**APPROVED**

**The dean of faculty**

 **Doctor of philosophy, professor,**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Massalimova A.R.**

**The report № \_\_\_ from «\_\_\_» \_\_\_\_\_\_\_\_\_2019**

**Examination questions**

 **on discipline “Training and Development of Personnel”**

**” 3 credit**

 **Directions of specialization: “6M050300 – Psychology”**

|  |  |  |
| --- | --- | --- |
| **№** | **Question**  | **Part\*** |
|  | Represent research issues of effective personnel training and development | 1 |
|  | Reveal scientific background of of personnel training and development | 1 |
|  | Denote needs in high-impact personnel (employee) training and development  | 1 |
|  | Describe historical background of personnel training and development | 1 |
|  | Define social and economic causes of needs to study personnel training and development | 1 |
|  | Reveal significance of psychology in personnel training and development | 1 |
|  | Describe aims of implementing training programs developed for employees | 1 |
|  | Denote practical tasks of personnel training programs  | 1 |
|  | Clarify the content of the concept "[lifelong learning"](https://en.wikipedia.org/wiki/Lifelong_learning) | 1 |
|  | Represent training as a form of special education | 1 |
|  | Describe main activities throughout personnel training and development : training, education and development | 1 |
|  | Identify self-regulation phenomena of human activity within training and development | 1 |
|  | Analyse basic needs and motives of personnel training and development | 1 |
|  | Reveal evolutionary and behavioural preconditions of training in natural sciences and psychology | 1 |
|  | Denote natural mechanisms of training and development: instincts, individual-exchangeable behavior and intelligence | 1 |
|  | Define the issue of reinforcement applied to training and development | 2 |
|  | Describe trainee-focused flexibility and active learning opportunities | 2 |
|  | Analyse active learning techniques: exploratory/discovery learning and error management training | 2 |
|  | Make an analysis of active learning techniques: guided exploration and mastery training | 2 |
|  | Reveal the effectiveness of various learning techniques in personnel training | 2 |
|  | Denote roles of "stakeholders" in training and development: sponsors, clients, line managers, participants, facilitators and providers    | 2 |
|  | Distinguish different "stakeholders" roles within training and development | 2 |
|  | Describe working agenda and motivations of various "stakeholders", conflicts between them | 2 |
|  | Show projects in the field of training and development: executive and supervisory development, new-employee orientation, professional training | 2 |
|  | Clarify projects in the field of training and development:technical training, customer-service training, sales-marketing training, and health-safety training | 2 |
|  | Reveal social-psychological features of [high-reliability organization](https://en.wikipedia.org/wiki/High_reliability_organization) and personnel  | 2 |
|  | Distinguish high safety standards in personnel training and development | 2 |
|  | Reveal economic and social-psychological benefits of integrating training and development into personnel and organizations | 2 |
|  | Describe empirical evaluation of high-impact personnel training and development | 2 |
|  | Analyse purposes of training and development benefits: increased productivity and job performance | 2 |
|  | Denote purposes of training and development benefits: skills development, team development, decreasing safety-related accidents  | 3 |
|  | Define a personnel (as a team) from the point of view of social psychology | 3 |
|  | Reveal grouping phenomena in the forming of a personnel (as a team) | 3 |
|  | Describe social-psychological features of the efficient team  | 3 |
|  | Definemain research practices in the personnel training and development | 3 |
|  | Illustrate evaluation and assessments of personnel through training and development | 3 |
|  | Consider ways to reveal personnel’s specific skills to train and develop | 3 |
|  | Discuss employees means of adaptation needed to suit changing environments  | 3 |
|  | Denote main issues of training and development within diversity of professions and specialties | 3 |
|  | Clarify basic phenomena of training and development in connection to psychology of labour |  |
|  | How to acquire the necessity to train and develop in life-span perspective? | 3 |
|  | Reveal cultural roots and cross-cultural features of personnel training and development in modern conditions | 3 |
|  | Distinguish cultural, cross-cultural and ethnical specifics of personnel training and development | 3 |
|  | Clarify cultural and cross-cultural approaches to personnel training and development | 3 |
|  | Describe actions, operations, abilities and skills in the structure of efficient activity in different personnel organizations | 3 |
|  | Describe social-psychological features of efficient personnel | 3 |
|  | Denote main research practices in the study of personnel | 3 |
|  | Provide instances of evaluation and assessments of organizations through its training and development | 3 |
|  | Clarify ways to reveal personnel’s specific features skills to develop and grow | 3 |
|  | Define personality’s adaptive potential towards inclusion to different types of personnel | 3 |
|  | Distinguish main issues of personnel study within diversity of professions and specialties | 3 |
|  | Denote basic phenomena of study of organizations in connection to psychology of labour | 3 |
|  | How to acquire the necessity to study personnel in life-span perspective? | 3 |
|  | Reveal cultural roots and cross-cultural features of studying a personnel of organizations in modern conditions | 3 |
|  | Distinguish cultural, cross-cultural and ethnical specifics of study of organizations | 3 |
|  | Differentiate social state and social role of personality within a personnel |  |
|  | Define team-leader roles through his skills to train and develop a personnel | 3 |
|  | Identify different styles of personnel leadership according to their efficiency | 3 |
|  | Define personality’s potential to train and develop together with personnel | 3 |
|  | Analyze technologies of personality’s career promotion within a personnel | 3 |

**Bureau of the faculty N.S. Zhubanazarova**

 **Head of the Chair Z.B. Madalieva**

 **Lecturer D.D. Duisenbekov**

**Expert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**