

Intracompany Training Management System: Evaluation and Modeling

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INTRODUCTION

Research Actuality

The state policy of the Republic of Kazakhstan is focused on creating the potential of the highly qualified personnel for its economy. In 2007 in his message to the people of Kazakhstan “New Kazakhstan in the New World” the President N.A. Nazarbaev defined the new objectives of the new period as modern education and professional training and retraining, usage of **innovative** technologies, ideas and approaches, development of **innovative** economy.(1).

A summary report was prepared based on the poll among the heads of more than 60 companies. It was done in Almaty in the frameworks of the UNESCO Project “Teaching for Companies Development” (2000 – 2002). In it, among the main reasons for the increase of labor performance, work with human resources occupies the 3rd place (2).

A good example of the importance of the personnel in general and Administrative-and-Managerial Personnel (AMP) in particular is the attitude of the European Community and The USA towards Kazakhstan. In order to prepare the qualified personnel, they financed the MBA, MA and MPA programs of the Kazakhstan Institute of Management, Economics and Strategic Research from 1993 to 2000.

The Hamburg Declaration on teaching adults confirmed that only development focused at the satisfaction of the human and society needs, based on the wide public participation and respect of human rights, would allow guaranteeing a sustainable and just progress (3).

The purpose of the dissertation is to study organizational factors in developing one of the most important aspects of building up a modern company, which is aware of the growing importance of the human capital, its development through the knowledge management – **the intracompany personnel training system**, in particular through the system of professional training **the Administrative and Management Personnel (AMP)**.

The intracompany personnel training system is a combination of training within a company undertaken for the increase of the professional competency and operational efficiency of the personnel, which are aimed at the increase of the productivity and labor efficiency.

Personnel training of a company is done as **the intracompany training system**, that is a system of the personnel training at the territory of its own or engaged training center conducted by its own or invited educators and aimed at the achievement of the company’s objectives.

Effective professional training in companies, methods and technologies of such training as a basis for a company’s development, are a serious but so far poorly developed in Russia and Kazakhstan.

The basis for the andragogical¹ principles of education is a proved in psychology statement that personality development, thinking process, adoption of theoretical knowledge and related skills are only possible through active practice. Passive training can form **neither solid knowledge, nor deep convictions, nor flexible skills** (4).

In the process of the professional training in general and of the AMP in particular there exists a number of contradictions:

- Between companies' needs to educate personnel through a narrow professional training, and needs of an adult in wide personal development.
- Between the need to define necessary skills and knowledge to implement certain professional tasks, and inability of the HR heads and employees to define these needs.
- Between a company's need in qualified personnel here and now and the necessity to additionally train not only universities graduates, but other categories of new and existing employees as well.
- Between a company's need in qualified personnel here and now, and a long process of learning new knowledge, skills, convictions, the necessity to constantly learn new knowledge, skills and convictions in a quickly changing environment for better current and future performance .
- Between traditional methods of professional teaching and the search for effective andragogical technologies of the intracompany professional training.

The present dissertation research is aimed at solving the above mentioned controversies.

The Hypothesis of the Research

Let's assume that efficiency of management will grow with the proper approach to organizing and implementing the AMP training of managerial and business communication skills under the following conditions:

- The andragogical approach as the integral part of the theory of teaching adults is used for a company's professional personnel training and development.
- The integrated system of the intracompany professional training is projected and includes the company goal orientation of the intracompany personnel training, mechanisms of training being "built" into the company's activity and development, and an effective training needs assessment is made.
- Personnel training implements such effects of andragogical interaction as positive motivation of an adult in continuous education for better performance, orientation to the

¹ Andragogy – is a science of teaching adults as compared to pedagogy – a science of teaching children

requirements of a learning organization and labor market, learning the ways of solving problems, valuable for both a company and its employee.

- The andragogical techniques of the personnel training are created, and they help to develop the following personnel qualities important for a company – readiness for professional training, internal motivation to fulfill business tasks, desire to improve performance, informational competence, etc.
- The role of an educator in training a company's personnel changes. On the one hand, he is an andragogue, that is a specialist in teaching adults through different forms of informational and practical interchange with them. On the other hand, he has professional and social knowledge, skills and convictions.

The goal of the research is to find and scientifically justify innovation potential and methods to increase the efficiency of a company through new approaches to management of intracompany professional training for the development of the AMP knowledge and skills in management and business communication.

The objectives of the research

The objectives of the research are as follows:

1. To analyze the specifics of the intracompany AMP training as the research object at the junction of management and andragogy.
2. To find the necessity of changing the strategy and tactics of the AMP training for the purpose of sustainable development of both a company and its personnel.
3. To offer the model of the **intracompany training system of the AMP**, which takes into consideration both the needs of the company and its employees. To find and scientifically justify some conditions of building up the efficient **intracompany training system of the AMP**.
4. To define the andragogical foundations of the model of the **intracompany training system of the AMP**.
5. To find the differences between the presently proposed and academic models of teaching. To find the important influence of the discovered differences on the quality of the AMP training and its results implementation.
6. To work out a sub-model of the andragogical technologies inside the model of the intracompany managerial personnel training, and find the conditions of its efficiency. Justify the andragogical approach to the personnel training.
7. To define the requirements to the personnel educators.

8. To offer practical solutions to improve the efficiency of the proposed models, taking into consideration the differences between the academic educational model and the model of the intracompany training system.

The object of the research is the intracompany personnel training system.

The subject of the research is management of the process of the AMP training of the knowledge and skills in management and business communication.

Research methods are as follows: the analysis of the scientific and methodological literature on management, intracompany professional training, psychology, pedagogy, andragogy, and also research and systematization of the existing experience in organizing personnel training, modeling experiments, questioning, observation quality and quantity analysis of the results at different stages of the experiments.

The following companies became the field of research: the projects financed by the International Science-and-Technology Center, JSC “Kaztcink”, University of International Business, LLC “Institute of Directors”, LLC “Center of the On-Line Education”, LLC “Zerde”, LLC “Laton”, LLC “Kopitek” and others.

Stages of the Research

Stage one (1999-2001) – analysis of the practical experience in the intracompany personnel training and retraining of specialists in Russia and Kazakhstan.

Stage two (2001 – 2005) – developing a model of the intracompany training system, working out and implementing the andragogical model of the AMP training, experimenting and testing innovative approaches.

Stage three (2005-2007) – finalizing analysis, generalizing and preparing the results of the research, wide implementation of the experiment results in practice.

Scientific Novelty of the Research

- The notions “**the intracompany training system**”, “the intracompany professional training as an andragogical system” and “andragogical technologies” were refined.
- A model of the intracompany personnel training system, including the andragogical approach, was developed.
- The andragogical approach for a company’s AMP training was justified.
- A model of andragogical technologies for a company’s AMP training, which implemented the functions of a manager, was worked out.

- We proposed integration criteria and indicators of the efficiency of a company's AMP training, based on the fact that trainees developed a wider view on professional problems and tasks as well as individual vision of how to solve them.
- We proved the necessity of changing approach to professional training needs assessment at companies, taking into consideration the specifics of the transitional period in Kazakhstan and Russia and readiness of the HR heads and employees to assess the required training.
- We scientifically justified a new role and innovative requirements to an educator-andragogue in the intracompany professional training.

Theoretical Importance of the Research

Theoretical value of the research lies in defining and justifying the following:

- a model of an intracompany personnel training system as a whole and the AMP training in particular;
- andragogical approaches to the organization of the personnel training system: developing "learning organization", widening a specialist's competence structure, formation of the positive motivation to the continuous education;
- a system of andragogical technologies – simulative and strategic, organizational, communicative, practical and others, that help to increase managerial results.

Practical Importance of the Research

The following was prepared as the result of the research and its implementation:

- Reference tables to help in AMP training needs assessment;
- Samples of personnel training regulation including the AMP training, which include check-lists for conducting the professional training as well;
- Recommendations for educators and training organization selection for the intracompany AMP training.
- Syllabuses for a company's AMP training ("Effective Management", "Human Resources Management", "Change Management", "Time Management", "Personnel Development" and others)

The Presentation Includes:

1. The model of the **intracompany personnel training system**, including andragogical technologies for a company's personnel training, which are built on the following principles: practice orientation, subject-and-context orientation, social-and-cultural communication, etc.
2. Andragogical approaches and effects of using the theory of adult education for the formation of the intracompany personnel training system on the whole and the AMP training in

particular: wider interpretation of professional competence functions, positive motivation of an adult for continuous education, orientation to the requirements of the learning organization and labor market, learning the optimal new ways of solving professional problems.

3. Additions to the AMP training needs assessment and ways to conduct short-term AMP training from the viewpoint of modern theories of personnel training in general and andragogy in particular.
4. Structure and new requirements to an educator-andragogue for the intracompany training system, which includes the typology of aims, professional, andragogical and subject components.

Testing and Implementation of the Research Results

The main content of the research was presented and discussed at the International Science-and-Practice Conference “Business and Education: VECTOR OF DEVELOPMENT”, Almaty, 2001-2002; at the International Science-and-Practice Conference “Business – Education and Globalization: Perspectives of the Central Asian Region”, Almaty, 2003; at the International Science-and-Practice Conference “Society, Education, Personality” at the Leningrad Regional Institute for Education Development, Saint-Petersburg, 2001; at the Laboratory for Problems of Projecting the Content and Technologies of Education for Adults at the SNU “Institute of Adults Education”, RAE, 2003-2004; at the Institute of Continuous Pedagogical Education at the Novgorod State University named after Yaroslav the Wise, 2005, LLC “Center of the On-Line Education”, 2004-2005; at the Siberia Congress of psychotherapists and psychologists, 2007; at the 4th PanAsian Congress on Psychology and Psychotherapy, Ekaterinburg, 2007 and in other places. The results of the research are described in 19 publications.

1. ANDRAGOGICAL APPROACH AS AN INNOVATION RESEARCH METHOD FOR THE INTRACOMPANY PERSONNEL TRAINING SYSTEM

1.1. *The intracompany personnel training system as an object of management science research.*

Methodological problems of professional training and retraining of personnel are discussed in many sources. (5, 6)

P. Drukker, a famous scientist in the field of management, in his report “Business and Management” noted that in the 21st century, the principles of companies’ activity would change – from “being based on a market” to “being based on knowledge”. This tendency led to the concept of **a learning organization**. Originally, M. Pedler, J. Burgoin, and T. Boidell, who defined it as a company permanently modernizing and developing due to continuous professional training (7), introduced this notion early in the 90s.

Alongside with the world tendencies, signs of rapid development of the intracompany training appear in Russia and Kazakhstan (8). After 15 years of the crisis, the intracompany training starts to develop again (9). In this situation, the shortage of specialists in the labor market and outdated knowledge and skills of specialists lead to a decrease in efficiency of companies, which motivates them to pay more attention to personnel training (10).

The demand leads to the situation where the market of the intracompany training is filled with the educators who have good teaching experience, but do not know the technology of teaching adults. Much of what had been developed in the sphere of general and professional training of adults turned out not to be used in the intracompany training. This in turn requires certain adaptation of the educational scientific research, and different methods towards the andragogical approach to professional training. This will be described in the following chapters of the abstract.

1.2. *Andragogical Foundations for Developing the Intracompany Personnel Training System.*

In the framework of the present research, we define **the andragogical approach** as a system of utilizing the achievements of the theory of adults education (andragogy) in creating **the intracompany personnel training system**.

The basic principles of andragogy can be formulated as follows:

1. A trainee has a leading role in the process of learning.
2. An adult trainee strives for self-realization, independence, self-management, and is aware of it.

3. An adult trainee has his/her own life experience that can be used as an important source of professional skills and knowledge for all the participants.
4. An adult is trained to solve important life problems and to reach a certain goal including professional ones.
5. An adult intends to use newly received skills, knowledge and qualities immediately.
6. A training behavior of an adult is determined by such factors as time and space, living conditions, professional and social factors, which either limit or help the process of professional training.
7. The process of training an adult is organized in the form of mutual activity of a trainee and a trainer through all the stages: “planning, implementation, evaluation and correction to a certain extent” (11).

We analyzed different research papers, which describe the specifics of teaching adults during the intracompany training. We also examined the definitions of this phenomenon as “becoming a specialist in the process of integration of the logics of education and logics of industry” (A.P.Sarichev), as “a system of continuous education adjusted to the needs of every person” (A.H.Shklyar), “subordination of learning to the logics of professional development of a personality” (V.V.Shapkin), “the system adapted to the production needs and oriented to personal developing of a trainee based on peculiarities of his/her life, needs and inclinations” (P.M.Novikov) (12, 13).

In the framework of modern approaches to educate adults, a company’s executives and many senior specialists can be considered as andragogues. In his turn, an adult trainee as an active subject has equal rights with a trainer in the training process (14).

Among the andragogical principles of teaching adults, scientists point out the following: the priority of self education, mutual activity, integration and coordination of experience, enrichment through creative activity experience, practical orientation, actualization of the results of education, elective character of education, development of educational needs, individualization of education, the context character of education, consciousness of education, etc. Each of the principles has a phenomenon of “subjectivity” – an important one in the field of researching adult education. The acquired knowledge and experience will widen the outlook on different situations and its interpretation from different perspectives (15).

1.3. Organization of the Process of a Company's AMP Training as a Research Object

The process of organizing personnel training is described in many sources (16, 17, 18, 19, 20). An employee in charge or a department organizing professional training face many tasks. But in our opinion, apart from the andragogical approach to training, as described above, on the territory of the CIS countries an important role to ensure the quality of professional training belongs to **training needs assessment, an educator role in training and requirements to the educator.**

1.3.1. Training needs assessment

There are many approaches to training needs assessment for companies. G.N. Sartan points out that the model of systematic training includes a cycle, consisting of defining needs for training, distribution of the resources for the training process, writing a plan of training, writing a syllabus, implementation of an education program, confirmation of the expediency of training, quantitative evaluation of the training process. (21).

Like other management processes, personnel training in a company depends on its general strategy. Many sources point out that companies often underestimate the importance of considering their strategies while organizing their tactical and operational activities, including training (22, 23). Besides this, the process and content of personnel training must be integrated into other processes of human resources management (24).

Jim Stuart points out those three levels should be considered at training needs assessment: a team, a person and work or a task (25). M. Clarin points to the difference in organizing personnel training, depending on whether training is aimed at tasks or relations (18). Based on the data of F. Trumpenaars and C. Hampden-Terner, Russian people (assuming the same is true about Kazakhstan) are individualists preferring individual tasks and responsibility in their operational activity (26). However, according to R.D. Luis, in everyday life Russians behave as collectivists and orient at relationships, not tasks (27). This should be taken into consideration when making a decision on required training.

1.3.2. Perception of the Information

Motivation. Many research papers are devoted to the theory and practice of personnel motivation (28). This topic is present in all the textbooks on management and human resources management (29). There is no doubt that personnel motivation, including training motivation, plays an important role in acquiring knowledge, skills and convictions (30).

A theory of internal motivation is interesting for the purposes of our research. Internal motivation is fulfilling a job being driven by interest to it. Developing the notion of internal motivation E.L. Deci describes two basic needs – a feeling of **competence** and a feeling of **self-determination** (31). It turns out that a psychological comfort of a person is directly linked with

satisfying his/her basic needs (32). Motivation to learning is a part of some business training methods (33).

Preparation of a Group for Training and Formation of Group Expectations.

Sometimes both business training organizers and educators believe that the topic of training, its name and a list of topics speak for themselves. But without clearing out and formulating the expectations from business training we can have a lot of surprises. Often trainees say they expected a different content or they have already studied the offered material (18 p. 143-144). Undoubtedly, a group should be prepared for training on other aspects as well.

Methods and Techniques of Training. It goes without saying that training methods affect the quality and depth of knowledge and skills. There are disagreements among the masters of learning theory about the importance of active participation of trainees in training. But for the majority of people practice enhances the learning process. We need to ask ourselves – do we teach knowledge or skills (abilities)? We need to understand that teaching even basic skills, like Donders A skills (a stimulus and a reaction), takes a lot of time (34). If we need to develop Donders B skills (a reaction to chose among several stimuli) or Donders C skills (identification of stimuli without reacting to them until getting the right one), then we need even more training time (35). There is no saying that the AMP works in complex systems, which means that it is very difficult to accelerate training, if possible at all.

Let's consider some methods of the AMP training.

Lectures and Presentations. Many works are devoted to the issues of lectures and presentations efficiency. Based on them we can make the given below conclusions (36, 37). Using this method an audience stays passive. It is considered to be ineffective. Besides, the content and volume of knowledge that stays in the audience's long memory is not forecasted. But we should remember that this method can be significant for the AMP training because management is done mainly through knowledge but less through skills.

Seminars. Seminars are more effective than lectures because knowledge is learned through more effective communication (38). But communication requires time. We can say that when we have a fixed period of time, seminars compared to lectures deliver an average volume of knowledge and/or certain skills with an average efficiency for an average size audience (15-16 persons). The opportunity for building up wide professional view is retained.

Training through Information Technologies and Distance Learning. Training with the help of information technologies appeared recently. Nowadays companies develop personnel training programs using different resources (video, animation, electronic textbooks, etc.) (39). These technologies are effective and they help to teach a big number of employees, but they require time, strong motivation and self-discipline of trainees.

Role Playing. Role playing is an effective method of training employees. Its drawback is that it is time consuming which increases time to get knowledge, skills and convictions and also reduces their volume. A role-playing format limits the number of participants. Besides that, using only role playing, exercises and other methods not connected with direct knowledge learning, leads to a stereotype behavior of the employees in business activity² (40, 41).

Exercises. Exercises require less time and allow flexibility in forming a professional training program. The training process remains active but exercises require a long time to build up significant volume of knowledge or skills. The content of the techniques and exercises themselves are widely represented in literature (42, 43).

Case method. Solving problems from cases, AMP learn the skills of solving complex problems. Practically all the European and American textbooks on HR management contain cases (44). But the analysis of the cases also takes significant time, and it is difficult to do it with a big audience. Besides this, cases give little new knowledge.

Table 1 – Comparison of a Mentor versus a Coach

| Parameters | Mentor | Coach |
|--------------------------------|--------------------------------------|--|
| Education | Different | University graduate, preferably advanced scientific degree in a certain profession |
| Knowledge in a selected field | Practical | Both practical and theoretical |
| Personal experience in a field | Yes | Yes |
| Reactive/proactive | Reactive | Proactive |
| Planning of training | Not always because of being reactive | By all means |
| What is taught | Knowledge and skills | Knowledge, skills and convictions |
| Who learn | Line personnel | AMP |
| Number of students | A group is possible | Individually |

The source: done by the author

Mentorship. Mentorship is an ancient way of teaching knowledge and skills. Nowadays fast changes make books obsolete before they are published. Students' knowledge becomes obsolete before the graduation. So the role of increases. Mentorship gives a big volume of effectively learned

² In many cases we can speak about building up conditional reflexes that are quite effective for a certain activity but require significant resources for re-training when changing a profession or when there is a need to build up other motor stereotypes. Many specialists on personnel training believe that it is easier to hire and train new employees than re-train the old ones.

practical knowledge and skills. But it requires a lot of time for both a tutor and an apprentice. Besides that it is an individual method of professional training. **Coaching.** Coaching is a relatively new approach in personnel training. This method is based not so much on the knowledge of the training technology but on the knowledge of consulting methods, because it is an individual method of employee development. Based on the literature, a coach should first of all be a professional in the subject he teaches, and he should have a clear-cut plan of how to form knowledge, skills and convictions. The key issue for a coach is a personal experience of doing what he teaches (46, 47). Comparison of a mentor versus a coach is shown in Table 1.

Rounding up the conversation about training methods, we can assume that there exist certain proportions that can be described as follows:

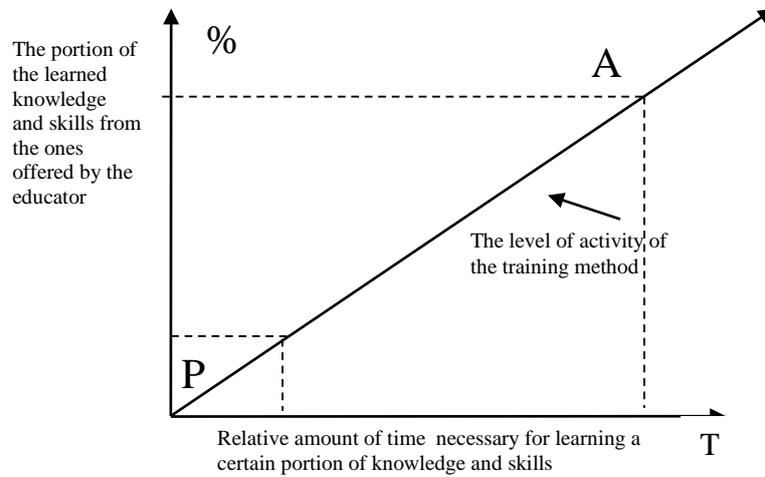
- The more active the method of personnel training, the higher is the level of learned knowledge and skills. However, what is learned requires relatively much time and/or relatively small volume of offered knowledge and skills.
- The more passive the method of personnel training, the lesser is the level of learned knowledge and skills, but what is learned requires a relatively short period of time.
- The offered volume of knowledge is relatively big.
- A more active method requires a less number of trainees.
- The more time we spend on building up specific professional knowledge and skills, the smaller is a chance of forming a wide professional outlook, which is especially important for the AMP.

The graphic image of this process is shown below on Picture 1 and Picture 2.

Post-Training Follow-up – Organizational Activity. The implementation of the professional training results is the most difficult part of training. After the training is finished, it is necessary for trainees not only to develop new opinions, motivation and an action plan, but also to create conditions for the implementation of these new ones. In this case only, the goal of professional training will be achieved. Different authors offer to make up an implementation plan during or after the training (48). The training plan might not be enough if there is no post-training follow-up for the trainees. D. Pfeifer and R. Satton point out that many companies know too much but do too little to implement new knowledge and skills into practice (49).

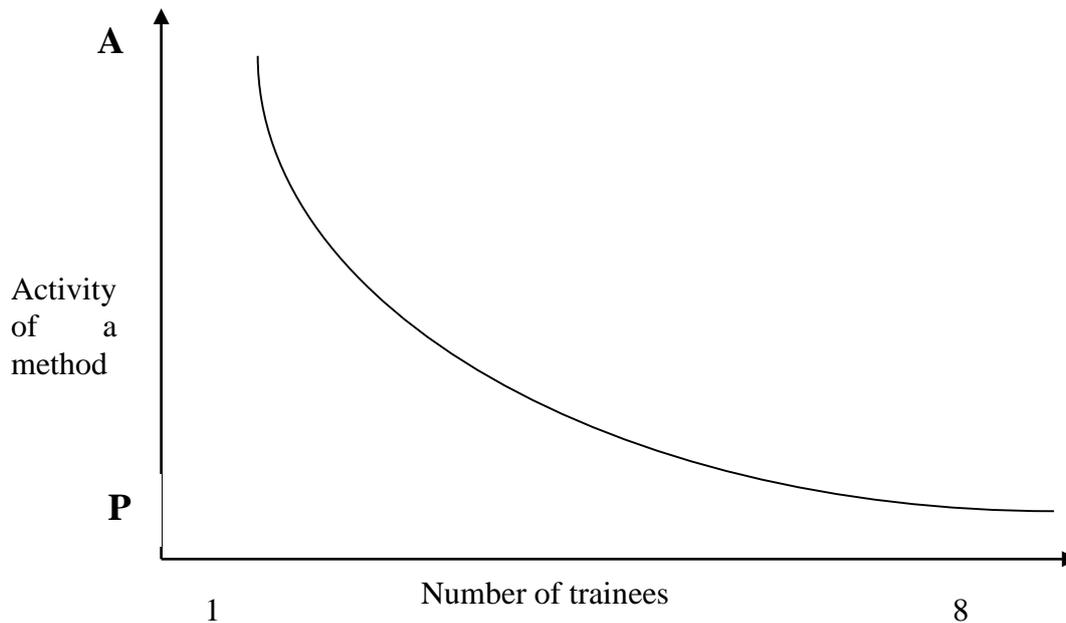
Procedures. The purpose of the procedures is to help maximize learning and retaining knowledge, skills and abilities. Many authors developed the procedures of conducting employee training. They offer theories and their practical work-outs, ready-to-use training programs, collections of developed materials (the content of seminars and trainings, exercises, role playing, cases, etc.) which can be used to compile a training that fulfills a certain task (50, 51).

P. Senge's concept for management professional seems of interest because he offers to teach system thinking, personal mastery, intellectual models, joint vision, and group learning (52).



P – passive methods of training (reading, distance learning, lectures, etc.)³
 A – active methods of training (coaching, tutorship, exercises, modeling, etc.).
 T - time.

Picture 1 -Relation of the level of learned knowledge and skills to the offered ones, the time necessary to learn the knowledge based on the activity/passivity of a method.
 The source: done by the author.



P – passive methods of training (self-education, distance learning, lectures including the usage of the information technologies, etc.).
 A – active methods of training (coaching, mentorship, exercises, modeling, etc.).

Picture 2 – Dependence between the number of the trainees and the activity of a method.
 The source: done by the author.

³ Passive methods of training mean the lack or a minimum number of transactions (interactions) between a teacher and a trainee, between a trainee and his training colleagues.

The idea of modular teaching is also interesting for the AMP training. The “OMIS” training center in Saint-Petersburg conducts additional professional training on the basis of modules (53, 54).

Shock training is also of a certain interest, because it is based on creating a strong emotion in the audience that enhances the memory process. We know about it from our personal experience too. No matter which emotion is present, what matters is its intensity and connection between the emotion and the material taught (55).

Convictions and Resistance. Personal convictions are the basis, sometimes subconscious, for the actions of trainees after the professional training. This is vividly depicted in the books of Erik Bern, who described people’s life scenarios and their consequences (56). There exists a proven notion in psychology about **self-realizing prophecies**, which explains how things that a person expects will actually happen to him ⁴(57). Based on this, we can say that one of the tasks of an educator is to change convictions, beliefs and opinions of trainees. However, if the existing convictions are firm, then resistance to new convictions will be strong (58). This is especially important in the groups of managers and leaders who have a clear opinion on the subject to be learned, or if they feel that their status is threatened (18 P. 187). “...For the education to be completed for a person, it should become an emotional value for him” (59).

Feedback. Feedback allows trainees to see how far they have moved in learning professional convictions, knowledge and skills. It also helps an educator to evaluate the progress of trainees and adjust the training process (60). Here we can quote the founder of cybernetics Norbert Winner, who said: “Learning, like more primitive forms of feedback, is a process that sees differently the future and the past... . An educated person moves forward from the known past to the unknown future, and this future is not the same as the past” (61).

Perception, Knowledge Acquiring, Learning and Memory. Let’s define the term **learning**. Learning means relatively firm changes in the potential behavior that are the result of experience (62).

Let’s answer the question: “What does it mean to know?” To know the material means to be able: to conscientiously and fully reproduce it; to reproduce it in a shorten version; to single out main points in the material; to explain the essence of the rules, conclusions and other theoretical generalizations; to prove the correctness and justification of theoretical provisions; to answer direct and indirect questions on the studied material; to separate the material into the logical parts and make up its plan; to illustrate the learned theoretical provisions with your own examples; to answer the questions on the studied material in writing; to connect the studied material with the one learned

⁴ This notion correlates with a theory of rational expectations in economics, a theory of rational expectations in motivation and victimology.

earlier; to use the received knowledge in practice; to use the learned knowledge for explaining other events and factors; to single out ideological, ethical and esthetical ideas in the studied material and express your attitude to them (63).

But in order to know, the material should be perceived. The theory of perception says that a person selects only something he knows about. The selection is influenced by personal needs (**motivation**), assumptions and expectations, interests and characteristics of the information, intensity and frequency of impact, personal stereotypes and convictions, contexts and associations, comparisons and many other things (64, 65).

As a rule, learning is done through repetition. K.D. Ushinsky wrote that repetition can be of two kinds – passive and active. The best way to remember a material is to reproduce it actively through retelling, answering questions, making up thesis and plans.

Even the most modern training methods do not promise a miracle, but they promise to improve perception 2-5 times (66). Some authors correctly believe that before teaching people something, it is necessary to teach them how to learn (67).

The learned material has a different fate. The most significant change of the material is reduction. During logical remembering, the memory retains the main thoughts and secondary ones disappear. During mechanical remembering only scattered fragments can be remembered. The reconstruction of the material takes place in two formats: recognition and reproduction. **It is easier to recognize something than to reproduce it.** That is why it is impossible to check up the success of memory through recognition, for example in testing (68).

The speed of learning is also very important. Peter Senger quotes one of his students, who said that if higher mathematics were invented in our time, “none of our corporations would be able to master it. We would send everybody for a three day courses. Then everybody would have three months in order to check if “all these things” work. When it turns out that they do not work, we would try something else "(69).

A well-known Ukrainian business trainer A. Derevitsky claims that it is impossible to teach a person anything significant during a short period of time (70). At the plenary meeting “Business Consulting and Coaching” of the Congress of psychologists and psychotherapists in Siberia, in Novosibirsk, 25.01.07, all the participants agreed that short-term personnel trainings in companies generally affect trainees’ opinion. But in order for an educator to be able to form a professional opinion or a conviction of a trainee, the former has to have his own ones.

The theory of consistency offered by A. Bandura seems interesting too. He believes that in the process of learning, a person passes four stages: subconscious incompetence, conscious incompetence, conscious competence and subconscious competence (71).

Company Culture: Teaching Aspect. In the context of the above-mentioned thoughts it makes sense to consider the notion of “a company culture”. One of the meanings of the word CULTURE in the dictionary of V. Dall is “...education, mental and moral”. A big encyclopedia dictionary indicates that the notion of “culture” includes ideology (72). Hofstead defines culture as “collective programming of thoughts, which differentiates one category of people from another”. The key phrase in this definition is **the collective programming** (73). In this way, teaching non-specific management knowledge and skills is directly connected with changes in the system of values that is culture of a trainee. An educator should possess a different culture than that of a trainee, and he should be able to change a trainee’s convictions, his culture in order to change his future professional decisions and behavior.

1.3.3. Requirements for an Educator, Teaching Plans, Materials, Teaching Techniques for Business Training.

Selection of an Educator and a Teaching Company. Many authors agree that it is an educator but not a company who teaches. He has key competence and should have knowledge and personal experience in the area of teaching, skills and wish to teach, successful teaching experience. But this does not exhaust the requirements for an educator in business training.

Many companies consider personnel training as expenses. This leads to the selection of a training company and educators through a price tender (74). But tenders reduce the quality of personnel training to such a degree that an amendment was made in the Law of the Republic of Kazakhstan “On State Purchases,” according to which short-term personnel training of the state-owned companies can be done without preliminary tenders. But due to the lack of experience and knowledge the companies are not ready for this (75).

The president of the Kazakh Academy of Education, Doctor of History, professor Kusainov points out that a teacher’s competence depends on three competence groups: general cultural (ideological), methodological (psychological-and-pedagogical) and subject oriented (76).

An educator should be able to present information, listen and respond back, inspire trust of a group. Business communication skills are also important (77, 78, 79).

P. Jackson describes the following main skills of a business trainer: to analyze factors enhancing successful work, to create conditions inspiring the display of better qualities, to demonstrate new skills or offer information, to structure a teaching process, to support, engage and motivate, to provide the participants with a feedback (80).

Viewing professional training as an expense, leads the heads of companies to look for cheap educators, who are cheap because they are ineffective. Often they don’t have a personal experience

to do what they teach. And vice versa, a good professional without teaching skills also reduces the personnel training efficiency (81).

Preparation of the Syllabus. The Syllabus includes not only the topics to be studied but also a target audience, purpose of business training, teaching techniques, required resources and many other things. The program is an educational (andragogical) way of solving business problems by trainees. The problems that were discovered during training needs assessment. (81 P. 37-44).

Preparation of Teaching Materials. There are a lot of works devoted to the technologies of preparing materials. They dwell on both the process of preparing and using those materials (81 P. 45-48).

Conclusions on Chapter One

1. Importance of the problems of personnel training is defined by the interest to the quality of knowledge and skills of a company's personnel. This requires constant renewal of personnel knowledge, training and retraining of specialists, who are capable to adapt to the quickly changing business environment.

2. There is a discrepancy between the requirements to personnel and the level of their professionalism and competence.

3. There are important changes in professional training, retraining and upgrading of personnel qualification in companies and organizations in Russia and Kazakhstan.

4. Because of economic changes in the CIS countries companies have new generation of managers who do not have a clear idea about the intracompany training system for personnel.

5. The lack of methods for organizing the intracompany training system leads to training spontaneity and low efficiency.

6. There is a change in the range of companies offering services of intracompany training in Russia and Kazakhstan..

7. The tendency of growing diversity of the intracompany training is not indicative of its planned development.

8. A lot of experience in the field of general and professional education of adults turned out to be unused by the intracompany education.

9. It is necessary to study the aspects of the andragogical activity of an educator for adults (andragogue) in the field of intracompany personnel training.

10. The implementation of the andragogical principles includes the priority of self-education, integrated coordination of experiences, enrichment through creativity, orientation for practice,; development of need for education, education within a context, acknowledgement of training, etc.

11. Methods of teaching should take into account peculiarities of adult teaching, because they influence the quality and volume of acquired knowledge and skills.

12. During short-term training it is difficult to teach participants large extent of knowledge and skills. But it is possible to refresh knowledge and skills that already exist or change opinions and believes of the participants.

13. Due to the above-mentioned reasons, the role and qualities of an educator in the field of personnel training change too. The educator becomes not only a carrier of professional knowledge and skills, but also a carrier of professional convictions.

14. For reliable teaching knowledge and skills it is necessary to have intracompany training system.

15. The intracompany training system takes into consideration a company's strategy and is connected with the evaluation of required training, which makes it proactive.

2. THEORETICAL AND METHODOLOGICAL BASIS OF BUILDING UP THE MODEL OF THE INTRACOMPANY TRAINING SYSTEM FOR AMP AND EVALUATION OF TRAINING EFFICIENCY

We studied the efficiency of the training needs assessment and a short-term AMP training. Having singled out the problems described in paragraph 2.1., we decided that in order to reach the purpose of the research, it is necessary to build up an integrated model of the intracompany AMP training that includes the andragogical approach and techniques. Paragraphs 2.2 – 2.4 describe theoretical and methodological approaches to modeling, which we used in our research.

In the course of reforming experiments we fulfilled the following procedures:

- selecting the content for the experimental work,
- conducting experiments to define and inspect the complex of andragogical conditions of the AMP training,
- fixing the experiment's data via tests, indicating the changes of participants under the influence of the experimental system of measures,
- finding difficulties and drawbacks in the process of implementing the experiments,
- evaluating the current expenses in terms of time, resources and efforts.

2.1. Evaluation of Efficiency of Some Elements of the AMP Training System

2.1.1. Efficiency of Training Needs Assessment

G. Stuart and M. Clarin point out that while evaluating the required training, it is necessary to evaluate the real and needed productivity of the personnel both in present and in future. Then it will be decided what the source of differences is and how to overcome them (18).

K. Thorn and D. Makkay offer to divide the personnel training evaluation into the following levels:

- a system of training and development of a company;
- a program of training and development;
- a specific teaching program and syllabus;
- activity of a trainer.

The evaluation should be based on setting up adequate standards for the work to be done (18 P. 82-104).

Based on the personal teaching experience and information from the related literature, we assumed that managers of different levels and HR employees can be unaware or mistaken in defining the spheres of personnel training required and specific topics for it. To check up this hypothesis we conducted three different questionings and one experiment.

Firstly, we questioned the HR heads and employees before the AMP training. In fact those were diagnostic and non-structured interviews for the purpose of clearing out the sphere, topics and content of the future personnel training. We carried out 147 interviews, 24 with senior executives, 41 with middle managers and 84 with HR heads or the employees responsible for the personnel training. Based on the results we concluded that 62% of the senior executives, 54% of the middle managers and 48% of the HR employees are in the stage of unconscious incompetence. They could define widely the subject of the training, but could not clearly name the topics or a training model, and left it for discretion of an outside educator. Furthermore, 21% of the senior executives, 23% of the middle managers and 23% of the HR employees could clearly give a name and the topic of a forthcoming seminar. Only 17% of the senior executives, 13% of the middle managers and 29% of the HR employees could clearly define the content of the forthcoming training without an educator's assistance.

Secondly, before the training we asked its participants about their expectations, what they would like to learn at this or another course. Totally 50 groups were asked. They included 723 persons. During the study we received only 129 definite expectations concerning the content of the training, which came from only 84 participants.

The question: "Why do you need to know what you expect?" in 100% of cases put the people in a predicament. The only clear answer we got was very vague: "In order to work better."

Thirdly, we carried out a specifying experiment in 2006-2007 among 6 groups of managers and 10 AMP groups. Out of the total number, three groups of managers and five groups of employees were experimental and the remaining groups were control ones. The control groups included 43 managers and 72 employees and the experimental ones included 41 managers and 69 employees. The purpose of the experiment was that after the training, in the evaluating forms, the participants indicated what training programs they wanted to attend. The control group was given a list of 10 topics of seminars or trainings, and the experimental group was given 10 empty fields to fill in. As a result, in the control groups every participant selected 4 topics on average, whereas in the experimental ones they put down less than one topic on average. The conclusions of the experiment are as follows:

- Both the employees and the managers very often are in the stage of unconscious incompetence of required knowledge and skills.
- The evaluation of required training in companies a) is necessary and b) needs systematizing.

Finally, in order to double check our own conclusions we conducted a structured diagnostic interview with the senior executives and leading employees of the "Laton" group of companies in

Almaty⁵ and a questionnaire of the employees of the “Zerde”⁶ company in Chimkent. Totally 10 senior executives (senior executives of the holding company and senior executives of the branches, representing 50% of the total number) and 11 leading employees of the “Laton” holding company⁷, and 6 executives and 6 employees of “Zerde” company took part in a structured interview. A written anonymous interview covered 52 employees (more than a half of the staff) of the “Zerde” company. One of the questions was “What can you offer for the personnel training?”. In the “Laton” company we got 10 answers and only 2 of them were clear and specific. In the “Zerde” company we got only 9 answers to the same question and 6 of them were clear and specific.

Therefore, we can come to a general conclusion that neither executives nor employees have a clear idea of what training should offer for employees or for themselves.

2.1.2. Evaluation of the Efficiency of the Short-Term AMP Management and Business Communication Training

The conclusion made in chapter 1, that in a short-term personnel training it is difficult to give trainees a substantial volume of knowledge and skills, caused us to conduct an experiment to either prove or contradict this conclusion. One hundred thirty senior executives (8 study groups) of a big company⁸ took part in the experiment. We conducted a seminar called “Efficient Management”.

The essence of the experiment was that at its **first** stage before and then after the training the groups of executives were offered the same test to evaluate their level of knowledge in management (82). The trainees did not know beforehand about the forthcoming test in both cases. The test was aimed at recognizing the information. We intentionally selected this method of testing by making it easier for the participants to make a correct answer.

The test results were processed by the Excel function “FTest” and did not show much difference in the results before and after the training. Later, regardless of the results, we found out that many provisions of the training materials started to be used by the executives in practice. **The second** stage of the experiment was conducted within the following 3-36 months after the training. We checked the real changes in the company through non-structured interviews, diagnostic observation, study of the newly created corporate documents, evaluation of the distance learning executives’ assignments. The results showed significant changes in management approaches with a group of executives as early as within 6 months after the training.

⁵ A holding company consisting of 12 branches with one owner.

⁶ LLC belonging to two owners with about 100 employees.

⁷ Definition of the company’s owner.

⁸ The company has 22000 employees.

Besides this, we found out that the executives changed their convictions, views on some management issues. The variants of decisions that had been offered at the training seemed natural for them. Based on the results of the study we made a conclusion that change of convictions of the learning executives naturally brought them to different evaluations of information and different management decisions.

Based on the conducted research we can make a conclusion that during a short-term AMP training it is important either to revitalize the participants' knowledge or to change their opinion of the management approach or about the managerial models received.

In order to confirm the data received during this experiment, at the Congress of Psychotherapists and Psychologists of Siberia in 25.01.07, in the section of "Business Consulting and Coaching", we initiated a discussion on what short-term programs teach. Forty two persons were present at the meeting. Twenty-four of them were psychologists and psychotherapists, eleven representatives of business structures and seven psychology faculty students. Only two of them disagreed that short-term training forms convictions rather than knowledge and skills.

Apart from that, we conducted an interview with members of the business trainer club in Almaty. Out of 13 interviewed people, 10 members of the business trainer club confirmed their opinion that short-term training forms convictions. Five of them believe that **short-term training forms only convictions**.

2.2. Modeling of the Intracompany Personnel Training System

In order to improve the system of a company's AMP training, we need a model of the intracompany training system.

To construct a model means to conduct an actual or imaginary imitation of the actually existing system through creating analogues, which reproduce the principles of the organization and functioning of this system (83).

The most appropriate for the purposes of our research is the definition of "a model" made by V.A. Shtof, who said that "a model is such an imaginary or actually realized system, which, by reflecting or reproducing the object of study, is capable to substitute it in such a way, that studying it gives us a new information about this object". So, modeling is understood as a process of creating a generalized, abstract and logical notion in the form convenient for a researcher's work (84).

In our research we use the method of modeling in order to build up a conceptual model of the intracompany training system and to develop professional competence of employees on the basis of the andragogical approach.

While constructing a model of a company training system, we wanted it to reflect the following:

- A company's requirements to the quality of professional training and upgrading specialists' qualification in general and the AMP in particular.
- The main ideas of different researches on optimization of the intracompany training of specialists.
- Consistency, continuity and uninterrupted character of training in the intracompany personnel development.
- The content of personnel training in the form of the system of knowledge and ways of activity of a specialist.
- Main criteria and indicators of the quality level of personnel training.

As a basis for the construction of the model we used the data of the literature reviews on this topic, discussions with the business trainers of the LLC “Institute of Directors”, personal experience of the author, who within the period of 2001-2007 conducted more than 300 business seminars and trainings and participated in the creation of the training system of management for the company “Kaztsink”, who personally trained its AMP, including top management during 54 trainings and seminars.

2.3. Projecting the Andragogical Environment, Approaches and Technologies for a Company's AMP Training

As the methodological basis for scientific justification of the technology of the AMP education, which was considered in our model, we used the works of T.Y. Bazarov, S.Y. Batishev, A.P. Belyaeva, S.I. Zmeev, A.E. Maron and many others (5, 6, 11, 85, 201).

Research works of I.A. Kolesnikova, Y.N. Kulyutkin and others made up a psychological and pedagogical basis for the andragogical approach to modern technologies of training (86, 87).

We can say that we formed educational (andragogical) technologies. According to K.Y. Vazina a pedagogical technology is an introduction to pedagogy of a system way of thinking, which otherwise can be called “systematization of education” (88).

Target orientation, diagnostic checkups of the current results, breaking the study process down to separate teaching episodes – all these features of the reconstructed teaching process are reflected in the idea of the teaching cycle. According to Sabit Vail Muhammed, a cycle of managing business training consists of the following main components: defining the needs, search for a supplier of educational services, forming up groups, the actual teaching process, monitoring, diagnostics, all of them connected into a cycle (89). Thanks to such a reproduced construction, the educational process acquires a “modular” character.

S.I. Zmeev offers another model for teaching adults.

In the model, it is important to single out both general (invariable) features of professional training technologies and their peculiarities, connected with the specifics of teaching adults, including the AMP of companies.

S.I. Zmeev believes that applied to adults, it is most correctly to use a term “technology of teaching” because it underlines an active role of the subject of teaching – an adult person. According to S.I. Zmeev, the technology of teaching adults is a system of certain operations, technical actions and functions of the trainees and educators, divided into the main stages of the teaching process (11 p.12).

In order to understand andragogical technologies, it is important to underline the importance of personal values and believes in development of an adult. Judging by pedagogical provisions, one might get an impression that development of personal values of adults doesn't matter anymore. However, in our discussion in chapters 2 and 3 we already pointed out, that an educator-andrologue is a source of new convictions. A good example that values of an adult can and should be changed is a reconstruction of the system of values and business relations among whole nations from socialist to capitalist ones. Here it is important to point out that those, who managed to change their perception earlier, have more success in business.

The central link in this chain is not a mere transfer of information, but developing a skill to make creative decisions, which are optimal for specific conditions of adult trainees' practical activity.

Let's analyze the most important advantages of the andragogical teaching environment. It inseparably ties theory and practice. Of utmost importance is a belief of B.G. Ananjev that connecting knowledge and experience is a valuable condition to form a person as a subject of labor activity, to constantly improve his mastery in a certain kind of task (90).

In general, it is useful to consider theoretical knowledge acquired by a specialist in the process of professional training as a cognitive basis for him to make his own practical decisions.

As a rule, solving real professional problems requires an ability to take into consideration a lot of different factors. In connection with this, the focus on the tasks and problems during professional training give one more advantage.

Another important peculiarity appears from this quality feature of the teaching task - a subject of teaching searches and finds a general way (or a principle) of treating many specific professional tasks of a certain class, which in future will be solved correctly and at once. This happens because generalized ways of activity are formed when solving different tasks, and in future, this is transferred to solving important professional problems.

2.4. Experience and Experimental Justification of the Innovation Technologies for the AMP Training

In the process of forming a model of technologies for the AMP training teaching was done on the basis of the andragogical principles. It is important that during professional training a trainer should acknowledge, that **the participants' competence in the professional field can be higher than his own**, and so his task is to organize the process in a way for the participants to be able to share information with each other, discuss it and make group decisions, exchange their knowledge and skills. The educator does not impose his own ideas, but, based on his knowledge and experience, helps the participants to form new convictions, beliefs, impressions based on their knowledge.

The main andragogical principles of using the system of training technologies are as follows: mutual activity, integration and correlation of different experiences, enrichment through the experience of creative activity, orientation for practice, actualization of the results of training, individualization of training and personalization of the training context.

During the experiment in the general system of personnel training we paid a special attention to the project-and-strategic technologies, aimed at the selection of purposes and tasks of building a learning organization, programs for the personnel training and their andragogical accompaniment.

In the AMP training efficient teaching technologies are the technologies of play projecting, analysis of specific situations, solving specific tasks of a specific production process. Play projecting is a lesson in the form of an imitation play, where we reproduce the process of understanding, creating or improving the object of study. It is done through functional and role positions and takes into consideration the set mechanisms for creating and improving the object.

The structure of a projecting process consists of three stages, which functionally are tied with each other:

Stage 1 - *Problem and aim*. The function is to single out the main problems of the studied content and change them for the purpose of the professional training process on the basis of the andragogical principles.

Stage 2 - *Project and search*. The function is to make up the project and the programs to implement the objectives on the basis of scientific knowledge, real experience, etc.

Stage 3 - *Reflexion and activity*. The function is to define conditions and mechanisms for the implementation of the project and the program, to develop control and evaluation methods to accompany the professional training process.

In the course of the reforming experiment we conducted the following procedures:

- Selecting the content of the experimental work and its system - and - modular structure.

- Conducting the experiment to define and check up a complex of pedagogical (andragogical) conditions, formulating the criteria of efficiency for the technologies of the intracompany employee training.
- Fixing the data from the experiment based on the primary, intermediate and final tests, characterizing changes of the objects of study under the influence of the experimental system of measures.
- Finding out difficulties and potential drawbacks in the process of the experiment.

Conclusions on Chapter Two

1. The managers of different levels and employees of HR departments are often on the level of subconscious incompetence as far as the content of the personnel training is concerned.

2. The trainees often come to a business training having no clear expectations about it. Management should formulate tasks and perspectives in the working places through developing proactive qualification requirements. In this case, employees will know, what the company expects from them, and what knowledge and skills they should have.

3. Companies should have a clear procedure to evaluate the required training. It not only helps to make clear syllabuses, but they also form the expectations of managers and trainees about professional training, move them from the level of subconscious incompetence to the level of conscious incompetence just at the start of the training .

4. Short-term AMP training change mainly convictions but not knowledge and skills of the managers. Changed convictions lead to the changes of management decisions.

5. For the efficient transfer of knowledge and skills it is necessary to form the intracompany training system, where knowledge and skills are transferred and formed consistently and methodically.

6. Teaching management and business communication knowledge and skills in companies should be done in a descending order in hierarchies of levels and tiers, which reduces the level of resistance to the new things by the managers, who have already undergone training earlier.

7. The models of the intracompany training system existing in the available scientific literature don't satisfy the objectives and tasks of the present work.

8. It is important for an educator to recognize that **the professional competence of the participants of the educational process can be higher than his own**. The educator doesn't impose his own ideas but helps the participants to develop new convictions, beliefs, ideas on the basis of new and old knowledge and skills.

3. MODELING OF THE INTRACOMPANY TRAINING SYSTEM

Above we justified the conceptual approaches to the construction of the model of the andragogical environment and the logics in projecting the approaches and technologies of the intracompany personnel training system. In this chapter our task is to show the model of the intracompany personnel training system in general and the AMP in particular, to show educational (andragogical) conditions, factors and tendencies of the efficient implementation of the intracompany personnel training system, teaching technologies including the andragogical ones.

3.1. Model of the Intracompany System of the AMP Training

In order to reach the purpose of our study – **to define and scientifically justify possibilities to increase the efficiency of managing a company through innovation approaches of organizing the AMP training**, - we needed a model of the intracompany training system . In the available literature we found only two models of personnel training in general and the AMP training in particular, which we described in the previous chapter. But they didn't satisfy us, because, in our opinion, they were not complex enough.

All the systems consist of two parts: elements themselves and links among them. Links among those elements define at large their functions within the possible boundaries of functioning.

On the basis of studied literature, personal observations and experience we found the main elements and connections inside the intracompany training system , and its difference from the academic model. They are shown in Picture 3 and Table 2.

The elements 1, 2, 3, 6, 7, 10, 13, 14, 15, 17 either completely or partially are not present in the academic systems of education.

The elements 8-17 are being repeated for each subject (module) and can be separated into special sub-system.

Speaking about the links among the elements, in our opinion, in the intracompany training system they are done by:

- the andragogical approach to teaching;
- administrative, organizational, technical support of business training;
- proactive in the long-run and proactive together with reactive in the short-term approaches to the professional training content.

The andragogical approach to professional training covers like an umbrella all the processes of organizing and conducting the AMP training. The paragraph below is devoted to it. Let's consider the differences between the academic education and the offered model of the intracompany training system (see Table 2).

Table 2 – Comparison of organizing the academic education and the intracompany personnel training system*.

| Link/Element | The intracompany training system | Academic Education |
|--|---|--|
| 1. Approach | Andragogical | Pedagogical |
| II. Administrative, organizational and technical support of the training process | Depends on the approach, character and purposes of training | Depends on the approach, character and programs of education |
| III. Proactive/reactive character of training | Proactive approach in general, may be reactive at certain courses | Reactive approach |
| 1. Defining a company's goals and strategies | "Yes" | "No" for the education purposes |
| 2. Diagnostics of the current status of a company and setting up strategic goals and tasks of education or training, forming a strategic plan of education or training | "Yes" | "No" |
| 3. Evaluation and defining the required training/education for a certain period of time | "Yes" | "No" |
| 4. Developing a program and deciding on a training budget for a certain period of time | "Yes", depends on p. 3 | "No", depends on the program, developed and approved by the Ministry of Education. |
| 5. Compiling the training plan for a period of time | "Yes" | "Yes" |
| 6. Finding educators and teaching companies | "Yes", educators inside the company can work | "No", as a rule educators are in the staff |
| 7. Diagnostics of the real status of specific work places on each subject (module) selected or direction and evaluation of the performance | "Yes" | "No" |

| | | |
|--|---|---|
| 8. Making up a syllabus on each subject | “Yes” | “Yes”, but depends on the requirements of the Ministry of Education and typical study plans |
| 9. Developing the content (module) on each subject and method of teaching | “Yes” | “Yes” |
| 10. Forming up an audience, preparation of it for the training, forming up expectations | “Yes”, for each subject | “Yes” in general one-two times during the whole education period |
| 11. Organizing the training process through selected methods with active involvement of trainees, structuring their knowledge and skills and/or creating necessary opinions, relations and impressions | “Yes” | “No”, trainees get general knowledge and skills, their position is passive |
| 12. Individual trajectory of training | “No” in a group, “Yes” in career management | “Yes”, partially, choice of elective courses |
| 13. Evaluation of trainees’ impressions of a subject (module) | “Yes”, by all means | “Not always”, but lately it is done periodically |
| 14. Getting organizational recommendations from the educator (report) on the results of training on a specific subject (module) | “Yes”, by all means | “No” |
| 15. Post-training follow-up and implementation of the educator’s recommendation | “Yes” | “No” |
| 16. Evaluation of the efficiency of training (change of the performance at a work place) on a separate trained subject | “Yes”, evaluation of the changes in performance | “Yes”, evaluation of knowledge, seldom of skills and abilities |

| | | |
|--|--|---|
| 17. Integration of the received knowledge and skills into other business processes | “Yes” | “No” (not in the university) |
| 18. Evaluation of the efficiency of the whole program of employees training for a period of time | “Yes”, through the increase of performance over a period of time | “Yes”, via state exams |
| 19. Making corrections in the training plans | “Yes”, promptly | “Yes”, once every 5 years , via the Ministry decision |

* In the table the Roman digits show the connections among the elements and the Arab digits show the elements. The source: done by the author.

The andragogical environment of a company’s AMP training includes the following main components-conditions: subject-goals interaction, creation of physical and psychological conditions, resources and technical support, management of the process of interaction inside the environment, for organizationally important education and development of the professional qualities of an employee (picture 5).

Below we will consider projecting a new approach to professional training from the andragogical position, which serves as a link among the elements within the intracompany training system, and in particular the status of such an element as evaluation of the required professional training in Kazakhstan and Russia companies, its influence on the formation of convictions, opinion and impression, and on the efficiency of professional training.

3.2. Sub-Model of the Andragogical Environment, Approach and Technologies in Organizing the AMP Training

The aim to develop a new model of the intracompany training system is to form the professional competence of the AMP. The main qualities of the competence are having operational and mobile knowledge, potential readiness and ability to solve professional problems in practice, ability to use a certain method in a specific condition, being able to think critically and make the most optimal decision. In this situation a specialist’s personality is viewed as a whole, where professional and personal sides are integrally connected through the system of values. It is impossible to view a specialist’s competence outside of his personality. **Before being implemented in action any professional knowledge is filled with valuable meaning and becomes the internal conviction of a specialist, part of his own valuable and conceptual categories, policies, behavioral stereotype.**

The following aspects are included into a specialist’s competence:

- Intellectual – cognitive ability, showing a person’s readiness to learn and use knowledge and experience.
- Practical – abilities and skills to perform changes through activity.
- Value- oriented - which is based on the domination of the cultural and moral values.

Based on the above-said, we developed the logics for projecting the andragogical environment, approaches and technologies of the personnel training (picture 4).

The structure of the andragogical environment to be projected and the general logics of the model of the andragogical technologies for the AMP training are shown below (picture 5 and 6).

The system of the andragogical technologies in the intracompany training system includes:

1. Project-and-strategic technologies (modeling a company’s corporate development system, projecting the modular organization of the business training process, etc.);
2. Technologies of organizational and content changes (business role playing, method of creating a teaching company, working out the development programs, etc.);
3. Technologies for developing the intracompany communication (case study method, methods of solving conflicts, etc.);
4. Behavioral technologies and technologies of personal development (coaching method, consulting, training, business training, etc.);
5. Technologies for building a learning organization (business and role-playing, imitation games, studies, computer technologies, etc.).

Conclusions on Chapter Three

1. The intracompany training system and academic education system have significant differences in the set of elements. The similar elements differ in content, which is important to take into consideration when organizing personnel training.

2. The academic education is reactive by nature. The intracompany employees training system must be proactive in general.

3. The andragogical environment, approach and technologies of employees training are the main link between the elements of the intracompany training system.

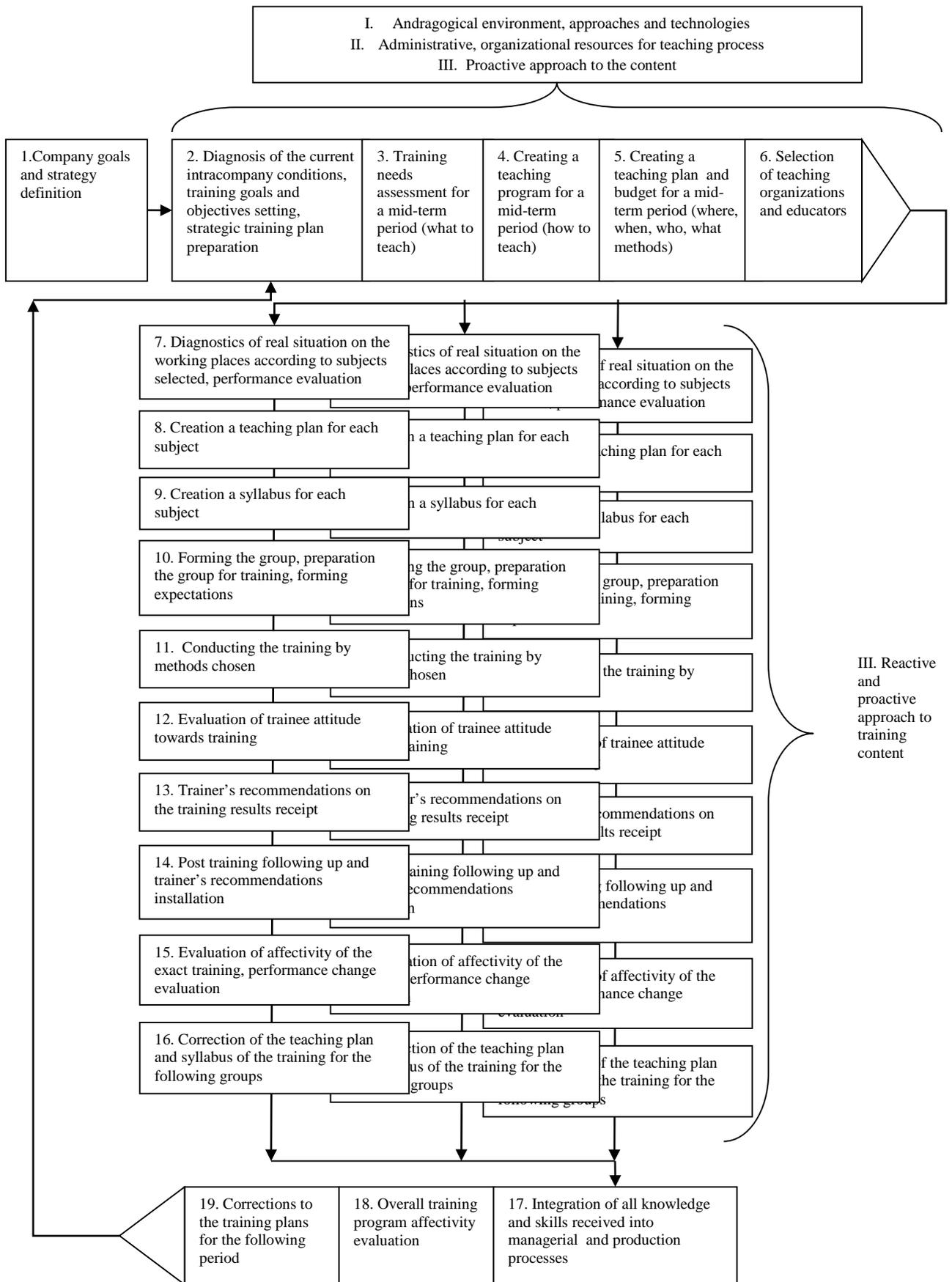
4. The central element of the intracompany training system must not be a mere transfer of information, but development of professional convictions, abilities to make creative decisions, optimal for specific conditions of the practical activity of professional trainees.

5. A distinctive feature of the intracompany training system is for an educator to create the andragogical environment, where specialists cannot occupy a passive position as observers. The andragogical environment includes the following main components/conditions: subject-goals

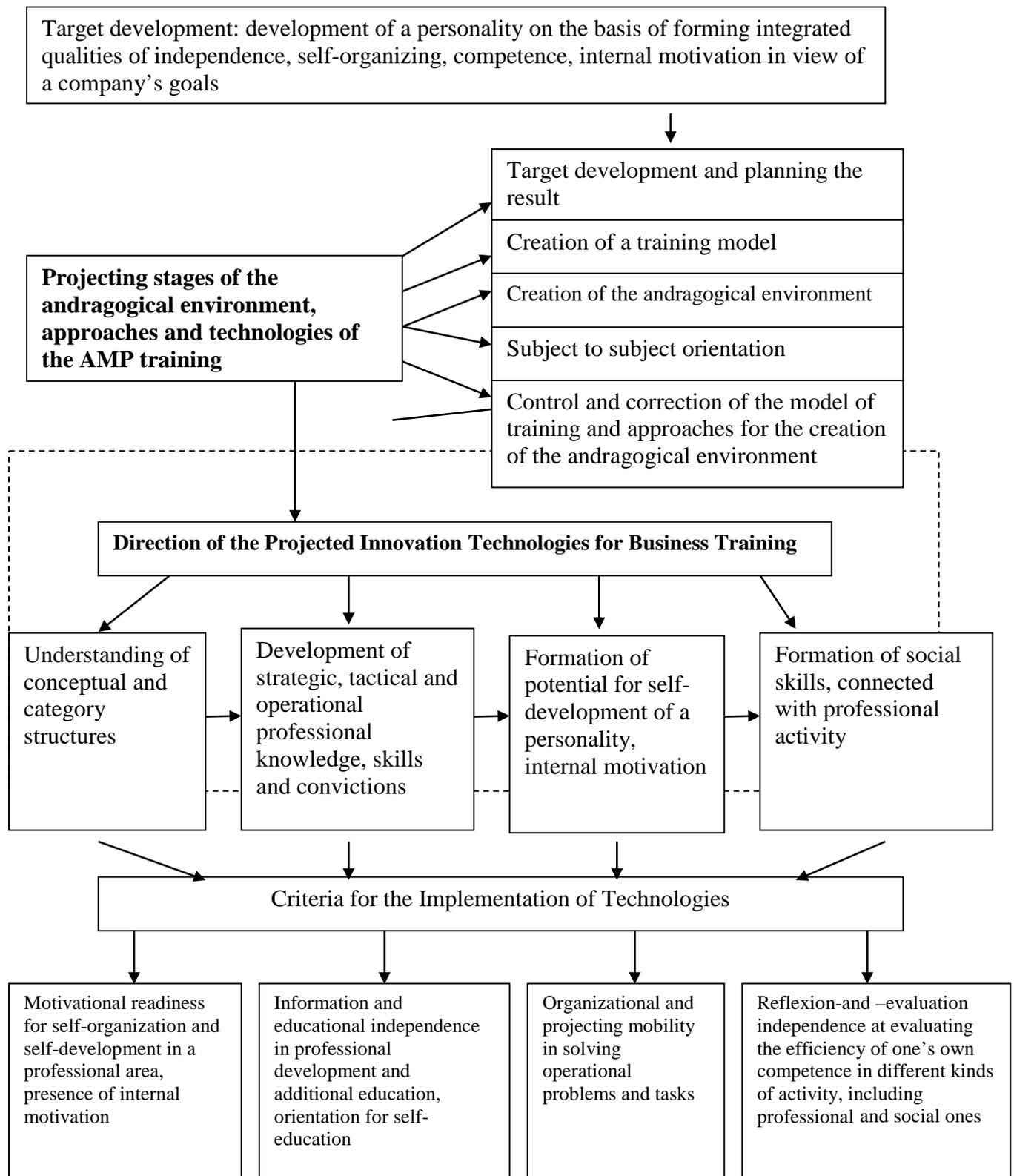
interaction, resources and technical support, management, development of the professional qualification of a person.

6. The structure of the andragogical environment of the intracompany personnel training system includes the following components: subject-targeted training interaction, creation of physical and psychological conditions for professional training, resources and technical support, management of the process of interaction inside the environment, for organizationally important education and development of the professional qualification of an employee.

7. The system of the andragogical technologies includes: project-and strategic technologies (modeling of a company's corporate development system, projecting the modular organization of the business training process, etc.); technologies for organizational and content changes (business role playing, method of creating a teaching company, working out the development programs, etc.); technologies for development of the intracompany communication (case study method, methods of solving conflicts, etc.); behavioral technologies and technologies for personal development (coaching method, consulting, role-play, etc.); technologies for building a learning organization (business and role playing, imitation games, studies, computer technologies, etc.).

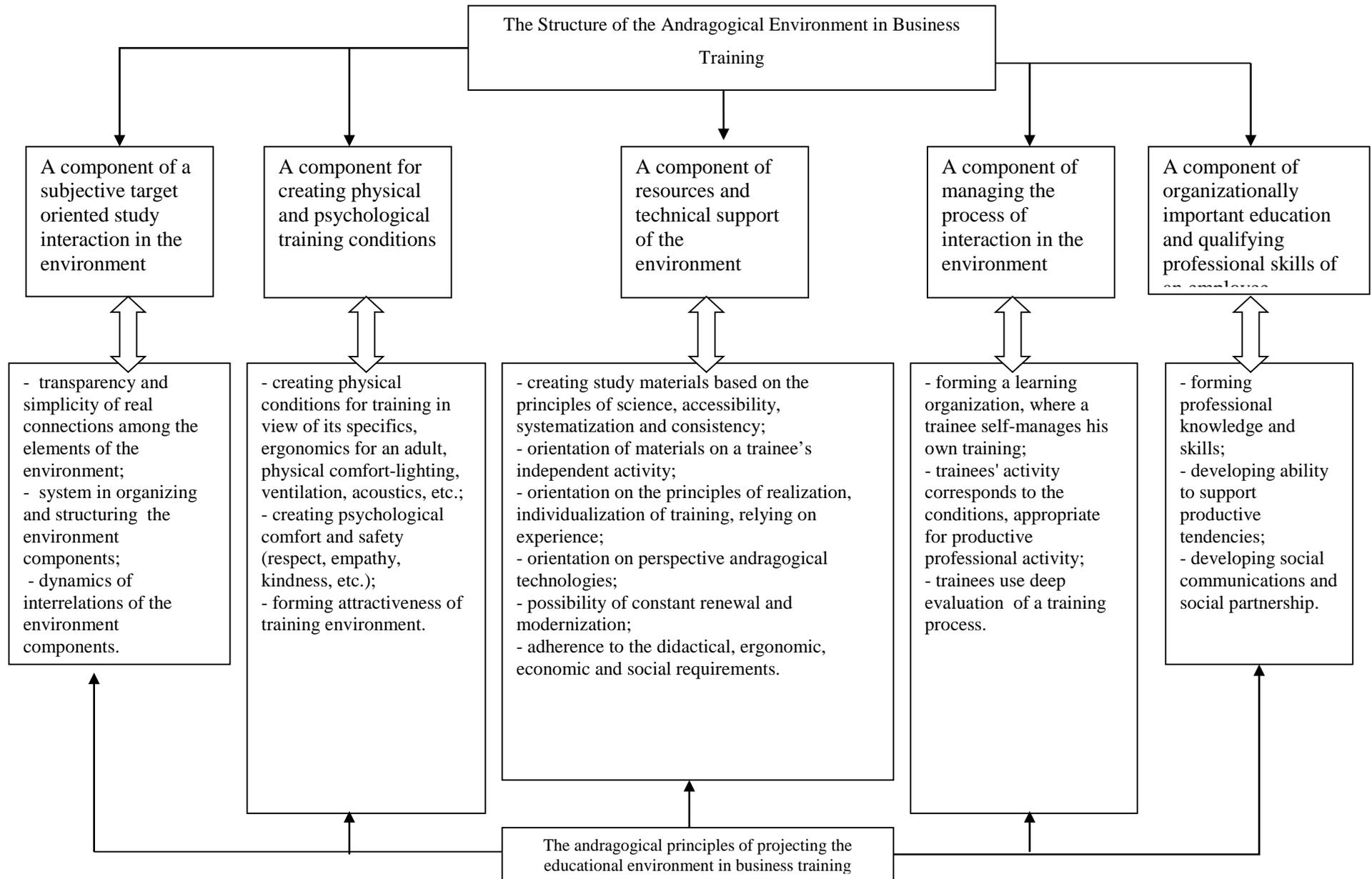


Picture 3 – The description of the innovative model of intracompany personnel training system
 The source: done by the author.



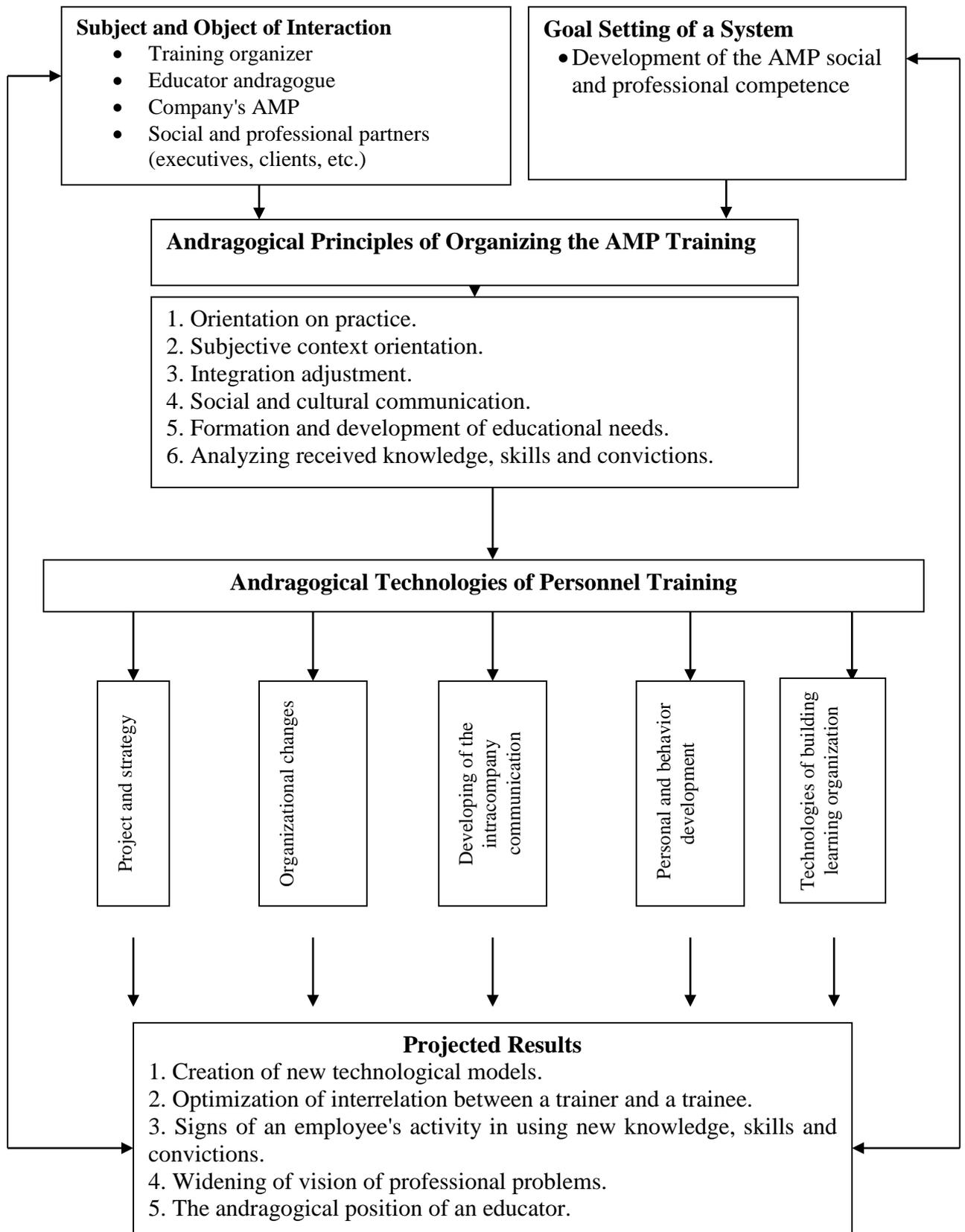
Picture 4 – Logics of Projecting the Andragogical Environment, Approaches and Technologies of a Company's Personnel Training.

The source: done by the author.



Picture 5 - Main Components of the Andragogical Environment in Business Training.

The source: done by the author.



Picture 6 - A Model of the Innovation Andragogical Technologies of a Company's AMP Training.
The source: done by the author.

4. ANALYSIS AND EVALUATION OF THE EXPERIMENTAL TECHNOLOGIES OF A COMPANY'S AMP TRAINING

4.1. Efficiency of the Experimental Intracompany System of the AMP Training with the Formation of the Andragogical Environment

In order to evaluate the efficiency of the personnel training using the andragogical approach, we used the technologies that depended on the specific training goals, character and a company's unique features. They included creating and supporting the research project, a case method where trainees analyze a real or hypothetical situation and generate formal suggestions in the form of evaluation decisions or recommendations for actions.

The research project included difficult and complex tasks embracing the whole spectrum of professional problems.

The analysis of the process of the AMP training showed that there is a change of a trainee's convictions. This could be seen in the change of attitude towards the study, appearance of new and wider directives, different from the purely learning ones, connected with the professional achievements of trainees.

Taking into consideration the results of the experiment to evaluate the managers' knowledge before and after the training, we can say that trainees' activity in the framework of the suggested andragogical approach and technologies includes not only concrete content standardized evaluation methods, but also understanding their actions, analyzing them, self-control and self-evaluation, which facilitate their reflexion processes.

However, we received interesting results from the non-managers within the AMP. Education using the andragogical system facilitates effective socializing of the trainees. This can be seen in their better adaptation among colleagues (indicators show 72% in experts' opinion), formation of partnership relations (54%), and ability to come into contact in their professional environment (67%). Besides that, the newly received professional knowledge and convictions created the feeling of confidence (self-determination) in the professional environment⁹.

The importance of business training according to this system for a company's success is reflected, in particular, in better understanding of the company's goals (94%), the increased interest to a person's mission, searching the opportunities to participate in reaching these goals (78%), upgrading the level of general education and widening the general vision (66%).

At the same time, we see the change in the view of the management on the importance of training and re-training of the employees.

⁹ The shown data are received in the course of self-analysis and expert evaluation of the teachers. The data belongs to the author.

During the experiment, we conducted a special andragogical preparation of a company's specialists who acted as internal educators (trainers) of the intracompany training. The experiment was conducted in the sphere of reorganization of the occupational health and safety management system of a big joint-stock company. The professional training stages included the following kinds of activities:

At the first stage of the project implementation outside trainers-educators prepared the informational materials to organize the occupational health and safety (OHS) – description of methods and approaches to organize the OHS, description of the methods and approaches to teaching adults. The materials were prepared for three groups: Specialists on the OHS – 21 persons, internal trainers on the OHS – 20 persons, senior executives and chief engineers – 20 persons.

The second stage was conducting seminars for the above-mentioned groups, including teaching the internal trainer-educators the techniques of training and the methods of constructing it in accordance with the corporate standards. During the seminar, the group of internal trainers developed a study program, which included the elements of the andragogical technologies of business training.

The third stage was devoted to the development by the internal trainer-educators of individual programs, which was done with the instructional support of the outside trainers. In their final version, the programs looked like seminars with some exercises and role-play. Furthermore, the group of executives acted as customers of the OHS training, and the specialists on the OHS acted as training assistants.

The fourth stage was devoted to conducting the first training by the internal trainers-educators. The participants of the study groups were the employees representing a united operating group. Each program was made up for 20-25 hours.

The fifth, final stage was devoted to conducting methodical meetings with the internal trainers, where they discussed the received experience, impressions from the first lessons and improved individual programs.

The observations of the results of the experiment in a year showed that the program on the OHS, that had been started earlier, was developing successfully.

We conducted other experiments proving the obvious efficiency of training using the andragogical technologies in order to learn to see alternative ways to solve professional problems.

We should point out that personnel training using the offered system allows not only to widen the horizon of competence, but, what is most important, build up a basis for personal and professional development.

On the whole, the experiments showed that intensive changes of the process of personnel training using the andragogical approach, became one of the important factors ensuring

development of a company and intellectual potential of the participants of the business training process.

4.2. The Results of the Experimental Justification for the Usage of the Andragogical Technologies for a Company's Personnel Training

The observations of different groups (current, control and experimental) allowed us to single out some problems using the method of training provided externally:

1. The lack of systematization of knowledge received from different sources.
2. Resistance of employees to the imposed stereotypes.
3. Substantial expenses for periodical training of all the employees.
4. The lack of a possibility to correct training programs to suit a specific company.
5. Educators (trainers) don't know the specifics of a company's business activity.

We made a conclusion on the preferential development of the complex of organizational and educational technologies for the purpose of defining modern tendencies in the usage of the modular training for the preparation of companies' employees.

In the course of the experiment, we found variations of implementing modular training in preparing the AMP of companies.

A set of offered business training modules will comprise an individual educational itinerary for a specialist, who already has a certain amount of knowledge in his profession. Moreover, he should fulfill the main principles of modular training – consistency of knowledge, uninterrupted development of professional qualification, a multilevel character of a stage-by-stage education, development of professional mastery.

The professional activity approach that we selected implied that a specialist would be able to solve specific professional problems in practice.

In order to develop professional competence of a manager or a specialist during the experiment the so-called integration-and-modular approach proved to be working for the long-term employees training, because it integrated informative, behavioral, social and professional functions.

As the experiment showed the integration-and-modular approach implies the following stages:

1. Actualization stage – analysis of training needs.
2. Andragogical target orientation stage – checking if the standard study course fulfills the purpose of developing professional competence of a specialist.
3. Projecting the system of business training modules. This in its turn leads to adaptation of the whole study course.

4. Andragogical development of educators and creation of quality of learning evaluation system.

When we changed the structure of a lesson through including expectation forming before a course the trainees, very quickly shifted from the stage of unconscious incompetence to the stage of conscious incompetence, and increased the level of activity.

Based on the conducted experiment and the typology of the described above technologies, let us single out the following significant requirements to a educator-andragogue of the intracompany training (table 7).

Table 7 – General Requirements to a Educator-Andragogue in the System of Training AMP Management Knowledge and Skills and Business Communication*

| | Training Purposes | Andragogical, Subject Related, Professional and Personal Professional Means¹⁰ |
|----|---|--|
| | General Cultural | General Cultural (Ideological) |
| 1. | Creation of opinion, conviction and impression | Understanding the culture (the system of values) of the auditory (the national culture). An educator’s personal experience and personal conviction in the taught subject. Readiness and will to form opinions and convictions. Ability to teach how to build relations with colleagues while implementing professional tasks, which he teaches. Presenting the image of a successful personality and professional. Readiness and wish to form knowledge and skill. |
| | Methodological (psychological-and-pedagogical) | Methodological (psychological-and-pedagogical) |
| 2. | Creation of motivation for perception of a course | Means to diagnose the audience and form the motivation of adult trainees. Ability to cause interest to the personal experience. Having the skills of rhetoric – persuasion. Professional methodical preparation. Ability to build feedback. Ability to help build relations in a study group. |
| 3. | Orientation to changes in a company | Means to diagnose corporate culture, organization of professional work. Creation of problem situations during study. Projecting and working out development programs. |

¹⁰ One and the same instrument can be used for reaching different purposes. The present table offers the instruments based on the principle of a higher probability of usage.

| | | |
|---------------------|---|--|
| | | Learning new approaches and skills to diagnose a company's problems. Using the experience of a personal development. Ability to project and conduct group procedures. |
| Subject Orientation | | Subject Oriented |
| 4. | Forming professional knowledge and skills in management and communication | Deep theoretical preparation. Knowledge to modern approaches to management and communication in a company. Andragogical mastery. Competence in profession. |
| 5. | Forming individual behavior and helping a personal development | Development of professional skills, ability to give efficiency evaluation. Technology of personal growth, coaching method, business trainings. Complex of professional techniques and skills of professional activity reflexion. Leadership skills – persuasiveness, andragogical, communicative competence, shrewdness. |
| 6. | Development of the basis for a "learning organization" | Teaching programs. Solving specific organizational problems. Models of the desired future. Tolerance, communicability, readiness to work as a coach, consultant, mentor or tutor in a group. |

The source: worked out by the author on the basis of the "Model of a Pedagogue Competence", by Professor A. Kusainov. – A. Kusainov. "How Do We Teach a Teacher?", "Kazakhstanskaya Pravda", 21.07.2005.

4.3. Resources and Recommendations for Organization of the Intracompany AMP Training

4.3.1. Tables with the Lists of Study Modules – Modular Programs

In order to improve the evaluation of the required AMP training and to form the expectations of the trainees, we worked out the materials for 303 study modules and thematic tables listing them. Every study module was tested in the process of the AMP training. Using these tables the heads and employees of a HR department can decide on the required topics, select them in accordance with the priorities and make up a study plan. The tables were distributed to HR departments of different companies and received a positive response. They are used by the LLC "Institute of Directors" when organizing AMP trainings.

4.3.2. Syllabuses of Seminars and Trainings Using Andragogical Technologies

In the process of research and practical work, we developed 78 study plans that consider the andragogical approach to the AMP training. These plans are constantly used in the work of the LLC "Institute of Directors". The content of the study program of each syllabus can be found on

the website www.id.nursat.kz. These syllabuses include the elements directed not only at receiving knowledge and skills but also at changing the point of view of trainees.

4.3.3. Recommendations for Selection Training Companies and Trainers

We worked out recommendations how to select training companies and trainers. We held a discussion “Training Efficiency” in the Kazakh Club of business trainers, where we also discussed requirements to a business trainer.

4.3.4. Regulations on Personnel Training

In order to help companies to organize personnel trainings, we worked out the regulations on personnel training and addendums to them (official instructions for training administrators, checklists). Besides this, we worked out a separate regulation on training the executives. The regulations take into consideration the andragogical approach to business training.

4.3.5. Issues for Future Research

It could be interesting to research which way of giving knowledge and skills to employees is the most efficient: from general to particular and then to general, from simple to complex, from knowledge to skills or from skills to knowledge, non-linked modules on tasks.

Presentation of the information and skills from general to particular and then to general, is used while teaching at academic programs for educated adults, as for example in some MBA programs. The order of presenting from simple towards complex is usually used in middle, middle special, and higher education. The idea of presenting skills first and then knowledge connected with these skills is often used in business training. Teaching non-connected modules on the aims of tasks can be interesting, because it is obviously a target oriented and less expensive training.

One more issue for further research can be formulated as follows: What is the difference in the AMP training efficiency depending on whether the trainees are the subject of their professional activity or the object of managerial impact?

Conclusions on Chapter Four

1. During the reforming experiment we did the following:
 - selection of the content for the experiment, structuring it;
 - conducting the experiment to define and check a complex of conditions, formulating the criteria of efficiency of the intracompany employees training;
 - fixing the experiment data via tests, characterizing the objects under the influence of the experimental system of measures;
 - finding out difficulties, resistance and potential drawbacks in conducting the experiment.
2. The analysis of the AMP training during the experiment showed that there is a change of trainees' convictions.
3. The usage of the andragogical approach and new elements of the training needs assessment brought the trainees to complex understanding of what knowledge and skills they can learn during the training.
4. The andragogical preparation of the trainers increases their efficiency, which in its turn is reflected in the business results of the trained personnel.
5. The andragogical technologies have a positive influence on learning a skill for joint work in solving professional tasks and problems.
6. The structural change of training, when prior to it the expectations were formed, brought to a quick change of the trainees from the level of unconscious incompetence to the level of conscious incompetence, and later to the growing activity level of the trainees.
7. In practice, an educator-andrologue should act as a carrier of professional convictions and use three types of instruments: the basic knowledge of andragogy and organization of the professional training process, professional knowledge and abilities, orientation on his professional and social competence.
8. As the result of the conducted research and as practical instruments we developed and implemented the following: the tables for AMP training needs assessment and formation of the study modules, syllabuses for business seminars and trainings using the andragogical technologies, recommendations for selecting training companies and trainers, regulations on a company's personnel training and a regulation on management training.
9. We selected questions that can become the foundation of further research. For example, which way of giving knowledge and skills to employees is the most efficient: from general to particular and then to general, from simple to complex, from knowledge to skills or from skills to knowledge, non-connected modules on tasks? What is the difference in the AMP training depending on whether the trainees are the subject of their professional activity or the object of managerial impact?

CONCLUSIONS

1. In order to improve the intracompany personnel training system, we created and described the model of this system and its difference from the academic education system.

2. We justified scientifically and implemented in the experiments the andragogical approach to the intracompany training and retraining system.

3. We justified the approaches to projecting the andragogical technologies as a system of techniques and instruments for companies' AMP training. The central point of this system should not be a mere transfer of information to the personnel, but developing their ability to make creative decisions in practice.

4. We built up and justified the experimental system of the andragogical technologies of personnel training, which includes the following technologies: project-and-strategic technologies (modeling of a company's corporate development system, projecting the modular organization of the training process, etc.); technologies for organizational and content changes (business role playing, method of creating a teaching company, working out the development programs, etc.); technologies for development of the intracompany communication (case study method, methods of solving conflicts, etc.); behavioral technologies and technologies for personal development (a coaching method, consulting, etc.); technologies for building a learning organization (business and role playing, imitation games, studies, computer technologies, etc.).

5. The present dissertation is aimed at a wider consideration of the qualities of the intracompany training system because it is adapted not only to the specific business responsibilities, but also takes into consideration peculiarities of an adult as a subject of learning, as a trainee.

6. During the experiment, we built up a conceptual model of using the andragogical technologies to develop social and professional competence of a company's employees.

7. Based on the structure of social and professional competence, and on the target orientation of a typical business activity of a specialist of a company, the dissertation considered the system of technologies as the ways to implement the andragogical approach to a company's personnel training.

8. Training needs assessment is a key point of the intracompany training system, which defines the future content of professional training and in the end, affects the efficiency of it.

9. The important issue in our research was development of requirements for an educator conducting an intracompany training. The specific factor for an educator was to create the andragogical environment where the participating managers and specialists could not have an observing passive position. The experiment showed that in practice, an educator-andrologue should be a carrier and translator of professional convictions, be able to use three types of

instruments: the basic knowledge of andragogy and organization of the training process, professional knowledge and abilities in his subject, orientation on his professional and social competence.

10. Short-term professional training programs are of low efficiency to transfer knowledge and skills. For the efficient transfer of knowledge and skills, development of personnel and subsequent increase of operational efficiency of personnel, it is necessary to form the intracompany training system, where knowledge and skills are transferred consistently and methodically.

11. We can conclude that the dissertation solved the pre-set objectives to create a model of the intracompany training system, justify the andragogical approach to the personnel training and efficient evaluation of the required training, and to define requirements to an educator of the intracompany training system. We proved and justified the hypothesis.

In future research it is important to continue to consider problems of developing professionalism of the personnel in the intracompany training system, within the framework of the current HR policies. We are also interested in studying the efficient way of transferring knowledge and skills, as well as dependence of professional training efficiency on whether a trainee is a subject or object of the managerial influence in a company.

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