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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA  
RUDN University**

**Faculty of Humanities and Social Sciences**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**«Civil servant identity development / Личностное развитие государственного  
служащего»**

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course title

**Recommended by the Didactic Council for the Education Field of:**

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38.04.04 Public Administration

field of studies / speciality code and title

**The course instruction is implemented within the professional education programme  
of higher education:**

STATE ADMINISTRATION OF SOCIAL-ECONOMIC DEVELOPMENT

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higher education programme profile/specialisation title

## 1. COURSE GOAL(s)

The course "Civil servant identity development" is included in the master's degree program " STATE ADMINISTRATION OF SOCIAL-ECONOMIC DEVELOPMENT " in the direction of 38.04.04 " Public Administration " and is studied in the 4th semester of the 2nd year. The discipline is implemented by the Department of Public Administration. The discipline consists of 2 chapters and 4 topics and is aimed at studying the personal development of a civil servant.

The goal of mastering the discipline is to form the psychological competence of future civil servants in the field of self-improvement and self-realization, increasing professionalism, stress tolerance and personal integrity.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course "Civil servant identity development" is aimed at the development of the following competences /competences in part:

*Table 2.1. List of competences that students acquire through the course study*

| Competence code | Competence descriptor                                                                                                  | Competence formation indicators<br>(within this course)                                                                                                                                                                                                                                                                  |
|-----------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GC-3            | Able to organize and manage the work of the team, developing a team strategy to achieve the set goal.                  | GC 3.1 Understands and knows the specifics of forming an effective team;<br>GC 3.2 Demonstrates the behavior of an effective organizer and coordinator of team interaction;                                                                                                                                              |
| GC-6            | Able to identify and implement the priorities of his own activities and ways to improve them based on self-assessment. | GC-6.1 Reflects on his activities and develops ways to improve them.<br>GC-6.2 Demonstrates the ability to adjust personal and professional development plans;                                                                                                                                                           |
| GPC-7           | Able to to carry out scientific research, expert analytical and pedagogical activities in the professional field.      | GPC-7.1 Demonstrates the ability to carry out scientific and research activities in the professional field;<br>GPC-7.2 Demonstrates the ability to carry out expert and analytical activities in the professional field;<br>GPC-7.3 Demonstrates the ability to carry out teaching activities in the professional field; |
| PC-7            | Capable of cooperation in the framework of interdisciplinary projects, work in related fields.                         | PC-7.1 Uses the methods of the humanities, social sciences and economics in the implementation of expert and analytical work in the framework of project activities;<br>PC-7.2 Demonstrates the ability to interact in interdisciplinary projects and work in related fields;                                            |

## 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course «Civil servant identity development» refers to the variable component of (B1) block of the higher educational programme curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

| Competence code | Competence descriptor                                                                                                  | Previous courses/modules*                                                                                                                                                                                          | Subsequent courses/modules* |
|-----------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| GC-3            | Able to organize and manage the work of the team, developing a team strategy to achieve the set goal.                  |                                                                                                                                                                                                                    |                             |
| GC-6            | Able to identify and implement the priorities of his own activities and ways to improve them based on self-assessment. | Scientific and Research Work in the Semester;<br>Introductory Practice;<br>Professional practice;<br>Business Ethics;<br>Organization of Research and Development;                                                 |                             |
| GPC-7           | Able to carry out scientific research, expert analytical and pedagogical activities in the professional field.         | Scientific and Research Work in the Semester;<br>Introductory Practice;<br>Professional practice;<br>Business Ethics;<br>Organization of Research and Development;                                                 |                             |
| PC-7            | Capable of cooperation in the framework of interdisciplinary projects, work in related fields.                         | Управление проектами**;<br>Управление в социальной сфере;<br><i>State Regulation of Processes on Basis of Blockchain Technology</i> **;<br>Scientific and Research Work in the Semester;<br>Professional practice; |                             |

\* To be filled in according to the competence matrix of the higher education programme.

\*\* elective disciplines /practices

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)\**

| Type of academic activities                                   |                | Total academic hours | Semesters/training modules |
|---------------------------------------------------------------|----------------|----------------------|----------------------------|
|                                                               |                |                      | 4                          |
| <i>Contact academic hours</i>                                 |                | 12                   | 12                         |
| including:                                                    |                |                      |                            |
| Lectures (LC)                                                 |                | 6                    | 6                          |
| Lab work (LW)                                                 |                | -                    | -                          |
| Seminars (workshops/tutorials) (S)                            |                | 6                    | 6                          |
| <i>Self-studies</i>                                           |                | 42                   | 42                         |
| <i>Evaluation and assessment (exam/passing/failing grade)</i> |                | 18                   | 18                         |
| <b>Course workload</b>                                        | academic hours | 72                   | 72                         |
|                                                               | credits        | 2                    | 2                          |

#### 5. COURSE CONTENTS

Chapter 2: Ethical Aspects of Civil Servant Identity Development

*Table 5.1. Course contents and academic activities types*

| <b>Course chapter title</b>                                            | <b>Course chapter contents (topics)</b>                                                              | <b>Topic content</b>                                                                                                                           | <b>Academic activities types</b> |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Chapter 1: Theoretical Basis for Civil Servant Personality Development | Topic 1.1 Main Human Development Concepts                                                            | Definitions and Basis for Civil Servant Personality Development                                                                                | LC, S                            |
|                                                                        | Topic 1.2 Suggestions of Russian Scientific School of Acmeology as Formation of a Mature Personality | The history of the development of Acmeology in Russia. Russian Acmeological schools.                                                           | LC, S                            |
| Chapter 2: Ethical Aspects of Civil Servant Identity Development       | Topic 2.1 Ethical Behavior in Modern Public Administrations                                          | New Values, Identity, and Results-Oriented Ethics.                                                                                             | LC, S                            |
|                                                                        | Topic 2.2 Regulation and Self-Regulation in Civil Servant Identity Development                       | Formation of social and professional identity of civil servants in modern Russian society. The balance between regulation and self-regulation. | LC, S                            |

\* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

| <b>Type of academic activities</b> | <b>Classroom equipment</b>                                                                                                                                                                                                   | <b>Specialised educational / laboratory equipment, software, and materials for course study (if necessary)</b> |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Lecture                            | A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.                                                                       |                                                                                                                |
| Seminar                            | A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.                     |                                                                                                                |
| Self-studies                       | A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment. |                                                                                                                |

\* The premises for students' self-studies are subject to **MANDATORY** mention

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

1. Martha Lally, Suzanne Valentine-French Lifespan Development: A Psychological

Perspective Second Edition. - College of Lake County, 2019. - 468p. URL: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

2. Акмеология: Учебник / Под общ. ред. А.А.Деркача., М.:2002. - 650 с. URL: <https://sci.house/akmeologiya-uchebnik-scibook/akmeologiya-uchebnik-pod-obsch-red-m2002.html>

3. Бодалев А., Васина Н. Акмеология. Настоящий человек. Каков он и как им становятся?— СПб:Речь, 2010. —224с.

4. Людмила Собчик: Характер и судьба. Как научиться управлять своими эмоциями и построить счастливые отношения. - М.: Эксмо, 2024. – 224с.

### *Additional readings:*

2. Daniel J Caron, David Giauque Civil servant identity at the crossroads: new challenges for public administrations // International Journal of Public Sector Management, 2006. — 19(6):543-555 URL: [https://www.researchgate.net/publication/235291693\\_Civil\\_servant\\_identity\\_at\\_the\\_crossroads\\_New\\_challenges\\_for\\_public\\_administrations](https://www.researchgate.net/publication/235291693_Civil_servant_identity_at_the_crossroads_New_challenges_for_public_administrations)
3. Catharine Darnell and others Phronesis and the Knowledge-Action Gap in Moral Psychology and Moral Education: A New Synthesis? // UK, 2019. — 54p. URL: <https://www.semanticscholar.org/paper/Phronesis-and-the-Knowledge-Action-Gap-in-Moraland-Darnell-Gulliford/ed9daf43fb57a36deec3027d96b0979a80676aee>
4. Hüsamettin İnaç, Feyzullah Ünal The Construction of National Identity in Modern Times: Theoretical Perspective// International Journal of Humanities and Social Science, Vol. 3 No. 11; June 2013. — p. 223-232. URL: [https://www.ijhssnet.com/journals/Vol\\_3\\_No\\_11\\_June\\_2013/24.pdf](https://www.ijhssnet.com/journals/Vol_3_No_11_June_2013/24.pdf)
5. Jane Kroger Identity Development in Adolescence and Adulthood Oxford Research Encyclopedias 27 February 2017
6. Tara L. Kuther, Lifespan Development: Lives in Context. - SAGE Publications, 2022. - 1038p.
7. Presentation on theme: "Understanding Human Development: Approaches and Theories" <https://slideplayer.com/slide/12022673/#.ZFXIPvUnVgY.whatsapp>
8. Tara L. Kuther, Kaitlyn Burnell A Life Span Developmental Perspective on Psychosocial Development in Midlife // Adultspan Journal, April 2019. — 18(1):27-39. URL: [https://www.researchgate.net/publication/332355109\\_A\\_Life\\_Span\\_Developmental\\_Perspectiv\\_e\\_on\\_Psychosocial\\_Development\\_in\\_Midlife](https://www.researchgate.net/publication/332355109_A_Life_Span_Developmental_Perspectiv_e_on_Psychosocial_Development_in_Midlife)
9. Peter Martin and others Defining Successful Aging: A Tangible or Elusive Concept? // Gerontologist, 2015. — 55(1):14-25. URL: <https://pubmed.ncbi.nlm.nih.gov/24840916/>
10. Culture and well-being in late adulthood: Theory and evidence // Am Psychol, 2020. — May-Jun;75(4):567-576. URL: <https://pubmed.ncbi.nlm.nih.gov/32378950/>
11. Gizem Hülür and others Levels of and Changes in Life Satisfaction Predict Mortality Hazards: Disentangling the Role of Physical Health, Perceived Control, and Social Orientation //Psychol Aging, 2017. — 32(6):507-520. URL: <https://pubmed.ncbi.nlm.nih.gov/28891665/>
12. Ye, Z., & Post, T. What Age Do You Feel? - Subjective Age Identity and Economic Behaviors // Journal of Economic Behavior & Organization, 2020. -173, 322-341. URL: <https://cris.maastrichtuniversity.nl/en/publications/what-age-do-you-feel-subjective-age-identityand-economic-behavior>
13. Subjective Aging and Age Identity: A Review // Universal Journal of History and Culture Year 2023, Volume: 5 Issue: 1, 60 - 74, 30.04.2023 URL: <https://dergipark.org.tr/en/pub/ujhc/issue/76380/1174120>
14. Skylar Jordan Theories of Human Development Throughout the Lifespan Social Work Study Guide - <https://medium.com/social-work-study-guide/theories-of-humandevelopment-throughout-the-lifespan-1569774fa0ca>
15. Аткинсон М., Чойс Р.Т. Мастерство жизни. Внутренняя динамика развития. – М.: Альпина Паблишер, 2017. – 214с.
16. Идентичность: личность, общество, политика. ответственный редактор член-корреспондент РАН И. С. Семененко; Национальный исследовательский институт мировой экономики и международных отношений имени Е. М. Примакова

- Российской академии наук. - Москва: Весь Мир, 2017. - 987 с.  
<https://www.imemo.ru/files/File/ru/publ/2017/2017-Identichnost.pdf>
17. Базылевич Т. Ф., Психология высших достижений личности (психоакмеология) - Москва: ИНФРА-М, 2021. - 330 с.
  18. Обличать и лицемерить: генеалогия российской личности / Олег Хархордин.- Изд. 2-е. - Санкт-Петербург : Европейский ун-т, 2016. - 507 с.
  19. Баксанский О.Е., Самойлова В. М. Современная психология. Теоретические подходы и методологические основания. Аффективная сфера личности и психология общения. – М.: Либроком, 2018. – 368с.
  20. Бекасов Илья Дмитриевич Акмеологическая оценка качества профессиональной деятельности государственных гражданских служащих: результаты экспериментального исследования // Акмеология. 2012. №3 (43). URL: <https://cyberleninka.ru/article/n/akmeologicheskaya-otsenka-kachestva-professionalnoydeyatelnosti-gosudarstvennyh-grazhdanskih-sluzhaschih-rezultaty>
  21. Блинков Александр Николаевич, Лебединцева Ольга Ивановна Профессиональное выгорание как следствие дефицита профессиональной готовности (на основе анализа научной литературы) // Акмеология. 2018. №1 (65). URL: <https://cyberleninka.ru/article/n/professionalnoe-vygoranie-kak-sledstvie-defitsitaprofessionalnoy-gotovnosti-na-osnove-analiza-nauchnoy-literatury>
  22. Тюрин Константин Геннадьевич Акмеологические способности в контексте изучения проблемы саморазвития личности профессионала // Акмеология. 2016. №2 (58). URL: <https://cyberleninka.ru/article/n/akmeologicheskie-sposobnosti-v-kontekste-izucheniya-problemy-samorazvitiya-lichnosti-professionala>
  23. Степнова Людмила Анатольевна Аутопсихологическая компетентность в контексте изучения механизмов саморазвития личности // Акмеология. 2017. №2 (62). URL: <https://cyberleninka.ru/article/n/autopsihologicheskaya-kompetentnost-v-konteksteizucheniya-mehanizmov-samorazvitiya-lichnosti>
  24. Болсун Сергей Александрович Аутопсихологические технологии преодоления внутренних ограничений в развитии коммуникативной компетентности руководителя // Акмеология. 2015. №2 (54). URL: <https://cyberleninka.ru/article/n/autopsihologicheskietehnologii-preodoleniya-vnutrennih-ogranicheniy-v-razvitii-kommunikativnoy-kompetentnostirukovoditelya>
  25. Эмоциональный интеллект. Harvard Business Review: 10 лучших статей. – М.: Альпина Паблишер, 2018. – 188с.
  26. Туманов О. Выбери себя. Свобода личности и создание своего мира. – М.: Альпина Паблишер, 2018. – 246с.
  27. Тэллон Р., Сикора М. Осознанность в действии. Эннеаграмма, коучинг и развитие эмоционального интеллекта. – М.: Ориенталия, 2017. – 432с.
  28. Бодалев А.А., Столин В.В. Общая психодиагностика. – СПб: Речь, 2006. – 440с.
  29. Акмеология профессионального образования: учебное пособие /В. А. Чупина. Екатеринбург: Рос. гос. проф.-пед. ун-т, 2019. 97 с. URL: <https://elar.rsvpu.ru/bitstream/123456789/29993/1/978-5-8295-0673-5.pdf> (дата обращения: 02.06.2022).

#### *Internet sources*

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
- EL "University Library Online" <http://www.biblioclub.ru>
- EL "Yurayt" <http://www.biblio-online.ru>
- EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)
- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

## 2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

*Training toolkit for self- studies to master the course \*:*

### 1. The set of lectures on the course «Civil servant identity development»

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**DEVELOPERS:**

**Associate professor**

**Daria V. Stanis**

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position, department

name and surname

**HEAD OF EDUCATIONAL DEPARTMENT:**

**Associate professor**

**Dmitry V. Nakisbaev**

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**HEAD**

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