

ASSESSMENT OF THE CONTINUING EDUCATION OF EMPLOYEES AND MANAGER OF THE ORGANIZATION

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adapt to the changing conditions of the internal and external economic environment.

LITERATURE REVIEW

The main provisions of the educational process in the organization.

In particular, the concept of lifelong education was theoretically developed and practically implemented in Russia in the twentieth century, which has recently become one of the most effective tools for solving the problems of matching rapidly growing technological potential and personnel capabilities (MAGURA, KURBATOVA, 2004). Let us analyze the essence of the concept of "lifelong learning system". A system is a set of elements, connections and interactions between them and the external environment that make up the unity, forming the integrity inherent in this system, qualitative certainty and purposefulness. Only such a set of selectively involved elements, in which interaction and relationship is aimed at obtaining a specific result can be called a system (KOSTITSYN, 2005). (VELIKOROSSOV, et al, 2020), (MAMEDOV, VELIKOROSSOV, 2020), (MAKSIMOV; MOVILE; LOSHKOV, 2020).

INTRODUCTION

One of the most important factors of production is labor, namely: labor resources, their participation in ensuring the functioning of the production system and the viability of the organization. It is one of the leading production factors that guarantee the survival of the organization and its competitiveness. In the era of transition to a post-industrial economy, one of the key challenges faced by an organization is to provide continuous quality education for its employees and managers. The development of organizations occurs, among other things, through improving the quality of its human capital through its training, including by improving the quality of the pedagogical learning process (TCHAIKOVSKAYA, FILIN, S.A. 2019), therefore, at present in Russia, the tendency in their corporate policy is that, despite the rather complicated financial position of many Russian organizations, the costs associated with personnel training, are beginning to be considered as a priority and necessity.

More and more organizations conduct large-scale training of personnel and managers of different levels, realizing that only trained, highly qualified and highly motivated personnel will be a decisive factor in the development of an enterprise and its competitiveness in the market. Therefore, one of the important issues in the field of personnel management is personnel training, regardless of what stage of development the organization is at. At the same time, the need to assess the continuing education of the organization's employees is due to the level of the economic condition of the organization and its ability to

According to (MUZYCHENKO, V.V., (2003); (BALAKHANOVA, OKUNKOVA, 2019) personnel training in modern management is considered as a planned process of systematic retraining or advanced training of employees and their transition to a more complex, multidisciplinary, professional activity in connection with the moral "aging" of their qualifications. According to (MUZYCHENKO, V.V., 2003); (KARYAKIN, VELIKOROSSOV, 2012) (VELIKOROSSOV; KARYAKIN; GRUBOV, 1999) lifelong education is a process and principle of personality formation, which provides for the creation of educational systems open to people of any age and generation and accompanying them throughout their lives, contributing to the constant development of a person, involving him in the continuous process of mastering knowledge, skills, and abilities and ways of behavior.

According to the authors, lifelong education is also purposeful stimulation of constant self-education, the acquisition and assimilation of knowledge, skills and abilities by a person throughout life in order to maintain the socially and individually necessary level of general educational and vocational training through systematic advanced training, retraining and / or retraining to meet changing conditions of the external economic, social and technological environment (IBRAIMOVA, et all, 2019), (KOLESNIKOV, 2014) (NIKULIN, et all 2020) (VELIKOROSSOV, FILIN 2019). According to the authors, continuous education of personnel in modern management is a process of systematic retraining or advanced training of workers and their transition to more complex, multidisciplinary, professional activities with their moral "aging", planned on the basis of forecasts for the development of innovations, technologies and related means of production.

A "balanced development program" and employee training has obvious advantages over one-time events that provide only a temporary, short-term effect. Continuity of learning, and its consistency is ensured through a series of measures designed for several years. Therefore, the system of continuous education of personnel is a multi-level step-by-step cycle of activities aimed at maintaining and developing the professional level of employees of the organization (VETLUZHSKIN, 2005); (BARANOV, VELIKOROSSOV 2000).

An effective system of continuing education of personnel presupposes the implementation of the principles: expediency, obligation, scientific character, progressiveness, prospects, efficiency, consistency, development, interest, consistency, complexity, support, assessment and informatization of education (FILIN, YAKYSHEV, 2018). Let us analyze the assessment methods that implement the corresponding principles.

The traditional methods of assessing the effectiveness of personnel training include observation, statistical analysis, self-reporting, testing, etc. Of particular interest is the analysis of such unconventional methods of assessing the effectiveness of personnel training as the methods of Donald Kirkpatrick, Jack Phillips and biparametric assessment; assessment of the effectiveness of training in the framework of complex assessment systems such as BSC, KPI; Bloom's evaluation model (KIRPATRICK, KIRPATRICK, 2008).

According to (DEINEKA, ZHUKOV, 2009); (KARYAKIN et all, 2020) employees should be constantly focused on work, which should become the central arena of their personal development and growth. To achieve the desired result, it is proposed: 1) to make staff training a permanent and necessary event in the organization; 2) fill the workspace of employees with training opportunities and give them the right to choose; 3) teach employees to manage themselves, plan their time; 4) move on to a quick, operational assessment of actions; 5) mark the achieved results of employees on a daily basis.

German experts V. Bartz and H. Scheible believe that the goals of training from the point of view of the employer and the specialist himself are significantly different (Table 1).

Table 1. Learning objectives from the point of view of the employer and the specialist

Employer's point of view	Employee's point of view
1. Organization and formation of management personnel. 2. Possession of the ability to identify, understand and solve problems. 3. Reproduction of personnel. 4. Integration of personnel. 5. Flexible formation of personnel. 6. Adaptation. 7. Implementation of innovations	1. Maintaining at an appropriate level and improving professional qualifications. 2. Acquisition of professional knowledge outside the scope of professional activity (about suppliers and consumers of products, banks and other organizations that affect the operation of the enterprise, etc.). 3. Development of skills in the field of planning and organization of production

Source: Compiled by the authors.

Thus, both parties are interested in training - both the employer and the employee. In work (MAGURA, KURBATOVA, 2004); (KIRPATRICK, KIRPATRICK, 2008) proposed a classical four-level model for assessing the effectiveness of training (table 2).

Table 2. Levels of assessment of training by D. Kirkpatrick

Levels	What is evaluated	Key issues
Level 1: "Reaction"	How participants react to the training event	1. Did the participants enjoy the learning process? 2. What are they planning to do with the new knowledge and skills?
Level 2: "Training"	How well the participants acquired knowledge, skills and formed the necessary relationships at the end of the training event	1. What skills, knowledge, attitudes have changed after training? 2. How significant are these changes?
Level 3: "Behavior"	How participants apply what they have learned during training in the workplace	1. Did the participants change their behavior in the workplace after the training?
Level 4: "Results"	To what extent have the intended results been achieved as a result of the training	1. Do changes in participant behavior have a positive impact on the organization?

Source: Compiled by the authors.

In work (JEWELL, 2001) a biparametric assessment of the effectiveness and efficiency of training is proposed and the concept of "training productivity" in their optimal combination is introduced. If the task is to assess the success of the measures by reducing the cost of the business process, the private economic effect (E) from the personnel training event that had provided the change in the cost of this business process can be defined as (KIRPATRICK, KIRPATRICK, 2008); (KARYAKIN et al, 2020):

$$E = C_0 - C_t$$

where C_0 and C_t are the cost of the business process (unit of production) before and after training, monetary units, respectively.

RESULTS

Assessment of the continuing education of employees and leaders of the organization

Modern employers are clearly aware that the main competitive advantage of an organization can only be talented personnel, specialists with innovative thinking and worldview, aimed at continuous development (FILIN, ALEKSEEVA, 2017). However, if at the first stage employers implemented both internal corporate training systems and used the services of external trainers and consultants, now they approach this issue more rationally, focusing on assessing the effectiveness and efficiency of continuous learning using the following example. The sample covered 30 respondents aged 22 to 39, working in a full cycle communication agency, in various positions. Not all of the respondents have a higher education and relevant work experience in this industry, but all have worked in their position for more than six months.

1. Research on continuing education of employees and managers.

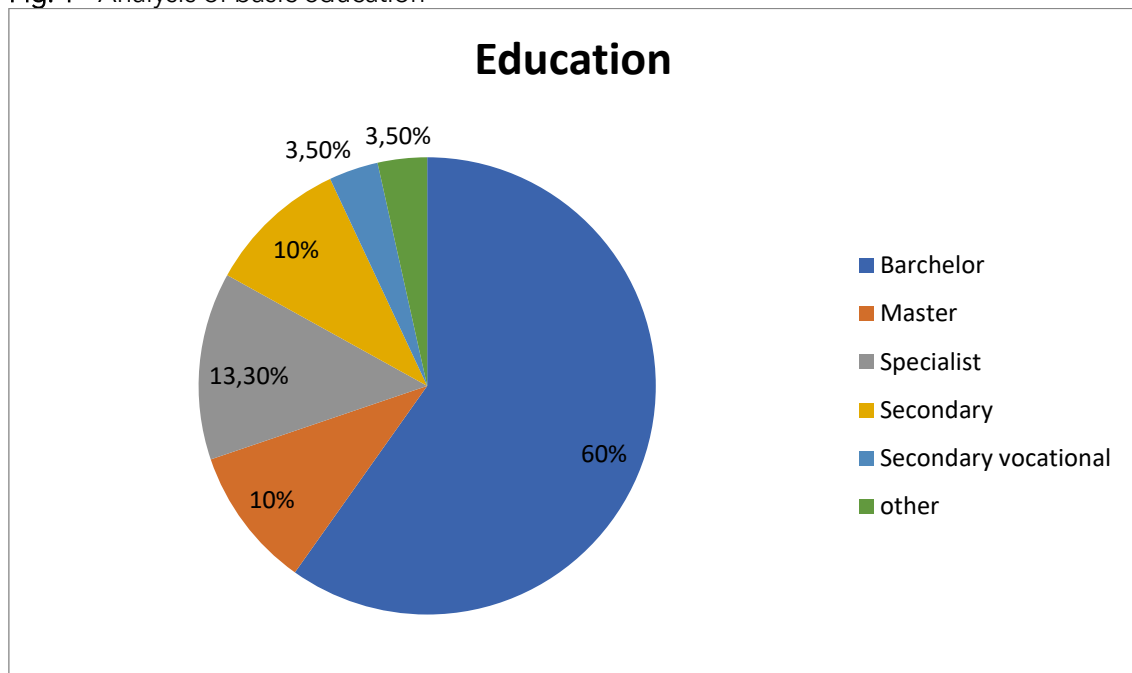
A survey of employees in different positions was conducted and the results obtained were analyzed.

Are you sent from work for advanced training, if yes, then answer the questionnaire

1. What is your education? - 1 - bachelor; 2 - master; 3 - secondary; 4 - secondary vocational; 5 - other.
2. Have you taken additional education courses? - 1 - yes; 2 - no.
3. How often do you go to trainings, master classes? - 1 - once a year; 2 - once every six months; 3 - every 3 months; 4 - every month; 5 - I don't go.
4. Do you go to conferences yourself and / or from work, how often? - 1 - yes, once a year; 2 - yes, every six months; 3 - yes, once a month; 4 - yes, every few years; 5 - no.
5. Can you say that you are improving your education (knowledge, skills) continuously? - 1 - yes; 2 - no.
6. Are you self-taught? - 1 - yes; 2 - no.
7. how often? - 1 - yes, once a year; 2 - yes, every six months; 3 - yes, every few years; 5 - no.
8. Would you like to undergo training at work, if so, how often? - 1 - yes, once a year; 2 - yes, every six months; 3 - yes, once a month; 4 - yes, every few years; 5 - no.

In fig. 1 shows that the majority of employees have a bachelor's degree, managers - a master's degree.

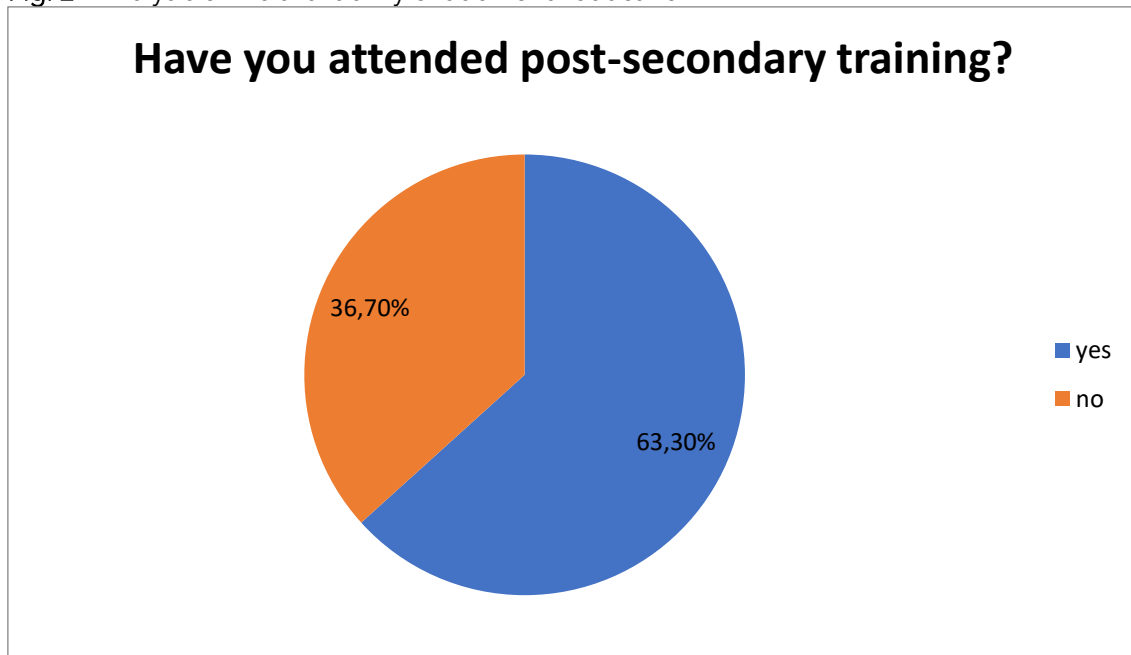
Fig. 1 - Analysis of basic education



Source: Compiled by the authors.

Fig. 2 shows that, in addition to higher education, 63.3% of the respondents received more education in addition to the basic diploma.

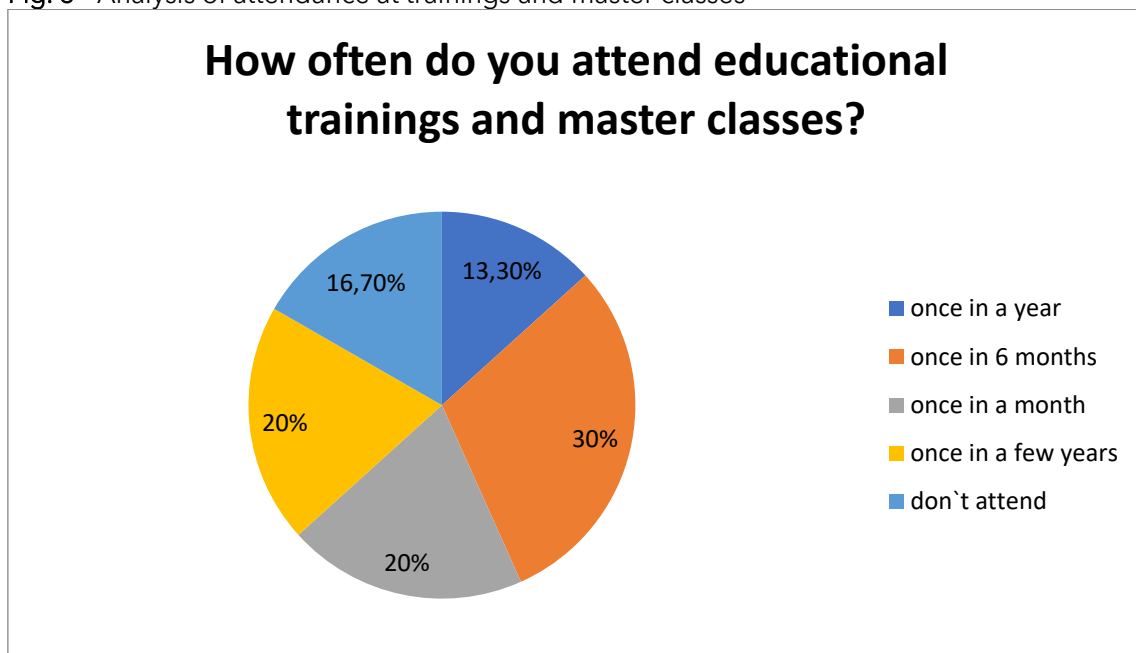
Fig. 2 - Analysis of the availability of additional education



Source: Compiled by the authors.

The Fig. 3 - shows how often employees undergo educational trainings and master classes: more than 30% attend them every six months:

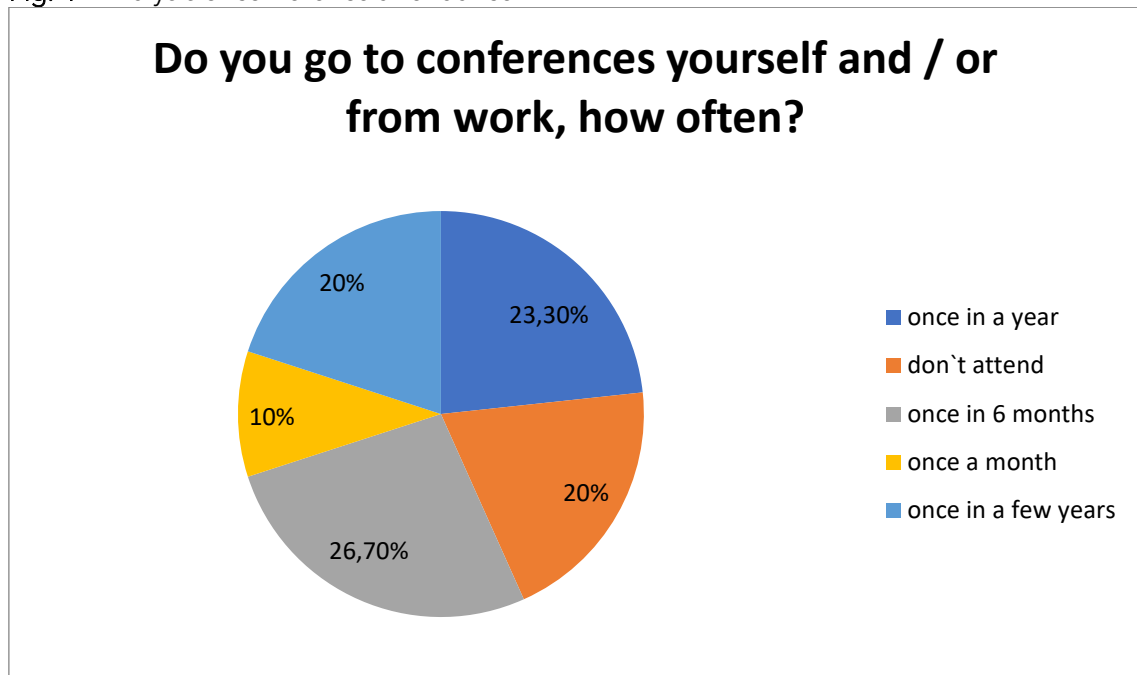
Fig. 3 - Analysis of attendance at trainings and master classes



Source: Compiled by the authors.

Fig. 4 shows whether the respondents attend conferences and how often: 26.7% attend once every six months, 23.3 - once a year, 20 - once every several years, and 20% - do not attend.

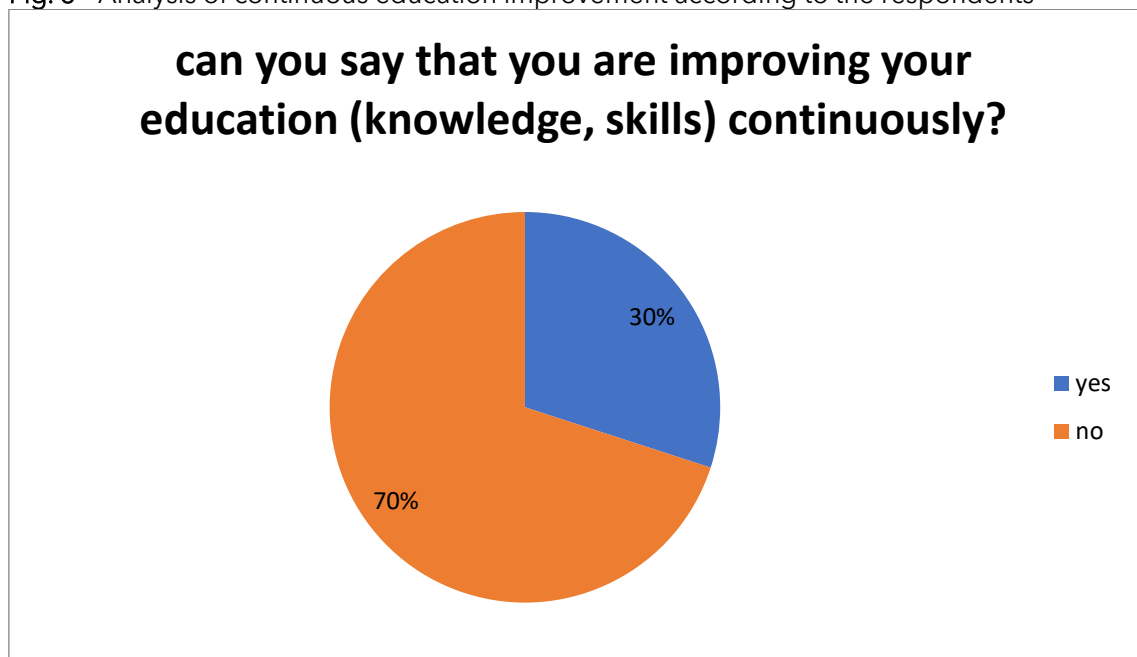
Fig. 4 - Analysis of conference attendance



Source: Compiled by the authors.

In fig. 5 to the question: "Can you say that you are improving your education (knowledge, skills) continuously?" 70% of the respondents believe that they are improving their education continuously.

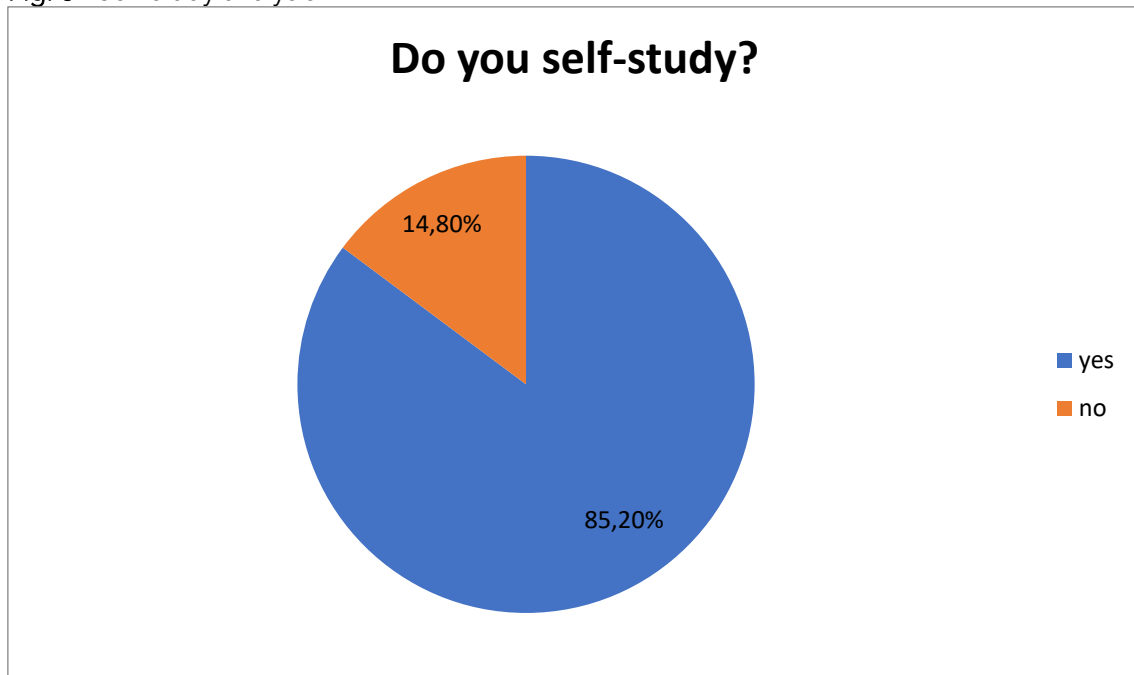
Fig. 5 - Analysis of continuous education improvement according to the respondents



Source: Compiled by the authors.

Fig. 6 shows the share of respondents engaged in self-study: 85.2% answered positively.

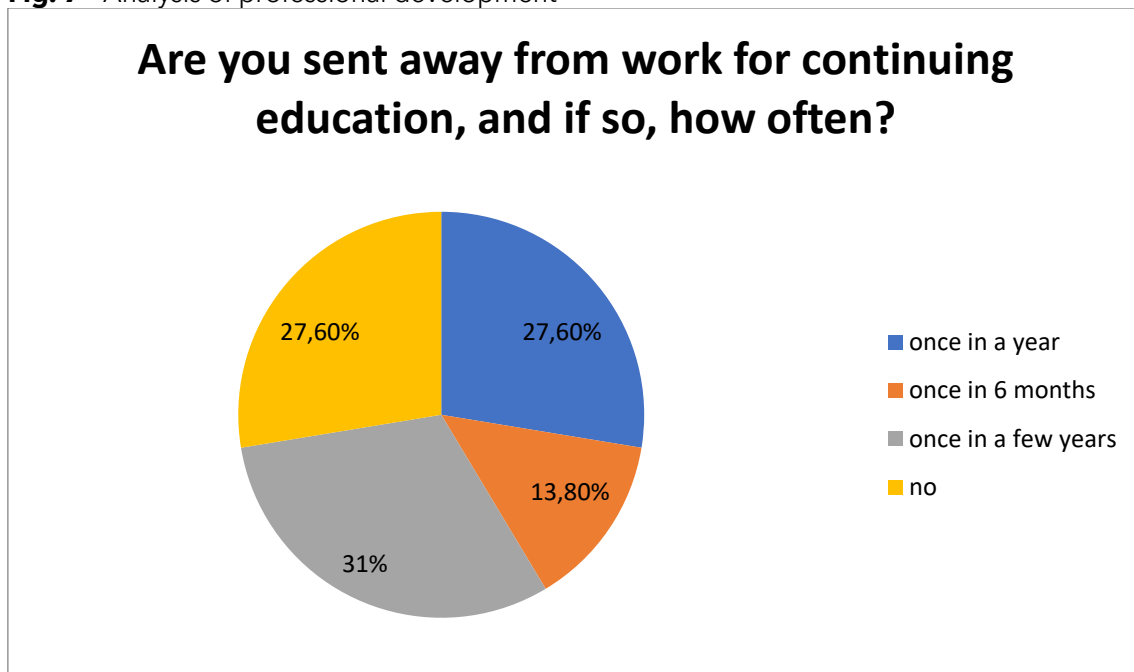
Fig. 6 - Self-study analysis



Source: Compiled by the authors.

In fig. 7 to the question: "How often they are sent from work to improve their qualifications", the indicators differ by position: managers are sent for advanced training every few years, employees working 4-7 years - once a year, 2-3 years - once in six months, and new employees are not sent.

Fig. 7 - Analysis of professional development

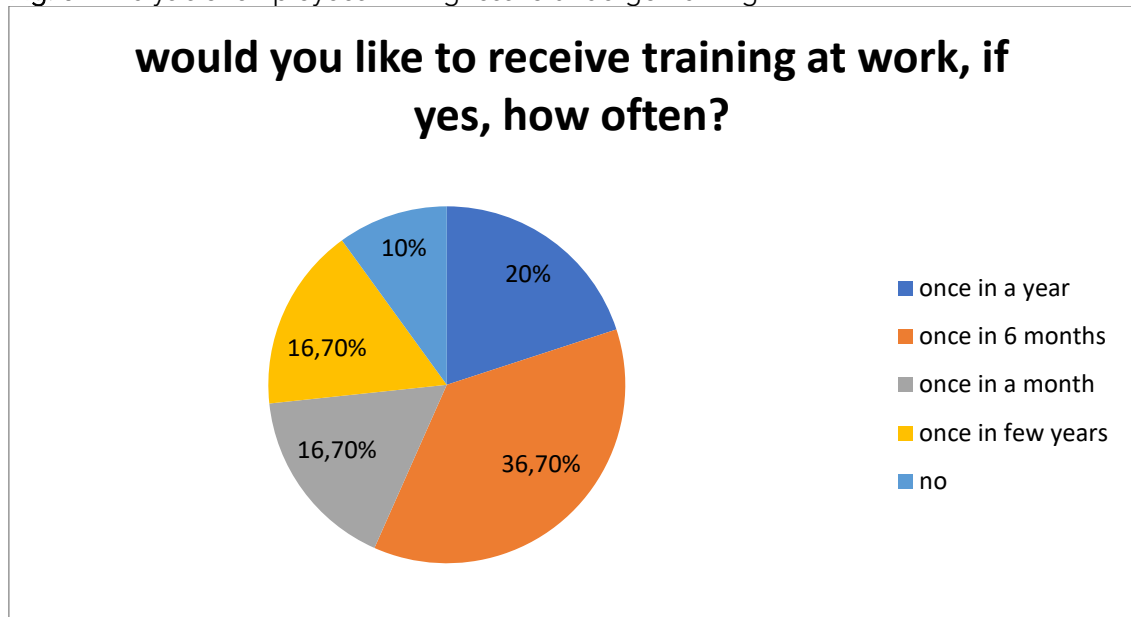


Source: Compiled by the authors.

In fig. 8 to the question: "The respondents would like to undergo training at work, and if so, how often," 36.7% want to undergo training every six months.

This question cannot be discarded, considering it not important, since the formation and maintenance of high motivation for learning is a key factor in the effectiveness of both the organization and the results of training. In addition, the opportunity to receive additional education is a powerful incentive for the vast majority of working and potential employees to work.

Fig. 8 - Analysis of employees' willingness to undergo training



Source: Compiled by the authors.

2. Assessment of continuing education of employees and managers according to the Kirkpatrick method.

The assessment was carried out after a week of training at the organization. The survey covered the same 30 respondents. At the second and third levels, the analysis of employees and managers was carried out separately.

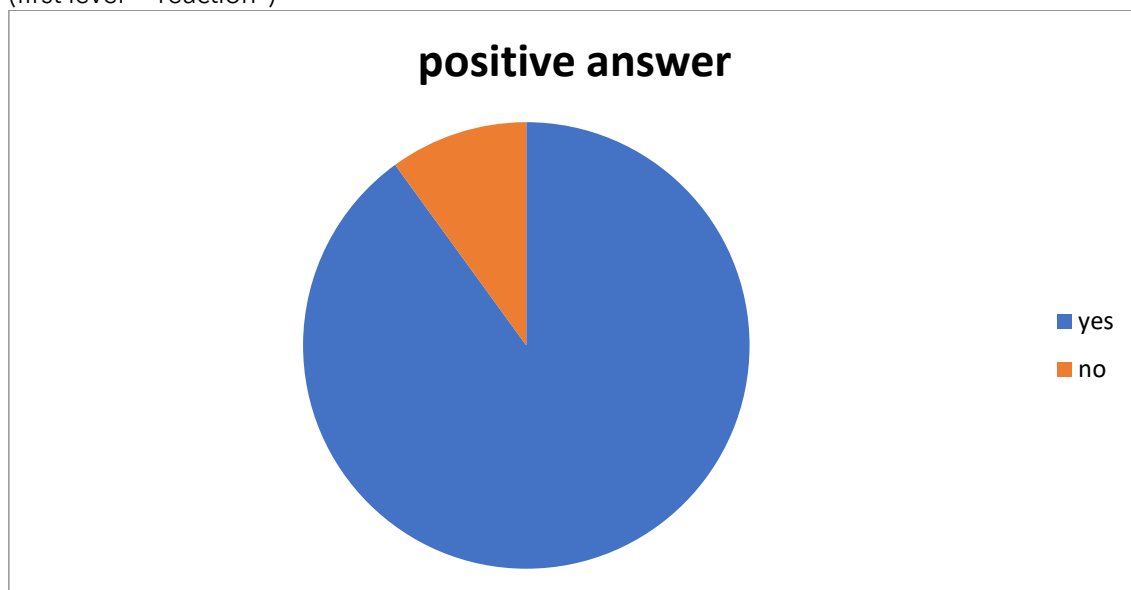
Stage 1. The reaction of the trainees to the training program, which was conducted by the authors through a questionnaire after the training sessions held in the organization.

Questionnaire

To what extent does the training content suit your needs?
• Is the choice of the teacher the best choice?
• Does the teacher use the most effective methods using e-learning techniques to maintain interest, transfer knowledge, build skills and attitudes (FILIN; YAKYSHEV; DAVAASURENGIYN, 2018)?
• Are the training conditions satisfactory?
• Are the trainees satisfied with the class schedule?
• Do audiovisual media improve communication and maintain interest?
• Was the coordination of the program satisfactory?
• What else can be done to improve the program?

Fig. 9 shows the assessment of employee learning outcomes based on the four-level Kirkpatrick model.

Fig. 9 - Assessment of employee learning outcomes based on Kirkpatrick's four-level model (first level - "reaction")



Source: Compiled by the authors.

At the first stage, based on the results of the questionnaire, 90% of the respondents had positive answers to each question; 10% had negative questions about the choice of a teacher and the schedule of classes.

Stage 2. Knowledge and experience gained by trainees in the training program - determining the degree of assimilation of the acquired knowledge using knowledge tests and checklists of skills developed and tested by the trainer conducting the training course are presented in Table 3.

Table 3 - Assessment of employee learning outcomes based on the four-level Kirkpatrick model (second level - "training")

Respondents	Test of knowledge of the studied material	Skill check sheet	Training other employees	Drawing up an action plan
Department staff	Passed 90% successfully, 10% - some questions were answered incorrectly	Adequate use of skills (according to management)	Conducting a presentation for management	Developing a new way of working for more profit
Senior management	Passed 100% successfully	Adequate use of skills (according to subordinates)	Conducting a presentation for subordinates	Development of a further training plan for employees to improve knowledge and skills

Source: Compiled by the authors.

To draw up an action plan, the trainees were asked to answer the following questions: 1) what actions are you going to perform? 2) what would you like to learn to do? 3) what can hinder you from achieving success? 4) how will you overcome the arisen obstacles? 5) what support will be needed to carry out your actions? 6) what results do you expect?

Stage 3. Conducting a survey of the work of employees in the workplace, checking the action plans, the degree of understanding of the goals and objectives of both an individual employee and the organization as a whole, which makes it possible to identify the success of training.

This check was carried out by observation, assessment and interviews with the staff who took the course. The tools for this assessment are: checklist of behavior; reviews of employee behavior and performance in the workplace; verification of action plans; learning to act; focus groups. The review test asked questions: 1) Was new knowledge gained? 2) how fast has the work behavior improved as a result of the training? 3) how long have you been able to apply training in your work? 4) if so far it has not worked out, then why? etc. Evaluation of results is presented in table 4.

Table 4 - Assessment of employee learning outcomes based on the four-level Kirkpatrick model (third level - "behavior")

Respondents	Overview (Behavior Tracking)	An overview of an employee's work in the workplace	Checking action plans
Department staff	All employees received new knowledge and were able to immediately apply it in the workplace	All employees presented their knowledge and skills and are happy to share them with colleagues	Based on the results of the training, all employees made presentations in which they described in detail what new competencies they were able to acquire in the training process and a plan for further actions.
Senior management	The entire management team received new knowledge and skills and were able to apply them in their work	The entire management team presented their knowledge and skills and is now sharing them with subordinates	

Source: Compiled by the authors.

Stage 4. The impact of the training program on the activities of the organization.

Key factors for the effectiveness of training were identified and compared with the results before and 3 weeks after training of employees (Table 5).

Table 5 - Assessment of employee learning outcomes based on Kirkpatrick's four-level model (fourth level - "result")

Indicators	Before training	After training
Production volume, units	41 013	43 132
Sales volume, units	37 955	39 041
Staff turnover	2-3	1
Accidents (violation of the technical process),%	6,7	5,8
Profit of the organization, thousand rubles	1735	1814

Source: Compiled by the authors.

The comparison showed that there was an increase in labor productivity, an increase in sales, an increase in the organization's profits and a decrease in staff turnover.

DISCUSSION AND CONCLUSION

1. It is necessary to clearly set the objectives of the trainings and assess what the result of the educational process should be directed to. This will make it possible to conduct a qualitative analysis of the effectiveness of educational programs in the organization and move on to a continuous educational process.
2. Methods of personnel training and the corresponding tools for assessing their effectiveness should be selected individually for each specific organization.
3. Evaluation of continuous training of personnel is necessary to determine how the organization benefits from training, or to find out whether the form of training used is effective. This assessment allows to constantly work to improve the quality of education, including the pedagogical process, to increase the effectiveness of curricula, to exclude ineffective curricula and forms of education.
4. Evaluation of the effectiveness of training of employees of the department and management did not show significant differences in the results, so continuous training is useful for any position.

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Assessment of the continuing education of employees and manager of the organization

Avaliação da formação continuada de empregada e gerente da organização

Evaluación de la formación continua de la empleada y el gerente de la organización

Resumo

Atualmente, novas exigências estão sendo apresentadas para a formação de pessoal: atualização constante, ampliação e aprofundamento do conhecimento existente de trabalhadores, especialistas e gestores de todos os níveis, e este artigo propõe uma solução para o problema de avaliação da educação contínua dos colaboradores e gestores de uma organização. A hipótese deste estudo é comprovar a efetividade da educação continuada para colaboradores e gestores de uma organização, seu impacto na competitividade deste último no contexto da transformação da economia mundial. Conclui-se que a avaliação da formação contínua de pessoal é necessária para estabelecer como a organização se beneficia do treinamento, ou para descobrir se a forma de treinamento utilizada pela organização é eficaz. Os métodos de pesquisa priorizados foram - análise, síntese, generalização, sistematização. Essa avaliação permite que você trabalhe constantemente para melhorar a qualidade da educação, para excluir currículos ineficazes e formas de educação.

Palavras-chave: Avaliação da educação continuada. Funcionários e gestores da organização educacional. Conhecimento dos trabalhadores.

Abstract

Currently, new requirements are being put forward for personnel training: constant updating, expansion and deepening of the existing knowledge of workers, specialists and managers of all levels, and this article proposes a solution to the problem of assessing the continuous education of employees and managers of an organization. The hypothesis of this study is to prove the effectiveness of continuing education for employees and managers of an organization, its impact on the competitiveness of the latter in the context of the transformation of the world economy. It is concluded that the assessment of continuous training of personnel is necessary to establish how the organization benefits from training, or to find out whether the form of training used by the organization is effective. Research methods prioritized were - analysis, synthesis, generalization, systematization. This assessment allows you to constantly work to improve the quality of education, to exclude ineffective curricula and forms of education.

Keywords: Assessment of the continuing education. Employees and managers of the educational organization. Knowledge of workers.

Resumen

Actualmente, se están planteando nuevos requisitos para la formación del personal: actualización constante, ampliación y profundización de los conocimientos existentes de los trabajadores, especialistas y gerentes de todos los niveles, y este artículo propone una solución al problema de evaluar la educación continua de los empleados y gerentes de una organización. La hipótesis de este estudio es probar la efectividad de la educación continua para empleados y gerentes de una organización, su impacto en la competitividad de esta última en el contexto de la transformación de la economía mundial. Se llega a la conclusión de que la evaluación de la capacitación continua del personal es necesaria para determinar cómo se beneficia la organización de la capacitación, o para averiguar si la forma de capacitación utilizada por la organización es eficaz. Los métodos de investigación priorizados fueron - análisis, síntesis, generalización, sistematización. Esta evaluación le permite trabajar constantemente para mejorar la calidad de la educación, para excluir los planes de estudio ineficaces y las formas de educación.

Palabras-clave: Evaluación de la educación continua. Empleados y directivos de la organización educativa. Conocimiento de los trabajadores.