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**A RESEARCH ON TRAINING AND DEVELOPMENT
OF EMPLOYEES PRACTICES IN KAZAKHSTAN**

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İZMİR-2013

DECLARATION

I hereby declare that this master's thesis titled as "A Research on Training and Development of Employees Practices in Kazakhstan" has been written by me in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honour.

Date

.../.../.....

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Signature

ABSTRACT

Master's Thesis

**A Research on Training and Development of Employees Practices in
Kazakhstan**

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Modernization of industrial production and the development of new technologies increase the demands on the quality of the labor force. In the XXI century the determinants of the ability to adapt to rapidly changing conditions in the economic potential of the state are the human capital, its quality, the activity of human resources, trends of education and training employees. This study investigated the training and development of employees in human resource management. Based on a combination of literature research and an exploratory survey, the research explores the state and methods of training and development system in the sectors of Science and Education, State and Society, Industry and Manufacturing, and differences between these sector practices in Kazakhstan.

Keywords: Training and Development, Kazakhstan, Science and Education, State and Society, Industry and Manufacturing.

ÖZET

Yüksek Lisans Tezi

Çalışanların Eğitimi ve Geliştirilmesi Açısından Kazakistan Uygulaması

Üzerinde Bir Araştırma

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Dokuz Eylül Üniversitesi

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Sanayi üretimi ve yeni teknolojilerin gelişmesinin modernizasyonu işgücünün kalite taleplerini arttırmaktadır. XXI yüzyılda devletin ekonomik potansiyelinde ve hızla değişen koşullara uyum sağlama yeteneğinde belirleyici olarak insan sermayesi, onun kalitesi, işgücü faaliyeti, eğitim ve kadroların oluşması sistemine yönelimi sayılmaktadır. Bu çalışmada çalışanların eğitimi ve gelişimi incelenmiştir. Literatür taraması ve ön çalışmalar uyumunun esasında bu araştırma eğitim ve bilim, devlet ve sosyal, sanayi ve imalat sektörlerinde eğitim ve gelişim sistemi yöntemleri ve durumu, ayrıca Kazakistan uygulamasında bu sektörler arasındaki farklılıklar araştırılmıştır.

Anahtar Kelimeler: Eğitim ve Geliştirme, Kazakistan, Bilim ve Eğitim, Devlet ve Toplum, Sanayi ve İmalat.

**A RESEARCH ON TRAINING AND DEVELOPMENT OF EMPLOYEES
PRACTICES IN KAZAKHSTAN**

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ABBREVIATIONS

AMA	American Management Association
ASTD	American Society for Training and Development
CES	Common Economic Space
CIS	Commonwealth of Independent States
CIPD	Chartered Institute of Personnel and Development
Etc.	Etcetera
GDP	Gross Domestic Product
HRD	Human Resource Development
JIT	Job Instructor Training
JMT	Job Methods Training
JRT	Job Relations Training
JST	Job Safety Training
OECD	Organization for Economic Cooperation and Development
OJT	On the Job Training
OSCE	Organization for Security and Cooperation in Europe
PDT	Program Development Training
ROI	Return on Investment
SHRD	Strategic Human Resource Development
UNDP	United Nations Development Program
WTO	World Trade Organization
YMCA	Young Men's Christian Association
YOP	Youth Opportunities Program

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INTRODUCTION

Recently, scientists and economists are increasingly moving away from traditional assessment of factors of production such as land, labor and capital in assessing the level of competitiveness of the country. In the XXI century, the determinant of the ability to adapt to rapidly changing conditions in the economic potential of the state is the human capital, its quality, the activity of human resources, trends of education and training employees. At the same time it should be noted, in itself a high level of human capital does not provide a high rate of economic growth. An important factor is the conditions in which workers cooperate in the production process. In this connection, in the context of social modernization increases the role of social and labor sectors, the level of which determines the efficiency of use of human capital gained in the society and the growth of its qualitative parameters (Chulanova, 2013).

The coefficient of business activity of employees cannot be increased without the growth of professional knowledge. At the same time, specialized knowledge usually becomes outdated faster and faster. Scientific progress covers not only the technical field of research, it acquires a systemic character. The task of the leader of the early twenty-first century is the use technology of management - especially in that part of it, which relates to techniques for improving the efficiency of the organization (Azmawani, 2013).

Advanced training is the result of the most productive activities, like the acquisition of knowledge, skills and abilities. Specially organized training allows reaching goals within a shorter period. Professional development is aimed at the consistent improvement of professional knowledge, abilities and the growth of professional skills. The peculiarity of training is that the participants already have some knowledge and practical skills, because of it they can have a critical attitude to the learning materials, trying to get exactly what primarily they need for production activities (Shekshnia, 2002).

In the market conditions, the system of training and development of employees in the organization is based on a balance of interests. On the one hand,

such system must respond quickly to changing production requirements in the labor force, and on the other - to give employees the opportunity to train in accordance with their interests. Hence, there are high requirements for flexibility of the training and development system to its ability to quickly change the content, methods and organizational forms to meet the needs of production and labor market conditions. A lot depends on objective and subjective factors: the choice of strategy of organization development, the type of production and the associated depth of the operational division of labor, the financial condition of the company, the economic literacy of the company's management, etc. (Spivak, 2000).

An indication needed to improve skills of workers, serves decrease in qualification of workers and the gap in achieving the required objectives. Therefore, a systematic analysis should be subject to the existing and the required qualification structures of personnel. First of all, there is necessity to analyze the causes of the current situation - the changes in technique and technology of work performance that the workers have to master. Another indicator might be the growth of a defective product because of the workers (Gunasekaran, 2007).

Modern production makes high demands to upgrade the specific knowledge and skills not only of workers, but also other categories of industrial personnel. The main task of improving the skills of managers and specialists is ensuring the rapid implementation of new scientific, technological, organizational and economic ideas into the practice of the company. One of the ways to improve the system of training and development of this category of workers is a shift from the current practice of periodic training to the continuous updating and renewal of knowledge. Therefore, improving the skills of executives, experts and managers should be an integral part of the system of continuous education (Pudovkina, 2011).

High qualification of any specialist is a result of experience, education and continuous self-improvement. Assistance in this process is an ethical task of any HR Manager. Such a way, can be stated that the training and development system is absolutely essential to any organization wishing to enter into new economic system as an equal participant (Andreeva, 2003).

The present study examines training and development system in organization of Kazakhstan, and consists of three chapters. The first chapter is literature review,

which includes historical context and current trends of training and development in human resource management, the strategic role of the training and development system, training and development process, transfer of knowledge and skills into behavior, and benefits of training and development system. The second chapter represents methods of investigation and data analysis and contains introduction, research design, research environment, population and sample, and data analysis. The third chapter examines findings and data interpretation, summary, discussion, and conclusion.

Statement of the Problem

Training and development that offer skills, abilities and knowledge, are main aspects of HRD. They are the improvement of current and future employee performance through learning, changing an attitude or increasing skills and knowledge of workers (Aswathappa, 2007). It is very important for both employees and organizations. At present the human resources are not seen as the number of workers, but as one of the most important assets of the organization. Hence, staff development has supreme importance for the organization, and some of them present their own training programs for employees. Organizations have a staff, which may include different kind of people: somebody is happy to participate in the training; somebody is involved because it is required by competition; and somebody does not want to change anything. Consequently, organizations can provide support, but only an individual can warrant the training and development of their skills (Brine, 2009).

Many factors have influence on the training and development system, and they lead to changes. Computerization and principal bearings of the work brought perceptible changes to *the way people do things, the things people do* and *the way people think about work*. These changes were manifested everywhere: much skills were replaced by machine tools; what previously was controlled by hand was replaced by computer control; the workers who worked in a hot and sometimes dangerous conditions were shifted to the safe, air-conditioned room with a computer control. The change brought not only the improvement of what was existed, but there were created new items like micro chip and software. People started to think

differently and changed the attitude to the work. There appeared a possibility to understand what they want. Hence, the emergence of new industries and the opportunity of improvement of existing increased the strong demand for training (Bentley, 1990).

Purpose of the Study

Every year in the world economy die more than 500 old professions and arise more than 600 new ones. By the end of the last century having a higher education was sufficient for 20-25 years of employee's practical experience. Today, the most effective activity period of it is 5-7 years, and industry determines scientific and technical progress – 2-3 years (Ministry of Economy and Budget Planning of the Republic of Kazakhstan).

A study conducted by OSCE (Organization for Security and Cooperation in Europe) experts found that in some countries, 13% of employees believe that their existing skills is not enough to meet their job requirements, at the same time, 33.5% of respondents consider themselves as overqualified for their current job. However, even in the midst of the crisis in 2009, more than 40% of employers in Australia, Japan, Mexico and Poland have reported difficulties in recruiting employees with the necessary skills (Chulanova, 2013).

The purpose of this study is exploring the state of employees' training and development system in Kazakhstan, what training methods used by organizations of Kazakhstan, and what types of barriers they have using a combination of literature research and an exploratory survey.

Research Questions

This case study considers four research questions:

1. What attention is paid to the training and development of employees in the organizations of Kazakhstan?
2. What methods do organizations use for training and development of employees in Kazakhstan?

3. What are the barriers to training and development of employees faced by organizations in Kazakhstan?
4. What are the differences of the employees' training and development systems in the three areas: science and education, state and society, and industry and manufacturing?

Assumptions

The study investigates the training and development systems practiced in organizations of Kazakhstan. The target population was employees and executives drawn from the organizations of science and education, state and society, and industry and manufacturing sectors existing as of February 2013.

Basic assumptions that underpinned the study are (a) no research would be completed on the same topic within the research environment and population, during the course of the proposed research; and (b) the study participants would be taken seriously to the study and trust the research process and provide accurate data during data collection.

Limitations

This study has potential limitations. One of them is that research is focused on the training and development systems of only three areas: science and education, state and society, industry and manufacturing. Thus, any conclusion drawn from the study might not be generalized beyond these areas. On the other hand, the research results received from the responses of employees reflect the training and development systems of organizations at the date of data collection. In addition, using only questionnaire to collect data, and ignoring other methods such as interview and observation brings another limitation.

Summary

Nowadays the importance of HRD is recognized as one of the most important aspects of the organization. HRD is not only a means to achieve organizational goals, but also it is an indicator of competitiveness (Srinivas, 2001).

Under current conditions, the management of any organization must recognize that the existence of cost-effective organization is impossible without the elaborating the system of training and development, and this applies to both ordinary employees and senior managers (Rahman, 2013). Of course, such a system must be highly organized (particularly in terms of compliance of training and development programs to current and future needs of the company), equipped with a high technical level (mastering of most modern specialties is unthinkable without special technical support and software) and be part of the whole strategy. Training and development programs should be an integral part of the policy of both internal (the majority of training programs) and external (care not only about the current frame, but also to carry out a series of strategic programs for teaching staff even before they will join the team) (Beusaert and oth., 2011; Perdue and oth., 2002).

An employer may treat employees from two points of view: as a capital or as a resource. In the first case, he is ready to invest in staff development, in the second case, employer writes off human resources on costly part of business. Most of executives finance the staff training and development on a residual basis because they do not consider it as an investment, but consider as a costly part of the business (Shatilova, 2002).

Many leaders have very little understanding of how to manage the human capital that makes a profit. Over the past ten years, the number of professionals who received business education has considerably increased. Typically, programs of business schools provide a detailed study of the methods of managing capital. In addition, more and more business leaders are beginning to look for new resources for business development, realizing that having a small tool is not enough in the current competition. One of the important tools of business development is the development of human capital (Kenzhegaranova, 2008; Kai Ming and oth., 2008; Shatilova, 2002).

CHAPTER 1

LITERATURE REVIEW

Chapter one reviews the literature pertaining to the historical context and current trends of training and development, the strategic role of the training and development system, training and development process, transfer of knowledge and skills into behavior, and the benefits of training and development system.

1.1. HISTORICAL CONTEXT AND CURRENT TRENDS OF TRAINING AND DEVELOPMENT IN HUMAN RESOURCE MANAGEMENT

Time out of mind apprenticeship system had been the important part of culture and skilled craftsmen trained unpracticed workers. With the advent of the industrial age, training of an unskilled workers was dramatically transformed, accordingly the traditional system of apprentice was replaced by the professional education and training (Sardar, 2010). In the 1750's technological and scientific development was the cause of the need for continuous training. In the following century, the system of professional training was realized in the United States. Manual training schools were created in the end of the 19th century (Thomaskutty, 2010).

In 1825 manual training began in the United States and after three years was established the Ohio Mechanics Institute in Cincinnati. In about 1886, private manual training schools and public institutions of this kind appeared in cities like Chicago, Toledo, Cleveland, Omaha, Baltimore, etc. The 19th century was the beginning of social legislation that has brought changes into the concepts of organizing workers. These changes were especially pronounced in the development of quality training of workers through support of the unions in the field of vocational training (Craig, 1976).

New aspect of factory training schools appeared because of industrial revolution, and organizations as Hoe and Company, General Electric Company, and Baldwin Locomotive Works were among the first that set up such schools (Thomaskutty, 2010).

Young Men's Christian Association (YMCA) had a significant role in the development of training. YMCA proffered freehand drawing course and trade training in tool making, cabinetry and patternmaking in 1892. In the early 20th century, it offered 63 courses of trading business, industry and science. Cooperative education was entered in the same years, and students began to go to school for training and to the industry for experience (Craig, 1976).

In 1906, the training specialists in New York established the National Society for the Promotion of Industrial Education, later named as National Society for Vocational Education (Thomaskutty, 2010).

The prosperity of the 20s impeded the use of training and reduced teaching under production conditions. The depression of 1930 attracted unemployment and wrecked the internal training programs (Huston, 1994). The labor market was full by a large number of unemployed people who did not know where they could find a job and how to spend time. The government agencies set up handicrafts training courses for them through the federal budget (Craig, 1976).

For the time the World War I and II the need for the production, which required an influx of new workers, had grown. Many workers with little or no industrial education had to undergo a course of fast and effective training. In the World War I, the demand for shipping construction was the reason for increasing worker training (Tepp, 2007). Workers were trained by instructor who used the method like show, tell, do, and check. A large number of trained industrial workers had to go to the front in time of the World War II that led to the needs of training and development of newcomers in the short term (Liuhto, 1999). Women and men who remained were involved in the welding training, machinist training, and specialized job training of many types. The training function began to occupy an important place in management after the depression years (Craig, 1976). Previously was used On the Job Training (OJT) method where knowledgeable one shows how to do to other, and it was replaced by Job Instructor Training (JIT) method that not only teaches, but considers the best ways of working and the relationship between supervisor and worker. There appeared programs as Job Relations Training (JRT), Job Methods Training (JMT) and Job Safety Training (JST) for workers who were not familiar with the work environment. Program Development Training (PDT) courses were

focused on executives who were not familiar with the training technique. For this time, there was formulated the American Society for Training and Development (ASTD) (Bradley, 2010).

The postwar years were a period of full employment. Employers had to provide training and re-training to their employees in various industries. In the mid 50's business and simulation games were very popular. Coaches began to focus on the effectiveness of learning and as a result it has increased interest in the assessment of training programs (Daniels, 2012). In 60's and 70's employment rose and management training expanded. There appeared training programs such as the Job Development Program and the Job Corps for young people. New methods were introduced which included training laboratories, sensitivity training, programmed instruction, performance appraisal and evaluation, needs assessments, management training, and organizational development (Bradley, 2010).

In the mid 70's, unemployment rate rose sharply. In the fight against unemployment there were developed various training schemes for youth. In 1978, the Youth Opportunities Program (YOP) began to work and offered training courses for graduates who had not job (Daniels, 2012). 1980-1990 were the years of social, economic and political changes that had influenced the way of doing business in the companies. Hence, international competition grew and demanded fast and effective training of staff (Leitch, 2006). In addition, organizations and training system were affected by the changes and development in technology. For instance, computers became an integral part of business and industry that led to the compulsory knowledge of computer. The staff was trained on the use of computers and then the computer started to be used in training as a method to transfer knowledge and skills (Bradley, 2010).

Competition in the 21st century requires innovation and efficiency in every sphere. Majority of companies understand that human resources are one of the main assets and use the training and development as the cardinal leverage (Sloman, 2003; Armstrong, 2011). Skilled staff contributes to efficiency, growth, increased productivity and market reputation of organization. In addition, technological advancement develops very rapid and every other day we see new products,

machines or equipment with more and more advanced features. These factors provide the training and development to be constantly relevant (Sardar, 2010).

As Sandi Edwards senior vice president for American Management Association (AMA Enterprise) says, nowadays staff knows more about training and development than before, and trying to develop themselves through training programs provided by organizations and other sources. AMA Enterprise identified some trends for 2013 year, which will influence industry:

- If leading classes will taking those programs it would be more useful to make management purer, increase openness of employers towards employees, possibility of career growth of workers and changes in cooperative strategies;
- Coaching programs have a main role in developing leadership and it continues to draw more attention;
- Usually there is a huge demand for basic knowledge because of financial limitation and/or other factors, which affect studying policy of stuff. But in the future there are predictions that there would be more demand for training programs such as communication, taking decision, creativity and etc.;
- Globalization entails more attention on leadership programs due to there is a strong competition in the world market. Consequently, organizations have two choices: “aspire to leadership” or “lose your position”;
- Companies organize training courses to reduce staff turnover, and to retain and attract qualified employees;
- Employees would be more and more interested in high-potential programs, which would help them to train and improve themselves;
- Modern technology and social media make the training programs available and flexible.

However, despite the large number of publications and studies in the field of human resources, training and development of employees is new to Kazakh literature in many ways, and therefore it requires further elaboration including improving the quality and standard of living, development of education, strengthen policies of employment and income which are essential to an effective solution of social problems of Kazakh society.

Shortage of skilled and educated workforce is a deterrent to the development of innovative production, an obstacle to improve competitiveness of some spheres of activity and of the regions, thus causing disproportions in the development of the economy. Kazakhstan's labor market is experiencing a certain deficit in an effective manager. On the market, there are always new business models, which cannot always be managed by managers due to lack of sufficient experience (Chulanova, 2013). This is also confirmed by the Report of the World Economic Forum - Global Competitiveness 2011-2012. In the ranking of the efficiency of the labor market, the Kazakhstan market occupies sufficiently high 21 place through such components as payment for labor and productivity (18 place), the proportion of women in the labor force (19), payroll flexibility (31). However, figures are quite low in such indicators as the professionalism of management (position 116), the availability of regular staff retraining (96), the brain drain (88), the availability of training (80), cooperation of labor and the employer (78). This suggests that the Kazakhstan labor market has not yet formed a strong demand for highly skilled labor.

One of the key factors of human resource development in Kazakhstan was the global financial and economic crisis for the last seventy years. The crisis has led to changes in the strategic plan "Kazakhstan-2030" to 2020. Because of changes, the emphasis has been made on the implementation of actions aimed to increase sustainability of the national economy to the negative effects of global or regional crises. HR and employees' training and development took one of the main places in the strategy "Kazakhstan-2020" (The Strategic Plan of the Republic Kazakhstan up to 2020, 2010).

The problem of insufficient qualifications and skills of national staff is exacerbated in the conditions of functioning of the Common Economic Space (CES), and the forthcoming accession to the World Trade Organization (WTO). The opening of the national market for foreign labor and employer-companies will lead to increased competition for high-paying jobs with foreign highly skilled experts.

Taking into account the above-mentioned factors the strategy "Kazakhstan-2020" must be implemented by 100% in order to develop the state through investment in the future – through human resources.

1.2. THE STRATEGIC ROLE OF THE TRAINING AND DEVELOPMENT SYSTEM

In order to be in the rank of leaders organization needs strong strategy at the basic of environmental scanning; competitive benchmarking; analysis of strengths, weaknesses, opportunities, and threats; and portfolio analyses (Swanson and Holton, 2001). According to Tichy, Fombrun and Devanna (1982) strategy is the process, which helps organization to reach its goals and accomplish the missions of organization by using its resources. Human Resource Development (HRD) is very important element in strategy of an organization, because it has a function on progress of stuff, which is the main resource to reach business-goals (Swanson and Holton, 2001). HRD is positively related to performance, product development, market share and sales growth. The increase in profits leads to an increase in investment in training which in turn reduces employee turnover. HRD became the main component in leading stuff, which is tool to increase productivity and efficiency of the organization (Horwitz, 1999).

Importance of HRD was positively affected by factors such as centralization of informational technology to the organization's success and advantages over competitors as a practical experience of the employees. Those factors are close related with each other, for instance the use of informational technology increases productivity through human experience (Swanson and Holton, 2001).

Arhan Sthapit (2010) noted that HRD not only supports business-strategy of organization, but plays the key role in formation business strategies. It means that HRD is the key factor, which helps the organization to reach strategic business goals.

Strategic human resource development (SHRD) as a component of strategic human resource management (SHRM), considers competitive advantage of organization's strategy in domestic or in international market, or both (Mintzberg, 1994). On international level, SHRD examines mobilization of organization's resources in order to compete with foreign market, at the same time in domestic market SHRD considers problems related with realization of goals and policy of organization (Wexley and Latham, 1991). The main consideration of SHRD is the

creation a training environment and structure that promotes training and development to improve efficiency and competitiveness (Horwitz, 1999).

Lee (as cited in Sthapit, 2010) suggests training model in organizations where SHRD takes an important role:

- The strategy of the organization is formulated on the basis of studying and training;
- Facilities of studying and training help to formulate the strategy;
- Training is an instrument which helps organization to realize cooperative strategy and adapt to changes;
- Training integrated with operational management;
- Isolated tactical training;
- No systematic training.

Each day more and more high productive organizations agree with strong correlation between success of organization and its investment on studying and training stuff, because every day there are changes in business sphere. Consequently, HRD helps to adapt to those changes. Companies' correspondence to the new standards and adaptation to new the factors makes changes in practical leading (Swanson and Holton, 2001). To fulfill the changes companies make an emphasis on human resource administration, especially on its competence, skills and ability to adaptation to changes (Sthapit, 2010).

William Bridges (2003) identified three phases of management of progressive changes:

- New Beginning - recognition of inefficiencies and vacation them behind;
- Neutral Zone – origination of realignments;
- Endings –detection of new purposes and origination of change.

Trainings help to shift from neutral zone to end with guaranty faze, because other collaborators support adaption (Pierce, 2013). Usually those trainings are like key player to reach the organization`s goals through employees, that means training and development are important elements for any business (Sardar and Kaur, 2010). Consequently, if each employer invests in employees` training, they will have a high-qualified staff and increase productivity and efficiency (Sthapit, 2010).

Other reasons of investing in training are global competitiveness and technological development, which need to innovate constantly. To meet the changing needs of modern organizations, traditional approaches to HRD are insufficient (Macduffie, 1995). Organizations should pay more attention to training and development of employees due to organization, which has training programs appropriate to demand of the market and is continually expanding the range of skills, has an advantage over competitors (Horwitz, 1999).

According to Abdus Sattar (2011) training and development have its own strategic position promoted with business targets and tasks of organization. It represents receiving and transferring knowledge, ability and skills, which are necessary to carry out specific activity or task. Advantage of training and development is strategic for both employers and employees (Tung, 1995). Training and development plan improves productivity and quality of work and positively affects employees' motivation. Training also positively influence to relationship between employer and employee (Horwitz, 1999).

Abdus Sattar (2011) considered importance of training and development and its aspects. For efficiency of organization training has vital importance, therefore leaders and employers of an organization should support it. Line Manager takes important part in training system, which analyzes demand in training, expenditure and benefits of using investment shares (Stavrou and oth., 2004). Training Needs Analysis (TNA) examines the skills that must be acquired by employees to perform imposed on them tasks. In addition, culture, values and difference of labor force in organization play a big role on influencing relationship between training and development and organization activities (Blanchard and Thacker, 1999). Ownership, size, technology and organizational structure can effect as well. Formulated training program which examines factors and connects them with cooperative's strategy and organization activity, leads to high productivity and advantage from competitors (Apospori and oth., 2008).

Catalanello and Redding (1989) identified three different functions to prepare organization's strategy:

- Ensuring preparation for managers of company for strategic planning, strategic thinking and understanding key strategic questions;

- Participate on designing strategic plan;
- Identifying and realization of training program based on organization's strategic plan, which increases competence of employees and creates comparative advantage.

Organizational development and training have differences, but at the same time, they have a high correlation with each other. They are very important for the organization because organization can work more effectively and the staff can be better prepared for the successful management of change with their help. Organizational development and training are vitally important and necessary for the continual improvement (Pierce, 2013). As factor of forming strategies, right used skill and experience of employees guarantee success to organization in business (Sthapit, 2010).

1.3. TRAINING AND DEVELOPMENT PROCESS

Sarma (2009) identified reasons of necessity training of workers in organization: intention to have more qualified workers; accomplishment of new programs, provide information to them who interested; defining weak sides to improve it on training; and making conditions for development of employees.

Cole (2004) noted that a creation of training system requires the definition of training policy and identifying or creating resources for its implementation. Policy sets what organization intends to do for training and development employees.

If companies pay more attention to training its workers, it means that they care about professional growth of staff. It includes not only position of the value of training to the organization, but a typology of forms and methods of training, the provisions of the analysis training needs, assessment results of training, a statement of priority of corporate goals in the organization of training, the involvement of external trainers and teachers for training, formation of intra-training center and etc. (Soltiskaya, 2005).

Staff training can vary in:

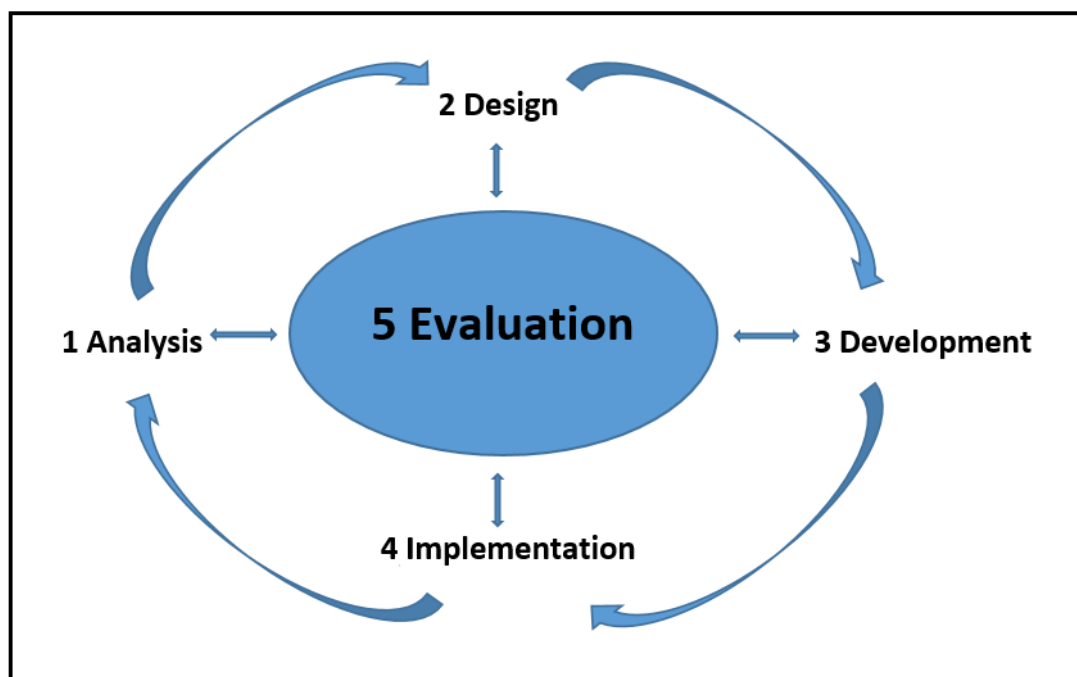
- Form (internal - within the organization and with the forces of the organization, external - with the assistance of external experts, self-learning - the employee studies by himself);
- The use of working time (on the job and off the job at the time of training);
- The level of training (initial training - training of employees without education for the first time, retraining - training of employees to form a new specialty (profession), advanced training - getting new knowledge and skills as part of their profession; adaptive learning);
- The period of training (short-term - teaching is not more than 5 days and 40 hours, medium term - no more than 6 months, and long-term - more than 6 months);
- Type (individual or group) (Makarova, 2010).

Conscious and deliberate policy of training is a prerequisite to the formation of the controlled system of training. Purposefulness assumes creation of system parameters such as diagnosing training needs and assessment of training outcomes. To implement the diagnostic and evaluation procedures, as well as for solving organizational problems necessary to ensure the structural system of training (Sarma, 2009). There is the presence of structural units under implementation of educational problems (this can be a corporate university, intra-firm training center or training manager, and partner training company carrying out the functions of the training department, rendered beyond the organization) (Chien-Chi and Gary, 2008). Before setting employees' training policy following questions should be answered: how to choose and who; what and when to teach; what is result of training; what are criteria for studying results, that explains meaning of activity in cooperative universities, studying centers and training managers (Soltiskaya, 2005). The answer to these questions can be found through the training and development process. The organization of the training and development process includes a series of sequential steps (Figure 1). In addition, there are the main people who surely have to engage in learning (Makarova, 2010):

- The head of the organization. He claims the plan and budget of training, has all the information about the organization at that moment, and of its future development plan.

- Head of department. He determines who needs training, organizes and carries out all the necessary measures to this training was held successfully.
- Expert (group of experts) of the management staff. He makes up a plan and a program of staff training, creates new and chooses already existing types, forms and methods of training. In addition, expert defines the immediate executor that will conduct training, and in what form the results will be provided after the training is complete.
- Executor. A person or group of persons who carry out the process of training employees or groups of employees.
- Trainee. Employee (a group of employees), who must be trained.

Figure 1: Training and Development Process



Reference: Klein, 1997.

Training is a cyclical process. The task of HR is to ensure the effectiveness and continuity of this process. For this, it is necessary to pay attention to careful study of all the elements of the process, because they are all equally important and a poorly crafted item can negate the effectiveness of training.

1.3.1. Training and Development Needs Analysis

Training process of staff begins with identifying organization's needs in employees' trainings. Training needs assessment is the process of identifying the knowledge, skills and competencies necessary to achieve the goals set by the leadership of the company, and namely it is identification of training needs for improving the efficiency of employees (York, 2009; Barbazette, 2006). The purpose is to identify inconsistencies between professional knowledge and skills that organization's employee should have for goals realization (in current period and in the future), and with those knowledge and skills that employee have at this very moment (Deepti and Sachin, 2009). The process of training the staff starts from the defining of training needs of organization. However, training is not always a solution of the problem due to productivity is a function of both the professional knowledge and work motivation. Organization's policy, the problem of raw materials and equipment, failure of engineering design, unfavorable working environment can be the reasons of low labor productivity (Sarma, 2009).

Training needs analysis (TNA) helps to increase chance of fertile use of time and money; to identify knowledge, skills, and relationships are required to meet the challenges; to increase employees motivation; to form training program for staff according to the organization's development goals (Deepti and Sachin, 2009). TNA involves discrepancies between what happens and what should happen. Exactly this niche should be filled through training, and difference between what employees know and can do, and what they should know and be able to do must be eliminated (Gordanova, 2005).

TNA has three levels like organizational, operative and individual. Organizational level views organization's goals, tasks and business-plan for full fit organization's needs in knowledge and skills; evaluates the internal and external environment of the organization; determine the strengths, weaknesses, opportunities and threats (Bloom, 1988). Operative level views the results of the work, labor standards and tasks that must be performed by employees using different methods of gathering information like monitoring the implementation of tasks, psychological tests, interrogation and interview, analytical identifying whether the job is clearly

understood by an employee or not (McClelland, 1993). Individual level identifies what each employee needs and which kind of training. This level can use performance measurement and identifies discrepancy areas between an expected and actual performance of employees, and whether these discrepancies are because of lack in knowledge or skills that indicates the need of training (Deepti and Sachin, 2009).

Levels that identify training needs, which were considered above consist the basic of systematical model of training. Nevertheless, it is important to note that there are many reasons for need to take into account views of the employees (Zakeski, 1988). For instance, sometimes identification of needs in training of employees based on the first impression of their abilities can be a serious problem. In this case, it would be useful to ask about it directly to workers (Kibanova, 1970).

Training needs analysis methods:

- Immersion: work with staff and get information from them about the daily challenges and opportunities they face;
- Literature research: analysis of the documents related to the budget, quality control, goal statements, reports about the staff, planning and evaluation, etc.;
- Interviews: have conversation with executives, managers, experts and employees;
- Observations: analysis of the work results and performance;
- Surveys: distribution of questionnaires;
- Group discussions: conduct the discussion between managers and employees.

As a result of each of these methods to identify training needs, there is formed information that can be used in the planning of training. Moreover, despite which method was used, based on the obtained data must be identified specific tasks that will be applied in the training (Rossett, 1987; Laird, 1985).

1.3.2. Training and Development Design, Development and Implementation

In order to maximize successfulness of training should be defined the how, at what time and who will participate in the training. Necessary to make a plan and a

training program, and indicate the objectives of each specific program (Pineda, 2010). One must also consider what types of training better suited to the purpose that must be achieved (Perdue, 2002). That is, the planning of training and development of employees includes information about the study subject, start and end dates of the training activities, the time and place of its holding, the duration of the event (in hours), instructors/service providers engaged to provide training for each generated training group, the cost of the training program (Sardar, 2010).

Design

After assessing the needs of the training necessary to specify the objectives to be achieved during training because without setting goals is not possible to proceed to the design and implementation of the training. Formulation of the objectives should meet the SMART-criteria: specific, measurable, achievable, real and time-bound. To be able to see a particular result for statement of purposes training objectives should be formulated as training results expressed in the actions of the participants in such activities that the teacher (and later supervisor) can reliably identify (Jehanzeb, 2013). That is the goals must be accurate, verifiable and measurable for the subsequent evaluation of training and development program (Yaschenko, 2010; Simone, 2011).

With the right drawing up objectives, trainers know what to teach; the trainees know what they need to learn; and managers know in what invest money. Also, training objectives represent what must be learned, how qualitatively and under what circumstances it should be realized (Wick, 2006).

Objectives may be different, but they can be defined by two terms: terminal/performance objectives and enabling/learning objectives. Terminal objectives represents each specific objective of training, while enabling objectives imply elements of terminal objectives. That is enabling objectives divide terminal objectives into smaller objectives to achieve easier the main goal. For example, terminal objectives teach seller to sell the product, and enabling objectives teach to overcome the client objections about this product (Mager, 1975).

Clearly stated objective has two dimensions: behavioral aspect and a content aspect. Behavioral aspect is the action done by trainee. Content aspect is the product or service that appears in the result of the action of trainee. For example when

carrying on board onto truck using a forklift, the process of transfer is behavioral aspect, and content aspect is board placed on the truck (Krathwohl, 1964).

Formation of the training budget is carried out by senior management company. It determines the possible amount of funds and compare them with needs. Funds for training should not be seen as uncollectible costs, but as capital investments which means they have to bring a certain effect. In addition, when calculating the budget must be provided not only direct costs but also take into account the costs associated with the separation of workers from production during the training (Magura and Kurbatova, 2002).

Budget planning may not be accurate at the first time, especially when training new or complicated. However, on admission further information, planning and budget allocation should be corrected (Laird, 1985).

To determine process time of training and development must take into account factors such as the content of the course, the knowledge and experience of designer and developer, the amount and complexity of the material, and methods of delivery. According to ASTD, there are some measurements of training development hours (Raymond, 1999):

- Traditional classroom training – 40 hours of development for 1 hour of training;
- Computer-based training – 200 hours of development for 1 hour of finished hour of training;
- Video-based training – 40-120 hours of development for 1 hour of training;
- Internet based training – development times of other mediums are same for delivery through the Internet.

Dugan Laird (1985) represented preparation time of instructor:

- Course of 5 days or less – 3 hours of preparation for each hour of training;
- Course 5-10 days – 2.5 hours of preparation for each hour of training;
- Course of 10 days and more –2 hours of preparation for each hour of training.

Development

The next step in the process of training an employee is the development of training programs (content and methods). In determining the content, forms and methods of training, primarily should proceed from the organization's need in

acquisition of its personnel new knowledge and skills, in obtaining information necessary for effective professional activity, for the successful achievement goals of the organization. Training content must flow out of the objectives facing the company in the short-term and long-term perspectives. The content of training programs depends on the learning objectives, the category of employees who receive training, the level of training and experience of the teacher (Selden, 2009).

The choice of methods and forms of training determines a lot in the future planning. Since costs is directly dependent on it, during the selection of different options the budget distribution will be significantly different (Thomaskutty, 2010). The company can get along without specialists, or hire the services of external training providers; choose full-time training, which will require appropriate logistics, or to invest in e-learning and in a content and technologies are necessary for its organization; or develop non-formal learning, such as coaching, mentoring, communities of practice, social learning projects. Of course, the selecting methods and forms also determines what will be the schedule and curriculum (Brine, 2009).

It is necessary to distinguish three types of training (Kozlowski, 2011; Andreeva, 2003):

- Skills training - a planned and organized training and production of skilled personnel for all areas of human endeavor, owning a set of specific knowledge, skills and ways of learning.
- Improving skills - training of staff to improve the knowledge, skills and means of communication due to the increasing requirements of the profession or promotion.
- Refresher training - training of personnel in order to acquire new knowledge, skills and methods of communication in connection with the mastery of a new profession, or changing requirements for the content and results of the work.

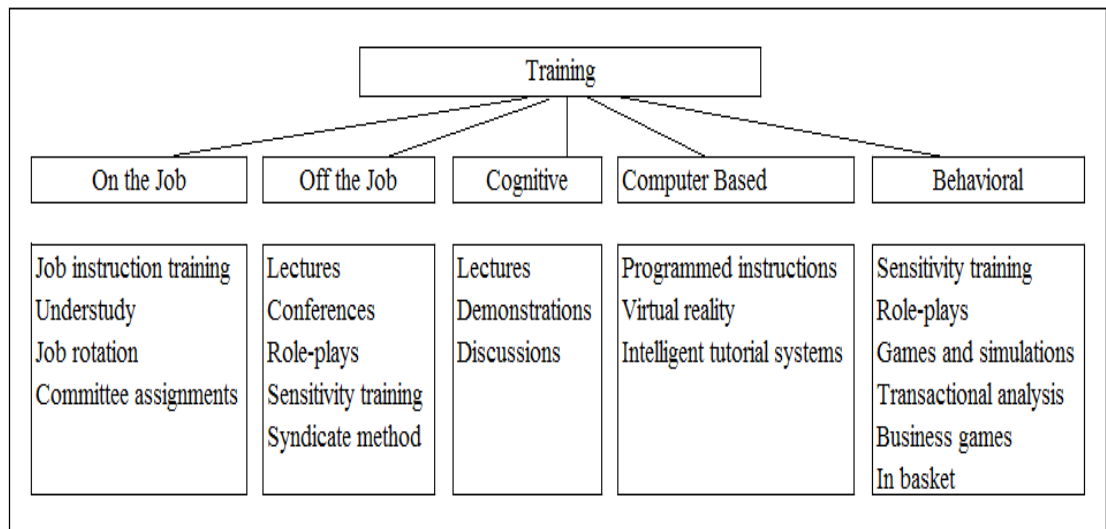
After determining the need for professional training, having at its disposal the budget, knowing the criteria for evaluating the effectiveness and being familiar with various methods of training, the department of human resources of the organization can start the development of actual programs. Development of the program involves the determination of its content and the choice of methods of training. The program

content is determined, first of all, it is facing the objectives that reflect the needs of the training and development program of a particular organization (Simone, 2011).

According to Perdue and Woods (2000) in this quickly changing market, organizations may achieve their targets only if they raise their working methods to a new qualitative level. Companies must predict future needs of market and according to it train their employees. At the training, they should choose training method depending on who will be trained: employee, group or an organization (Egan, 2012).

Sinha Deepti (2009) divided studying methods on components like on the job training, off the job training, cognitive methods, computer based, and behavioral (Table 1). On the job training is the most effective training method, because training process takes place during doing the job, therefore worker uses familiar tools and materials (Blanchard and Thacker, 1999). Usually a colleague who has a great experience and knows better what should be included in the training program trains an employee, but sometimes an organization can hire a training manager from outside. On the job training method is usually used by small organizations because it does not need big investments and planning, and easy to use (Zaccarelli, 2004). Off the job training is done outside of working field and training managers are not from the organization (Apospori and oth., 2008). This type of method is popular because of trainings are given by qualified managers and they teach actual skills. Nevertheless, employees who have training outside of work field are getting difficulty in using it in practice, consequently problem generates during training transferring (Deepti, 2009). Ronald Jacobs (2009) thinks that off the job training in spite of its positive goals, sometimes does not reach targets of company or is not enough to affect the awareness of the employee. Basic of cognitive methods consider that an employee gets knowledge as a theory, namely trainers tell or show them what and how to do (Egan, 2012). While cognitive methods based on studying through theories, behavioral methods are based on training workers through practice. This method has a positive influence on developing skills, because the action is happening in real conditions. Computer based is the use of computers and information resource technology to get knowledge (Deepti, 2009).

Figure 2: Training and Its Major Categories



Reference: Deepti, 2009.

Joe Perdue (2002) on his research identified the most effective training methods with criteria such knowledge acquisition, changing attitudes, problem solving, interpersonal skill development, and knowledge retention. He chose five methods from sixteen kinds of training methods (Figure 2):

- One to one
- Case study
- Sensitivity training
- Role play
- Videotapes

Nowadays the importance of technology grows by each day passing and it also influences on employees' training. Gradually, new technologies began to replace the traditional training methods. For example, online training is effective as well as training in classes, and this is an opportunity for saving time and money (Schmeeckle, 2003).

The last step of this phase is to verify the material by using representative samples of the target population and then revising as needed. Usually deficiencies can be identified at the training delivery and/or assessment of training. Nevertheless, if the deficiencies are found in the initial stage of the training and development

process, it should be eliminated immediately because in the last stages of training process or after the delivery of training, it may have cost a hundred times more than the cost in the initial stage.

Table 1: Training Methods and Definitions

Method	Definition
1. Case study	Solving problems identified in scenarios
2. Instructional videotapes	Video tapes describing training
3. Lecture	Presentations to groups
4. One-to-one training (conference)	A discussion with small group or individual
5. Role play	Acting out the roles of participants in problems
6. Games	Computerized or person-to-person interactions
7. Computer simulations	Computer-generated scenarios
8. Paper and pencil programmed instruction	Trainees learning at their own pace using workbooks, etc.
9. Audiotapes	Instructional audio tapes
10. Self-assessments	Determination of own skills and goals
11. Movies/films	Commercial and non-commercial films and movies with instructional examples
12. Multi-media presentations	Use of several methods (computer, video, internet, etc.) in combination
13. Audio conferences	Audio (only) teleconferencing
14. Computer-assisted programmed instruction	Trainees learning at their own pace using computers, etc.
15. Video conferences	Video (and audio) teleconferencing
16. Sensitivity training	Confrontation and direct feedback by others (usually peers) in small group setting

Reference: Perdue, 2002.

Implementation

After the content of the program has been prepared and approved by the leaders of the organization, training is ready to run. This occurs at the implementation stage. Training implementation is the most difficult stage since one is not correct action can cause failure to achieve the goals (Magura and Kurbatova, 2002). At this stage of the training process, training products, processes, and services must be delivered to trainees. Also all materials (books, manuals) that are required

during the training should be distributed in time. This total package is called a Learning Platform that provides an integrated set of services through which the trainees receive the information (content), tools (social media), activities, and resources for the development of knowledge and skills (Klein, 1997).

Training environment is very important to deliver the training successfully. This should be taken into account points as location, room size, number of tables, equipment, etc. (Laird, 1985). The conditions in which training is conducted, should not only provide a high level of learning and skills in framework of the training program, but also to minimize distractions that may have a negative impact on the level of motivation and concentration of listeners (Berman, 2013).

The learning platform can constitute only twenty-minute slide, lecture or e-learning. If the chosen form of training is e-learning and there is no an instructor to teach, there should be provided tools as supportline, discussion group, Twitter contact to help trainees (Rosenberg, 2001).

In implementation step should be considered the following steps (Laird, 1985):

- Collecting of documentation containing information about the designers, developers, trainers, and about a plan of training delivery, and creating the necessary one;
- Training the trainers;
- Creating the conditions for training;
- Provide training;
- Documentation digressions from the plan.

Planning training and development involves a detailed description and documentation of the organization of training in accordance with its strategic objectives tied to the business goals of the organization and the interests of all stakeholders. There are must be determined (Magura and Kurbatova, 2002):

- Groups of employees who will be covered by training, their training needs, expectations and interests;
- Competence for the development of which will be directed training;
- The approach to be used in teaching, its forms and methods;

- The order of cooperation with external training providers, if it is stipulated by strategy and plan;
- Technologies that will be used;
- The distribution of the training budget;
- Schedule and curriculum;
- Logistics of training;
- Methods for evaluating the effectiveness of training, indicators by which measurement will be implemented. The allocation of responsibility, authority and responsibility for the organization of training between all responsible for it employee.

1.3.3. Training and Development Evaluation

Training evaluation is committed to appreciate the results and effectiveness of the training checking the use of new skills of staff and how it affects the employee, team and organization (Moore, 2008; Deepti, 2009). Training evaluation takes an important place in transferring the training, for example, before making employees accountable for the transfer, the use of new skills and productivity of their department should be evaluated (Saks and Burke, 2012).

Training evaluation can be done for specific groups or for whole organization (CIPD, 2012), and it has own model for evaluating whole process. In the history of management are presented several models of training evaluation: Kirkpatrick's (1998), Virmani and Promila (1985), Phillips' (2003), Swanson and Holton's (1999). From all those models the main and traditional one is Kirkpatrick's model, which was originated in 1959 (Ahmad and Din, 2009). Model of Kirkpatrick (1959) consists of four steps:

- Reaction
- Learning
- Behavior
- Results

“Reaction” level identifies how participants react to the program (Deepti, 2009). According to Kirkpatrick this level of training evaluation shows satisfaction

of consumers, and reaction of participants are very important criteria to see successfulness of training because of two reasons:

- Employees share their training experience with administration and this information goes to other leaders. Hence, it affects the decision on the continuation of training;
- If participants do not react positively, they will not be motivated for training. Positive reaction does not guarantee the successful development of new knowledge, ability and skills, but negative reaction to the training means reduction development of new knowledge (Zaronka, 2007).

The main purpose of “Learning” level is evaluation of new knowledge and skills. Evaluation can be carried out in the framework of the training, and immediately after it or postponed. To assess this level can be used specially designed tests, questionnaires and assignments aimed to quantitatively measure the progress in the acquired knowledge (Rothwell and William, 2004).

According to Kirkpatrick “Behavior” level is the most important and difficult at the same time. Evaluation of this level can show how participants’ behavior changed as result of training, and how they use new knowledge and skills at work. It represents the degree of employee motivation and relevance of the training program (Deepti, 2009).

“Results” level identifies financial results after training. Evaluation in this level shows how business-indicators of company have changed. This is the most difficult level to measure (Ahmad and Din, 2009). Here the most important part is identification of the right indicators that must be measured after training program (Deepti, 2009). In the case of a financial data such as sales, profits, costs, the contribution of the training is difficult to measure, because training is not the only factor that affects those indicators (Chapman, 2012). Kirkpatrick points out that the results are the changes that have taken place because the participants were trained: increase productivity, improve quality, decrease the number of accidents, increase sales, reduction of employee turnover (Rothwell and William, 2004).

Jack Phillips added a fifth level of evaluation, which takes the results of evaluation of the fourth level to material equivalent and compares the received amount of profit to the cost of the training program (as cited in Zaranko, 2007).

Method of Phillip - ROI expresses the percentage of the net profit from the training program to the amount of its costs:

$$ROI = \left(\frac{\text{Profit of training} - \text{Costs}}{\text{Costs}} \right) \times 100\%$$

Phillips model gives chance to:

- Show that productivity growth directly depends on employees training;
- Evaluate the program as a business-instrument;
- Justify the cost of training (Kirkpatrick 2009; Zaranko, 2007).

1.4. TRANSFER OF KNOWLEDGE AND SKILLS INTO BEHAVIOUR

Studying and development of workers is very important for strategic development of company. Each year companies spend millions for employees' training and being leaders in industry (Calhoun and oth., 2010). For example, according to ASTD, organizations of USA spent \$ 1182 per person on employee training and development in 2011. The sad side is that some part of the money gets lost during training transfer (Saks and Burke, 2012). According to statistics, 54% of trainees immediately use new skills and knowledge when they return to work. However, after 6 months only 15% of employees and after 12 months just 11% of employees use the skills and knowledge, which were gotten during the training (Semin Group, 2011).

Calhoun and Roy (2010) identified two problems of knowledge transferring: first one is absence of responsibility, for example manager of company thinks that training is a job of training and development department, and his case ends up by taking part in training courses (Gayeski, 1992). On the other hand, specialist of training and development department thinks that he does not have any control after training process. Consequently, each of them thinks that training transfer is not his responsibility. Second problem is absence of systems and processes for effective use of large-scale corporate learning programs (Mager, 1987). Accordingly, productivity growth minimizes with low transfer of knowledge, and the executive of organization

may come to conclusion that “training was unsuccessful”. Maybe it was successful indeed, but employees that got training did not or could not use their skills and knowledge in work (Dumas, 1992).

Brown and McCracken (2009) on their research found out barriers of training transfer as a source of a problem. The mains of them are “lack of time” and “unsupportive organizational culture”.

Baldwin and Ford (1988) made a model of training transfer, which consists of three components: individual factors, training design factors and characteristics of the work environment. Meaning of the first one is employee has to be possessed of positive merits such as intelligence, self-efficacy and motivation. For example, Dirani (2012) on his work about correlation between the achievement culture orientation and training transfer defined that employees who are confident of themselves, are more freely use their skills that they got during training. Design of training has to be predicted beforehand (Brown and McCracken, 2009). When training managers provide training program, they have to consider does training consist the same elements with transfer; is there any common principle except defined skills; is there any stimulus that may push employee to change; and does method of training course consider easy transfer (Baldwin and Ford, 1988). Also Baldwin and Ford (1988) marked considerable importance of environment while transferring new knowledge and skills, because only in appropriate conditions employee can use skills that he get from training.

To evaluate environment of training transfer Holton, Bates, and Ruona (2000) evolved a “Generalized Learning Transfer System Inventory”. Practice shows companies that had used the transfer system noticed the growth of effectiveness of training, and the fact that the appearance of training transfer system is a breakthrough in the field of corporate training. Thoroughly considered training transfer system realizes in short time and bears its fruits soon. Nevertheless, for efficient transfer system organizations should change and develop it according to time (Wick and oth., 2010). Holton, Bates, and Ruona (2000) noted that quite a few factors related with each other affect the transfer of training, and pointed the important ones like ability to use new skills; motivation to use new skills; and the work environment.

Wick and Pollock (2010) on their book noted four factors that can lead to low or high training transfer into work environment:

- Employee has to be full of energy, intelligence and should have enough time for work;
- At work should be conditions for using new skills and knowledge;
- Employee should understand the importance of training;
- Adaptability of new knowledge and skills depends on quality of program.

Baldwin and Ford (1988) noted importance of some factors concerning the new knowledge and skills after training process with help of repetition, namely working condition, support and motivation. When employee arrives at work and feels support of manager and knows that he will be rewarded for good results, he tries to use new knowledge and skills at work that he got during the training (Calhoun and oth., 2010).

Jodlbauer (2011) identified motivation of employee as a main affecting factor on relationship between training transfer and dissatisfaction of work. That is despite the fact that the employee is dissatisfied with his job, he can transfer new knowledge and skills to work with the purpose to get something in return for that, for example option money or rise in career step (Aschenbrener, 2007). More motivation leads to high possibility of using new knowledge and skills by employees at work. As mentioned above, training transfer is problem for many organizations because without the transfer of new knowledge and skills acquired during the training, training program is worthless (Kozlowski, 2000). However, by giving consideration to transfer of new knowledge and skills efficiency of training program may increase. Of course, it needs more expenditure, but without transfer of new knowledge and skills to work, all the training costs are not justified (Calhoun and oth., 2010).

1.5. BENEFITS OF TRAINING AND DEVELOPMENT SYSTEM

In the past, people used to think that their received knowledge would be sufficient for life. Now the basic education creates only a foundation for a career. If a person has not chance to improve his qualification then his skills will go out of date (Shayle, 2006).

Thomaskutty (2010) shows some positive factors as a result of training employees: integrity and loyalty of managers; decrease tiredness, disappointment and firing of employees; raising the morale of employees; increase productivity and production; and recognition of the manager that he is part of the organization. Magura (2004) identified advantages of training and development for both the organization and staff. As a result of personnel training benefits for the organization are expressed as follows:

- Training of employees allows an organization to solve the problems associated with the new activities more effectively, and support the necessary competitiveness (improvement of quality and productivity of personnel, shortening expenses and lowering prime cost, decrease traumatism and etc.);
- Increase fidelity to organization, decrease employee turnover;
- Increasing ability of the workers to adapt to the changing social-economic conditions and to the needs of market. Thereby organization increases its human resource value;
- Training allows supporting and spreading main values and priorities of organization culture among the employees, and promoting new approaches and norms of behavior that support organizational strategy.

For worker:

- More satisfied about job;
- Increase of self-esteem;
- Rise of qualification, competence;
- Widening of career perspectives inner and outer of organization.

An addition Peter Shayle (2006) noted training benefits for the leaders too:

- Leaders can save time in the future, taking part in the training of employees and expanding their responsibilities;
- The development of self-empowerment ensures independence from other subdivisions and consultants in the future;
- By rising qualification of employees and entrust them with more responsibility, employer can save time and energy and will be able to extend the range of own responsibilities.

CHAPTER 2

METHODS OF INVESTIGATION AND DATA ANALYSIS

Chapter two investigates a research design, research environment, population and sample, data collection and data analysis.

2.1. INTRODUCTION

Modernization of industrial production and the development of new technologies increase the demands on the quality of the labor force. The presence of a high proportion of skilled workers in the structure of the economically active population is characteristic for highly developed countries. The transition to innovative development of economy is accompanied by changes in the current structure of employment, the emergence of new trends and forms of employment. Accordingly, increasing requirements to qualification of workers produces changes in the demand for labor markets (Chulanova, 2013).

The practical part of this study is based on Kazakhstan due to the topic of employees' training and development is very relevant in this country at this time. In October 1997, was presented Development Strategy of the Republic of Kazakhstan until 2030. Strategy "Kazakhstan-2030" identified the long-term way of development of the sovereign republic aimed at transforming the country into one of the most secure, stable, environmentally sustainable countries in the world with a dynamic economy (The Strategic Plan of the Republic Kazakhstan up to 2030, 1997). However, because of the severe global financial and economic crisis for the last seventy years, the Strategic Plan was changed up to 2020. As a result of changes, the emphasis has been made on the implementation of actions aimed to increase sustainability of the national economy to the negative effects of global or regional crises (The Strategic Plan of the Republic Kazakhstan up to 2020, 2010). In the next decade the priority in the activities of the state are five key areas:

- Preparation for post-crisis development;
- Sustainable economic growth by accelerating diversification through industrialization and infrastructure development;

- Investment in the future - improving the competitiveness of human capital to achieve sustained economic growth, prosperity and social well-being of citizens of Kazakhstan;
- Provision of quality social and housing public services for population;
- Strengthening of inter-ethnic harmony, security and stability in international relations.

Kazakhstan began to look with new eyes at the human capital noting that investing in human capital he invests in the future, because it provides a steady economic growth, prosperity and social well-being. As a result of the implementation of the Strategic Plan – 2020, Kazakhstan will have the human resources necessary for the development of a diversified economy, as well as have the infrastructure necessary to serve local entrepreneurs and exporters (The Strategic Plan of the Republic Kazakhstan up to 2020, 2010). Respectively, the achievement of these goals requires specific actions, and Kazakhstan began to act:

- Since 2013, the country had planned a full-scale professional development of teachers. About 120,000 teachers will be trained on the new training programs within 5 years (Informkz, 2012);
- Starting this year, Kazakhstan introduced compulsory education for doctors and nurses; before it was optional (Salimova, 2013).

2.2. RESEARCH DESIGN

As a priority in the research process was a literature review, and then the secondary data analysis. The main sources of the study were academic libraries, institutes, research institutions, universities, books, articles, internet, etc. Through information and data obtained from these sources was conducted a secondary analysis of data. Questionnaire has been used as a method of investigating training and development.

The questionnaire consists of four parts. In the first section are the questions of socio-demographic characteristics in accordance with the guidelines suggested in the literature. The second section examines employees' training and development programs of organizations. Third one is about the perception of training and

development system in organization. Last section includes the questions about incentives and barriers in training and development system. In order to the respondents were not bored, questions were formed as much as possible short and simple.

2.3. RESEARCH ENVIRONMENT

The research environment is Kazakhstan. Republic of Kazakhstan is a unitary state with a presidential form of government that gained independence on 16 December 1991. Kazakhstan is located at the crossroads of two continents - Europe and Asia. Neighbor countries are China, Kyrgyzstan, Turkmenistan, Uzbekistan and Russia. The scale of the country's territory, which is divided into 14 provinces and 3 cities of republican values, is ranked ninth in the world . Capital city is Astana. The estimated population of the country is 17,736,896, and is relatively young, with 24.7% under 14 years of age, 68.4% between 15 to 64 years, and only about 6.8% who are older than 64 years. With a population growth rate of 1.2%, life expectancy is 69.94 years. Kazakhstan has significant oil and gas reserves concentrated in the western region, allowing rank the Republic as largest oil producers in the world. The share of trade with traditional partners - countries of the CIS (Commonwealth of Independent States) and Baltic countries - large: they account for about 59% of exports and imports up to 63% (CIA's World Fact Book). In this case, the main trading partner is Russia. From foreign countries are successfully developing trade ties with Germany, Turkey, Switzerland, Czech Republic, Italy, China, the U.S., Britain, South Korea, and others. In July 2010, began to operate the Customs Union of Belarus, Kazakhstan and Russia. According to some estimates, the establishment of the Customs Union will stimulate economic development and can give an additional 15% to the GDP (Gross Domestic Product) of the participating countries in 2015.

2.4. POPULATION AND SAMPLE

For selecting organizations for the study was used online directory www.kps.kz. Handbook «Contact Plus» - is a directory of enterprises and organizations of Kazakhstan. The site contains the address information and a brief description of the type of companies from all areas of activity. Very convenient division of organizations into activity spheres makes the process of selecting companies for the questionnaire much easier. Organizations are divided into 15 areas: The first necessity organizations (331); state and society (1783); leisure (3627); medicine (2256); science and education (2669); real estate (709); equipment and tools: production, sale (3807); industry and manufacturing (1359); media and publishing (772); building materials (3987); construction (1604); trade (7978); transportation (4246); services (9924); and financial and insurance companies (1556). Total number of organizations is 46608. For the study were selected three areas: science and education, industry and manufacturing, and state and society. The study of training and development is important for these areas because:

- The State Development depends primarily on the sound management of the country, hence a public employee has a special role in the sustainable development of the state (UNDP, 2013);
- Kazakhstan's main export products are raw materials, namely oil (Bukeeva, 2012);
- In line with the development strategy - Kazakhstan 2020, there is a full-scale professional development of teachers to improve the quality of education (The Strategic Plan of the Republic Kazakhstan up to 2020, 2010).

According to the handbook «Contact Plus», 5811 organizations were registered in the sectors of science and education, industry and manufacturing, and state and society at the date of the survey. Ten organizations were selected from each of those three sectors using simple random sampling.

Data collection instrument is questionnaire that was randomly distributed over organizations related to the fields of science and education, state and society, as well as industry and manufacturing. Organizations are of various sizes and from both private and public sectors. 240 sets of questionnaires were sent out to the group of

respondents at random by e-mail for a period of four months (18.02.2013-18.06.2013). The number of questionnaires received from the respondents is 168 (70%), 12 (5%) of them are with errors or incomplete. As a result, 156 (65%) questionnaires were used for research analysis.

2.5. DATA ANALYSIS

Analysis began with coding, reducing and entering the questionnaire data into a computerized statistical package for social sciences program (SPSS). The first step in the statistical analysis of the data is usually the descriptive statistics. It is a descriptive study defining the state of training and development system in the organizations of Kazakhstan. Hence in this study was done only the descriptive statistics, namely frequency analysis and cross tabulation analysis. Frequency analysis was produced to obtain the demographic and socio-economic data of respondents, basic information about organizations, existence and types of training programs in organizations, and barriers of employees' training and development. Cross tabulation analysis was done to characterize differences between the organizations of the areas of science and education, state and society, industry and manufacturing: formal training program, duration of training and development program, requirement of training and development program, trainees, estimated dollar amount spent on training for each employee per year, types of performance incentives, more convenient training methods for training employees, problems due to the unskilled labor, barriers of training, and skills of employees.

CHAPTER 3

RESULTS, SUMMARY AND DISCUSSION

Chapter three includes findings and data interpretation, summary and discussion.

3.1. INTRODUCTION

This study investigated training and development of employees in human resource management practiced in three different sectors of Kazakhstan: science and education, state and society, industry and manufacturing. The research design was meant to describe current state of training and development system in the organizations, particularly, the importance of training and development of employees for organizations; the use of methods of employees' training and development; the barriers to training and development of employees faced by organizations; the differences of the employees' training and development systems in the three areas: science and education, state and society, industry and manufacturing. Previous chapters discussed the methodology and design of the study and included a literature review that highlights studies of employees' training and development system.

3.2. FINDINGS AND DATA INTERPRETATION

3.2.1. Demographic and Socio-Economic Data

The first part of the questionnaire consists of seven demographic and socio-economic questions. This section was prepared to obtain the demographic and socio-economic data about the respondents. These data are shown in Table 2.

Table 2: Demographic and Socio-Economic Data

Age			Gender		
	N	%		N	%
<30	79	50.6	Female	103	66
31-40	63	40.4	Male	53	34
41-50	8	5.1			
>50	6	3.8			
TOTAL	156	100	TOTAL	156	100
Level of education			Working experience		
	N	%		N	%
BSc	64	41	<5	64	41
MSc	77	49.4	5-10	52	33.3
PhD	15	9.6	10-15	23	14.7
			>15	17	10.9
TOTAL	156	100	TOTAL	156	100
Responsibility					
	N		%		
Manager	63		40.4		
Expert	22		14.1		
Supervisor	17		10.9		
Executive Manager	32		20.5		
Lecturer	22		14.1		
TOTAL	156		100		

During the consideration of Table 2, which shows the number and percentage distribution of demographic and socio-economic data of respondents, we can see that most of the respondents (50.6%) under the age of 30 years, 63 people (40.4%) aged between 31 and 40, 8 people (5.1%) aged from 41 to 50, and 6 people (3.8%) older than 50 years. 34% of respondents are men and 66% are women. An analysis of the educational status of research participants shows that the majority of respondents (49.4%) are graduates of the MSc, 64 people (41%) are graduates of the BSc, and 15 people (9.6%) are graduates of the PhD. Most of the respondents (41%) have work experience up to 5 years, 52 people (33.3%) have between 5-10 years old, 23 people (14.7%) have between 10 and 15 years, and 17 people (10.9%) have more than 15 years. According to the responsibility of the participants, 63 (40.4%) of them are managers, 22 (14.1%) are experts, 17 (10.9%) are supervisors, 32 (20.5%) are executive managers, and 22 (14.1%) are lecturers.

3.2.2. Frequency Analysis

In first part of questionnaire apart from demographic and socio-economic data was asked two (2) questions to participants in order to identify type and sector of organizations. They are:

- What kind of establishment is your organization?
- What is the sector of your organization?

Table 3: Type of Organization

Establishment of Organization			Sector of Organization		
	N	%		N	%
Private	31	19.9	Science and Education	51	32.7
State	125	80.1	State and Society	57	36.5
			Industry and Manufacturing	48	30.8
TOTAL	156	100	TOTAL	156	100

As seen in Table 3, the majority of respondents (80.1%) participated in the questionnaire indicated that organizations in which they work are government organizations, while 19.9% of participants noted that they are working in a private organization. Respondents involved in the study are employees of organizations of three sectors, namely, science and education 32.7%, state and society 36.5%, and industry and manufacturing 30.8%.

At this stage of analysis considered the issues within the framework of training and development process, which consist of five steps: analysis, design, development, implementation and evaluation.

As we can see in Table 4 to the question about “Is there a formal training program being implemented in your organization?” most of participants answered - Yes (98.7%).

Table 4: Implemented Formal Training Programs in Organizations

Formal Training Program	N	%
No	2	1.3
Yes	154	98.7
TOTAL	156	100

Table 5: Training Receivers

Trainee	N	%
Manager and Expert	16	10.3
Executive	15	9.6
All	110	70.5
Lecturer	13	8.3
Total	154	98.7
Missing System	2	1.3
TOTAL	156	100

In Table 5, we can see answers to question “Who receives the training?”. Most of the respondents answered – All (70.5%). However, in some organizations there are only trainees like managers and experts (10.3%), executives (9.6%) and lectures (8.3%).

Stage of design includes planning of resources and time. Below is interpreted information about funds for training and duration of training in organizations of Kazakhstan.

Table 6 shows results of the question “For how long has your organization the program of training and development of employees?”, and many participants answered as 1-3 years (30.8%).

Table 6: Duration of the Program of Training and Development of Employees in Organizations

Duration	N	%
<1 year	32	20.5
1 year - 3 year	48	30.8
3 year - 5 year	36	23.1
>5 year	38	24.4
Total	154	100
Missing System	2	1.3
TOTAL	156	100

Table 7: Estimated Dollar Amount Spent on Training for Each Individual per Year

Dollar	N	%
<100	6	3.8
101-400	39	25
401-1000	64	41
>1001	45	28.8
Total	154	98.7
Missing System	2	1.3
TOTAL	156	100

Table 7 represents information about the estimated dollar amount spent on training for each individual per year by organization. 41% of respondents indicated that the estimated dollar amount spent on training per person is \$401 - \$1000.

One of the main functions of the stage of development is the selection of the training methods. Description of the methods used for training of employees in organizations of Kazakhstan is given below.

Table 8: Types of Training Programs Planned for the Staff

	Professional short-time courses on the site (on-the-job training)		Training courses by the company training centers		Sending the trainees to general training centers		Sending the trainees to private training centers		Training the labor by supervisors during the definite time	
	N	%	N	%	N	%	N	%	N	%
Yes	89	57.1	58	37.2	62	39.7	39	25.0	35	22.4
No	65	41.7	96	61.5	92	59	115	73.7	119	76.3
Total	154	98.8	154	98.8	154	98.8	154	98.8	154	98.8
Missing System	2	1.2	2	1.2	2	1.2	2	1.2	2	1.2
TOTAL	156	100	156	100	156	100	156	100	156	100

As can be seen in Table 8, the most of respondents noted the professional short-time courses (on-the-job training) (57.1%) as the type of training program planned for the staff. It is followed by sending the trainees to general training centers (39.7%), training courses by the company training centers (37.2%) and sending the trainees to private training centers (25%).

Table 9: More Convenience Training Methods for Training Employees

Method	N	%
Short term training courses at fixed centers (Off-the-job Training)	87	55.8
Invite trainers to the organization (on-the-job training)	61	39.1
Self-learning and then take part in standard exam	8	5.1
TOTAL	156	100

As can be seen in Table 9, to the question - "Which of the following training methods is more convenience for training employees in your organization?" a lot of participants answered short term training courses at fixed centers (Off-the-job Training) (55.8%). And on the last line there are - invite trainers to the organization (39.1%) and self-learning and then take part in standard exam (5.1%).

Implementation step is the realization of the training program (Klein, 1997), and tables below provides the requirements for employees and their motivation on the part of the organization.

Table 10: Training Mandatory

Mandatory	N	%
Not at all	17	10.9
To a limited extent	12	7.7
To a moderate extent	32	20.5
To a considerable extent	37	23.7
To a very great extent	56	35.9
Total	154	98.7
Missing System	2	1.3
TOTAL	156	100

According to Table 10, the majority of participants (35.9%) determined training requirement level as “to a very great extent”.

Table 11: Types of Performance Incentives Used by Organizations

	Financial		Paid time off		Promotion		Awards	
	N	%	N	%	N	%	N	%
Yes	114	73.1	44	28.2	78	50.0	54	34.6
No	40	25.6	110	70.5	76	48.7	100	64.1
Total	154	98.7	154	98.7	154	98.7	154	98.7
Missing System	2	1.3	2	1.3	2	1.3	2	1.3
TOTAL	156	100	156	100	156	100	156	100

Table 11 includes data on types of performance incentives used by organization, to which most of the participants responded as financial (73.1%) and promotion (50.0%).

Evaluation of training and development assess the effectiveness and failure of training program. Perceptions of respondents about training courses, faced problems, barriers of training are given below.

Table 12: Barriers of Training Employees in Kazakhstan

	Low level of education		Low income		No motivation		Family struggles		Time	
	N	%	N	%	N	%	N	%	N	%
Yes	80	51.3	48	30.8	59	37.8	10	6.4	22	14.1
No	76	48.7	108	69.2	97	62.2	146	93.6	134	85.9
TOTAL	156	100	156	100	156	100	156	100	156	100

Table 12 shows the barriers of training workers in Kazakhstan. As we see, main barriers of training employees are low level of education (51.3%) and no motivation (37.8%).

Table 13: Existence of Any Problem at Work due to the Unskilled Employees

Problem at Work	N	%
No	40	26
Yes	116	74
TOTAL	156	100

Table 13 shows answers to the question about “Is there any problem at work due to the unskilled employees?”, and most of participants answered - Yes (74%).

Table 14: Kinds of Assorted Problems Faced in Work

	Time (Delay)		Quality		Cost	
	N	%	N	%	N	%
No	85	54.5	79	50.6	123	78.8
Yes	71	45.5	77	49.4	33	21.2
TOTAL	156	100	156	100	156	100

As can be seen from Table 14, the problems arising from the unskilled workers such as time (delay) (45.5%) and quality (49.4%) has been observed in work.

Table 15: The Percentage of the Quality of Employees in Organizations

		N	%
Skilled employees	1%-33%	19	12
	34%-67%	34	22
	68%-100%	103	66
Semiskilled employees	1%-33%	115	74
	34%-67%	28	18
	68%-100%	13	8.3
Unskilled employees	1%-33%	155	99
	34%-67%	1	0.6
Number of respondents		156	100

Table 15 represents the percentage ratio of skilled, semiskilled and unskilled employees. According to this table mass part of the employees are skilled (66%).

Table 16: Perception of training and development system

	N	Minimum	Maximum	Mean
A powerful human resource development system is the most valuable asset of your organization	156	2	5	3.91
The organization's productivity is closely linked with its human resource managerial and developmental systems	156	2	5	4.22
Human capital plays a significant role in order to success your organization	156	1	5	4.20
Developing a learning environment is essential to your organization	156	1	5	4.11
The organization high investment on developing learning facilities	156	1	5	3.72
Changing technologies required the organization to prepare employees learning facilities for acquiring new knowledge	156	1	5	3.73

and skills to perform their jobs				
Developing of training facilities and its environment is one of the crucial strategies for your organization to assist employees to gain the necessary knowledge and skills	156	1	5	3.68
Integrating working and learning is a fundamental requirement for your organization to remain competitive	156	1	5	3.77
Workplace learning is the essential bridge between working and innovating	156	1	5	3.88
Successful training in your industry requires a supportive environment	156	2	5	4.19
The organization training programs are effective in teamwork improvement	156	1	5	3.93
The teams can work well with others and share ideas	156	2	5	4.08
Team members enjoy being part of the team	156	3	5	4.13
The training provided by the organization has been beneficial in team activities	156	1	5	4.01
Organizational training improved overall teamwork quality awareness	156	2	5	4.01
The teams produce quality results	156	2	5	4.07
The organization feels that training is an important part of employee development practices	156	1	5	4.06
The organization thinks that training employees is beneficial to organization quality performance	156	1	5	4.19
The organization values the benefits of training	156	1	5	4.04
The organization's investment in training leads to increased time and money savings on teamwork activities	156	1	5	3.80
Training fosters a sense of belonging to the organization, increases employee satisfaction and accelerates performance	156	1	5	4.10

Table 16 shows the average value of the respondents' answers to questions about the importance of human capital and its development for the organizations. Respondents were asked for the five-point scale: 1 = strongly disagree; 2 = disagree; 3 = moderate; 4 = agree; 5 = strongly agree. On the average, respondents agreed that human capital is important for the organizations (3.91, 4.2), and that the organizations create favorable conditions for the development of human capital (3.68, 3.72, 4.11). In addition, they agreed that training of employees has a positive effect on the performance of the organizations and cooperation of employees (3.93, 4.08, 4.19, 4.22).

3.2.3. Cross Tabulation Analysis

Table 17: Implemented Formal Training Programs in Organizations by Sectors

	Yes		No		TOTAL	
	N	%	N	%	N	%
Science and Education	51	100	0	0	51	33
State and Society	57	100	0	0	57	36
Industry and Manufacturing	46	96	2	4	48	31
TOTAL	154	99	2	1	156	100

As seen in Table 17 in all organizations of the areas of science and education, and the state and society are conducted training programs for employees. However, in the field of industry and manufacturing some of the organizations, namely 4% of the overall responses of the respondents do not have the training courses to improve the skills of workers.

Figure 3: Implemented Formal Training Programs in Organizations by Sectors



Figure 3 also represents the availability of programs to improve the skills of workers in the organizations of the three spheres: science and education, state and

society, and industry and manufacturing. As can be seen in the histogram the program of training and development of employees is not only in some organizations (4%) of the field of production and industry.

Table 18: Training Receivers by Sectors

	Trainees									
	Manager and expert		Executive		All		Lecturer		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Science and Education	0	0	2	4	36	71	13	25	51	33
State and Society	7	12	6	11	44	77	0	0	57	37
Industry and Manufacturing	9	20	7	15	30	65	0	0	46	30
TOTAL	16	10	15	10	110	71	13	8	154	100

According to the Table 18 can be found who receives the training and in which sector. In most organizations of the science and education sector (71%) all employees are participants of training and development program. In the second sector, the majority of organizations (77%) also provide the training for all employees. In the sector of industry and manufacturing 65% of respondents answered that the all employees receive the training, 20% responded that trainees are managers and experts, and 15% that executives are.

Analyzing the Figure 4 can be said that on indicators of who is trained dominant indicator is "all". Also in the sector of science and education is an indicator "lecturer" that is not seen in other sectors. In this sector, the indicator "lecturer" is in the second place (25%), but an indicator "all" (71%) includes the lecturers also, and there can be said that training of lecturers dominates in the sector of education and science.

Figure 4: Training Receivers by Sectors

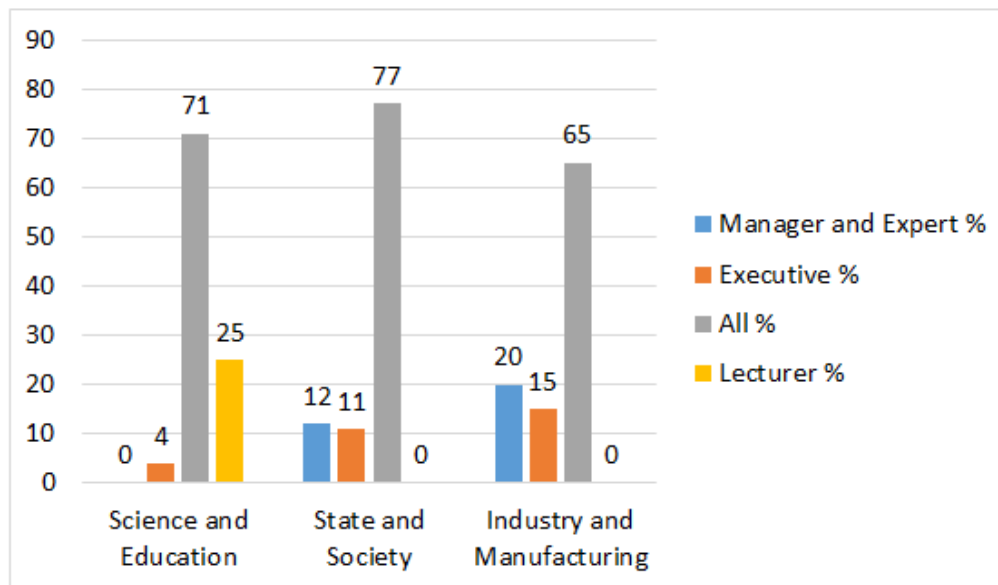


Table 19: Duration of the Program of Training and Development of Employees in Organizations by Sectors

	Program duration									
	<1		1-3		3-5		>5		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Science and Education	12	24	14	27	24	47	1	2	51	33
State and Society	5	9	25	44	3	5	24	42	57	37
Industry and Manufacturing	15	33	9	20	9	20	13	28	46	30
TOTAL	32	21	48	31	36	23	38	25	154	100

Table 19 and Figure 5 show the difference between the areas of science and education, state and society, and industry and manufacturing in the duration of the program of training of staff. As can be seen program of employees' training and development exists not so long ago (over the last three years) in the most organizations of the three areas (31%). Approximately half of the organizations in the field of education and research (47%) provide courses of training and development for employees from 3 to 5 years. In the sphere of the state and society can be noted that in the majority of organizations (44%), employee training program exists for the last three years, while the other half (42%) indicate that they have the

program to improve the skills of staff over 5 years. Analyzing the third sector based on responses can be concluded that a program of training and development of employees is new for the majority of organizations (33%). Although 28% of respondents answered that in this field the training and development program has been in existence for more than 5 years.

Figure 5: Duration of the Program of Training and Development of Employees in Organizations by Sectors

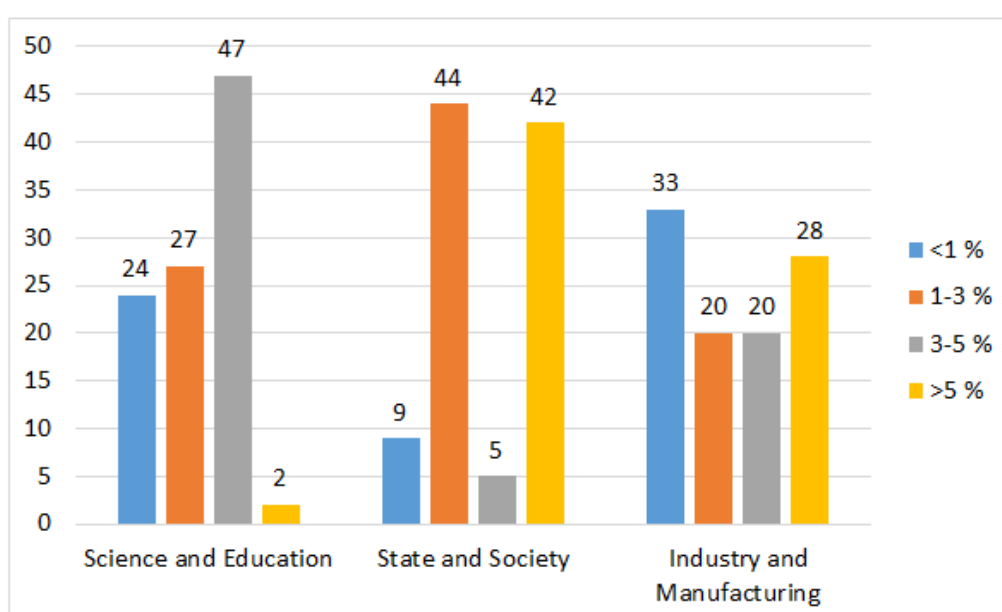


Table 20: Estimated Dollar Amount Spent on Training for Each Individual per Year by Sectors

	Dollar amount spent on training per person									
	<100		101-400		401-1000		>1001		Total	
	N	%	N	%	N	%	N	%	N	%
Science and Education	1	2	3	6	19	37	28	55	51	33
State and Society	2	4	27	47	23	40	5	9	57	37
Industry and Manufacturing	3	7	9	20	22	48	12	26	46	30
TOTAL	6	4	39	25	64	42	45	29	154	100

Table 20 provides information on the estimated dollar amount spent on training for each individual per year that has an important place in the system of employees' training and development. If we examine all three sectors it can be said that almost half of the organizations (42%) participating in the study spend from \$401 to \$1000 for the training of each employee per year. Although if we examine each sector separately, can be said that 55% of the sector of science and education spend more than \$1001 on employee training per year. In the sector of the state and society, dominant indicator is \$101-\$400 with index of 47%. In the last sector - industry and manufacturing, many of the respondents (48%) indicated that their organizations spend on training of each employee from \$401 to \$1000 per year.

Figure 6: Estimated Dollar Amount Spent on Training for Each Individual per Year by Sectors

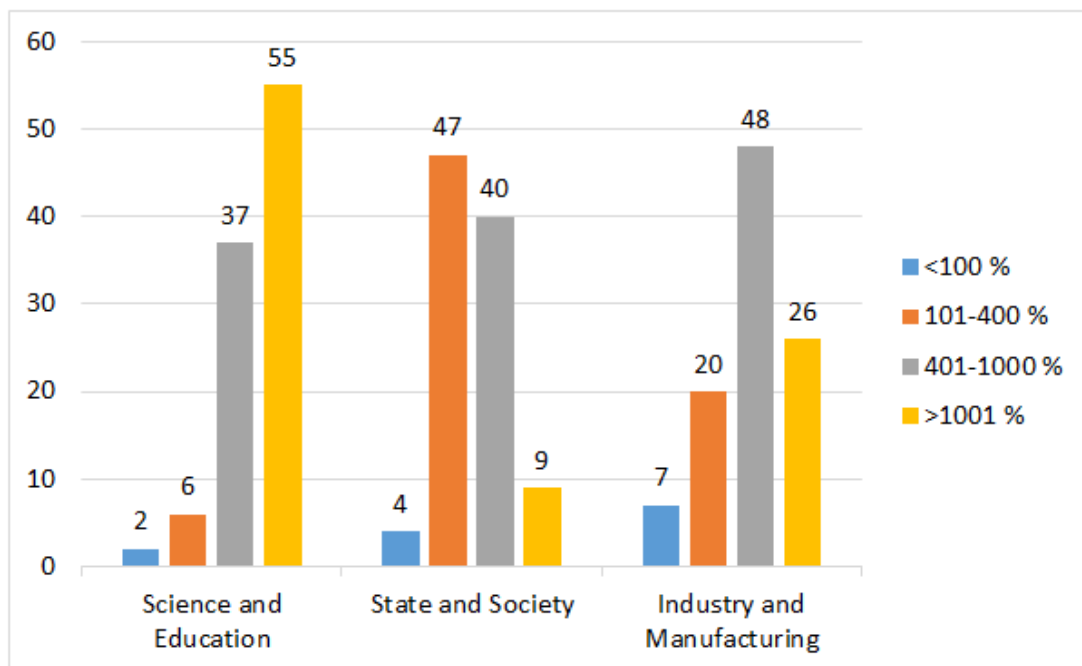


Figure 6 shows the approximate amount of dollar spent on training of employees. In most organizations of the science and education sector estimated dollar amount spent on training for each individual per year is more than \$1001. The sector of state and society shows the allocation of money on the average from \$101

to \$1000 for each employee. Majority of organizations of the industry and manufacturing sector are investing in employees' training from \$401 to \$1000.

Table 21: Types of Training Programs Planned for the Staff by Sectors

	Professional short-time courses (on-the-job training)		Training courses by the company training centers		Sending the trainees to general training centers		Sending the trainees to private training centers		Training the labor by supervisors during the definite time		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Science and Education	29	25	27	23	28	24	19	17	12	10	115	41
State and Society	37	49	9	12	13	17	8	11	9	12	76	27
Industry and Manufacturing	23	25	22	24	21	23	12	13	14	15	92	32
TOTAL	89	31	58	20	62	22	39	14	35	12	283	100

Table 21 presents information about the kinds of training and development programs planned by organizations. As seen in the table the most common type of training is professional short-time courses (on-the-job training) (31%). Almost half of the organizations in the area of state and society plan this type of training program. In addition, the table shows that organizations least of all plan program such as training the labor by supervisors during the definite time.

Figure 7 also explains the difference of training programs planned for the staff in three areas in the form of a graph. Here can be seen that in these areas are planned all these kinds of training, but more common types are professional short-time courses (on-the-job training), sending the trainees to general training centers, and training courses by the company training centers.

Figure 7: Types of Training Programs Planned for the Staff by Sectors

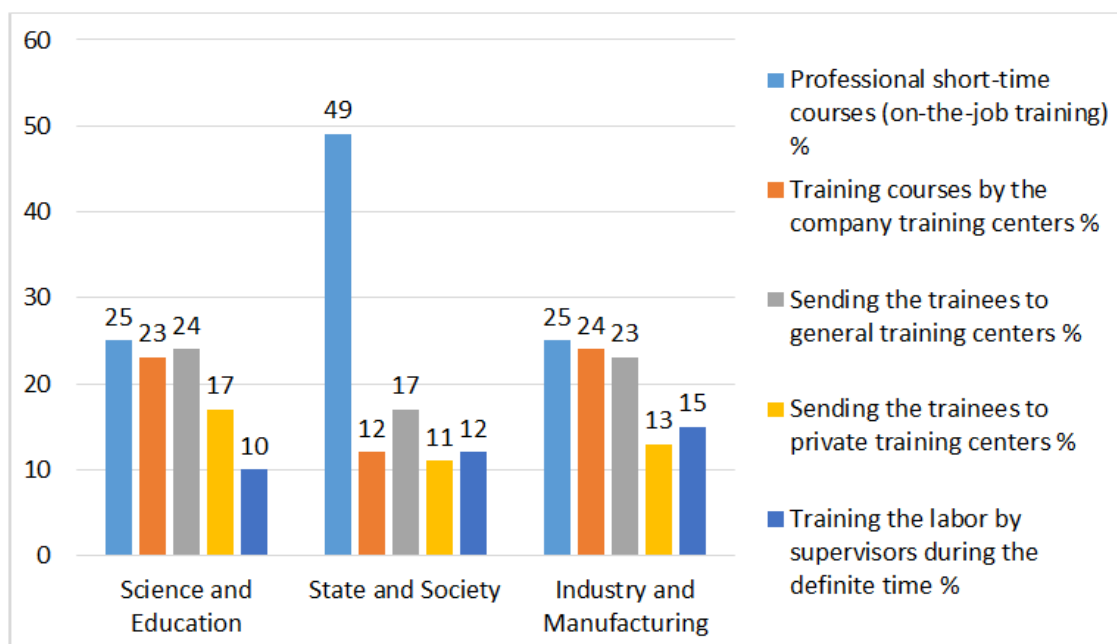
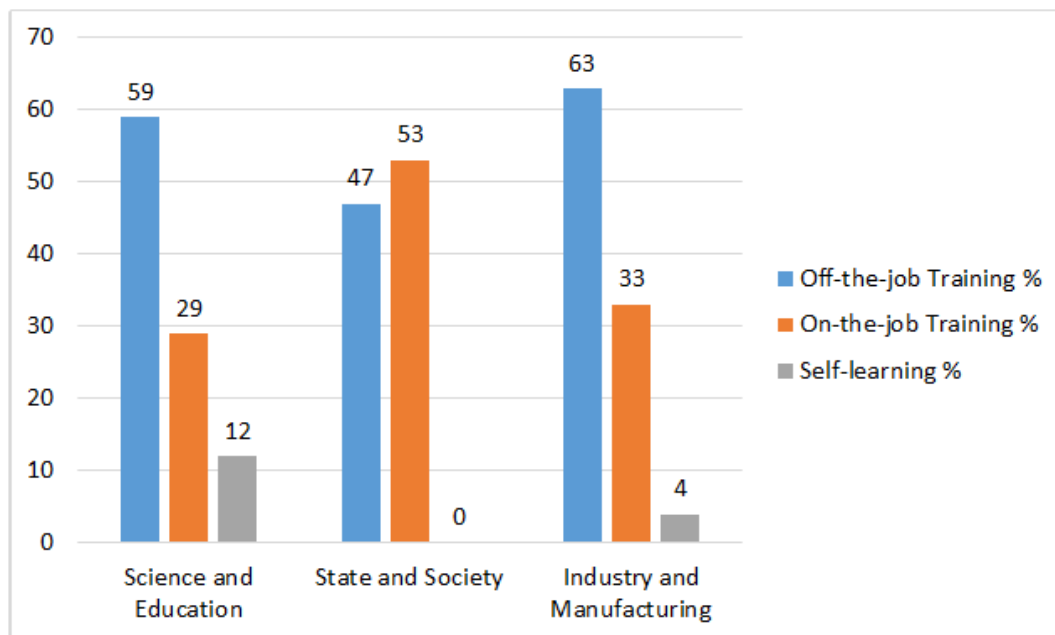


Table 22: More Convenience Training Methods for Training Employees by Sector

	More convenient training method							
	Off-the-job Training		On-the-job training		Self-learning		TOTAL	
	N	%	N	%	N	%	N	%
Science and Education	30	59	15	29	6	12	51	33
State and Society	27	47	30	53	0	0	57	37
Industry and Manufacturing	30	63	16	33	2	4	48	31
TOTAL	87	56	61	39	8	5	156	100

Each organization has the right to choose or use a training method that is considered more appropriate for the employees of organization and for the organization. Table 22 contains the percentage ratio of more convenient training methods for training employees in the organization based on respondents' answers. From the given methods, method of off-the-job training dominates in the sectors of the science and education (59%) and industry and manufacturing (63%). In the sector of state and society, the leader is the method of on-the-job training.

Figure 8: More Convenience Training Methods for Training Employees by Sectors



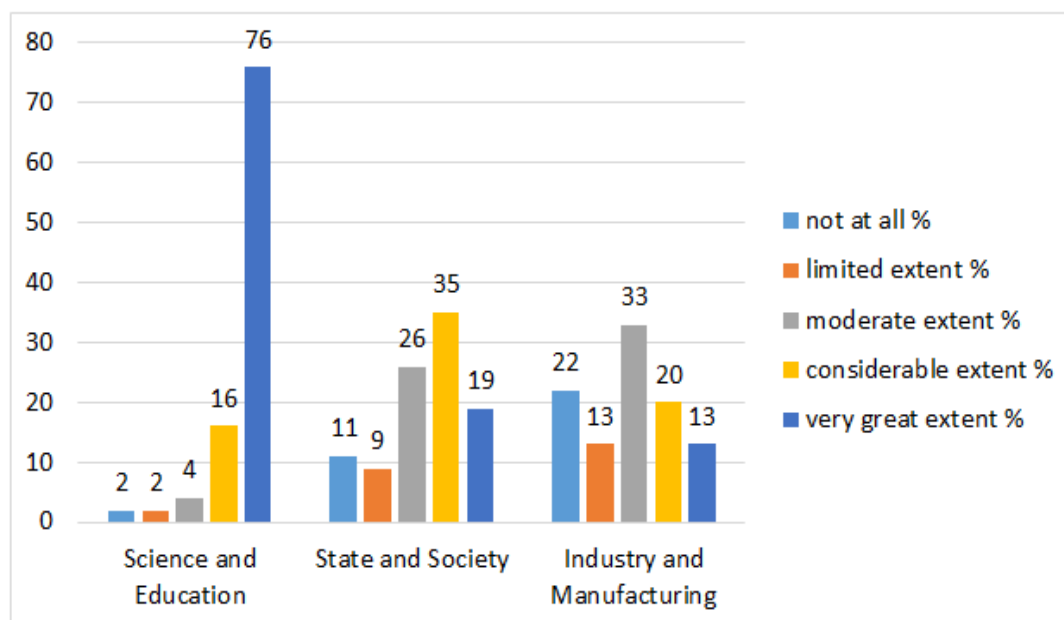
In Figure 8 is a chart of more convenient training methods for training employees where indicated three methods: off-the-job training, on-the-job training, and self-learning. On average, in all three areas the most popular method is an off-the-job training. However, the method of self-learning has a position of the least convenient training method for training employees in the fields of science and education (12%) and the industry and manufacturing (4%), and is not considered as appropriate for the sector of state and society.

Data on the extent of requirement of training and development programs in the organization are shown in Table 23 that show that training and development programs are at the level of "very great extent" in many organizations (36%). The sector of science and education stands out with the factor of 76%. For most organizations of the state and society sector training requirement is at the level "considerable extent" (35%). In addition, 33% of organizations of the industry and manufacturing sector maintain the level of "moderate extent".

Table 23: Training Mandatory by Sectors

	Training mandatory											
	not at all		limited extent		moderate extent		considerable extent		very great extent		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Science and Education	1	2	1	2	2	4	8	16	39	76	51	33
State and Society	6	11	5	9	15	26	20	35	11	19	57	37
Industry and Manufacturing	10	22	6	13	15	33	9	20	6	13	46	30
TOTAL	17	11	12	8	32	21	37	24	56	36	154	100

Figure 9: Training Mandatory by Sectors



In Figure 9 can be seen the extent of requirement of training in three areas in the form of a graph. Strong contrast stands out in indicators of the area of science and

education, namely "very great extent" (76%), while indicators of state and society, and industry and manufacturing are more evenly distributed across all indicators.

Table 24: Types of Performance Incentives Used by Organization by Sectors

	Types of performance incentives used by organization									
	Financial		Paid time off		Promotion		Awards		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Science and Education	39	50	11	14	20	26	8	10	78	27
State and Society	43	39	9	8	37	33	22	20	111	38
Industry and Manufacturing	32	32	24	24	21	21	24	24	101	35
TOTAL	114	39	44	15	78	27	54	19	290	100

Table 24 presents information about the performance incentives used by organizations for their employees. The most common incentive for all sectors is financial (39%). In second place is promotion for the sectors of science and education (26%) and the state and society (33%). The second place of the sector of the industry and manufacturing is occupied by paid time off and awards with an equal percentage of 24%.

In Figure 10 can be seen what kind of performance incentives are used more or less in the three spheres of organizations. As the graph shows incentive "award" is used less in the sector of education and science while the indicator "paid time off" is less well known for the sector of the state and society. Sector of industry and manufacturing compared with other sectors on the average uses all performance incentives.

Figure 10: Types of Performance Incentives Used by Organization by Sectors

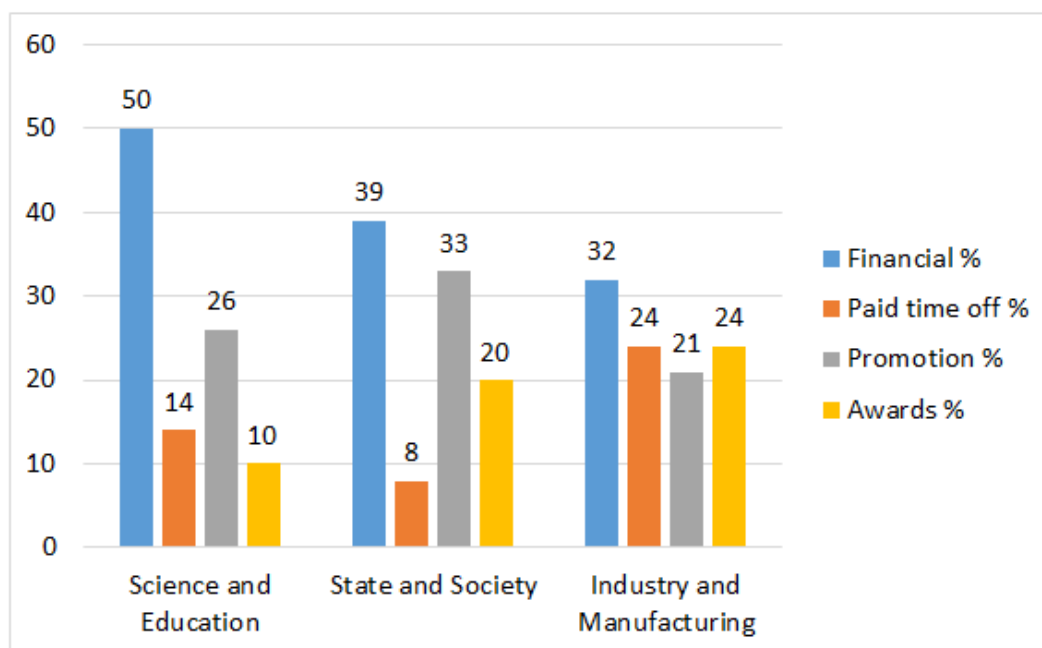


Table 25: Barriers of Training Workers in Kazakhstan by Sectors

	Low level of education		Low income		No motivation		Family struggles		Lack of time		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Science and Education	23	32	19	27	19	27	5	7	5	7	71	32
State and Society	38	50	7	9	21	28	2	3	8	11	76	35
Industry and Manufacturing	19	26	22	31	19	26	3	4	9	13	72	33
TOTAL	80	37	48	22	59	27	10	5	22	10	219	100

In front of many organizations may appear barriers of employee training. Table 25 presents these kinds of barriers, and the percentage ratio of the three areas. Organizations increasingly faced with low level of education (37%) from the stated five main barriers, namely, science and education (32%), state and society (50%) and

industry and manufacturing (26%). If review each area separately in the sector of industry and manufacturing dominates low income with index of 31%. It is impossible not to notice a significant percentage of the indicator "no motivation": science and education (27%), state and society (28%), and industry and manufacturing (26%).

Figure 11 shows a chart of the barriers of training workers in Kazakhstan. As can be seen from the graph the most dominant indicator is low level of education in the sector of science and education (50%). The least organizations are faced with the barrier of family struggles: science and education (7%), state and society (3%), and industry and manufacturing (4%).

Figure 11: Barriers of Training Workers in Kazakhstan by Sectors

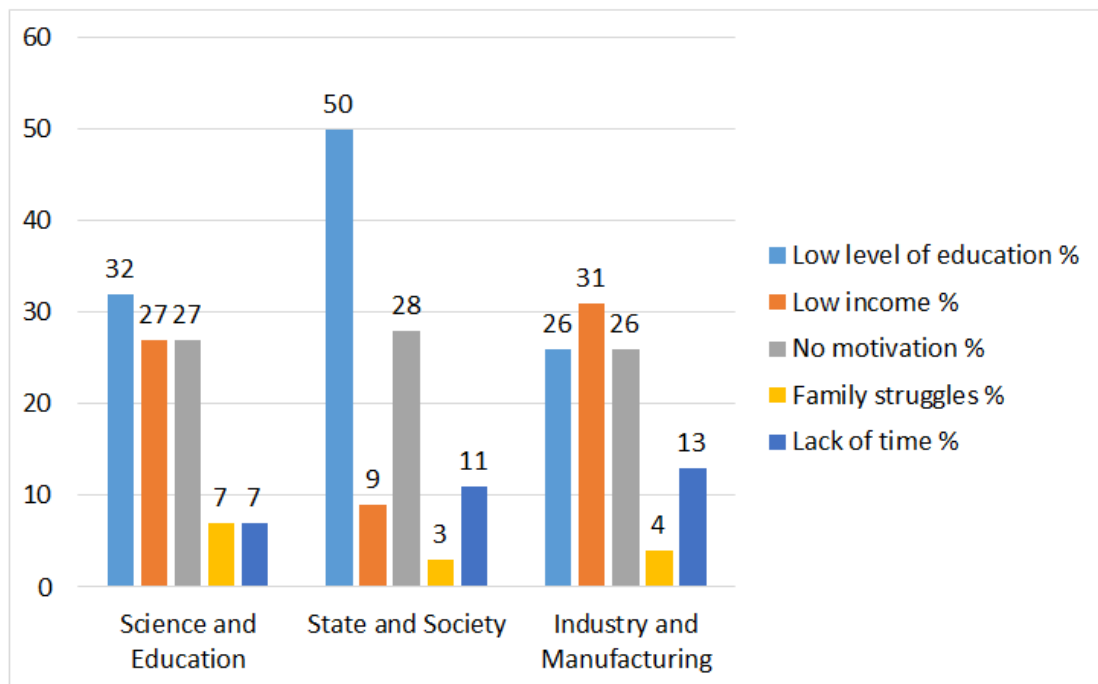


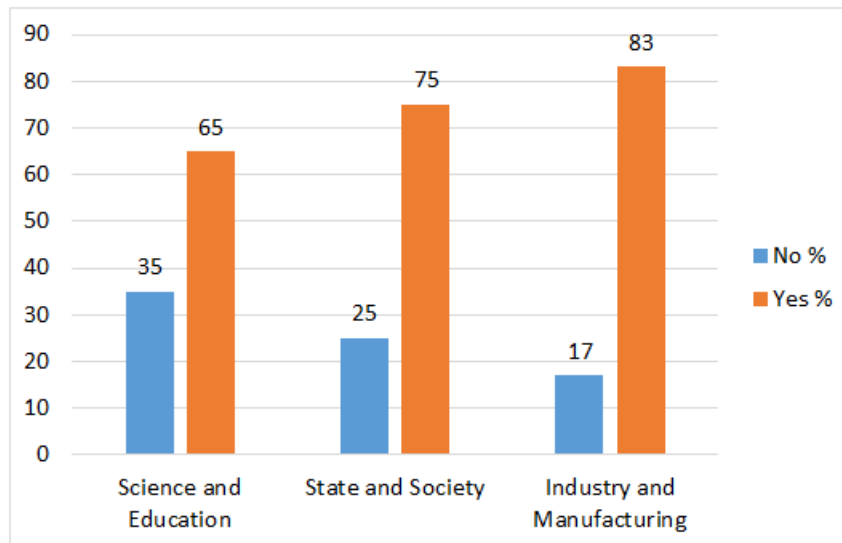
Table 26 represents the answers of respondents about the existence of the problem in the organization due to the unskilled employees. The majority of respondents from these three areas have confirmed the existence problems. First of all, the problem is due to unskilled labor is present in the field of industry and manufacturing (83%), second place is occupied by the sector of state and society

with an index of 75%, and the last is the sector of science and education with no small indicator of 65%.

Table 26: Existence of Any Problem at Work due to the Unskilled Employees by Sectors

	Problems due to the unskilled labor					
	No		Yes		TOTAL	
	N	%	N	%	N	%
Science and Education	18	35	33	65	51	33
State and Society	14	25	43	75	57	37
Industry and Manufacturing	8	17	40	83	48	31
TOTAL	40	26	116	74	156	100

Figure 12: Existence of Any Problem at Work due to the Unskilled Employees by Sectors



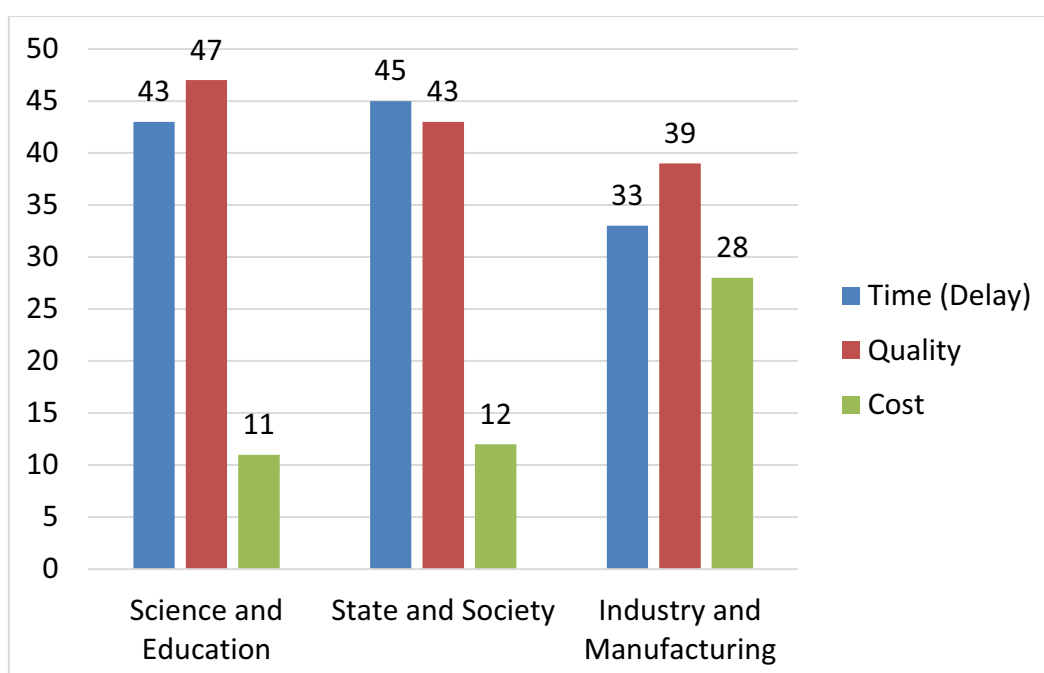
Existence of problems due to the unskilled labor is shown in Figure 12 in the form of a graph that clearly explains the existence of problems in these areas, but also indicates that some organizations do not face such problems.

Table 27: Kinds of Assorted Problems Faced in Work by Sectors

	Faced problems due to the unskilled labor							
	Time (Delay)		Quality		Cost		TOTAL	
	N	%	N	%	N	%	N	%
Science and Education	20	43	22	47	5	11	47	26
State and Society	26	45	25	43	7	12	58	32
Industry and Manufacturing	25	33	30	39	21	28	76	42
TOTAL	71	39	77	43	33	18	181	100

If Table 26 provided information about the existence of problems due to unskilled employees, Table 27 reveals the types of these problems faced by the organization. As seen in Table 27 there are three main types of problems: time, quality and cost. Most of the organizations of all three areas have problems of time (39%) and quality (43%). Industry and manufacturing sector is often faced with the problem of cost (28%).

Figure 13: Kinds of Assorted Problems Faced in Work by Sectors



The chart of Figure 13 shows three main kinds of problems that arise due to unqualified members of staff. In sectors science and education (47%) and industry and manufacturing (39%) dominates the problem of quality. In the sector of state and society often faced problem is time (delay) (45%).

Table 28 contains information about the amount of skilled, semiskilled and unskilled employees in the organizations of the three areas. The majority respondents (37) from the sector of science and education have indicated that most of the employees are (68% -100%) skilled. Based on questionnaire results can be stated that the percentage ratios of semiskilled and unskilled employees are below 33%. In other areas percentage ratios of the employees skills are similar, namely amount of skilled employees are between 68% -100% in both sectors: state and society (43) and industry and manufacturing (23). In these sectors, the majority of respondents also identified the level of unskilled employees in percentage ratio of 1% -33%.

Table 28: The Percentage of the Quality of Employees in Organizations by Sectors

	Skilled employees			Semiskilled employees			Unskilled employees		Number of respondents
	1%-33%	34%-67%	68%-100%	1%-33%	34%-67%	68%-100%	1%-33%	34%-67%	
	N	N	N	N	N	N	N	N	
Science and Education	9	5	37	38	5	8	51	0	51
State and Society	1	13	43	47	10	0	57	0	57
Industry and Manufacturing	9	16	23	30	13	5	47	1	48
Total	19	34	103	115	28	13	155	1	156
	Skilled employees			Semiskilled employees			Unskilled employees		Number of respondents
	1%-33%	34%-67%	68%-100%	1%-33%	34%-67%	68%-100%	1%-33%	34%-67%	
	%	%	%	%	%	%	%	%	
Science and Education	18	9.8	73	75	9.8	16	100	0	32.7
State and Society	1.8	23	75	82	18	0	100	0	36.5
Industry and Manufacturing	19	33	48	63	27	10	98	2.1	30.8
Total	12	22	66	74	18	8.3	99	0.6	100

Figure 14: The Percentage of the Quality of Employees in Organizations by Sectors



Figure 14 displays the distribution of employees in terms of quality in the three sectors. The highest figure in three areas is unskilled employees with a ratio of 1%-33%. In the second place are semiskilled employees with percentage ratio of 1%-33%. Skilled employees that have a percentage ratio from 68% to 100% occupy third place. From the whole, it might be suggested that all organizations have skilled, semiskilled and unskilled employees. Nevertheless, most of the employees of organizations are skilled workers (68% -100%).

3.3. SUMMARY

Members of Kazakh organizations, namely the areas of science and education, state and society, industry and manufacturing, attended the study. The participants consist of 66% of women and 34% men. More than half of respondents (50.6%) are younger than thirty years old, and this factor affects the indicators of working experience increasing index of up to 5 years (41%). 40.4% of participants

are between 30 and 40 years old, 8% are between 41 and 50 years old, and last 3.8% are older than 50 years. Approximately half of the total number of respondents (49.4%) have MSc degree. 41% have BSc degree and 9.6% have PhD degree. 40.4% of the participants are managers, 20,5% are executive managers, 14.1% are experts, 14.1% are lecturers, and 10.9% are supervisors. A lot of respondents (41%) have working experience less than 5 years, 33.3% have worked between 5 and 10 years, 14.7% have working experience between 10 and 15 years, and only 10.9% of respondents are with experience of over 15 years.

The organizations of three areas have the following proportion in present research: science and education 32.7%, state and society 36.5%, industry and manufacturing 30.8%. 80.1% of them are public organizations and 31% are private.

Most of the organizations participating in the study (98.7%) have programs to train employees. Most organizations require training of all employees (71%).

One-third of the organizations (30.8%) engaged in training of employees from 1 to 3 years. 24.4% of organizations have training programs over the 5 years, 23.1% have training and development programs between 3 and 5 years, 20.5% are novices which start organizing training programs during the year. Consideration of each sector separately showed: 47% of respondents from the sector of science and education indicated that the existence of the training program in the organization from 3 to 5 years, and 42% of state and society sector responded that their organizations have training programs for more than 5 years.

Respondents indicated that organizations spend on training for each employee from \$401 to \$1000 per year (41%), although a detailed analysis shows that the sector of science and education spends more than \$1001.

More than half of them (57.1%) stated professional short-time courses on the site (on the job training) as the most planned type of training programs. Following methods used by organizations are sending the trainees to general training centers (39.7%), training courses by the organization training centers (37.2%), and sending the trainees to private training centers (25%).

According to the answers of respondents more convenience method for training employees is short term training courses at fixed centers (off the job training) (55.8%). This method is followed by invitation the trainers to the

organization (on-the-job training) (39.1%) and self-learning and then take part in standard exam (5.1%).

In total training programs of organizations are obligatory (36%), but in the detailed analysis can be seen that the requirement of training at the level of "very great extent" for the sector of science and education (76%), "considerable extent" is for the state and society (35%), and "moderate extent" is for industry and manufacturing (33%).

Organizations mostly used financial rewards (73.1%) as an incentive and encouragement. Promotion is the second leading type of motivation in the organizations of the Republic of Kazakhstan (50%). In addition, there are types of performance incentives as awards (34.6%) and paid off time (28.2%).

The main barriers of training employees are low level of education (51.3%) and no motivation (37.8%). About half of the study participants noted that they are faced with problems arising due to non-qualified personnel such as quality (49.4%), time (45.5%), and cost (21.2%).

In the distribution of staff in quality in percentage respondents (66%) determined that the majority of staff (68% -100%) consists of skilled employees, although some participants from sectors of science and education (16%) and industry and manufacturing (10%) considered that the most employees are semiskilled (68% - 100%).

Respondents were asking for the importance of human capital and its development for the organizations. On the average, respondents agreed that human capital is important for the organizations (3.91, 4.2), and that the organizations create favorable conditions for the development of human capital (3.68, 3.72, and 4.11). In addition, they agreed that training of employees has a positive effect on the performance of the organizations and cooperation of employees (3.93, 4.08, 4.19, and 4.22).

3.4. DISCUSSION

Training and development is an important element in maintaining the balance between demand and supply of labor. Indeed, changing the direction of a

professional training, skill level, as well as performing basic training for specific jobs, the organization can ensure maximum compliance of staff structure to structure of jobs taking into account the full range of requirements of the latest to the quality of labor force.

The purpose of this study was exploring the state of employees' training and development system in Kazakhstan, what training methods used by organizations of Kazakhstan, and what types of barriers they have using a combination of literature research and an exploratory survey. According to the purpose of study were formulated four research questions, and below are the answers to these questions based on the data results.

1. What attention is paid to the training and development of employees in the organizations of Kazakhstan?

To answer this question was asked second section of survey consisting of twenty one questions. Respondents had to rate with a number 1-5 that reflects the extent of their agreement with the statements. According to the answers of respondents to the questions below can be said that human capital takes an important place in organization and its productivity and competitiveness are closely linked with its human resource managerial and developmental systems:

- Human capital plays a significant role in order to success your organization (4.20);
- The organization's productivity is closely linked with its human resource managerial and developmental systems (4.22);
- Integrating working and learning is a fundamental requirement for your organization to remain competitive (3.77);
- Changing technologies required the organization to prepare employees learning facilities for acquiring new knowledge and skills to perform their jobs (3.73);
- Workplace learning is the essential bridge between working and innovating (3.88).

A powerful human resource development system is the most valuable asset of organization. Consequently, the organization thinks that training is important due to it is beneficial to its quality performance, and organization invests in development of

learning environment. This conclusion is obtained in accordance with the following questions:

- A powerful human resource development system is the most valuable asset of your organization (3.91);
- Developing learning environment is essential to your organization (4.11);
- The organization high investment on developing learning facilities (3.72);
- Developing of training facilities and its environment is one of the crucial strategies for your organization to assist employees to gain the necessary knowledge and skills (3.68);
- Successful training in your industry requires a supportive environment (4.19);
- The organization feels that training is an important part of employee development practices (4.06);
- The organization thinks that training employees is beneficial to organization quality performance (4.19);
- The organization values the benefits of training (4.04).

In accordance to the respondent answers can be said that the organization training programs have been beneficial in teamwork improvement and team activities. In addition, training leads to increased time and money savings on teamwork activities and fosters a sense of belonging to the organization:

- The organization training programs are effective in teamwork improvement (3.93);
- The teams can work well with others and share ideas (4.08);
- Team members enjoy being part of the team (4.13);
- The training provided by the organization has been beneficial in team activities (4.01);
- The teams produce quality results (4.07);
- The organization's investment in training leads to increased time and money savings on teamwork activities (3.80);
- Training fosters a sense of belonging to the organization, increases employee satisfaction and accelerates performance (4.10).

Linda Holder (1998) investigated a study about employees' perceptions of the status and effectiveness of the training and development system and of the value of training and development. Her research findings give an opposite result of this research. Participants (Department of Justice employees) of her research did not believe that the training and development system enjoyed a very high status within the organization. In addition, they stated that the training and development system was not effective in helping them on the job. One of the reasons for significant differences in results may be the difference in time because training and development system at the level of growth and has not yet reached its peak.

2. What methods do organizations use for training and development of employees in Kazakhstan?

In the survey were asked two questions about training methods. The first is about methods of training programs planned for the staff, and it consists of variants of answers such as (a) professional short-time courses (on-the-job training), (b) training courses by the organization training centers, (c) sending the trainees to general training centers, (d) sending the trainees to private training centers, and (e) training the labor by supervisors during the definite time. Respondents could choose several variants. Data show that 57.1% of organizations plan professional short-time courses, 39.7% plan sending the trainees to general training centers, 37.2% choose training courses by the organization training centers, 25% prefer sending the trainees to private training centers, and 22.4% plan training the labor by supervisors during the definite time. Second question is about the more convenience training method for training employees. Respondents could choose one of the three variants: (a) short term training courses at fixed centers (off-the-job training), (b) invite trainers to the organization (on-the-job training), and (c) self-learning and then take part in standard exam. 55.8% of respondents answered as short term training courses at fixed centers (off-the-job training), 39.1% represents the second variant - invite trainers to the organization (on-the-job training), and only 5.1% consider that self-learning and then take part in standard exam is more convenience training method for training employees. Basis on the results can be concluded that the most planned training methods is professional short-time courses (on-the-job training) (57.1%), and it is followed by sending the trainees to general training centers (39.7%) and training

courses by the organization training centers (37.2%). However, many respondents (55.8%) consider that short term training courses at fixed centers (off-the-job training) is more convenience method. On-the-job training with index of 57.1% in the part about planned training methods has got 39.1% in the part about more convenience methods for training employees.

According to the data of research of Lucy Surhyel (2008) about effects of employee performance management on employee learning and development within banks in Nigeria were identified the more preferred training methods as on the job training, coaching, and job rotation. Another study about training and development of workforces in construction industry (Akhavan, 2011) has revealed short term training courses at fixed centers (off-the-job training) and send trainers to the construction sites (on-the-job training) as helpful methods for educating the construction workers. The reason for choosing training on the job can be a convenience for employees and saving on travel expenses.

3. What are the barriers to training and development of employees faced by organizations in Kazakhstan?

To identify barriers to training and development of employees faced by organizations was asked question that included five kinds of barriers such as low level of education, low income, no motivation, family struggles, and time. According to respondents, the main barrier is low level of education (51.3%) in the organizations of Kazakhstan. At the same time low income and no motivation have high sign as 30.8% and 37.8%. Consequently, low level of education, low income, and no motivation can be considered as the main three barriers to training and development of employees faced by organizations of sectors of science and education, state and society, and industry and manufacturing in Kazakhstan.

A similar study of Akhavan (2011) in the field of construction revealed the main barriers such as low levels of education, poor salaries, lack of motivation, and family struggles. In addition, he identified several barriers for employing effective training policies faced by Iranian construction workers: financial problems faced by the companies; short term contract of most of the workers; time-consuming; little attention of client to the importance of skilled labor in the projects, etc.

4. What are the differences of the employees' training and development systems in the three areas: science and education, state and society, and industry and manufacturing?

As mentioned above, data were collected from the organization of three areas as science and education, state and society, and industry and manufacturing. 37% of all respondents from the sector of state and society, 33% are from the sector of science and education, and 31% are employees of the industry and manufacturing sector. According to answers of the respondents, 4% of industry and manufacturing sector have not any training programs. All the organizations of other two sectors organize training and development programs for employees. Respondents were asking for the type of training programs that applied concerning developing the employees. The sector of the state and society stands out against a background of other sectors with an index of 49%, in order that organizations in this sector planed professional short-time courses (on-the-job training). Science and education and industry and manufacturing sectors apply three types of training programs approximately at the same level: professional short-time courses (on-the-job training) (25%), training courses by the organization training centers (24%), and sending the trainees to general training centers (23%).

Almost half of the organizations of science and education sector (47%) have training and development programs for employees with duration from 3 to 5 years. The organizations of the sector of state and society basically have training programs with duration from 1 to 3 years (44%) and from 3 to 5 years (42%). In the sector of industry and manufacturing main part of organizations (33%) have started organizing the training programs during the year, although 28% of organizations have training programs with duration over 5 years.

On average all the organizations organize training and development programs for staff that consists of executives, managers, and lecturers: science and education (71%), state and society (77%), and industry and manufacturing (65%). However, the levels of mandatory of training are different for the sectors. For instance, mandatory of training is on the "very great extent" in the sector of science and education (76%), "considerable extend" is in the sector of state and society (35%), and "moderate extend" is in industry and manufacturing (33%).

The sector of science and education spends on training and development programs than other sectors. Dollar amount spent on training per person are over \$1001 in this sector (55%). The sector of industry and manufacturing lays out on training per person between \$401 and \$1000 (48%). In the sector of state and society dollar amount spent on training per person is between \$101 and \$400 for the 47% of organizations and between \$400 and \$1000 for the 40% of organizations.

Every organization has to motivate the staff by different methods. According to the data can be concluded that main performance incentives is money for the organizations of Kazakhstan. Half of the respondents from the science and education sector (50%) state that their organizations use financial type of performance incentives. Majority parts of the state and society (39%) and industry and manufacturing (32%) areas apply this method too. In addition, the sector of the state and society successfully uses the promotion (33%) to motivate the employees. The sector of industry and manufacturing utilizes awards (24%) and paid time off (24%).

All three sectors noted that they have problems due to the unskilled employees at work. Chiefs of them are quality (science and education sector 47%, state and society 43% and industry and manufacturing 39%) and time (delay) (science and education 43%, state and society 45% and industry and manufacturing 33%). Cost is one of the main problems for the industry and manufacturing sector (28%). In addition to the problems, sectors have barriers like low level of education, low income, no motivation, family struggles, and lack of time. Low level of education is the biggest barrier for all the three sectors, namely science and education 32%, state and society 50% and industry and manufacturing 37%. However, in the sector of industry and manufacturing the main barrier is low income with index of 31%. Also low income is stated with index of 27% in the sector of science and education. No motivation is the third leading type of barriers in the organizations of Kazakhstan: science and education 27%, state and society 28% and industry and manufacturing 26%.

In the distribution of staff in quality in percentage respondents of the science and education sector (73%) determined that the majority of staff (68% -100%) consists of skilled employees, although some of them (16%) considered that the most employees are semiskilled (68% -100%). 75% of the participants from sector of the

state and society indicated that big part of staff (68%-100%) consists of skilled employees. According to the answers 48% of the respondents, majority of employees (68%-100%) in the industry and manufacturing sector are skilled. Although 10% of the respondents from this sector stated that amount of semiskilled employees are more than others (68%-100%).

CONCLUSION

The formation of a high-quality workforce implies increasing the responsibility of both the employee and the state, whose mission is to encourage and create a good condition for this process in the market condition in order to ensure a high quality of life, which is one of the factors of effective development of human capital.

Increasing the efficiency of government institutions can be expected only by having the highly professional staff. Vice versa, increasing the efficiency of public administration is the most important criterion and the "litmus test" that determines the improvement of the quality of human resources. The timeliness and accuracy of government decisions depend on the successful relationship of these components.

Between the state and the workers are organizations. For organizations, human capital is the primary means that an organization must constantly train and develop for the development of employees, organization and state. The learning process is a whole system that allows achieving goals. So allow summarize this research by following the rules of the process of training and development.

98.7% of organizations have programs for training and development of staff.

Since not all respondents have the information on the performance and qualifications of employees to analysis who should receive training was asked the question "who receive the training?" to which many respondents answered as "all". Of course, everyone should participate in the training and development programs to go with the time and remain competitive. Nevertheless, if consider other variants can be noted that in the field of science and education basically lecturers take part in the training programs (25%), in the area of the state and society managers and experts (12%) and executives (11%) receive training. In the sector of manufacture and industry is also managers and experts (20%) and executives (15%) participate in the training programs.

The majority of organizations (30.8%) organize training and development programs for employees for the last 1-3 years. Most organizations of science and education sector (47%) started to train employees before (3-5 years) than the sector

of the state and society (1-3 years, 44%) and manufacture and industry (less than 1 year, 33%).

On the average, the organizations (42%) spend on the training of each employee from \$401 to \$1000 per year, although most of the organizations from the sector of science and education (55%) provide more than \$1000. From the three sectors, the least allocating the funds to training and development of employees is the sector of state and society, which is mostly (47%), invests from \$101 to \$1000. Of course, amount of money allocated to training programs primarily affects the choice of the training method. According to data the most planned method for the training of employees by organization is professional short-term courses on the job (57.1%), although employees prefer short-term training courses off the job (55.8%). One of the possible reasons for choosing the conducting the training on the job is limitation in the funds. For instance, organization can save on costs related with the road by selecting on the job method. Also, organizations prefer methods such as sending the trainees to general training centers (39.7%) and training courses by the organization training centers (37.2%).

Training environment is very important for a good mastery of the material by employees and its further use in the workplace. Based on the data can be said that organizations pay sufficient attention to the training and organize supportive environment for training and development of employees. In addition, organizations understand that the conducting of the training is substantial for both staff and organization, and that some employees do not approve news and changes. Because of it, organizations (35.9%) require mandatory participation of employees in training courses. Organizations not only watch over attendance training courses, but also motivate them by rewards such as money (39%) and promotion (27%). But perhaps the organizations are not enough or not properly motivate their employees because 27% of respondents indicated "no motivation" as a barrier of training. In addition, they define the main barrier of training as "low level of education" (37%). In addition, respondents (74%) indicated that during the work, they face problems due to unskilled workers that is the reason for the training of employees. It was found that the main problem is the quality of work (49.4%). That is, some employees do not perform their job properly. The problem of quality is accompanied by the

problem of time (delay). Delay in the performance of duties can lead to high costs of the organization.

In spite of this, respondents consider that productivity and competitiveness of organization depend on human capital and they care about training of the staff. According to the answers (66%) the main part of staff, namely from 68% to 100%, are skilled employees. In addition, employees consider that training programs provided by organizations are effective and co-workers show quality results. As a result of training programs organizations increase time and money savings, and employees become more collectively.

In the modern world, the main factor in improving the competitiveness is education and vocational training. OECD (Organization for Economic Cooperation and Development) countries spend an average of about 6% of GDP (Gross Domestic Product) on this purpose. In Kazakhstan, in the aspect of social modernization a key factor is elaboration of new approaches to education and vocational training, retraining, including the universalization of skills appropriate inquiries of innovative economy, increasing the quality characteristics of experts. As an integral component of the country's competitiveness, the quality of the workforce largely determines the effectiveness of the other competitive advantages, in particular, the favorable economic and geographical location, availability of raw materials, favorable investment climate, etc.

The research topics of training and development of employees is an actual for Kazakhstan, but is not a developed part of the human resource management yet. There are few studies on the subject of human resource management in Kazakhstan (Kenzhegaranova, 2008; Chulanova, 2013), and even fewer about the training and development of employees in organizations.

The present thesis is a descriptive study that examines three sectors: science and education, state and society, industry and manufacturing. Considering the difference in management, status and importance of each sector, other sectors should be investigated in the future.

Taking into account the developmental state of the system of employees' training and development in Kazakhstan, and the importation of practices of countries that are successful in this area by Kazakhstan requires studies that show

and describe the link between the adaptation of foreign systems of training and development and culture and social values of Kazakhstan.

Findings from this study indicate the need to further investigate the effect of rewards on transfer of training and the development of an organizational culture that encourages it. The influence of education on the staff quality and compliance of the education quality of future professionals with requirements of the labor market should be documented. Future research could investigate the relation between the methods of recruitment and professional skill of workers related to training and development. It also will be important to have studies that identify the different kinds of motivations that directly affect the effectiveness of training through training transfer. In addition, a future study could provide a helpful contribution by finding a way to measure effectiveness of training and development system.

Much of what was found in this research suggests that it should be extended to include a greater number of participants. Broader inclusion can add confidence to the findings about training and development of employees in organizations.

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APPENDIX

APPENDIX 1: Training and Development Questionnaire

This research is related to the training and development of employees. The purpose of this study is exploring the state of employees' training and development system, what training methods used by organizations, and what types of barriers they have using a combination of literature research and an exploratory survey.

You and your organization were randomly selected to participate in a survey to determine how training and development of employees in human resource management is being practiced. Your business is seen as representative of your industry and the information you can provide will be most valuable.

The questionnaire should take about twenty minutes to complete. I would like to have them returned no later than June 18, 2013. If you are interested in the results or have any questions regarding the survey, please contact me via my e-mail address at:

shahzhan@mail.ru

Thank you for your participation!

Sincerely,

ZhannaShakhanova

Section A: Project Specification and Respondent's Background

Please tick in appropriate variants

1. Age

- a) < 30 years
- b) 30-40 years
- c) 41-50 years
- d) >50 years

2. Gender

- a) Female
- b) Male

3. Level of education

- a) BSc
- b) MSc
- c) PhD
- d) Other (Please state).....

4. Working experience

- a) < 5 years
- b) 5-10 years
- c) 11-15 years
- d) >15 years

5. What kind of establishment is your organization?

- a) Private Organization
- b) Governmental Organization

6. What is the sector of your organization?

- a) Science and Education
- b) State and Society
- c) Industry and Manufacturing

7. What is your responsibility?

- a) Manager
- b) Expert
- c) Supervisor
- d) Executive Manager
- e) Lecturer

Section B: Employees' Training Programs of the Organizations

Please tick in appropriate variants

8. Is there a formal training program being implemented in your organization?

- a) Yes
- b) No

If yes,

i. What type(s) of training program planned for the staff in the organization?

- a) Professional short-time courses (on-the-job training)
- b) Training courses by the organization training centers
- c) Sending the trainees to general training centers
- d) Sending the trainees to private training centers
- e) Training the labor by supervisors during the definite time

ii. For how long has your organization the program of training and development of employees?

- a) <1 year
- b) 1-3 years
- c) 3-5 years
- d) >5 years

iii. Who receives the training?

- a) Managers and Experts
- b) Executive
- c) All
- d) Lecturers

iv. How much training is mandatory?

- a) Not at all
- b) To a limited extent

- c) To a moderate extent
- d) To a considerable extent
- e) To a very great extent

v. What is the estimated dollar amount spent on training for each individual per year?

- a) <100\$
- b) 100\$-400\$
- c) 400\$-1000\$
- d) > 1000\$

If no, please explain the barriers

9. Which of the following training methods is more convenience for training employees in your organization?

- a) Short term training courses at fixed centers (Off-the-job Training)
- b) Invite trainers to the organization (on-the-job training)
- c) Self-learning and then take part in standard exam

Section C: Perception of Training and Development System

Please rate on each statement below with a number 1-5 that reflects the extent of your agreement with that statement.

1 = Strongly disagree; 2 = Disagree; 3 = Moderate; 4 = Agree; 5 = Strongly agree

1 2 3 4 5

10. A powerful human resource development system is the most valuable asset of your organization

11. The organization's productivity is closely linked with its human resource managerial and developmental systems

12. Human capital plays a significant role in order to success your organization

13. Developing a learning environment is essential to your

organization

14. The organization high investment on developing learning facilities
15. Changing technologies required the organization to prepare employees learning facilities for acquiring new knowledge and skills to perform their jobs
16. Developing of training facilities and its environment is one of the crucial strategies for your organization to assist employees to gain the necessary knowledge and skills
17. Integrating working and learning is a fundamental requirement for your organization to remain competitive
18. Workplace learning is the essential bridge between working and innovating
19. Successful training in your industry requires a supportive environment
20. The organization training programs are effective in teamwork improvement
21. The teams can work well with others and share ideas
22. Team members enjoy being part of the team
23. The training provided by the organization has been beneficial in team activities
24. Organizational training improved overall teamwork quality awareness
25. The teams produce quality results
26. The organization feels that training is an important part of employee development practices
27. The organization thinks that training employees is beneficial to organization quality performance

28. The organization values the benefits of training

29. The organization's investment in training leads to

increased time and money savings on teamwork activities

30. Training fosters a sense of belonging to the organization,

increases employee satisfaction and accelerates performance

Section D: Incentives and Barriers in Training and Development System

31. What types of performance incentives does your organization use? (Select all that apply)

- a) Financial
- b) Paid time off
- c) Promotion
- d) Awards
- e) Other

32. Is there any problem at work due to the unskilled employees?

- a) Yes
- b) No

If yes,

i. What kind(s) of assorted problem does the project faced? (You may tick more than one answer)

- a) Time (Delay)
- b) Quality
- c) Cost
- d) Others (If any).....

33. What are the barriers of training employees in Kazakhstan?

- a) Low level of education
- b) Low income
- c) No motivation
- d) Family struggles
- e) Lack of time

34. Please, specify the percentage of the quality of employees in your organization?

- a) Skilled employees

- b) Semiskilled employees
- c) Unskilled employees

Thank you for the cooperation!

(No specific identity of respondent will be revealed in any publication or in the research report)