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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** | |
|  | | “Labor Motivation and Attitudes” | ОК | 2 | 1 | | 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 "Labor Motivation and Attitudes" 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. 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. [Lawler](https://www.researchgate.net/profile/Edward_Lawler) E. J. Job Attitudes and Employee Motivation: Theory, Research and Practice // [Personnel Psychology](https://www.researchgate.net/journal/1744-6570_Personnel_Psychology) 23(2):223 - 237 · December 2006.  2. [Cho](https://journals.sagepub.com/action/doSearch?target=default&ContribAuthorStored=Cho%2C+Yoon+Jik) Y. J., [Perry](https://journals.sagepub.com/action/doSearch?target=default&ContribAuthorStored=Perry%2C+James+L) J.L. Intrinsic Motivation and Employee Attitudes: Role of Managerial Trustworthiness, Goal Directedness, and Extrinsic Reward Expectancy // First Published November 2, 2011 Research Article  3. Atkinson J. W., *An Introduction to Motivation*, (Princeton: Van Nostrand, 1964).[Google Scholar](http://scholar.google.com/scholar_lookup?title=An%20Introduction%20to%20Motivation&author=JW.%20Atkinson&publication_year=1964)  4. Graen G., ‘Instrumentality Theory of Work Motivation: Some Experimental Results and Suggested Modifications’, *Journal of Applied Psychology Monograph*, LIII (2) (1969) 1–25.[CrossRef](https://doi.org/10.1037/h0027100)[Google Scholar](http://scholar.google.com/scholar_lookup?title=Instrumentality%20Theory%20of%20Work%20Motivation%3A%20Some%20Experimental%20Results%20and%20Suggested%20Modifications&author=G.%20Graen&journal=Journal%20of%20Applied%20Psychology%20Monograph&volume=LIII&pages=1-25&publication_year=1969)  5. Viteles M. S., ‘The Two Faces of Applied Psychology’, *International Review of Applied Psychology*, XVIII (1969) 5–10.[Google Scholar](http://scholar.google.com/scholar_lookup?title=The%20Two%20Faces%20of%20Applied%20Psychology&author=MS.%20Viteles&journal=International%20Review%20of%20Applied%20Psychology&volume=XVIII&pages=5-10&publication_year=1969)  6. Winslow E. K. and Whitsett D., ‘Dual-Factor Theory: A Reply to House and Wigdor’, *Personnel Psychology*, XXI (1968) 55–8.  7. Рубинштейн С.Л. Основы общей психологии**.** – СПб.: Изд-во "Питер", 2007. – 713 с.Узнадзе Д.Н. Психологические проблемы мотивации поведения человека. – М.: Наука, 1969. – 213 с.  8. Ковалев В.И. Мотивы поведения и деятельности. – М.: Наука, 1988.- 192 с.  9.Якобсон П.М. Психологические проблемы мотивации поведения человека. – М.: Изд-во "Просвещение", 1969. – 317 с. | | | | | | | | | |
| **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 – Motivation and Attitudes as Issues of Labor Psychology** | | | | | **Hours** | | | | | **Max. points** |
| **1** | Lecture 1 Theoretical approaches towards study of motivation in psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 1 Diversity of motives in behaviour and different forms of human activity | | | | | 1 | | | | | 5 |
|  | 1 Theme of Self-work (SRD) Describe scientific background of studying human needs and motives | | | | | 1 | | | | | 6 |
| **2** | Lecture 2 Motives as psychical states in connection with initial needs and emotions | | | | | 2 | | | | | 2 |
|  | Practical lesson 2 Formation of motives out of needs and emotions in behaviour and activity | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze theme-related article “The Power of Motivation and Work Attitude” | | | | | 1 | | | | | 6 |
| **3** | Lecture 3  Studying human motives in labor psychology | | | | | 2 | | | | | 2 |
|  | Practical lesson 3 Practical tasks of labor motivation study and research | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Reveal the content of the category of "[motive"](https://en.wikipedia.org/wiki/Lifelong_learning) in psychology | | | | | 1 | | | | | 6 |
| **Thematic block \*\* II – Attitudes and Motives of Labor Activity** | | | | | | | | | | | |
| 4 | Lecture 5  Attitudes as psychological phenomena | | | | | 2 | | | | | 1 |
|  | Practical lesson 4 Attitudes as specific experience states within behaviour and human intercourse | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Research studies of attitudes in social psychology | | | | | 1 | | | | | 6 |
| **5** | Lecture 5 Interconnections of attitudes towards work and labor motivation | | | | | 2 | | | | | 1 |
|  | Practical lesson 5 Classes and types of attitudes in social and labor psychology | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Analyze the issue of attitudes applied to labor activity | | | | | 1 | | | | | 6 |
| **6** | Lecture 6 Diversity of motives in the spheres of training, education and labor | | | | | 2 | | | | | 1 |
|  | Practical lesson 6 Mechanism of motives subjecting throughout activity | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe effectiveness of various activity motives | | | | | 1 | | | | | 6 |
| **7** | RC 1 | | | | |  | | | | | 17 |
| **Total** |  | | | | |  | | | | | **100** |
| **8** | Lecture 8 Intrinsic motivation as an issue of psychology of personality | | | | | 2 | | | | | **1** |
|  | Practical lesson 8 Analysis of different approaches towards intrinsic motivation | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Research studies of intrinsic motivation in connection with personal attitudes | | | | | 1 | | | | | 6 |
| **9** | Lecture 9 Diversity of personality theories of motivation in modern pssssychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 9 Social-psychological and labor characters of motivation and attitudes modern trends | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe modern tendencies in study of labor motives and attitudes | | | | | 1 | | | | | 6 |
| **10** | Lecture 10 Economic and social-psychological benefits of integrating motives and attitudes into personnel and organizations | | | | | 2 | | | | | 1 |
|  | Practical lesson 10 Empirical evaluation of high-impact motives and attitudes | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Purposes of motives and attitudes study benefits: increased productivity and job performance, skills development, team development, decreasing safety-related accidents | | | | | 1 | | | | | 6 |
| **11** | Lecture 11 Individual and team attitudes from the point of view of social psychology | | | | | 2 | | | | | 1 |
|  | Practical lesson 11 Individual and team attitudes in the focus of psychological research | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe social-psychological features of individual and team attitudes | | | | | 1 | | | | | 6 |
| **Thematic block\*\* III – Main Research Practices in the Sphere of Attitudes and Motives of Labor Activity** | | | | | | | | | | | |
| **12** | Lecture 12 Evaluation and assessments of attitudes and motives of labor activity | | | | | 2 | | | | | 1 |
|  | Practical lesson 12 Ways to reveal specific attitudes and motives of labor activity | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) Describe employees labor attitudes and motives of activity | | | | | 1 | | | | | 6 |
| **13** | Lecture 13 Main issues of motivation and attitudeswithin diversity of professions and specialties | | | | | 2 | | | | | 1 |
|  | Practical lesson 13 Basic phenomena of motivation and attitudesin connection to different spheres of modern psychology | | | | | 1 | | | | | 5 |
|  | Theme of Self-work (SRD) How to acquire the necessity to train and develop labor motivation and attitudes? | | | | | 1 | | | | | 6 |
| **14** | Lecture 14 Cultural roots and cross-cultural features of human motivation and attitudesin modern conditions | | | | | 2 | | | | |  |
|  | Practical lesson 14 Cultural, cross-cultural and ethnical specifics of labor motivation and attitudes | | | | | 1 | | | | |  |
|  | Theme of Self-work (SRD) Clarify cultural and cross-cultural approaches to labor motivation and attitudes | | | | |  | | | | |  |
| **15** | **RC 2** | | | | | 1 | | | | | 16 |
| **Total** | | | | | |  | | | | | **100** |
| **Exam** | | | | | |  | | | | | **100** |

Head of the General and Implied

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Bureau of Zhubanazarova N.S.

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