

GROUP-REFLECTIVE PSYCHOLOGICAL PROJECT FOR EFFECTIVE INVESTMENT IN THE PERSONNEL QUALIFICATION PROMOTION IN UKRAINE

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ABSTRACTS

Intensive qualification promotion of engineering personnel with widely practice of professional achievements exchange are needed in Ukrainian companies, that have financial difficulties and low investment in the personnel learning.

Process of the qualification promotion is an obstacle in the way of inner competition and contrasts with some social-psychological posttotalitarian stereotypes.

We elaborated a schema of the council-intervention project for complex optimisation of the learning system in the organisation.

Firstly, the both direction process of on-criteria-evaluate and criteria development process are during psychological audit and reflection by the external consulting group in communication with the leader and top-managers.

Secondly, an intervention matrix: 'influent level'(2) x 'direction of the diagnosed obstacle overcoming'(4) are built. Influent levels are: individual and institutional.

The direction of the diagnosed obstacle overcoming are: personal influence, group- inter-group effects, communicative network and organisation normative sphere.

External reflective group and top-managers jointly choice the priority matrix cells and strategy of the intervention resources using (more actual, more sensitive ore more significant targets).

Than decision about the time configuration of the intervention are made. Group-reflective procedures for 8 cells of the intervention matrix will be present.

All this techniques are the inculcation of new behavioural schemas and mental instruments, and providing of participants' deeper values consciousness.

Discussion about the project structure, the intervention methods and the results evaluating monitoring are desirable.

PROBLEM

Of noneffective using of investment in personnel learning

I The improvement of employee's professional skills frequently results in negative changes of employee's attitude in the system of the enterprise in condition of post-totalitarian stereotype to maintenance the personal freedom by a leaving from the system (political, ideological and even economical). There is no aspiration to use maximum and creatively the bought technological knowledge and information: investment in the improvement of the professional skills are not considered by the employee as the investments in the development of the organisation but only in his(her) personal development.

Spontaneous tendency of the competitiveness between the employees hinders distribution of bought engineer-pedagogical technologies (as an investment in personnel). We assume this tendency of clearly interpersonal competition is the result of individualistic values bringing through globalisation process into our collectivistic society and **intensify** with post-totalitarian "out-system freedom" stereotypes compensations.

It is proposed that such tendency of using investment in the personnel learning may be in other countries, but in the Ukraine they are very bright in a contrast with a past system of the permanent improvement of employee's professional skills, which are **collapsing** now. It is a paradox: the exchanging conditions demand more contribution in the development of the professional skills, but the system of professional postgraduate education is stagnated (for example

in Ukrainian Institute of postgraduate education for engineering-pedagogical staff **more** than 20 groups /near 400 persons/ per month were in 1980 and only 2-3 groups in 1999 /near 50 persons/).

The negative displays of the obstacles in promotion of the professional potential in organisation can be various, but general roots are the same: they are in low balancing, getting up and effectiveness of **system of organisation culture, interrelation corporate standards with system of motivation of the employees which exist at the enterprise and whole society** .

The aim of the presented project is to develop the corporate standards of the Ukrainian enterprises to an effective using of the investments in the improvement of professional skill of engineering staff **one** single organisation.

STRUCTURE

of the project to change standards of using investment in the personnel.

Below there is a structure of the project as a map of the WOP psychologists activity by the external developmental group or at the personnel management department of the organisation (See Fig. 1).

Fig.1. Interconnection of fulfilment levels and stage of project.

	Research	level
Stage 1	Conceptual-innovative block <i>What we want?</i>	Evaluative (diagnostic) block <i>What we are?</i>
Stage 2	Empirical-verifying block <i>What we will make?</i>	Constructive (prognostic) block <i>What we will be?</i>
Stage 3	Information-representative block <i>What we tell about?</i>	Intervention effective block <i>What we effect?</i>

The project includes two levels which are **distributed ore parallel in time and three** stages in each level. There are 6 blocks in the schemata of the project, which **are need for t organisation** culture changing in the problem of the effective investment in personnel learning.

Stage conceptualisation and diagnostic are in:

Diagnostics and finding out the reasons of a dissatisfaction with a present level of organisational efficiency in personnel learning; construction of system of hypotheses which singles out some objective sub problem and situative-subjective components of a dissatisfaction. Levels of hypotheses about sources of an inefficiency are:

Individualised level - connected with personal features and personal obstacles of efficiency;.

The generalised (institution) level **connected** to functioning of system, its substructures, channels of communication, including - with the ramified system (standards and forms) of motivation of the employees.

Results of the first stage are in a system design, interconnections of the existing criteria of valuation of the efficiency, the valuation of the system as a whole and its separate embedded components, such as personal and group

factors influencing to efficiency of use of the investments in the staff professional skill promotion.

2. Stages of verification of system valuation criteria and assumption of the reference points to change

The influence directions are determined by results of diagnostics and there are both direction process of criteria-evaluate and criteria-corrections in dialog. There are three strategies of influence singling out on the base of choice of the started components:

the most urgent (critical - urgent, not suffering the postpone, bringing to system maximum damage);

the key (maximum influential - by quantity of connections, by force of influence to other components and by degree of preventiveness) components of system;

the most sensitive (giving into organisation the maximum effect with minimum investments).

3. Implements stage are in:

The development of the top-corporate standards and **bring** it into top-managers organisational subsystem through the administrative consultation.

The development of the middle administrative links, model of system of the corporate standards effectiveness and transitions **it** to all personnel levels, facilitate of the innovations and implement inter-personal consultation.

Realisation of a cycle of complex measures with the employees and divisions to distribute the engineering-pedagogical technologies, introduction of the corporate standards for providing of a system effectiveness in the improvement of professional skills.

Present some aspect of the project in and out of the organisation as the PR strategy and its fulfilment.

The complex system of influencing measures as the calendar plan confirmed by a management as a part of the plan of work of the enterprise

The concrete definition of the complex system of influencing measures includes:

Definition of restrictions desirable by a customer and choice of a preferred zone in a matrix of possible effects;

Set of preferred means of effect revealing offered technology, forecast of an optimal form for give resources;

Concrete definition of measures on the basis of the analysis of dynamics of changes received as a result of the previous effects;

Correction of the plan of measures directed on increase of efficiency of the whole complex of measures.

GROUP-REFLECTIVE METHODS

elaborated in the samples of IRIS research projects

The separate moments of IRIS experience in different projects as a practice in the fulfilment of the some blocks give the methods for given project.

Kharkov-Kiev, 1985-1993. The main procedures of group-reflective training-practical work was elaborated by M.Naydonov and L.Naydonova () on the base of problem creative solution training and group reflective discussion. Conceptualisation the group communication process in terms of three inter-personal (and inter-group) reflective type (co-understanding, co-interaction and co-concordance) and problem solving in terms of two reflective components (intellectual and personal) allow us to operate group-reflective process in productive, efficacy, complementary and others indexes. Group-reflective training-practical work is the special constructive event as a multilevel environment for problem group solution, values realisation and conflict situation re-comprehension.

Moscow, 1989. Training for the experts of Ministry of Civil Aircraft USSR in technology of the reflective analysis of the human factor and their role in the avia incidents and catastrophes. The reflective technology of expert work with records of speech of the pilots and reconstruction of a semantic **layer** of the dialogue with the dispatchers and method of reflective teaching **was** modified in the consulting tools for top-managers.

Donetsk, 1992-1993. Creation and development of the diagnostic tool "the readiness for the training in the system of the improvement of the professional skill" (questionnaire) for drawing up the individual program and determination the type of the modular training in the Ukrainian Institute of postgraduate education for engineering-pedagogical staff give the principle approach for individual diagnostic in the problem of the organisation learning.

Volgograd, 1991-1992. Programs of the psychological support for the effective transfer of the unique professional experience through the creation of the reflective pedagogical environment "Metr", the realisation of a cycle of the facilitative works on the improvement of the professional skill of the teachers through compilation of the personal experience of the teachers - innovators. **On the base of this technics elaborate** the cyclic structure of training-practical work for transfer the organisation values changes across top-middle-bottom personnel levels.

Kyiv, 1997-1999. A number of research development on the psychological maintenance of the organisational exchanges through the perfection of the corporate standards with the usage of the various group-reflective tools and technologies: external developing group technology, personal pedagogic programs for top-managers, reflective training-practical work for all staff, creative laboratory and task force group's movements.

INTERVENTION MATRIX

of the project measures as the tool for dialog

All **above** methods are allocated in the intervention matrix (See **Fig.2**) which may **used** as a tool for organising the psychologist-managers dialog.

Fig. 2. The intervention matrix of the project

Type of obstacles	Zone of intervention		
	personal	group	organisational
individual	1.1 intermediary	1.2 resource	1.3 stimulus
institutional	2.1 recommends	2.2 focusing	2.3 service

Probable directions of the effects for overcoming the obstacles, designated at the previous stages are:

Personal effects (individual work with the employee of the psychologist and recommendation to the **chiefs on management of the employee**),

Group effects (**realisation collective-making, changing a social-psychological atmosphere innovative reflective measures - scenario of events: assemblies, seminars, training for personnel of the some** substructure and systems);

Organisational changes (facilitate of acceptance of the decisions by the chief in a personal and joint way, improvement of the standards of internal interaction at the enterprise, the improvement of the system of the information transfer, improvement of system of the documentation, - in the aspect of strengthening of the appropriate motivation of the employees and **increase** of efficiency of the investments in the improvement of the professional skill of the staff).

In the Matrix of the probable forms of effects are follow cells:

on individualised interventions:

1.1 Consultation of the employees by psychologist on personal problems; Intermediary in the decision interpersonal problems; supervision of inter training of staff.

1.2. Use of group dynamic effects (such as group pressure) in measures for change of employee's position, attitude and relation; use of group as additional resource in the decision of single personal problems.

1.3. Change of the duty regulations, status, and menu of motivating stimulus.

On generalised, institutional intervention:

2.1. Recommendation to managers (from details of a problem solving and control before change of system of motivation to the recommendations for staff rotation)

2.2. Creation of groups value focused on the decision of problems; minimisation of noise in information channels; growth of efficiency of interaction inside and between divisions on the basis interconnections and periodicity of special common events.

2.3. Perfection of the concept of services of the enterprise, with allowance for systems of increase of efficiency of the engineering employees (change of traditions separate of elements of organisational culture, and changes in structure of organisation); Improvement of system of motivation of the employees - flexibility, branching, effectiveness.

Some intervention forms

The forms of effect are concretised depended on needs ore requirements of the customer, features of organisational structure of the enterprise revealed factors reducing efficiency of engineering staff, individual features of the employees included in system of complex influencing measures. But the main recommended modules for group effect (zone 1.2. and 2.2.) are the reflective training - practical work. In a training - practical work can be concurrent both group, and individual (through the separate tasks and management of group process) and organisational levels (through considered subjects). The technology of a training - practical work can be enclosed in such traditional forms as a training seminar, training, group discussion, " brain storm ". It is possible more correct to tell, that anyone separate of engineering can be built - in an environment of a training - practical work for the decision of the problems, agreed to the customer. The training - practical work can be used as the organisational form of transfer of professional experience compensating absence pedagogical craft of the engineer increasing qualification, and transmitting the experience to the colleagues.

Perfection of system of motivation (the zone 2.3.) employees, includes the offer to a management of tools motivation, directed on growth, of increase of own qualification and transfer of the experience to the colleagues in interests of the company. Connection of motivation of all levels: from effect of threat to external rotation on results of certification up to effect of an belonging to the strategic decisions of the company, from an opportunity of reception psychological support in the personal problems reducing efficiency of the problem solving and decision making, reception of additional resources for a victory in competition inside the company during training and so on.

Introduction of means of planning of personal development, individual approach to each employee (zone 1.1. and 2.1.), drawing up the training programs with allowance for designing maximum effective for each professional style, balancing of styles in a team, individual consultation in a direction of overcoming of barriers interfering formation of effective dynamic stereotypes (skills).

Creation of means, prolonging effect (zone 2.2.) of training procedures, for example, dyadic structure of professional support of the employees - sellers without direct sharing of the trainer on the basis of existing structures of informal dialogue and interpersonal sympathies.

Set for discussion and collaboration

We present the structure of the project to solving the problem of effective investment in personnel learning on the basis of system approach. One problem is interconnected with many aspect of organisation and demand multilevel reflection. Technology of group reflection help bring together the personal potential in the special training practical reflective environment, where reflection is multiplied by parallel and pre-, middle- and post-event work by group of psychologist, who scenario, construct and manager this organisation event. The discuss point is need of such level of reflection outside the post-soviet cultural tradition for integration on individual and organisational values.

Research of specific character of organisational culture of the Ukrainian enterprises which connected with national culture and ethno-psychology are actual for effective investment in the professional skills promotion. Is this actual for other country in condition of globalisation?

We are interesting in joint research with the country, were such problems are. The methods of organisational culture research which may give important information for this problem are need for collaboration too.