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| **Al-Farabi Kazakh National University**  **Syllabus**  **Autumn semester 2019-2020** | | | | | | | | | | | |
| **Code of discipline** | | **Name of discipline** | **Type** | **Hours per week** | | | | | **Credits** | **ECTS** | |
| **lecture** | **Practical** | | **Lab** | |
|  | | “Training and Development of Personnel” | ОК | 2 |  | | 0 | | 3 | 5 | |
| **Lector** | | Lecturer: Professor, higher doctor of psychological sciences  Duisenbekov D.D. | | | | **Office hour** | | | | According schedule | |
| **e-mail** | | e-mail: dauletdd@mail.ru | | | |
| **Telephone** | | Telephone: +77019933897; +77773768493; +7077291955; +77272925717 (2131) | | | | **Auditorium** | | | |  | |
| **Academic presentation of the course** | | Content of the discipline "Training and Development of Personnel" is aimed to studying basics of applied psychology that are necessary for training specialists of mastership degree in the system of higher education. The main thesis of the discipline is a team as a doer of different forms of constructive activity including cognitive, learning and communicative.  § The purpose of the course: The aim of course is to conduce students to acquire basic knowledge of practical psychology for applying them in their life and for development of their professional potential. | | | | | | | | | |
| **Prerequisites** | | Measuring and Productivity Reward, Research Methods and Experience | | | | | | | | | |
| **Postrequisites** | |  | | | | | | | | | |
| **Informational resource** | | **Main Bibliography**  1. Gross Richard. Psychology: The Science of Mind and Behaviour. - Hodder Education; 7th Revised edition, 2015. – 1000 p.  2. Anthony Landale (1999). Gower Handbook of Training and Development. Gower Publishing, Ltd. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9780566081224](https://en.wikipedia.org/wiki/Special:BookSources/9780566081224)  3. Diane Arthur (1995). "Training and Development". Managing Human Resources in Small & Mid-Sized Companies. AMACOM Div American Mgmt Assn. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9780814473115](https://en.wikipedia.org/wiki/Special:BookSources/9780814473115).  4. Shawn A. Smith & Rebecca A. Mazin (2004). "Training and Development". The HR Answer Book. AMACOM Div American Mgmt Assn. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9780814472231](https://en.wikipedia.org/wiki/Special:BookSources/9780814472231).  5. Cohn JM, Khurana R, Reeves L (October 2005). "Growing talent as if your business depended on it". [Harvard Business Review](https://en.wikipedia.org/wiki/Harvard_Business_Review). **83** (10): 62–70. [PMID](https://en.wikipedia.org/wiki/PubMed_Identifier) [16250625](https://www.ncbi.nlm.nih.gov/pubmed/16250625)  6. Rebecca., Page-Tickell (3 July 2014). *Learning and development*(1st ed.). London. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9780749469894](https://en.wikipedia.org/wiki/Special:BookSources/9780749469894). [OCLC](https://en.wikipedia.org/wiki/OCLC) [883248797](https://www.worldcat.org/oclc/883248797)    **Additional Bibliography**  1. Bell, Bradford S.; Tannenbaum, Scott I.; Ford, J. Kevin; Noe, Raymond A.; Kraiger, Kurt (2017). ["100 years of training and development research: What we know and where we should go"](https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2306&context=articles). *Journal of Applied Psychology*. **102** (3): 305–323.  2. Derek Torrington; Laura Hall & Stephen Taylor (2004). *Human Resource Management*. Pearson Education. p. 363.  3. Bell, Bradford S.; Kozlowski, Steve W. J. (2008). ["Active learning: Effects of core training design elements on self-regulatory processes, learning, and adaptability"](https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1417&context=articles). *Journal of Applied Psychology*. **93** (2): 296–316. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1037/0021-9010.93.2.296](https://doi.org/10.1037%2F0021-9010.93.2.296). [ISSN](https://en.wikipedia.org/wiki/International_Standard_Serial_Number) [1939-1854](https://www.worldcat.org/issn/1939-1854). [PMID](https://en.wikipedia.org/wiki/PubMed_Identifier) [18361633](https://www.ncbi.nlm.nih.gov/pubmed/18361633)  4. Keith, Nina; Frese, Michael (2005). ["Self-Regulation in Error Management Training: Emotion Control and Metacognition as Mediators of Performance Effects"](http://fox.leuphana.de/portal/de/publications/selfregulation-in-error-management-training-emotion-control-and-metacognition-as-mediators-of-performance-effects(82a4fe6d-6219-40a6-abe7-fc21f6d2bbad).html). *Journal of Applied Psychology*. **90** (4): 677–691. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1037/0021-9010.90.4.677](https://doi.org/10.1037%2F0021-9010.90.4.677). [ISSN](https://en.wikipedia.org/wiki/International_Standard_Serial_Number) [1939-1854](https://www.worldcat.org/issn/1939-1854). [PMID](https://en.wikipedia.org/wiki/PubMed_Identifier) [16060786](https://www.ncbi.nlm.nih.gov/pubmed/16060786).  5. Kozlowski, Steve W. J.; Bell, Bradford S. (15 April 2003), "Work Groups and Teams in Organizations", *Handbook of Psychology*, John Wiley & Sons, Inc., [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1002/0471264385.wei1214](https://doi.org/10.1002%2F0471264385.wei1214), [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [0471264385](https://en.wikipedia.org/wiki/Special:BookSources/0471264385)  6. Brown, Judith (December 2002). "Training Needs Assessment: A Must for Developing an Effective Training Program". *Public Personnel Management*. **31** (4): 569–578. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1177/009102600203100412](https://doi.org/10.1177%2F009102600203100412). [ISSN](https://en.wikipedia.org/wiki/International_Standard_Serial_Number) [0091-0260](https://www.worldcat.org/issn/0091-0260) | | | | | | | | | |
| **Structure of discipline** | | This is an introductory course that will be carried out a general acquaintance with a large amount of theoretical material. Home works (exercises) will give you an opportunity to get acquainted with the practical application of theoretical material. You can work together with another student with homework. | | | | | | | | | |
| **Academic policy of the course in the context of university values** | | 1. For each class you have to prepare according to the schedule below. Each task should be completed by the class, where the topic is discussed.  2. Homework will be distributed throughout the semester, as shown in the graph of discipline.  3. Most homework will include a few questions that can be answered by querying on the database example; you need to perform queries and answers that you got used to the next part of the homework. Search SQL appropriate learning resources may be required to study necessary inquiries.  4. During the semester, you will use the material studied in the project. Specific requirements for the project will be distributed in class. All parts of the project will constitute 10% of the final mark of the course.  5. You will need to complete the main project programming, providing for the development of database applications using the database structure provided by the lector. Specific requirements will be distributed in class. The project will cost 15% of the final grade.  When homework subject to the following rules:  • Homework should be carried out within a specified time. Later, homework will not be accepted.  • Homework should be done on one side of a sheet of A4 paper, and pages must be attached in order of numbering issues (problems). Questions (task) must be numbered, and definitive answers (if necessary) must be provided. (Homework, do not meet these standards will be returned with an unsatisfactory evaluation).  • You can work together with another student with homework. | | | | | | | | | |
| **Evaluation and appraisal policy** | | Appropriate timing of homework may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | |
| **Summative estimation** | | | | | | | | | |
| **Policies** | | **Description of independent work** | | | | | | **Weight** | | **Results of study** | |
| Homework  Self-work  SWML  Exams  **TOTAL** | | | | | | 35%  10%  15%  40%  100% | | 1,2,34,5,6  2,3,4  4,5,6  1,2,3,4,5,6 | |
| Your final score will be calculated by the formula:  Below are minimum estimates (in Percentage):  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | |
| **Policies of the discipline** | | Appropriate timing of homework or projects may be extended in the event of extenuating circumstances (such as illness, emergencies, contingency, etc.) in accordance with the University's academic policies. Student participation in discussions and exercises during class will be taken into account in its overall assessment of the discipline. Design issues, dialogue and feedback on the subject of discipline are welcomed in classes, and the lector during final grade will take into account the participation of each student in the class. | | | | | | | | | |
| **Schedule of discipline** | | | | | | | | | | | |
| **Week** | **Thematic block \*\* I – Training as a Form of Special Education** | | | | | **Hours** | | | | | **Max. points** |
| **1** | Lecture 1 Research issues of effective personnel training and development | | | | | 2 | | | | | 1 |
|  | Practical lesson 1 Why you need high-impact personnel (employee) training and development? | | | | | 1 | | | | | 5 |
|  | 1 Theme of Self-work (SRD) Describe scientific background of personnel training and development | | | | | 1 | | | | | 6 |
| **2** | Lecture 2 Historical background of personnel training and development | | | | | 2 | | | | | 2 |
|  | Practical lesson 2 Social and economic causes of needs to study personnel training and development | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze training-related article ["100 years of training and development research: What we know and where we should go"](https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=2306&context=articles) | | | | | 1 | | | | | 6 |
| **3** | Lecture 3  Aims of implementing training programs developed for employees | | | | | 2 | | | | | 2 |
|  | Practical lesson 3 Practical tasks of management training programs | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Reveal the content of the concept "[lifelong learning"](https://en.wikipedia.org/wiki/Lifelong_learning) | | | | | 1 | | | | | 6 |
| **Thematic block \*\* II – Main Activities of Personnel Training and Development** | | | | | | | | | | | |
| 4 | Lecture 5  Three main activities of personnel training and development: training, education, and development | | | | | 2 | | | | | 1 |
|  | Practical lesson 4 Self-regulation phenomena of human activity within training and development | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Basic needs and motives of training and development | | | | | 1 | | | | | 6 |
| **5** | Lecture 5 Evolutionary and behavioural predetermines of training in natural sciences and psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 5 Natural mechanisms of training and development: instincts, individual-exchangeable behavior and intelligence | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze the issue of reinforcement applied to training and development | | | | | 1 | | | | | 6 |
| **6** | Lecture 6 Trainee-focused flexibility and active learning opportunities | | | | | 2 | | | | | 1 |
|  | Practical lesson 6 Analysis of active learning techniques: exploratory/discovery learning, error management training, guided exploration and mastery training | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe effectiveness of various learning techniques | | | | | 1 | | | | | 6 |
| **7** | RC 1 | | | | |  | | | | | 17 |
| **Total** |  | | | | |  | | | | | **100** |
| **8** | Lecture 8 "Stakeholders" in training and development: sponsors, clients, line managers, participants, facilitators and providers | | | | | 2 | | | | | 1 |
|  | Practical lesson 8 Analysis of different "stakeholders" roles within training and development | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Agenda and motivations of various "stakeholders", conflicts between them | | | | | 1 | | | | | 6 |
| **9** | Lecture 9 Projects in the field of personnel training and development: executive and supervisory/management development, new-employee orientation, professional-skills training, technical/job training, customer-service training, sales-and-marketing training, and health-and-safety training | | | | | 2 | | | | | 1 |
|  | Practical lesson 9 Social-psychological features of [high-reliability organizations](https://en.wikipedia.org/wiki/High_reliability_organization) | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe high safety standards in personnel training and development | | | | | 1 | | | | | 6 |
| **10** | Lecture 10 Economic and social-psychological benefits of integrating training and development into personnel and organizations | | | | | 2 | | | | | 1 |
|  | Practical lesson 10 Empirical evaluation of high-impact personnel training and development | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Purposes of training and development benefits: increased productivity and job performance, skills development, team development, decreasing safety-related accidents | | | | | 1 | | | | | 6 |
| **11** | Lecture 11 Personnel (a team) from the point of view of social psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 11 Grouping phenomena in the forming of personnel (a team) | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe social-psychological features of the efficient team | | | | | 1 | | | | | 6 |
| **Thematic block\*\* III – Main Research Practices in the Personnel Training and Development** | | | | | | | | | | | |
| **12** | Lecture 12 Evaluation and assessments of personnel through training and development | | | | | 2 | | | | | 1 |
|  | Practical lesson 12 Ways to reveal personnel’s specific skills to train and develop | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe employees adaptations needed to suit changing environments | | | | | 1 | | | | | 6 |
| **13** | Lecture 13 Main issues of training and development within diversity of professions and specialties | | | | | 2 | | | | | 1 |
|  | Practical lesson 13 Basic phenomena of training and development in connection to psychology of labor | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) How to acquire the necessity to train and develop in life-span perspective? | | | | | 1 | | | | | 6 |
| **14** | Lecture 14 Cultural roots and cross-cultural features of personnel training and development in modern conditions | | | | | 2 | | | | |  |
|  | Practical lesson 14 Cultural, cross-cultural and ethnical specifics of personnel training and development | | | | | 1 | | | | |  |
|  | Theme of Self-work (SRD) Clarify cultural and cross-cultural approaches to personnel training and development | | | | |  | | | | |  |
| **15** | **RC 2** | | | | | 1 | | | | | 16 |
| **Total** | | | | | |  | | | | | **100** |
| **Exam** | | | | | |  | | | | | **100** |

Head of the General and Implied

Psychology Department Z.B. Madalieva

Bureau of Zhubanazarova N.S.

Philosophy and Political science faculty

Professor, higher doctor of psychological sciences D.D. Duisenbekov