**SYLLABUS**

**Fall semester 2020-2021 academic years**

**on the educational program for “Master’s degree” of the 2nd year students**

**studying by specialty “Personality and Organizational Psychology”**

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| **Discipline’s code** | **Discipline’s title****“Training and Development of Personnel”** | **Independent work of students (IWS)** | **No. of hours per week** | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | **Laboratory (Lab)** |
|  |  | 98 | 15 | 30 | - | 5 | 7 |
| **Academic course information** |
| **Form of education** | **Type of course**  | **Types of lectures** | **Types of practical training**  | **Number of IWS** | **Form of final control** |
| Online, combined | theoretical | Problem, analytical lecture | Problem solving, case study | 6 | Oral exam |
| Lecturer  | D. Duisenbekov, Dr of Psych. Sc., Prof. |  |
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| **Academic presentation of the course**  |

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| **Aim of course**The application of psychological theory, knowledge and methods towards Training and Development of Personnel | **Expected Learning Outcomes (LO)**As a result of studying the discipline the Master’ course students will be able to understand research methodology and planning study of training and development of personnel including knowledge and skills of academic representation of research results. | **Indicators of LO achievement (ID)**(for each LO at least 2 indicators) |
| **LO** | 1.Cognitive 1. To understand relations of scientific principles, methods and methodology in psychological research of training and development of personnel | 1/To specify differences in research predetermines and methodology2/To explain history of research of training and development of personnel |
| 2.Functional 1. To apply knowledge of methods of studying training and development of personnel | 1/To differentiate peculiarities of different research methods2/To specify each research method |
| 3.Functional 2. To apply principles of motivation, leadership and management in analysis of empirical research in the field of studying training and development of personnel | 1/To explain methodology chosen2/To explain empirical results of studying training and development of personnel |
| 4.Systematic 1. To reconstruct research plan in studying training and development of personnel | 1/To evaluate various options of research plan2/To evaluate various options of empirical research goals |
| 5.Systematic 2. To reconstruct plan of writing an article in the field of studying labor motivation and attitudes  | 1/To apply APA-style for empirical research report2/ To classify the most popular themes in the field of studying training and development of personnel |
| **Prerequisites** | Study of Organizations; History, State and Tendencies of Modern Psychology Development  |
| **Post requisites** | Pedagogical internship |
| **Information resources**  | **Main Bibliography**1. Landale A. Gower Handbook of Training and Development. Gower Publishing, Ltd. – 1999.  [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9780566081224](https://en.wikipedia.org/wiki/Special%3ABookSources/9780566081224)2. Arthur D. Training and Development. Managing Human Resources in Small & Mid-Sized Companies. – AMACOM Div American Mgmt Assn. – 1995.  3. Shawn A. Smith & Mazin R. A. Training and Development. – The HR Answer Book. AMACOM Div American Mgmt Assn. – 2004. 4. Cohn J.M., Khurana R, Reeves L. Growing talent as if your business depended on it". [Harvard Business Review](https://en.wikipedia.org/wiki/Harvard_Business_Review). **83** (10). – 2005. – P. 62–70.  5. Page-Tickell R. Learning and development(1st ed.). – London, 2014. – 240 p. **Additional Bibliography**1. 1. Gilbreth, L.M. The Psychology of Management. – Palala Press, 2020. – 360 p.
2. 2. The SAGE Encyclopedia 0f Industrial and Organizational Psychology by S.G. Rogelberg
3. (Editor). – London: SAGE Publications Ltd., 2017.
4. 3. Bell B.S.; Tannenbaum S.I.; Ford J.K.; Noe R.A..; Kraiger K. 100 years of training and
5. development research: What we know and where we should go.  – *Journal of Applied*
6. *Psychology*. **102** (3). – 2017. – P. 305–323.
7. 4. Bell B.S.; Kozlowski S.W.J. ().  Active learning: Effects of core training design
8. elements on self-regulatory processes, learning, and adaptability. – *Journal of Applied*
9. *Psychology*. **93** (2). – 2008. – P.296–316. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1037/0021-9010.93.2.296](https://doi.org/10.1037/0021-9010.93.2.296). [ISSN](https://en.wikipedia.org/wiki/International_Standard_Serial_Number) [1939](https://www.worldcat.org/issn/1939-1854)
10. [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)
11. 5. Keith N., Frese M. Self-Regulation in Error Management Training: Emotion Control and
12. Metacognition as Mediators of Performance Effects. – *Journal of Applied Psychology*. **90** (4). –
13. 2005. – P. 677–691. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1037/0021-9010.90.4.677](https://doi.org/10.1037/0021-9010.90.4.677). [ISSN](https://en.wikipedia.org/wiki/International_Standard_Serial_Number) 1934-1854. [PMID](https://en.wikipedia.org/wiki/PubMed_Identifier) [16060786](https://www.ncbi.nlm.nih.gov/pubmed/16060786).
14. 6. Brown J. (December 2002). Training Needs Assessment: A Must for Developing an Effective
15. Training Program. – *Public Personnel Management*. **31** (4). 2002. – P. 569-578.
16. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1177/009102600203100412](https://doi.org/10.1177/009102600203100412). [ISSN](https://en.wikipedia.org/wiki/International_Standard_Serial_Number) [0091-0260](https://www.worldcat.org/issn/0091-0260)
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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:** All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule. ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.**Academic values:**- Practical lessons, IWS should be independent, creative.- Plagiarism, forgery, cheating at all stages of control are unacceptable.- Students with disabilities can receive counseling at e-mail \*\*\*\*\*\*\*@gmail.com. |
| **Evaluation and attestation policy** | **Criteria-based evaluation:** assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).**Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| weeks  | Topic name | LO | ID | amount of hours  | Maximum score | Form of Knowledge Assessment  | TheForm of the lesson / platform |

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| Module **1**  |
| 1 | **L.1** Research issues of effective personnel training and development. | LО 1 | ID 1.1.ID 1.2. | 1 | 0 |  | Off-line/ Video lecture in MS Teams, Zoom |
| 1 | **PT 1** Scientific background of personnel training and development. | LО 1 | ID 1.1.ID 1.2. | 2 | 8 | Analysis | Off-line/ Webinarin MS Teams, Zoom |
| Module One. Training as a Form of Special Education |
| 2 | **L.2** Historical background of personnel training and development. | LО 1 | ID 1.1.ID 1.2. | 1 | 0 |  | Off-line/Video lecture in MS Teams, Zoom |
| 2 | **PT 2** Social and economic causes of needs to study personnel training and development. | LО 1 | ID 1.1.ID 1.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams, Zoom |
| 3 | **L.3** Aims of implementing training programs developed for employees.  | LО 2 | ID 2.1.ID 2.2. | 1 | 0 |  | Off-line/Video lecture in MS Teams, Zoom |
| 3 | **PT 3** Practical tasks of management training programs.  | LО 2 | ID 2.1.ID 2.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams, Zoom |
| 3 | IWST 1 Consultation on the implementation of IWS1 | LО 1 | ID 1.1. | 1 | 5 |  | Off-line/Zoom |
| 3 | IWS **1.** Why you need high-impact personnel (employee) training and development? 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). Reveal the content of the concept "[lifelong learning"](https://en.wikipedia.org/wiki/Lifelong_learning) | LО 3 | ID 3.1. | 2 | 25 | Logic taskSearch of information from various Psychological sources  |  |
|  | Due to Saturday 12 p.m. |
| 4 | **L.4.** Three main activities of personnel training and development: training, education, and development.  | LО 2 | ID 2.1. | 2 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 4 | **PT 4**. Self-regulation phenomena of human activity within training and development.   | LО 2LO 3 | ID 2.1.ID 2.2.ID 3.1 | 1 | 8 |  | Off-line/Webinarin MS Teams Zoom |
| Module two. Main Activities of Personnel Training and Development |
| 5 | **L.5**. Evolutionary and behavioural predetermines of training in natural sciences and psychology.  | LО 2LО 3 | ID 2.1.ID 3.1. | 2 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 5 | **PT 5.** Natural mechanisms of training and development: instincts, individual-exchangeable behavior and intelligence.  | LО 2 | ID 2.1.ID 2.2 | 1 | 8 |  | Off-line/Webinarin MS Teams Zoom |
| 5 | IWST 2 Consultation on the implementation of the IWS 2 | LО 4 | ID 4.1.ID 4.2 | 2 | 5 |  | Off-line/Webinarin MS Teams Zoom |
| 5 | IWS 2Describe basic needs and motives of training and development. Analyse the issue of reinforcement applied to training and development.  | LО 2 | ID 2.1.ID 2.2 | 1 | 20 | Logic task |  |
|  | Due to Saturday 12 p.m. |
| 5 | Make a structural and logical diagram of the read material | LО 4 | ID 4.1. | 2 | 10 | Logic task |  |
| 5 | **MT 1** | LО 1 | ID 1.1. |  | 100 |  |  |
| 6 | **L.6.** Trainee-focused flexibility and active learning opportunities.  | LО 2 | ID 2.1. | 1 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 6 | **PT 6.** Active learning techniques: exploratory/discovery learning, error management training, guided exploration and mastery training. | LО 2 | ID 2.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams Zoom |
| 7 | **L.7.** "Stakeholders" in training and development: sponsors, clients, line managers, participants, facilitators and providers    | LО 4 | ID 4.1. | 1 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 7 | **PT 7**. Analysis of different "stakeholders" roles within training and development.  | LО 4 | ID 4.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams Zoom |
| 8 | **L.8.** 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. | LО 4 | ID 4.2. | 1 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 8 | **PT8.** Social-psychological features of [high-reliability organizations](https://en.wikipedia.org/wiki/High_reliability_organization).  | LО 4 | ID 4.2. | 2 | 8 |  | Off-line/Webinarin MS Teams Zoom |
| 9 | **L.9.** Economic and social-psychological benefits of integrating training and development into personnel and organizations. | LО 3 | ID 3.1. | 1 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 9 | **PT 9.** Empirical evaluation of high-impact personnel training and development. | LО 3 | ID 3.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams Zoom |
| 9 | IWST 3 Consultation on the implementation of the IWS 3 | LО 5 | ID 5.1.ID 5.2. |  | 5 |  | Off-line/Webinarin MS Teams Zoom |
| 9 | ISW 3. Describe high safety standards in personnel training and development; Represent training and development benefits: increased productivity and job performance, skills development, team development, decreasing safety-related accidents.  | LО 5 | ID 5.1.ID 5.2 |  | 25 | Logic task |  |
|  | Due to Saturday 12 p.m. |
| 10 | 1. **L.10**. Personnel (a team) from the point
2. of view of social psychology.
 | LО 3 | ID 3.1. | 1 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 10 | **PT 10** Grouping phenomena in the forming of personnel (a team).  | LО 3 | ID 3.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams Zoom |
| 10 | **МТ (Midterm Exam)** | LО 5 | ID 5.1. |  | 100 |  |  |
| Module Three. Main Research Practices in the Personnel Training and Development |
| 11 | **L.11.** Individual and personality peculiarities revealed in training and development.  | LО 1 | ID 1.1. | 1 |  |  | Off-line/Video lecture in MS Teams Zoom |
| 11 | **PT 11**. Individuality and personality types due to training, development and labor. | LО 2 | ID 2.1. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams Zoom |
| 11 | IWST 4 Consultation on the implementation of IWS 4 | LО 2 | ID 2.1. |  | 5 |  | Off-line/Webinarin MS Teams Zoom |
| 11 | IWS 4. Describe psychological features of the efficient team. Describe employees forms of adaptation needed to suit changing environments.  | LО 2 | ID 2.2. |  | 25 | Problem task |  |
|  | Due to Saturday 12 p.m. |
| 11 | Make a structural and logical diagram of the read material | LО 1 | ID 1.1. |  | 10 | Logic task |  |
|  | Due to Saturday 12 p.m. |
| 12 | **L.12** Psychological issues of training and development within diversity of professions, labor motives and attitudes.  | LО 1 | ID 1.1. | 1 |  |  | Off-line/Video lecture in MS Teams, Zoom |
| 12 | **PT 12.** Basic phenomena of training and development in connection to psychology of labor. Ways to reveal employees’ skills to train and develop, labor attitudes and motives of activity.  | LО 2 | ID 2.1. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams, Zoom |
| 13 | **L.13**. Evaluation and assessments of personnel through training and development, their motives and attitudes.  | LО 1 | ID 1.2. | 1 |  |  | Off-line/Video lecture in MS Teams, Zoom |
| 13 | **PT 13.** Practical tasks of motives and attitudes research: increased productivity and job performance, skills development, team development, decreasing safety-related accidents.   | LО 1 | ID 2.1. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams, Zoom |
| 13 | IWST 5 Consultation on the implementation of IWS 5 | LО 5 | ID 5.1. |  | 5 |  | Off-line/ Webinarin MS Teams, Zoom |
| 13 | IWS 5.Describe social-psychological features of employees’ labor attitudes and motives of activity. How to acquire the necessity to train and develop labor motivation and attitudes? | LО 5 | ID 5.1.ID 5.2. |  | 25 | Problem task |  |
|  | Due to Saturday 12 p.m. |
| 14 | **L.14.** Significance of social-cultural peculiarities of training and development of personnel.  | LО 4 | ID 4.1. | 1 |  |  | Off-line/Video lecture in MS Teams  |
| 14 | **PT 14.** Corporate culture as an outcome of training and development of personnel.  | LО 4 | ID 4.2. | 2 | 8 | Analysis | Off-line/Webinarin MS Teams |
| 14 | IWST 6.Consultation onthe topic “corporate culture and personnel”. | LО 2 | ID 2.1. | 2 | 8 | Analysis | Off-line/ Webinarin MS Teams, Zoom |
| 15 | **L.15** Individual abilities, skills and gifts in building up of career through training and development.  | LО 2 | ID 2.1. | 1 |  |  | Off-line/ Video lecture in MS Teams |
| 15 | **PT 15** Significance of training and development in career promotion and evaluation of personality career potential.  | LО 5 | ID 5.1.ID 5.2. | 2 | 8 | Analysis | Off-line/ Webinarin MS Teams, Zoom |
| 15 | IWST 7 Consultation on theimplementation of IWS 6 | LО 5 | ID 5.1. |  | 5 |  | Off-line/ Webinarin MS Teams, Zoom |
| 15 | IWS 6. Create and work out an individual program “My career and professional development”**.** Give analysis of a typical article structure. | LО 4LО 4 | ID 4.1.ID 5.2 |  | 25 | Analysis |  |
|  | Due to Saturday 12 p.m. |
|  | **MT 2** | LО 2 | ID 2.1. |  | 100 |  |   |
|  | **EXAM** | LО 3 | ID 3.1. |  | 10 |  |   |

[Abbreviations: QS - questions for self-examination; TT - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

 Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

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