

Exploration of Ideological and Political Teaching in Management Psychology Courses under the “Four-Stage Case” and “Three-Loop Guidance”

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Abstract: This paper focuses on innovating ideological and political teaching modes in Management Psychology courses, constructing and practicing the “Four-Stage Case” and “Three-Loop Guidance” teaching modes. This mode adopts a progressive case system consisting of life cases, role model cases, local cases, and practical cases, stimulating students’ interest and thinking through deep interaction. Simultaneously, it integrates the “Three-Loop Guidance” strategy of cognition, emotion, and behavior into the teaching process, comprehensively cultivating students’ overall quality. This teaching mode has significantly improved students’ learning enthusiasm, critical thinking ability, and value shaping. Life cases effectively connect theory with practice, role model cases inspire students’ spirit of struggle, local cases enhance cultural identity, and practical cases cultivate students’ ability to solve practical problems. The “Three-Loop Guidance” strategy effectively promotes students’ emotional resonance and behavior formation based on knowledge imparting.

Keywords: Four-Stage Case; Three-Loop Guidance; Management psychology; Ideological and political education in courses

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1. Introduction

General Secretary Xi pointed out, “We should adhere to the unity of explicit and implicit education, and tap into the ideological and political education resources contained in other courses and teaching methods.” Management Psychology is a highly integrated field involving many elements of ideological and political education in courses. Teachers need to explore these elements from teaching modules and extract valuable teaching designs to educate students and improve the overall quality of education^[1]. As one of the core courses for cultivating future management talents, Management Psychology not only needs to impart professional knowledge but also should focus on cultivating students’ comprehensive quality and shaping their values.

However, the current ideological and political teaching in Management Psychology courses faces problems such as “superficiality” and “forced integration” of theoretical courses, ignoring students’ reality, lacking affinity and appeal, and difficulty in empathizing with students. This study proposes a teaching model for ideological and political courses in Management Psychology combining “Four-Stage Case” and “Three-Loop Guidance.”

The aim is to achieve an organic unity of knowledge imparting, ability cultivation, and value shaping through a multi-dimensional case system and a comprehensive guidance strategy. The “Four-Stage Case” includes life cases, role model cases, local cases, and practical cases. Through advanced case interaction, students are expected to develop their ability to solve practical problems while mastering professional knowledge, enhancing their sense of social responsibility and professional ethics ^[2]. The “Three-Loop Guidance” includes cognitive guidance, emotional guidance, and behavioral guidance. Through strategies that span the entire teaching process, it promotes students’ comprehensive development. This study aims to empirically verify the effectiveness and feasibility of this teaching model, providing new ideas and practical cases for ideological and political reforms in Management Psychology courses in universities ^[3].

2. Theoretical construction of the “Four-Stage Case” and “Three-Loop Guidance” curriculum ideological and political teaching model

To achieve the three-level curriculum ideological and political goals of “national sentiment, professional literacy, and mental health” in the course of Management Psychology, the teaching model of “Four-Stage Case” combined with “Three-Loop Guidance” is constructed. This model involves deep interaction through progressive cases, including life cases, role model cases, local cases, and practical cases, and integrates cognitive, emotional, and behavioral “Three-Loop Guidance” teaching strategies into the instruction.

2.1. Construction of “Four-Stage Cases” curriculum ideological and political cases

The “Four-Stage Case” teaching model is a progressive and in-depth case teaching system designed to comprehensively enhance students’ theoretical understanding, practical application, and value identification abilities through multi-dimensional and multi-level case designs. The four-stage progressive case system includes:

- (1) Life cases: Bridges between theory and practice. Life cases are selected to be close to students’ lives, easy to understand, and correspond to theoretical knowledge points, aiming to stimulate students’ interest in learning. Cases related to students’ daily lives, social hotspots, and Chinese traditional culture are collected, focusing on those closely linked to students’ existing knowledge, containing ideological and political elements, and featuring a lively and vivid style. Students are encouraged to share their own experiences and analyze them from the perspective of Management Psychology.
- (2) Role model cases: Inspiring students’ fighting spirit. Role model cases introduce outstanding figures and their deeds in the field of Management Psychology or related industries, establishing positive examples to motivate students’ learning drive and career aspirations. The curriculum deeply explores role models, including labor models, advanced typical figures, management scholars, entrepreneurs, and typical figures of Chinese traditional culture and their stories, forming a collection of role model cases. These cases can encourage students to establish correct professional values and enhance their professional identity and sense of mission.

- (3) Local cases: Enhancing cultural confidence. Local cases combine Management Psychology theories with Chinese local management practices, strengthening students' cultural confidence and localized thinking. The curriculum deeply explores excellent enterprise management cases in China and Yunnan, tells good Chinese management stories, and analyzes the management modes of Chinese enterprises, such as Huawei's wolf culture and Alibaba's value-driven approach. It also explores the impact of Chinese excellent traditional culture on modern Management Psychology, forming a collection of local cases to cultivate students' cultural and institutional confidence.
- (4) Practical cases: Cultivating problem-solving abilities. Through real management situations, practical cases in the "Four-Stage Case" aim to cultivate students' problem-analysis and problem-solving abilities. Complex and open practical management problems are selected, requiring comprehensive application of the knowledge learned. Simulated management situations, such as role-playing or management decision-making simulations, are set up. Students are organized to participate in enterprise internships and write case analysis reports. Practical cases with strong practicality, such as classic experiment simulations, debate competitions, and group task activities, are conducted. A collection of practical cases is formed to strengthen and train students' ability to actively observe practical management, cultivating their comprehensive qualities.

The "Three-Loop Guidance" teaching strategy permeates pre-class, in-class, and post-class activities. Centered around the three-tier objectives of ideological and political education in the curriculum, the "Three-Loop Guidance" of cognitive change, emotional cultivation, and behavioral modification is consistently applied when presenting the "Four-Stage Case."

- (1) Cognitive guidance: Knowledge imparting and thinking cultivation. Cognition is the foundation for the effectiveness of ideological and political education in the curriculum and the knowledge base behind attitude change. Teachers should provide clear explanations and guidance at the cognitive level during ideological and political education in the curriculum, forming correct cognitions and correcting misconceptions.
- (2) Emotional guidance: Values shaping and emotional resonance. Emotional guidance focuses on cultivating students' positive emotions towards management work and shaping correct professional values. Emotion is the catalyst for ideological and political education in the curriculum, facilitating students' internalization of values. Teachers should inject emotion into ideological and political education in the curriculum, moving students with emotion and guiding them to develop reasonable emotions and feelings.
- (3) Behavioral guidance: Practical ability and behavioral habits. Behavioral guidance emphasizes converting theoretical knowledge into practical actions and cultivating good management behavior habits. Behavior is the subsequent result of ideological and political education in the curriculum, and it can also produce the effect of belief through action. Clearer cognition and stronger emotions make it easier to produce behavior, which in turn reinforces cognition. Teachers should encourage students to act during ideological and political education in the curriculum to consolidate their attitudes.

These three elements interact and effectively connect. Changes in cognition promote emotional transformation, emotions influence behavior and behavior, in turn, strengthens cognition. This approach gradually infects students from the shallow to the deep levels in teaching, enhancing the warmth and enthusiasm of theoretical teaching content.

3. “Four-Stage Case” and “Three-Loop Guidance” practical teaching strategy

3.1. Focus on individual differences and manage negative emotions

In the ideological and political teaching of Management Psychology courses, teachers should adhere to the student-centered principle, allowing students to first understand themselves and enhance their self-awareness. Then, they should manage any potential negative emotions, starting with inner optimization and improvement to lay a solid foundation for learning Management Psychology.

Taking individual differences and management modules as an example, teachers can analyze the temperaments and personalities of characters from the four great classical novels for students. Using Lin Daiyu as an example, teachers can help students understand her sensitivity, suspicion, and pettishness, thereby enhancing their self-awareness. In class, teachers can explain in combination with the original work, showing that Lin Daiyu’s prominent characteristics are sensitivity, suspicion, aloofness, and pride. She inherits the great tradition of traditional scholars who are cynical and refuse to associate with vulgarity. In the secular environment of the Jia Mansion, which is full of power struggles and intrigues, Lin Daiyu not only feels the oppression and restraint of being a guest but also demonstrates her aloofness and high standards in every aspect of her life. She is overly concerned with others’ words and opinions, forming many troubles in her sensitive heart. Her sensitivity mainly comes from her family environment and the experience of losing both parents, while her jealousy is mainly due to Jia Baoyu.

The line “Three hundred and sixty days a year, like a sword cutting wind and frost” in “Burying Flowers” is a true expression of Lin Daiyu’s feeling of oppression and suspicion in the Jia Mansion. She is constantly concerned about others’ evaluations and opinions. In the chaotic relationships within the Jia Mansion, where men are almost all ignorant and elders are either violent or incompetent, and also dissolute, Lin Daiyu seems out of place. Having read books and opened her mind, she realizes that she is trapped, deprived, denied, belittled, and powerless to resist. She knows that she cannot achieve her long-cherished wishes, that the poetry club is ultimately an illusion, and that her future is bleak. Under such circumstances, it is natural for her to be sensitive and suspicious. She also shows jealousy in her language and behavior when interacting with Jia Baoyu and other women, often being pettish.

There are many descriptions of this in “A Dream of Red Mansions.” Through the analysis of Lin Daiyu’s personality and temperament, students not only strengthen their understanding of the original work but also recognize the importance of managing their inner negative emotions, correctly facing changes in the external living environment, enhancing their self-awareness, and clarifying their self-positioning, thus achieving the ideological and political teaching goals of the course.

3.2. Motivating work attitudes and infiltrating core values

In the ideological and political education of Management Psychology courses, it is essential to strengthen the education of socialist core values. Students should be made aware that they will eventually work in a specific industry or field, thus psychologically preparing them to embrace professionalism and consciously internalize socialist core values, influenced by advanced deeds and cases.

Taking the attitude theory and management module as an example, teachers should primarily cultivate students’ professionalism and selfless dedication, introducing cases of great craftsmen in large countries. Simultaneously, teachers should connect the spirit of these craftsmen with the spirit of the 20th National Congress, allowing students to recognize the fundamental consistency between the two. Both emphasize the

efforts of the people and promote China's modernization and the great rejuvenation of the Chinese nation through their valiant struggle. The craftsman spirit embodies meticulous dedication to professional labor and the pursuit of excellence.

In summary, it is about achieving self-worth or life value through labor ^[4]. In this golden age, led by the Party, the people of China are confidently striding towards the future with the fullest attitude and spirit. Showing students the documentary "Great Craftsmen of Large Countries" featuring the deeds of scientists and teachers can inspire students to study diligently. Deep integration of the craftsman spirit with computer science knowledge can achieve remarkable results, touching students' hearts. Teachers can use specific cases to acquaint students with the real stories of great craftsmen, allowing them to experience the craftsmen's charisma. A notable example in the computer industry is Le Jiajin, whose deeds can be used to infiltrate moral education as a key aspect of ideological and political education in the curriculum. As a great craftsman, Le Jiajin embodies a unique "digging spirit," which has made him a great scientist and craftsman in the computer industry. His meticulous and great spirit has established his illustrious image in the computer industry, not only making tangible contributions to the country but also constantly infecting others with his spirit and qualities, enabling them to gain from continuous effort and learning. His influence as a great craftsman has transcended the boundaries of the computer industry, reaching even higher realms.

3.3. Understanding leadership psychology and introducing grand narratives

In the ideological and political classroom of Management Psychology courses, teachers should also educate students on leadership psychology, leadership qualities, decision-making abilities, and other aspects according to the needs of different students. By introducing grand narratives, teachers can help students consciously understand the mission and responsibility that leaders should possess, comprehend management itself from a broader perspective, and strive to do their best in everything.

Taking the leadership psychology and management module as an example, teachers explain to students Chairman Mao's decision-making abilities. From the perspective of administrative development thinking, students are guided to understand that leaders must base their decisions on actual conditions and seek truth from facts to make correct decisions and manage effectively ^[5]. Administrative development refers to the positive changes in administration, continuously improving in the right direction and adapting to new things in the context of the new era. It is inseparable from the real-world administrative system and can promote the comprehensive development of a country's politics, economy, and culture, which is an important reflection of the country's prosperity.

Under complex historical backgrounds, Chairman Mao proposed the establishment of a scientific and comprehensive administrative management mechanism, which is a significant contribution of his administrative thought to China's development. Chairman Mao created a political party system under the leadership of the Communist Party of China and a political system of democratic consultation. He also established a unique administrative management system featuring centralized leadership and appropriate decentralization of power to local authorities, as well as a system of regional ethnic autonomy under unified national leadership. These are all the most appropriate administrative management systems adopted by Chairman Mao based on local conditions and after studying domestic and international situations.

It is precisely because Chairman Mao demonstrated the "Chinese style and Chinese manner" that he promoted the independent development of administrative management in China, which is not only very different

from Western capitalist countries but also distinct from the Soviet Union, which was also in the socialist camp. Regarding the process of administrative development, Chairman Mao's administrative thought accurately pointed out the important force of the people and clearly stated that administrative development needs to be closely connected with the people. The people also indirectly determine the quality and speed of administrative development. Analyzing from the perspective of establishing base areas, Chairman Mao showed that the enthusiastic support and loyal backing of the local people are important guarantees for the administrative development of the base areas, ensuring that workers, farmers, and the petty bourgeoisie are closely united and serve the administrative construction of the base areas together.

Chairman Mao achieved initial success in replacing feudal and capitalist administration with socialist administration, realizing a revolutionary breakthrough in administrative management. Fundamentally, this was because it aligned with the fundamental interests of the broadest masses of the people. This recognizes the role of the simple science and technology of the people. Chairman Mao pointed out that workers, farmers, and intellectual workers create all the wealth in society, and the practice of the people is the material foundation for administrative development. The people's mastery of advanced science and technology is a crucial force driving administrative development. Administrative development is closely related to people's lives.

From the perspective of people-oriented thinking, Chairman Mao elaborated on the fundamental principle that the people determine administrative development and administrative development reacts to people's lives, allowing the people to participate in administrative development and injecting a critical decisive force into the continuous evolution of administrative development. By studying historical facts and integrating their thinking, students learn about the efforts required by leaders in management and achieve progress and improvement.

4. Analysis of the practical effects of the “Four-Stage Case” and “Three-Loop Guidance” teaching model

4.1. Implementing moral education and cultivating comprehensive talents

Through the progressive learning of the “Four-Stage Case,” students can start with life cases and gradually transition to role model cases, local cases, and practical cases, deepening their understanding of the principles of Management Psychology step by step. This learning approach not only helps consolidate theoretical knowledge but also enables students to flexibly apply what they have learned in practice. During the case study process, students need to analyze the case background, problems, and solutions, which cultivates their case analysis skills. By comparing different cases, students can better understand the application of Management Psychology in various contexts, thereby enhancing their ability to solve practical problems. In the “Four-Stage Case” and “Three-Loop Guidance” teaching models, the improvement of ideological and political literacy is closely integrated with the learning of professional knowledge. While learning professional knowledge, students are constantly exposed to ideological and political education, achieving a dual improvement in knowledge and literacy, which is conducive to cultivating comprehensive talents.

4.2. Significant improvement in ideological and political literacy and its remarkable educational effects

The new teaching model has demonstrated significant effects in multiple dimensions, including knowledge mastery, critical thinking, practical application, and innovation ability. Students' interest in learning and self-learning abilities have been significantly improved, laying a foundation for lifelong learning. The advanced

design of the “Four-Stage Case” effectively promotes students’ ability to transform theoretical knowledge into practical skills. The “Three-Loop Guidance” strategy plays a vital role in cultivating students’ correct values and professional ethics. Through the systematic construction and implementation of the “Four-Stage Case” and “Three-Loop Guidance” teaching model, the aim is to achieve innovation in ideological and political teaching in Management Psychology courses and cultivate management talents with both moral integrity and professional ability.

5. Conclusion

The innovative reform of the Management Psychology course has been carried out through the construction and practice of the “Four-Stage Case” and “Three-Loop Guidance” models. These models have demonstrated significant advantages in enhancing students’ interest in learning, classroom participation, practical abilities, value formation, and overall quality, providing an effective pathway for the reform of ideological and political teaching in courses. The organic integration of professional knowledge teaching and value cultivation can better achieve the educational goals of higher education. Research shows that multi-dimensional and multi-level teaching designs contribute to meeting the comprehensive development needs of students.

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Disclosure statement

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