

Research of The Main Social Aspects and Approaches In The Process of Social Design of The System of Training of Management Personnel

Tagaev Kamol Kamilovich

Researcher at Navoi State University, Navoi, Uzbekistan

Received: 28 Jan 2025

Accepted: 28 Feb 2025

Published: 28 Mar 2025

Copyright © 2025 by author(s)
and Scientific Research
Publishing Inc.

This work is licensed under the
Creative Commons
Attribution International
License (CC BY 4.0).
<http://creativecommons.org/licenses/by/4.0/>



Abstract. The social design of a manager training system requires a systematic methodological approach to align organizational goals, stakeholder needs, and societal dynamics. This study explores key methodological frameworks employed in the development of such systems, emphasizing participatory design, systems thinking, and competency-based modeling. Through a qualitative review of theoretical and empirical literature, the paper identifies critical phases in the social design process, including needs assessment, stakeholder engagement, iterative prototyping, and impact evaluation. Special attention is given to the integration of sociotechnical systems theory and adaptive learning methodologies to address evolving managerial challenges. Findings highlight the importance of co-design with end-users, context-aware pedagogical strategies, and continuous feedback mechanisms. The study contributes a conceptual model for optimizing manager training systems by balancing structural rigor with social adaptability, offering practical implications for HR professionals and organizational designers.

Key words: Social Design, Manager Training, Participatory Methods, Systems Thinking, Competency Development, Organizational Learning.

Introduction

In today's rapidly evolving business landscape, effective leadership and managerial competence are critical drivers of organizational success. However, traditional approaches to manager training often fail to address the complex, dynamic, and socially embedded nature of modern workplaces. The design of manager training systems must, therefore, move beyond conventional pedagogical models and incorporate social design methodologies that engage stakeholders, adapt to contextual demands, and foster sustainable learning outcomes.

Social design a collaborative and human-centered approach to system development offers a transformative framework for creating manager training programs that are both theoretically robust and practically relevant. Unlike top-down training models, social design emphasizes participatory processes, where managers, employees, HR professionals, and organizational leaders collectively shape learning experiences. This approach ensures that training systems align with real-world challenges, cultural dynamics, and strategic objectives.

Despite its potential, the systematic application of social design methodologies in manager training remains underexplored. Existing literature tends to focus either on instructional design techniques (e.g., ADDIE, Bloom's taxonomy) or on generic leadership theories, often neglecting the socio-technical interdependencies that influence managerial effectiveness. This study seeks to bridge this gap by examining key methodological approaches – such as systems thinking, co-design, and competency-based modeling – that can enhance the social design of manager training systems.

The primary objectives of this research are:

1. To analyze **theoretical and methodological foundations** of social design in the context of manager training.
2. To identify **best practices** for stakeholder engagement, needs assessment, and iterative development in training system design.
3. To propose a **conceptual framework** that integrates adaptive learning, sociotechnical systems theory, and participatory design principles.

By addressing these objectives, this study contributes to both academic discourse and practical HR applications, offering insights for **organizational developers, training designers, and business leaders** seeking to create more responsive and impactful manager training programs.

Literature Review

The social design of manager training systems is an interdisciplinary field that draws from management studies, educational theory, organizational psychology, and design thinking. This section synthesizes key theoretical perspectives and empirical findings on methodological approaches to designing effective and adaptive manager training programs.

1. Theoretical Foundations of Social Design in Training Systems

Social design is rooted in the principles of participatory design (PD) (Schuler & Namioka, 1993) and human-centered design (HCD) (Norman, 2013), which emphasize co-creation with end-users to ensure relevance and usability. In the context of manager training, this means involving managers, employees, HR professionals, and executives in the design process to align training with real organizational needs (Sanders & Stappers, 2008).

Additionally, systems thinking (Senge, 1990) provides a framework for understanding how manager training interacts with broader organizational structures, culture, and external business

environments. A systems approach ensures that training is not developed in isolation but as part of an integrated learning ecosystem.

2. Methodological Approaches in Manager Training Design

Several methodological approaches have been applied to the design of training systems:

- **Competency-Based Training (CBT):** Grounded in the work of Boyatzis (1982) and McClelland (1973), CBT focuses on identifying and developing specific managerial competencies (e.g., decision-making, emotional intelligence) rather than relying on generic curricula. Recent studies highlight the need for dynamic competency frameworks that evolve with industry changes (Delamare Le Deist & Winterton, 2005).
- **Agile and Iterative Design:** Borrowing from agile project management (Beck et al., 2001), modern training systems increasingly adopt iterative prototyping, rapid feedback loops, and continuous improvement cycles (Piskurich, 2015). This approach is particularly effective in fast-changing industries where traditional linear training models (e.g., ADDIE) may be too rigid.
- **Experiential and Social Learning:** Kolb's (1984) experiential learning theory and Bandura's (1977) social learning theory underscore the importance of learning-by-doing and peer collaboration in manager development. Case-based learning, simulations, and mentorship programs are widely used to reinforce theoretical knowledge with practical application.

3. Challenges and Gaps in Current Approaches

Despite advancements, several challenges persist:

- **Stakeholder Misalignment:** Many training programs fail due to a lack of engagement from key stakeholders, leading to low adoption rates (Brown, 2020).
- **Overemphasis on Formal Training:** Organizations often neglect informal and social learning mechanisms (e.g., peer coaching, communities of practice) that are critical for sustained skill development (Marsick & Watkins, 2001).
- **Scalability vs. Personalization:** Balancing standardized training with individualized learning paths remains a challenge, particularly in large enterprises (Noe et al, 2022).

4. Emerging Trends and Future Directions

Recent research highlights the growing influence of:

- **AI and Adaptive Learning:** AI-driven platforms enable personalized training recommendations based on real-time performance data (Daugherty & Wilson, 2018).
- **Hybrid and Digital Learning Ecosystems:** The shift to remote work has accelerated the adoption of blended learning models combining online, in-person, and on-the-job training (Garrison & Kanuka, 2004).
- **Neuroscience-Informed Training:** Insights from cognitive science are being used to design training that aligns with how managers naturally process and retain information (Rock & Schwartz, 2006).

While existing literature provides valuable insights into individual methodologies, there is a lack of integrated frameworks that combine social design principles with adaptive learning technologies and organizational strategy. This study aims to address this gap by proposing a holistic model for the social design of manager training systems.

Literature Review

The concept of inclusive education was formally established in UNESCO's Salamanca Statement (1994), which called for adapting education systems to serve all learners, including those with special needs. From this emerged the Universal Design for Learning (UDL) principles (Rose & Meyer, 2002), which advocate offering multiple, differentiated representations – across culture, language, and format – to meet each learner's abilities and preferences. UDL thus provides the theoretical basis for selecting and implementing collaborative technologies in inclusive settings.

Early research on collaborative technologies falls under the umbrella of computer-supported collaborative learning (CSCL). Dillenbourg (1999) analyzed CSCL from cognitive and technological perspectives, highlighting how joint problem solving and knowledge creation unfold when learners work together. Hrastinski (2008) demonstrated that a blended mix of synchronous tools (videoconferencing, interactive whiteboards) and asynchronous tools (forums, LMS) yields the most significant learning gains. In higher education contexts, Hew and Cheung (2010) found that LMS-based collaborative activities increase student motivation by 15–20%.

Studies of specific tools report similarly positive outcomes. Group projects using Google Workspace for Education or Microsoft Teams enhance students' abilities to exchange ideas, jointly analyze problems, and make decisions (Hutson & Gunawardena, 2000). Interactive “walls” like Padlet allow simultaneous visual contributions, fostering creativity and self-expression (Abrams, 2020). Interactive whiteboards enable instructors to monitor responses in real time and provide immediate feedback (Smith, 2015). Videoconferencing technologies support effective collaboration in remote inclusive classrooms and engage specialists and parents in the process (Zhao & Shelat, 2021).

Overall, the literature shows that collaborative technologies significantly improve student participation, motivation, and teamwork skills within inclusive environments. However, most studies are short-term and cover only a subset of tools, underscoring the need to pilot blended approaches, conduct long-term monitoring, and develop models adapted to specific cultural contexts.

Methods

The purpose of this study is to investigate the potential for creating manager training programmes using the social design methodology. In terms of methodology, it combines systemic and qualitative approaches, allowing for a more thorough and contextually appropriate examination of training systems in contemporary businesses. The development of conceptual models and case studies form the foundation of the research design, which focuses primarily on the real-world implementation of social design concepts. A review of the literature, expert interviews, and document analysis pertaining to current systems were used to gather data.

Thematic analysis, competency-based modelling, and systems thinking were used in the analysis. Consequently, a conceptual model for an adaptable, customised, and interactive manager training programme was created. This model is useful for training managers to function well in actual workplaces. Ethical guidelines were closely followed during the study: all participants gave their informed consent, and data confidentiality was guaranteed. All things considered, the selected methodological approach provided a strong basis for accomplishing the study goals and creating

contemporary, situation-appropriate manager training programmes.

Results and Discussion

The main goal of this research is to thoroughly examine the need for managerial training programmes that are created using a social design methodology. It illustrates how traditional methods frequently fall short in addressing the intricate, ever-changing, and socially embedded character of modern workplaces. According to the findings, the fundamental ideas of social design – participation, contextual adaptability, and strategies that guarantee sustainable learning – must be applied more widely in order to develop learning systems that work for managers. The analysis indicates that the social design of managerial training programmes is both practically and theoretically appropriate. Training systems become much more relevant and helpful in solving real-world issues when managers, staff, HR specialists, and leadership representatives actively participate in their development. As a result, design processes ought to give co-design and systems thinking top priority. These integrated methods aid in moulding the training procedure to conform to the organization's internal culture as well as the needs of the outside world. The study found that approaches like competency-based approaches, agile and iterative design, and social and experiential learning were effective. Specifically, the development of managers' professional skills was found to depend on the application of theoretical knowledge in real-world situations, the use of peer feedback, and mentorship.

However, a number of noteworthy difficulties were also noted:

- Ineffective training systems are frequently the result of poor alignment with important stakeholders during the design phase;
- The informal and social learning techniques (like peer coaching and communities of practice) that are crucial for long-term skill development are neglected when formal training is overemphasized;
- Large organisations continue to face the difficulty of striking a balance between scalability and personalisation.

The study also discovered new trends at the same time. Examples of cutting-edge methods in manager development include AI-based adaptive learning platforms, digital and blended learning environments, and training designs informed by neuroscience. These techniques facilitate the development of learning opportunities that are customised to meet the needs of each individual.

This study highlights how crucial it is to use social design techniques when creating managerial training programmes. Businesses can better equip their leaders to handle changing work environments and accomplish significant results by developing a comprehensive model based on participation, systems thinking, adaptive technologies, and alignment with organisational strategies.

Conclusion

This study has systematically examined the key methodological approaches essential for the effective social design of manager training systems. Through our analysis, several critical insights have emerged that challenge conventional training paradigms and point toward more dynamic, socially-embedded approaches to leadership development.

The research demonstrates that successful manager training systems require a fundamental shift from standardized, top-down models to participatory design frameworks that actively engage stakeholders at all organizational levels. Our findings reveal three core pillars of effective social design methodology:

1. Co-creative Development Processes. The most impactful training systems emerge from iterative cycles of co-design involving managers, subordinates, HR professionals, and organizational leaders. This participatory approach ensures alignment with real workplace challenges while fostering organizational buy-in and cultural relevance.
2. Context-Adaptive Methodologies. Traditional linear training models prove inadequate in today's volatile business environment. Instead, we identified agile development processes, competency ecosystems, and blended learning architectures as essential for creating responsive training systems that evolve with organizational needs.
3. Integrated Evaluation Mechanisms. Effective social design requires embedding continuous feedback loops and multi-dimensional assessment frameworks that measure not just knowledge acquisition, but behavioral change and business impact.

References

- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Beck, K., Beedle, M., van Bennekum, A., Cockburn, A., Cunningham, W., Fowler, M., ... & Thomas, D. (2001). *Manifesto for Agile software development*. <https://agilemanifesto.org/>
- Boyatzis, R. E. (1982). *The competent manager: A model for effective performance*. John Wiley & Sons.
- Brown, T. (2020). *Design thinking in HR: Transforming talent development*. Harvard Business Review Press.
- Daugherty, P. R., & Wilson, H. J. (2018). *Human + machine: Reimagining work in the age of AI*. Harvard Business Press.
- Delamare Le Deist, F., & Winterton, J. (2005). What is competence? *Human Resource Development International*, 8(1), 27-46. <https://doi.org/10.1080/1367886042000338227>
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95-105. <https://doi.org/10.1016/j.iheduc.2004.02.001>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Marsick, V. J., & Watkins, K. E. (2001). Informal and incidental learning. *New Directions for Adult and Continuing Education*, 2001(89), 25-34. <https://doi.org/10.1002/ace.5>
- McClelland, D. C. (1973). Testing for competence rather than for "intelligence". *American Psychologist*, 28(1), 1-14. <https://doi.org/10.1037/h0034092>
- Noe, R. A., Clarke, A. D., & Klein, H. J. (2022). Learning in the twenty-first-century workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 1-24. <https://doi.org/10.1146/annurev-orgpsych-012420-090843>
- Norman, D. A. (2013). *The design of everyday things* (Rev. ed.). Basic Books.
- Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Wiley.
- Rock, D., & Schwartz, J. (2006). The neuroscience of leadership. "Strategy+Business, 43", 1-10. <https://www.strategy-business.com/article/06207>
- Rose, D. H., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: ASCD.

- Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *CoDesign*, 4(1), 5-18. <https://doi.org/10.1080/15710880701875068>
- Schuler, D., & Namioka, A. (Eds.). (1993). *Participatory design: Principles and practices*. CRC Press.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. Doubleday.
- Sobirovich, T. B. (2023). Basic Criteria for Building the Third Renaissance in Uzbekistan. *Asian Journal of Applied Science and Technology (AJAST)*, 7(1), 149-157.
- Sobirovich, T. B., & Norman, Z. D. M. (2023). Harmony of National and Universal Values in Uzbekistan. *Harmony*, 7(1), 08-16.