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**CORPORATE TRAINING AS A TOOL OF IMPROVING THE CORPORATE GOVERNANCE EFFICIENCY IN THE POST-SOVIET REPUBLICS**

In the modern world, it is not enough to manage a company only on the basis of well-known functions and management methods. Every company should function as a system capable of training. In the 21st century, in various socio-economic systems, training, primarily provides for personal development, and becomes an integral part of the managerial process. There are many ways to develop the competence of employees in a company. Among them – is corporate training, as one of the formats of business education. In this case, it is not so much about training personnel as about the personal development of employees, as well as the formation of competences that are necessary for employers. It is no accident that companies that practice corporate training are classified as learning organizations. The purpose of this research is to study the extent of the spread and impact of corporate training on efficiency, as well as the indicators of qualitative growth of companies in the post-Soviet republics.

**Key words:** Corporate training, corporate governance, mentoring, internal organizational boundaries, information infrastructure, knowledge, corporate universities, Russia, Kazakhstan.

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**Посткеңестік республикаларда корпоративтік оқыту – корпоративтік басқару тиімділігін жетілдіру құралы ретінде**

Қазіргі әлемде компанияны белгілі функциялар мен басқару әдістерінің негізінде басқару жеткіліксіз. Әрбір компания оқытуға қабілетті жүйе ретінде жұмыс істеуі керек. 21 ғасырда әртүрлі әлеуметтік-экономикалық жүйелерде оқыту, ең алдымен, жеке дамуды көздейді және басқарушылық үдерістің ажырамас бөлігі болып табылады. Компаниядағы қызметкерлердің құзыреттілігін дамытудың көптеген жолдары бар. Олардың ішінде бизнесті оқытудың бір түрі ретінде корпоративтік оқыту болып саналады. Бұл жағдайда қызметкерлердің жеке дамуы туралы, сондай-ақ жұмыс берушілер үшін қажетті құзыреттілікті қалыптастыру сияқты оқыту персоналы туралы ғана емес. Бұл кезде корпоративті оқытуды жүзеге асыратын компаниялар оқыту ұйымдары ретінде жіктеледі. Зерттеудің мақсаты – таратудың ауқымын және корпоративтік оқытудың тиімділігіне, сондай-ақ посткеңестік республикалардағы кәсіпорындардың сапалы өсу көрсеткіштеріне әсерін зерттеу.

**Түйін сөздер:** корпоративтік оқыту, корпоративтік басқару, тәлімгерлік, ішкі ұйымдастырушылық шекаралары, ақпараттық инфрақұрылым, білім, корпоративті университеттер, Ресей, Қазақстан.

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### **Корпоративное обучение как инструмент совершенствования эффективности корпоративного управления в постсоветских республиках**

В современном мире недостаточно управлять компанией только на основе известных функций и методов управления. Каждая компания должна функционировать как система, способная к обучению. В XXI веке в различных социально-экономических системах обучение в первую очередь обеспечивает личное развитие и становится неотъемлемой частью управленческого процесса. Существует много способов повысить компетентность сотрудников в компании. Среди них – корпоративное обучение как один из форматов бизнес-образования. В этом случае речь идет не столько о подготовке кадров, сколько о личностном развитии сотрудников, а также о формировании компетенций, необходимых для работодателей. Не случайно компании, занимающиеся корпоративным обучением, классифицируются как учебные организации. Целью данного исследования является изучение степени распространения и влияния корпоративного обучения на эффективность, а также показатели качественного роста компаний в постсоветских республиках.

**Ключевые слова:** корпоративный тренинг, корпоративное управление, наставничество, внутриорганизационные границы, информационная инфраструктура, знание, корпоративные университеты, Россия, Казахстан.

#### **Introduction**

The essence of the company as a learning organization is to integrate the educational process into the company's development strategy (Wang X., Yang B., 2007: p.278). The search for innovative solutions and the ability to criticize and be criticized constitute important aspects of the philosophy of a learning organization. Since the activity of a learning organization is considered not only from the point of view of quantitative performance indicators, but also qualitative growth indicators, the company's personnel require a special attitude to acquire new knowledge and skills on the job. It also requires the willingness to create special relationships between those who have already mastered new approaches, and those who are only just beginning to learn (Crites G., McNamara M., Akl E., Richardson W., Umscheid C. and Nishikawa J., 2009: p. 4)

The trends that have been observed in the corporate education sector in the post-Soviet republics in recent years are similar to general trends in the market. In general, these trends are associated with the transition from "globality to adaptability" (Malykhin M., 2016: p. 22). The crisis has reduced the appetites of large corporations, and they have been forced to look for the most effective and economical ways to meet their staff development needs. The former interest in training programs focused in conquering the global space is shifting towards programs aimed at improving operational

efficiency, and the survival of the business under current business conditions (Slastennikova M., 2016: p. 48).

#### **Materials and Methods**

This study focuses on the influence of corporate efficiency by corporate trainings. The main methods used in this work was analysis of secondary data, such as statistics, literature review and case study approaches and syntheses of new ideas and models. During the model development process, the authors searched several databases for relevant Corporate Training frameworks and their related concepts by using a broad search strategy. To identify the key Corporate Training frameworks and consolidate them into one model, the authors used consensus-based decision-making and a narrative thematic synthesis guided by several qualitative criteria. Our first task was to identify the scope of the Corporate Training and related literature within and outside of business and economic databases; thus, our aim was to get a large sample of the concepts by using a broad search strategy. We searched several databases using each database's unique thesaurus and field codes. We also identified key texts from both academia and consultative business practitioners by cross referencing these texts from resources identified in the search. We reviewed all frameworks and their concepts independently and later, during a retreat, built consensus around our final choices. During the

retreat, each team member described her reasoning for choosing specific frameworks and concepts using the criteria. The other team members would subject these arguments to critical discourse and offer opportunities for rebuttal. The discourse continued until all team members could agree on which frameworks and constituent concepts to include in the review.

### Literature review

*Russia.* In recent years corporate training in the Russian Federation gained a certain margin of safety. Corporate training looks rather certain even against the background of economic contraction. A poll of the Research center of the Russian portal Superjob.ru is the cornerstone of such a conclusion (The Staff in Russian Companies did not Begin to Learn Less, 2016). From 28% to 45% of Russian companies in 2016 continued to make investments

in the professional and personal growth of the employees. Expenses on corporate training in Russia made up a third of the expense items of HR budgets after obligatory expenses on salary funds and staff recruitment. However, most the companies (51%) allocate less than 10% of the HR budget for current personnel, but 14% of companies allocate more than 30% of their HR budget. The remaining companies direct between 11 and 30% of all allocated funds towards training.

79% of Russian employers consider an increase in efficiency of work as a main goal of corporate training, while 43% focus on the level of motivation of employees. In the current economic conditions where less and less companies are ready to materially motivate personnel (for example, on polls of Superjob.ru, indexation is only planned by 17%), training can motivate personnel through the growth of their professional level, while at the same time increasing their work efficiency (see Figure 1).

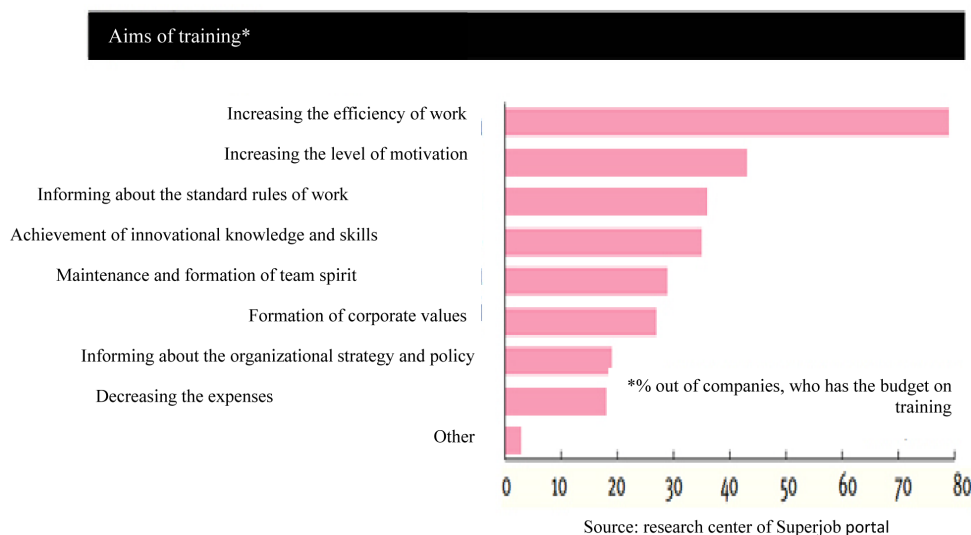


Figure 1 – Aims of Training

The training of employees usually is a prerogative of large Russian business: 45% of the companies which have a training budget have staffs large than 500. The greatest share of the companies which included costs of training in their budgets were situated in the manufacturing industry and the IT/telecom (45% and 44% respectively). Dedicated training budgets were rarer within transport and logistics companies (see Figure 2).

In 62% of Russian companies, the decision to carry out training is made following an analysis of the results of the work of employees. Corresponding recommendations

usually arrive from the top level of management (34%) or the HR department (27%). Additionally, training can be a consequence of certification process (32%). Very rarely, companies involve independent consultants on the need of training of personnel. This only occurred in 5% of cases (Figure 3).

It is important to not only organize training, but also to estimate its efficiency. As became clear, 85% of Russian companies do so. The main evaluation criterion is the increase in productivity which is confirmed by 64% of Russian companies.

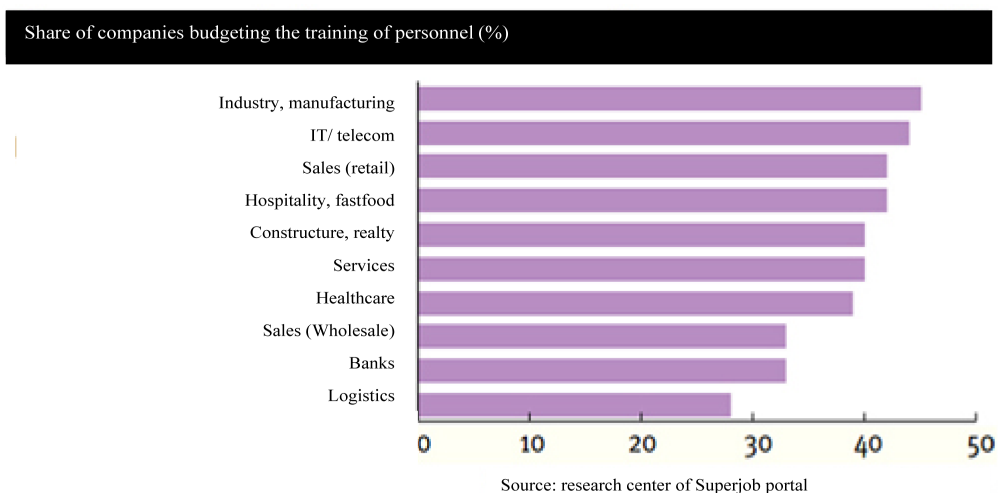


Figure 2 – Share of Companies Budgeting the Training of Personnel

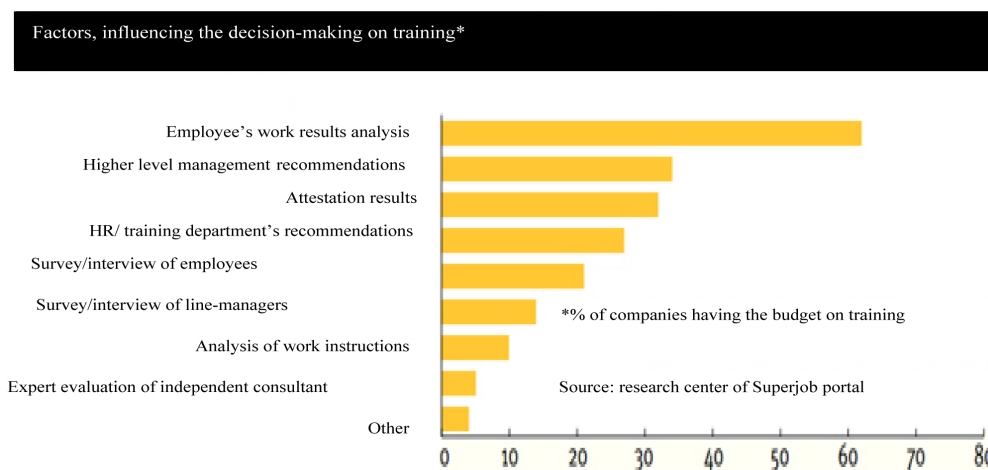


Figure 3 – Factors Influencing the Decision-making on Training

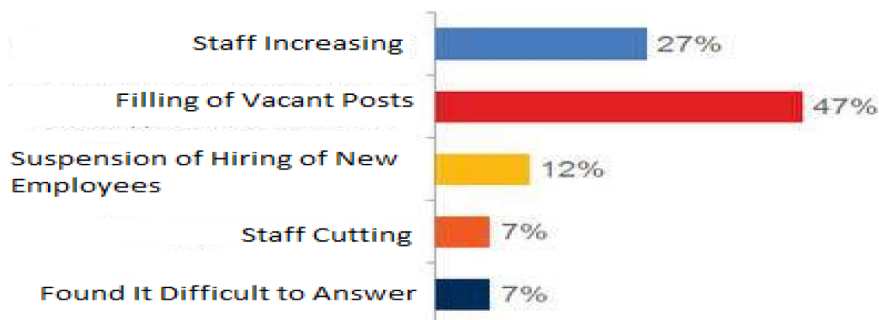


Figure 4 – Indicators Used to Evaluate Training Effectiveness

It is necessary to mark out the dynamics of inflow of new clients as another important indicator of efficiency (see Figure 4).

*Kazakhstan.* Just as in Russia, the Kazakhstani economy endured a recession for the past several years. This recession led to many companies reducing their staff. However, as shown by research conducted in September 2016 by the recruiting

agency “Antal Kazakhstan” in the labor market, positive tendencies were present. According to the survey, only 7% of employers still plan to cut staff, and most companies open vacancies only to fill vacant positions, but 27% are planning to raise the number of employees in their firm (Kazakhstan’s Labor Market: Staff Reductions Behind, 2016) (see Figure 5).



Source: recruiting agency "Antal Kazakhstan" portal

Figure 5 – Employers’ Plans for Staffing Levels in the Next 3-6 Months

Employers expect economic stabilization and have begun to gradually strengthen their companies through new hires. *New vacancies have appeared in areas such as finance, marketing, and sales. In addition, businesses have become more and more technologically advanced, as all products and services go online. In this regard, the demand for IT specialists and digital trends will only increase.*

Also, the study of Antal Kazakhstan shows that companies are increasingly shifting their focus from recruitment to employee engagement and staff development. They realize that *increasing the involvement of employees, and their training and development, is also a staff optimization tool that helps businesses become more efficient* (see Figure 6).



Source: recruiting agency "Antal Kazakhstan" portal

Figure 6 – HR-Service Top-5 Focuses

As for Corporate trainings, as well as Corporate governance in general, in the Kazakhstan business

practice has taken a rather new direction. At the present moment, the experience of the management



of joint stock companies is not accumulated yet, and the interests of owners, managers and shareholders are poorly considered (Zhunissova G., 2015: p. 138). Corporate management is subject to influence from such factors as: the permanent process of redistribution of property in corporations; the concentration of the controlling stake into the hands of management or the CEO; the specific motivation of many insiders (managers and major shareholders) connected with control of financial streams and withdrawal of assets of the corporation; the weak role of traditional external mechanisms of corporate management (securities market, bankruptcy proceedings, forms of market control, etc.); and low levels of information transparency.

The lag of Kazakhstan's companies from international standards of corporate management certainly affects corporate training. Training is developed by generally large companies (through corporate universities) and through external providers presented by specialized independent companies and higher educational institutions that develop training programs for business.

However, in the short term, large companies in Kazakhstan were convinced that the corporate training centers they created allowed them to reduce their expenses connected with the training of personnel by approximately 50% in comparison with traditional measures (Akhmetova A. 2015: p.12). Nevertheless, a portion of employers in the Republic watchfully treats the introduction of corporate training. The motivation in this case is simple: additional expenses (and costs of corporate training in the large companies of Kazakhstan make up from 3% to 7% of all operating expenses) at the existing time and many available opportunities for self-education are inexpedient.

The skepticism of employers can be understood. A company which made the decision for corporate training faces certain risks. Most of them, according to experts (Ivanova S., 2014: p. 5), are put in similar social, economic and sociocultural conditions which, manifest themselves to different degrees, but are equally inherent in all Post-Soviet republics. These conditions include social stratification, residual principle of financing education, the dependence of the economy on raw materials, political instability, and problems regarding the formation of public and civil identity. Many realities of education (including corporate training) are hardly put into practice. The more important step, in existing conditions, is to consider positive practice growth.

## Literature review

### Creation of new knowledge: on what does it depend?

The creation and dissemination of knowledge that determines the effectiveness of corporate training and the professionalism and competence of managers of a new formation depends, as you know, on factors such as potential mentoring, permeability of inter-organizational boundaries, informational infrastructure, and learning culture (Senge P., 2004: p. 433).

*A beginner will be supported by a mentor.* In corporate governance, there is a growing interest in methods of mentoring. Modern companies began to use mentoring extensively in knowledge exchange, especially implicit knowledge (Lo at al., 2014: p. 432). According to the research center portal Superjob.ru, mentoring is common for 34% of Russian companies.

In the group of companies called "Victoria" (Russia), which unites a chain of supermarkets, economy class stores, wholesale food stores, and meat and water producers, the need for mentoring arose due to the rapid growth and expansion of the company. When 25 new stores opened only in Moscow, job openings appeared immediately for cashiers, sellers, warehouse operators, storekeepers, administrators, commodity managers and managers. Management had to not only fully staff the personnel of each new store, but also train the personnel before the opening of trading halls. In order to solve this problem, the Department of Training and Development trained newcomers within 2-3 days. During this time, newcomers received a sufficient amount of information. But since the learning process was sped up, trainers could not take into account the adaptive abilities of each new employee. This meant that newcomers were poorly familiarized with the company and were dismissed during or immediately after their trial period. All this led to serious time and financial expenditures.

"Victoria" needed a new method of both socio-psychological and professional adaptation for personnel. Then the idea of mentoring occurred. At first, the company developed the Regulation on Mentoring, which regulates the following procedure: the criteria for selecting a mentor, and his duties and motivations. The mentoring period lasted for three months. The mentor developed an individual plan for their student over entire period of the trial term. In this plan, specific tasks were completed with a certain deadline for their implementation and the expected final outcome. During the entire period, the mentor supervised task fulfillment, provided the new worker

with the necessary support, studied his professional and personal qualities, and gave the mentee their feedback. A week before the end of the trial period, the mentor and store manager evaluated the new employee. If the new employee successfully passed the probationary period, the mentor's salary was increased by 5%. In addition to material encouragement, the "Victoria" also used non-monetary incentives, such as rewarding with a certificate of honor or giving the title of «Best Mentor».

What is the specific benefit of mentoring? In 63 stores of the Victoria group of companies, in which 70 mentors worked, the number of layoffs following the probationary period had significantly decreased in only four months. Additionally, feedback from staff about the effectiveness of the mentoring system shows that the pros significantly outweigh the cons of that (Satiyeva S., 2017).

*Let's open the boundaries for ideas.* Internal boundaries exist in every company. They restrict the initiative of people regarding the promotion of ideas, and restrict the creation of communities acting in the interests of the corporation to a greater or lesser extent. At the same time, the permeability of intra-organizational boundaries helps create an open market for new methods and ideas, and the corporation benefits from competition between potential partners in the form of cooperation (Chong M., 2007: p. 201)

The fact is that in an innovative firm, ordinary employees and managers of the lowest level are, as a rule, qualified employees, often with the reputation of craftsmen and geniuses in their field. Although this category of specialists has a huge amount of useful information, it often has difficulties in converting the information obtained into useful knowledge. There are several reasons for this. For example, employees do not understand the requirements of the market or they are so carried away by a narrow area of work, that they lose the sense of a common perspective. Moreover, even if the engineers have an idea, they cannot always prove its value to others. Hence the main responsibility of management is to channel this perplexity into the direction of creating new knowledge. Leaders of both higher and middle level management should offer ordinary employees a concept that helps them find a point of application of their own experience. Overall, this concept defines common tasks linking different areas of work into a single whole (Byrne J., Delmar F., Fayolle A., Lamine W., 2016: p. 479)

The division into managers and ordinary employees is an old linear approach, and therefore it is not suitable for research and disclosure of

the knowledge creating process. The creation of knowledge in modern corporations is a product of the dynamic interaction of all employees of the firm (Hsi-Chi Hsiao and Jen-Chia Chang, 2011: p. 621).

Indicative of this context is the experience of the company called "Rifma" (Kazakhstan), a diversified holding with a staff of about 300 people. The general director of this company decided to gradually transfer most of the powers connected with the resolution of operational issues to the subordinate heads of functional and business units. With this goal mind, and with the help of a consultant specialist, the project "Development of management through collegiate forms of work" was developed, which included the launch of an integrated program of professional and personal development, first for top managers, then for middle managers ending with ordinary employees. The main results of the project, received one year after the beginning of its implementation, speak for themselves (Alekhina O., 2017):

The turnover of the holding increased 1.5 times (the previous three years' growth was 25%);

The professionalism of the company's managers grew;

The process of budgetary management was fine-tuned;

The formation of the staff service began;

A committee on corporate culture was established, consisting of representatives of the main divisions of the holding; Thanks to the new structure, work was intensified to develop the company's corporate spirit;

A new system of financial incentives for managers and employees was created;

The foundations of system management and collegial management (regular groups work in all business units) were laid;

The general director, due to the time freed, focused on the preparation of new large-scale projects for the development of the holding.

*On the role of information and culture.* To learn from the experience of individuals or groups, you need to know where to look for sources of information. Such sources in an organization are employees, as well as information tools such as documents, reports, video materials, e-mails, on-line conferences, etc. Organizations with a developed information structure are always in a better position from the point of view of facilitated access to information, which means a better position regarding the generation of new ideas and methods of work as well (Finnegan P. and Longaigh S., 2002: p. 149).

AmRest Russia is one of the largest players in the Russian catering market. In 2016, the company introduced a new platform for the training and development of employees (AmSpace). The goal of this innovation was to expand knowledge about the company and internal standards using the language of the modern generation. The old platform did not meet the needs of a rapidly growing business. Using modern methods and approaches to development and design (Internet technologies and digital solutions), the company combined the main people-processes into blocks: structure, training, development, results management, communication and recognition. A recent survey of employees showed their high involvement in work with the platform, where the average score was 9 points out of 10. Also, 98% of respondents said they were proud of the company, and that it cares about them and expands opportunities for development. AmSpace showed a high level of return on investment: they paid off their investment in six months, and now the company does not pay for licenses for each employee, which means that the company can invest these funds in other projects.

Within the framework of corporate training, companies in Russia and Kazakhstan create their own e-learning bases. It is important for employers that an employee has certain skills and know how to make smart decisions. If an electronic system allows you to get all this, then of course it will be given preference for development. For example, electronic forms of education successfully promote gaming and career development processes in companies. Since people tend to participate in games, active involvement results in a higher level of learning.

Russian IT-company Veeam Software in 2016 proposed a project for the gamification of their technical support department. It involved the implementation of game mechanics within the workspace, where the business process gains a game shell in the already familiar employee working environment and acquires new qualities, stimulating, motivation and guidance. The new project created not only a transparent system for the fair assessment of employee contributions, but also created a flexible system of additional encouragement, and formed development vectors for employees. Engineers at Veeam Software, who are actively using the platform, demonstrate an increase in customer satisfaction, a decrease in the need for regular interaction with their manager and receive higher marks for their work (Premia of HR-Brand 2016, 2017).

The culture of learning as a condition for the diffusion of new organizational experience also stimulates interaction, cooperation, and curiosity. In addition, a culture of learning helps to create an effective learning infrastructure, which in turn includes channels for allocating resources that stimulate inquisitiveness and knowledge exchange (Schwartz M., 2004: p. 323)

The management company Alfa-Capital (Russia) is one of the largest and oldest companies in the regional collective investment market and manages the funds of private and corporate investors. Alfa-Capital, like many other modern companies, strives to ensure that all corporate programs and distance learning systems take into account such important factors as the individual characteristics of employee development. The company has developed a technology system that provides each employee with access to 104 unique video courses on various topics from any mobile device. Analyzing the statistics, we can note the following: if earlier the share of employees who expressed a desire to study at the courses was 20%, then with the introduction of the new system this indicator increased to 75% (Top 3 Directions in the Modern Training of Employees, 2017).

#### **Why do companies need a corporate university?**

Corporate universities occurred in the United States in the early 1960s. The first of them was McDonald's Hamburger University followed by IBM, Disney, General Motors, Motorola, AT&T, Dell, Ford and Boeing (Baladron A. J., Correyero B., 2013: p. 269). Nowadays there are more than 3000 corporate universities around the world. According to experts, the proportion of universities serving small companies, rather than giant corporations, will only grow. These forecasts are based on the fact that far-sighted managers understand that without investment in human capital, it is impossible to integrate into the changed business reality. The market dictates its requirements regarding the direction and speed of staff competencies development (Buchbinder H. and Newson J., 1990: p. 355).

The objectives pursued by different employers are mostly similar: by launching a corporate university project in a company, management hopes to form a unified understanding of the specifics of the business and introduce a modern approach to managing business processes at all levels. These goals are met by the basic functions of a corporate university as a structural division of the company. These functions include: training employees at all levels, knowledge management (consolidation



system of experience of employees and its distribution), preservation of corporate culture, and even the creation of innovations (Rhéaume L. and Gardoni M., 2016: p. 73).

Svyaznoy is the largest multi-channel retailer in Russia, employing 17,000 people. More than 1.5 million customers visit almost three thousand company stores daily. Until recently, several disparate educational structures were operated within the company. For example, there was a training center for retail and office personnel, some structures were engaged in training the staff of the call center, as well as selecting personnel for e-commerce. In 2016, all the structures were merged into one corporate university. What motivated this decision?

First, the company operates in the highly competitive market of personal electronics. The assortment of the retailer is constantly updated and expanded due to new models of goods. To remain experts and give competent advice to their clients, employees must constantly learn and be aware of the latest developments in their professional field. Thus, the process of training specialists is virtually continuous, and the number of students at the corporate university programs remains consistently high. Secondly, the continuous development of professional competencies is one of the values of the corporate culture at Svyaznoy. The company has a personnel development program, which allows a salesperson, for example, to first become a store manager, then a manager of several stores in the network, and eventually, upgrading to a high-level manager. To complete this process, he needs to increase his theoretical and practical knowledge, and improve his skills. Finally, the company has always relied on employees who seek to improve their professional level and actively move up the career ladder. Thanks to this, more than 80% of the current top managers are from the retailer's own reserve.

For the Russian transport company TRAF T, it is important to assess not only the key competencies of freight specialists, but also their abstract thinking skills, their visualization abilities, and their logic. The practice of business has shown that without this knowledge a specialist cannot effectively cope with difficult situations. That is why in the company's corporate training center, logistics specialists learn to plot logistics routes on a real map of the surface of Mars in the area of the Fra Mauro crater, analyze similar map data of the lunar surface and try to simulate the work of a warehouse complex on other planets. All training costs tend

to pay off within the first three months after the employee completes the educational program. The key performance indicators of the company's employees (Key Performance Indicators, KPI) are growing noticeably. So, within the first year after the training, TRAF T logisticians are able to save up to 8% of customer service expenses on average (Khisamutdinova Y., 2017).

In Kazakhstan, the corporate university at the National Welfare Fund Samruk-Kazyna was founded in 2009 on the basis of the Personnel Development Center of JSC National Company KazMunayGas. The activity of the institution was primarily aimed at retraining and improving the skills of specialists, the formation of a corporate culture, and corporate values, and the unification of intra-corporate standards for conducting business processes. Learning in public sector organizations has their own specifics. Many of them were analyzed in different works (Visser M. and Van der Togt K., 2016: p. 235; Sheaff R and Pilgrim D., 2006: p. 27)

Implementing new activities, Samruk-Kazyna corporate university has gradually become one of the leading segments of the national holding industry, which includes the certification of corporate secretaries, the IOD-program of training and certification of senior executives, and the organization of exams for the professional accreditation of accountants ACCA. The Corporate University also organizes and conducts various kinds of republican and international forums, such as the International IT Forum, the Forum on Safety and Environmental Protection, the National Forum on Corporate Governance and many more. According to the data provided on the university's official website, specialists have developed 218 corporate seminars, 24 E-learning courses, trained 17,814 people, and conducted 22 info sessions (What is "Samruk-Kazyna" Corporate University, 2017).

Corporate universities in Kazakhstan exist not only in large national companies. Recently, they have become very popular in private business as well.

BI Group is a construction holding company responsible for the construction of residential and commercial real estate, and industrial, civil, transport and social infrastructure, with an annual turnover of about 300 billion tenge (or 920 million dollars). The company annually allocates up to one percent of its annual turnover for the development of personnel and corporate university. The creation of such training centers ensures the long-term needs of the organization for qualified personnel and thereby determines the personnel perspective of

the company. In addition, the corporate university strongly motivates promising and talented employees. In this regard, the top managers and heads of departments of the company developed a special program (Premier executive education program), which provides training for employees in the US, Germany and China. In addition, a program for young specialists was launched and a “BI intern” project was created, within which the best students at universities in Kazakhstan will be invited to work in the company. Thus, not only national companies but also private businesses are aware of the need to systematically improve the level of personnel training and take significant steps in this direction (BI Group Opens the First Corporate University in the Construction Industry, 2017).

### Conclusion

Among the trends that determine corporate training in the post-Soviet republics, experts call the project approach to staff training “training transfer” (7 Corporate Training Trends in 2016, 2017). Its difference from standard training is that preparatory measures have been added, methods of transferring skills into practice have been defined, and effectiveness and its subsequent support are assessed. Additional activities allow for an increase in the quality of mastering the acquired knowledge and skills to 60-80% against the 20% effect of one-time participation (Banerjee P., Gupta R. and Bates R., 2017: p. 606).

While project training is not a standard of either the Russian or Kazakhstani educational market. Programs with a link to regular evaluation, inter session individual and group work are being developed more and more often. Leaders of the trainees are involved in the trainings, online platforms for the administration of training transfer are created, which one can use to assess the involvement of participants, the work performed, and the stages of the process.

The pinnacle of the evolution of project training and general corporate educational technologies considered by experts to be a self-sustaining system of learning and development. This system provides tangible savings due to the fact that it functions within the company without additional investment for one or two years, while maintaining and deepening the skills of the staff. Initial investments are directed to the analysis of current situations, detailed diagnosis of tasks, development of trainings and their conduct, creation of scenarios for support, reporting and non-material motivation, and the preparation and certification of internal trainers. Each stage is accompanied by the control of the provider. Specialists working with a self-sustaining system of education and development note the positive impact of the fact that the process is taking place in a single corporate culture, and those who support the system and teach others show excellent results themselves.

The promotion of this and other promising systems in corporate training is possible provided all the actors engaged in business education are united. This is especially true for the leading industries that contribute to the economy and help countries enter world markets.

It is gratifying that recently there has been a counter-movement of national educational business structures, including corporate universities, in the post-Soviet space, and that the interest in the Russian and Kazakhstani experience accumulated in this sphere is growing. Under the circumstances, it is important that corporate universities express a common opinion on the fundamental issues of personnel training and uphold this view. This will help to advance the development of the system of personnel training in companies and create conditions for a free exchange of experience. The knowledge that corporate education structures generate must extend to the whole of society, with the goal of continuing education.

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