Abstract

The education as a whole is an important human development aspect which is directed to the receipt of new knowledge, technics and skills. The transformation education as a rule is the object-oriented process but often difficult because in the education process of the group of people the same information can be accepted by each person differently. One of reasons is the experience difference. Each adult person has a personal life experience which firstly extends permanently and secondly influences on the making of different solutions in the whole life process of people as well as on the information perception during the education. Even people with the similar life experience perceive the information differently but most often the collected experience of people is different. This fact shall be taken into account by entities making the transformation training for the purpose of the effectiveness increase of this process most crucially.

During the pass of development life cycle stages the entity analyzes its activity for the purpose of problem detection; after the detection of problems, development and realization of managerial solutions for their solving the whole entity activity model is changed in detail that leads to the complete change of the thinking form of all employees who shall carry out the corresponding training.

The article describes approaches to the employee transformation training process model development of the entity: because of the high instability of the external environment the employee training process shall become regular; where the personnel knowledge is developed on the basis of the information studied earlier and professional competencies of employees of the level following to qualification characteristics with the certain periodicity are formed.

Keywords: Organizational Changes, Learning Organization, Transformation Training, Modeling.

Introduction

The organizational development is based on the level increase process of formed professional competencies and basic knowledge of the staff personnel of the entity. At the same time the basic purpose of the entity development becomes the professional training and the personnel knowledge management strategy development: the increase of its qualification subject to the human factor peculiarities in the organizational development and change management process.

Till now there is no accepted learning organization sample model. Each learning organization creates its personal methods where the training process is included in the production process. At the same time the management
process of such entity is complicated because of the increased change of the external environment. Managers have to examine their responsibilities and roles in the entity because of changes of external environment factors especially in the area of the employee training process which shall be controlled by the Executive Board of the entity systematically. The control shall include the formation and development of the corporate knowledge base which is formed a conto the knowledge, competences and skills of the entity personnel (Selyutina, Pesotskaya, & Chernykh 2020).

During the creation of the professional training and knowledge management strategy the human factor can appear in two ways: for example, the certain employee can be open for communication with other people aiming to the rotation of the position upwards on one hand, however the same employee has difficulties because of the loss of his unique position which is provided where he has shown and proved his knowledge and competences on the other hand. Nevertheless, the personnel training shall be made a regular process where the personnel knowledge is developed on the basis of the information studied earlier and professional competencies of employees of the level following to qualification characteristics with the certain periodicity are formed (Maleeva, Selyutina, & Frolova, 2019; Palkina, 2018).

**Materials and Methods**

The training process in the entity is built as the part of the strategic development: entities take care of the training of their employees and support their aim to the training and development. Generally, the organizational development process on the basis of the training can be seen in Figure 1:

![Organizational development process on the basis of the training](image)

**Figure 1.**

*Organizational development process on the basis of the training*
If the training is made by the entity director who is the teacher directly, then during the use of such organizational training system they shall remember that studying employees shall be motivated: to introduce financial and non-financial rewards from the top management.

Main strategic knowledge management purposes in the entity include the following (Selyutina, Maleeva, & Frolova, 2019):
- Relatively high entity effectiveness indices;
- High reaction speed for extreme situations;
- Top management and employee adequacy;
- High competition capacity indices;
- Innovation use in the work.

All purposes are connected with each other and for their achievement it is necessary to determine the need in intellectual and information resources and to specify the needs in the training. Knowledge collected in the entity together with individual skills support that the entity can react to the market change quicker and more successfully. In case of achievement of each of the above-mentioned purposes in the entity the "organizational memory" is created a conto the obtaining of the unique practical and theoretical experience.

The practice has shown that during the modeling of the knowledge management process in entities two schematical approaches to the model development are used (Maleeva, & Selyutina, 2018):
1. With the use of organizational structure advantages. The schematical approach takes into account the building of the organizational structure of the entity so that employees have the opportunity to improve their professional competencies permanently and to obtain new experience and knowledge. Such organizational structure type becomes the springboard for the development of such event as the formation of self-managed teams. For specified teams is the inclusion of high-level specialists of defined competencies with a wide range. In this case the fact of existence of specialists who can train and who are transiting their knowledge and competences to other employees itself in the entity makes the entity the place for the experience and knowledge exchange.

2. With the use of the control tools. According to this schematical approach the algorithm is confirmed in the entity which is the set of steps whose main task is to create the interpersonal communication atmosphere of employees thanks to which employees will desire using the knowledge in practice alone and sharing this knowledge to others. During the joint discussion of ideas in the form of the "brainstorming" a new common world vision is created which is able to stimulate the birth of new plans and ideas.

**Results**

In general terms the knowledge management system of the entity is provided in Figure 2. If the entity has the task to increase the common training capacity level it is necessary to begin with the statement of the fact of which knowledge the entity now has, how the position with the formed employee training system now, which main barriers the entity has on the way of the training capacity increase (Bezdudnaya, et al., 2018).

![Figure 2. Knowledge management system in the entity](image)

Below main barriers are provided which entity directors can face during the training management:

- The disagreement of informal training systems at workplaces and the formal overtraining and the advanced training;
different training forms shall form different values and as a whole can be divergent;

- The adherence to interests of the certain team often influences on the personnel training system as a whole in the entity negatively;
- The training can be accepted by the personnel as the part of the daily legalistic control with the resulting consequences;
- The self-training can be used as the tool of internal political games of employees for the purpose of the opposition to changes made by the top management.

The training in the entity can be organized in two forms: adaptive and generalized training.

The adaptive training is directed to the behavior model formation in the unknown new situation i.e. to the situation acceptance and realization of certain actions in the situation. The action algorithm begins from the retrospective analysis of past events in this case. Actually the employee shall answer the question in this training which actions were made, analyze the realization correctness of these actions, suppose which managerial solution shall be made to solve problems formed in the analyzed situation (Bezdudnaya, et al., 2019).

The generalized training helps examining the situation under different points of view. In this case the main employee task is to form answers to the question: which actions could be made, to analyze different alternative variants of the task solution, to suppose what can happen during making the same alternative variant of the task solution.

So the generalized training allows forming new strategies in the training process during the change of factors of the external and internal environment, especially during the task complication i.e. to transform the training process. At the same time in the transformation training which obtains the ever-growing popularity in practice the experience plays an important role.

The transformation training is developed by Chepachenko N.V. who has supposed that the change is the conscious process of the rethinking of the existing world picture of the person and his value system, however namely they influence on the professional activity (Chepachenko, et al., 2020; Bezdudnaya, et al., 2018). These changes can be achieved if the person is tossed into the sudden situation which challenges his beliefs in the emotional, social, moral and intellectual plan. The obtained experience influences both on the person himself (changes his life principles) and on people with whom this persons interacts. So this training process is directed not only to the simple knowledge receipt in the theoretical form, but to conscious changes as result of obtaining of the real experience.

One of key concepts of the transformation training is the mental map consisting of our world picture, our behavior, how we react on different situations emotionally etc. The mental map id formed a conto the social experience of people which they have passed. Except our general state it influences on making resolutions by us in the business area too. The person is not aware of this influence, this process is unconscious until the person thinks thereof and analyzes elements of his mental map. Such rethinking leads to a new behavior model.

Changes can be made in two directions (Ksenofontova, et al., 2019; Chernyaev, et al., 2020):

- Radical changes. a conto the drastic awareness (epochal);
- Stepwise changes made a conto making of accurate sequential actions changing the human point of view (incremental).

For such cases methods of learning are examined, they are divided into the single cycle and the double one.

In the single cycle the focus is put on the problem elimination, after the elimination the cycle ends. The activity model of the entity remains the same often in this case.

Discussion

There are the following main approaches to the use of experience in the training process:

1. Reference of explanations and illustrations to the last experience of participants.
2. Connection of the actual activity realized in the training with the existing experience of participants.
3. Experience creation in the training process and carriage of discussions and the analysis of the obtained experience in detected behavior models.
4. Stimulation of the uncertainty and doubts in interpretations of the last experience.

So, the transformation training is the process on which the experience influences and at the same time the process where the experience is obtained and transformed. i.e. the experience existence is a fact which shall be taken into account but much interest in the transformation training is the reaction to the existing experience and its critical rethinking namely.

Therefore, except the mental map and the experience the critical reflection influences on the transformation training.
The critical reflection is a rethinking process of usual beliefs and the critical view of them leading to changes in the self-consciousness. The transformation will pass unconsciously in this case.

Benin A.V. has examined the reflection process in detail and concluded that from 3 reflection types only one leads to changes (Benin, Nazarova, & Uzdin, 2019). So, the substantial and process reflection suppose experience thoughts only but the critical reflection includes the assessment and appearance of new beliefs relating to the obtained experience.

The U.S. company Merriam, the publisher of guides and lexical dictionaries, has carried out studies in the area of transformation and noted that the most important aspect of the transformation training is not an experience existence but the critical reflection namely whose consequence is the intellectual and spiritual growth of the person.

Below the transformation training model is provided which is offered by the Canadian financial company Brookfield Asset Management. The model provided in Figure 3 includes 5 stages.

**Figure 3.**
Transformation training model

The first stage of this model supposes that a sudden event creates the internal discomfort and stress feeling. The second stage supposes the individual event assessment. During the third stage new experience explanation ways are studied which has appeared as result of discomfort. At the fourth stage new behavior models are optimized in practice and the relation to the obtained experience is formed, the assurance of the correctness of obtained results appears. And at the fifth, final stage new beliefs are introduced into the individual point of view model.

After the examination of main concepts, methods and forms of the transformation training it can be concluded of the need of changes in the transformation training which shall include the following (Ksenofontova, et al., 2019):

- Creation of the certain set of criteria which will allow estimating work results more precisely.
- Development of the key activity indicator system which will be measured in the beginning, during the training process and at the end. The follow of indicators will allow estimating the training efficiency and carrying out the more precise assessment.
- Increase of awareness of the training customer role importance and the more precise goal and tasks setting from him
- Increase of consciousness of participants; participants shall understand goals and tasks, the need of this training and the supposed profit precisely.
- Increase of trainer significance; the trainer shall be high-qualified, have skills of the effective interaction with the personnel and top management of the company and have good analytical capabilities and the developed thinking.

The change system which are formed during the transformation training are provided generally in Figure 4.
Figure 4.
System of changes forming during the transformation training

The transformation training can be used in the form of experimental games and business simulations which on the basis of the rethinking of existing knowledge and skills stimulate the further training too. Here it is appropriate to examine the definition of the learning organization. Often entities put a focus on the training of managers while ignoring the position of mid-level specialists. In the learning organization all employees take part at the training. The main advantage of such organization is the consolidation of the market position a control the use of the whole existing potential of employees. So not every entity where employees are trained is such one, the learning organization is characterized by the engagement of the whole personnel into training processes (Smurov, Gubenko, & Ksenofontova, 2016).

Conclusion

The analysis of the scientific literature helps selecting works of Titova T.S. who has examined the following entity training capability factors:

- Entity personnel fixation on the achievement of general entity goals;
- Use of artistic images (for example, metaphoric expressions) and the intuition for the exchange of implicit knowledge;
- Formation of conditions and places to motivate employees to use the knowledge in practice and to share experience to colleagues;
- Work forming for the acceptance of the training and new knowledge as the important task by them;
- Creation of the organizational structure which would allow obtaining the new experience and skills by the personnel alone;
- Use of brainstorming methodologies as well as other tools of the idea generation and solving of problems;
- Development of the informal communication between employees;
- Creation of the uniform information system where data bases which are necessary for work will be contained;
- Existence of managers who support the interest of employees in the training by their actions (assist, motivate etc.)
- Opportunity to refer personal goals of employees to strategic entity purposes;
- Work forming with the system of self-regulated teams of employees;
• Team formation of employees where personal qualities of employees as well as their skills and competencies will be taken into account;
• Stimulation of employees to the search of unusual ways of solving problems as well as to the obtaining the various experience which will help during the work on working tasks;
• Process forming of the familiarization of entity employees with main improvements for the reporting period.

The final objective stage of the transformation training is the development. The development is the main training purpose to which the whole transformation process is directed. The development namely supposes the appearance of new opportunities, the acceleration of the professional and personal growth. This stage can be long-term (Titova, et al., 2020).

In order to carry out the transformation training effectively entities often use the service of external couches, in this case significant investments and time are required. I.e. in entities the need of the hiring of the high-qualified specialist in this area is formed now who is able to act as a trainer, of the participation of business leaders in this training process for the formation of high-level specialists, top management etc.

During the pass of development life cycle stages the entity analyzes its activity for the purpose of problem detection: after the detection of problems, development and realization of managerial solutions for their solving the whole entity activity model is changed in detail that leads to the complete change of the thinking form of all employees.

References