COURSE OUTLINE

### 1. Information about the program

1.1 Higher education institution	“Alexandru Ioan Cuza” University of Iași
1.2 Faculty	Faculty of Economics and Business Administration
1.3 Department	Management, Marketing and Business Administration
1.4 Field of study	Management
1.5 Cycle of study	master
1.6 Study program / Qualification	Strategic Human Resource Management in Europe

### 2. Information about the course

2.1 Course title	Self-reflection and inquiry						
2.2 Course coordinator	-						
2.3 Seminar coordinator	Andreea Negruți, PhD						
2.4 Year of study	1	2.5 Semester	1	2.6 Type of evaluation*	MT	2.7 Course status**	C

\* MT-MID-TERM, O-ORAL EXAM, E-EXAM, M-MIXED; \*\* C-compulsory/O-optional/E-elective

### 3. Estimated time allocation (hours per semester and teaching activities)

3.1 Number of hours per week	1.5	out of which: 3.2 course	-	3.3 seminar / laboratory	1.5
3.4 Total number of hours per semester	21	out of which: 3.5 course	-	3.6 seminar / laboratory	21
Time allocation					h
Study based on course book, course materials, bibliography and other					25
Supplementary study in the library, on electronic platforms and on the field					20
Preparing seminars/laboratories, assignments, papers, portfolios and essays					10
Tutorship					0
Examination					4
Other activities .....					
3.7 Total hours of individual study					59
3.8 Total hours per semester					80
3.9 Number of credits					4

### 4. Prerequisites (if applicable)

4.1 Referring to curriculum	Not necessary
4.2 Referring to competences	Not necessary

### 5. Conditions (if applicable)

5.1 For the course	Not necessary
5.2 For the seminar / laboratory	Not necessary

**6. Specific competences accumulated**

<b>Professional competencies</b>	<p>Practice reflective thinking (self-reflecting, reflecting on past learnings and experiences, considering implications and modeling own present and future reflections)</p> <p>Become familiar with mindfulness concept and practice</p> <p>Be able to apply mindfulness techniques</p> <p>Understand what a growth mindset is, and what a fixed mindset refers to, and be able to foster a growth mindset by applying self-reflective techniques and mindfulness practice</p> <p>Become familiar with reflective journaling and storrtelling</p>
<b>Transversal competencies</b>	<p>Exercise business English language</p> <p>Apply reflective thinking to understand own behaviours, cognitions and motivations, contexts and ways of working or approaching tasks</p>

**7. Course objectives** (based on specific competencies accumulated)

<b>7.1 General objective</b>	<p>Upon completion of this module, students will learn to self-reflect, to practice reflective thinking on self, others, contexts, tasks, and outcomes, and to use various reflective techniques.</p>
<b>7.2 Specific objectives</b>	<p>After successfully finalizing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and use self-reflection</li> <li>▪ Understand and practice mindfulness</li> <li>▪ Apply reflective thinking to foster a growth mindset and differentiate it by a fixed mindset</li> <li>▪ Understand techniques like reflective journaling, storytelling</li> </ul>

**8. Content**

8.1	Course	Teaching methods	Observations (time and bibliography)
-	-	-	-
Bibliography			
8.2	Seminar / Laboratory	Teaching methods	Observations (time and bibliography)
1.	Introduction: self-reflection and inquiry	Interactive teaching methods, role-play, self-reflection, case study method, examples	
2.	Mindfulness	Interactive teaching methods, role-play, self-reflection, case study method, examples	
3.	Reflective thinking and techniques	Interactive teaching methods, role-play, self-reflection, case study method, examples	
4.	Inquiry: purpose, process and business cases	Interactive teaching methods, case study method, examples	

**Bibliography**

- Mindfulness bibliography – List of articles from Mindful Awareness Research Center, UCLA Semel Institute
- Moon, J.A. (2004). A handbook of reflective and experiential learning: theory and practice. London: Routledge Falmer.

**9. Bridging course content with the expectations of the community, professional associations and representative employers in the field of the program**

On an annual basis, the course content is discussed with the representatives of the business environment (coaches) and psychologists, while students are required to provide feedback (on-line, anonymous) after each semester about the course structure, teaching methods, as well as strengths / weaknesses.

**10. Evaluation**

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Allocation to the final grade (%)
10.4 Course			
10.5 Seminar/ Laboratory	Applied / practical knowledge	Reading and discussing recommended materials – students are expected to read the required bibliography and to be able to answer questions on relevant topics (30%)  Assessing the knowledge through business cases – student are expected to answer to practice-related questions, in conversations about specific reflective topics matching themes from recommended bibliography. The business/practice-related cases shall be presented by teacher (30%)  One presentation on a specific homework – students are expected to have at least one individual presentation throughout semester, on a specific homework and theme, relevant for this course (40%)	100
10.6 Minimal performance standard			
Obtaining 5 points (out of 10) for the evaluation along the semester			

Date

Course coordinator

Seminar coordinator

**Andreea Negruți, Ph.D.**

24.09.2021

Date of approval in the department

Head of department

Professor Valentin Nita, Ph.D

28.09.2021