**APPROVED**

**The dean of faculty**

 **Doctor of philosophy, professor,**

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**The report № \_\_\_ from «\_\_\_» \_\_\_\_\_\_\_\_\_2020**

**Examination questions**

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

**” 3 credit**

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

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| **№** | **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-economic causes 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 | 2 |
|  | Identify self-regulation phenomena of human activity within training and development | 2 |
|  | Analyse basic needs and motives of personnel training and development | 2 |
|  | Describe trainee-focused flexibility and active learning opportunities | 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 |
|  | Reveal social-psychological features of high-impact personnel training and development | 2 |
|  | Distinguish high safety standards in personnel training and development | 2 |
|  | Denote purposes of training and development benefits: increased productivity and job performance, skills development, team development, decreasing safety-related accidents  | 2 |
|  | Describe social-psychological features of the efficient team  | 2 |
|  | Definemain research practices in the personnel training and development | 3 |
|  | Clarify basic phenomena of training and development in connection to psychology of labour |  |
|  | Distinguish cultural, cross-cultural and ethnical specifics of personnel training and development | 3 |
|  | Reveal cultural and cross-cultural approaches to personnel training and development | 3 |
|  | Describe social-psychological features of efficient 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 |
|  | 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 |

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