

# **An Analysis of Employee Training in a Selected Company**

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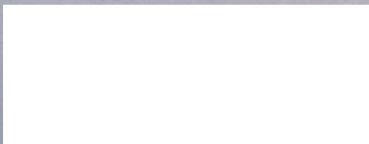
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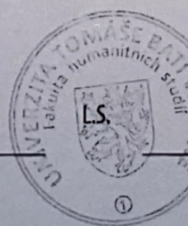
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## **ABSTRAKT**

Vzdělávání zaměstnanců je pro firmy velmi důležité, neboť právě vzdělaní zaměstnanci přinášejí firmě možná zlepšení a rozvoj. Cílem této práce bylo analyzovat současný systém vzdělávání a navrhnout opatření pro jeho zlepšení. V teoretické části jsou obsaženy základní pojmy a principy spojené se vzděláváním zaměstnanců. Analytická část obsahuje popis vzdělávání zaměstnanců ve firmě a výsledky dotazníkového šetření mezi zaměstnanci ohledně jejich vzdělávání ve firmě. Bylo zjištěno, že vzdělávací proces je v současnosti dobře nastaven a zaměstnanci jsou s ním spokojeni. Existují také ale mezery ve vyhodnocování školení, interní komunikaci vztahované ke vzdělávání a motivaci. Na základě těchto zjištění byla navržena doporučení jako například možnosti sběru dat před a po školení či návrhy komunikace pomocí intranetu či emailu.

**Klíčová slova:** řízení lidských zdrojů, vzdělávání zaměstnanců, plánování vzdělávání, metody vzdělávání, vyhodnocení vzdělávání, rozhovory, dotazník

## **ABSTRACT**

Employee training is very important for companies because it is the training of employees that brings possible improvements and development to the company. This bachelor's thesis aimed to find out how training is carried out in the selected company. The theoretical part contains basic terms and principles associated with employee training. The analytical part contains a description of employee training in the company and the results of a questionnaire survey among employees regarding their training in the company. It was found that the training process is currently well set up and the employees are satisfied with it. But there are also gaps in the evaluation of training, and internal communication related to training and motivation. Based on these findings, recommendations were proposed, such as the possibility of collecting data before and after the training, or suggestions for communication using the intranet or emails.

**Keywords:** human resource management, employee training, planning of training, training methods, training evaluation, interviews, questionnaire

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I hereby declare that the print version of my Bachelor's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

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## INTRODUCTION

An important practice in the discipline of Human Resource Management (HRM) is employee training. If a company pays close attention to the training of its employees, it can bring a lot of benefits in the future. Among the most common are less turnover of employees, greater loyalty of employees to the company, greater expertise of employees in their work, greater motivation to work, and many others. However, every company should take into account that employee training is not a cheap matter, but if they decide to invest in it, it can bring a significant competitive advantage on which the company can further build its development.

This bachelor's thesis aim is to analyze the process of training and development of employees in the selected company XY and suggest measures to its improvement. Among other things, the work also focuses on individual employees and their satisfaction with the training process and their ideas for possible improvements or praise for those who take care of training in the company. Because the chosen company XY is interested in feedback, it decided to participate in this topic and thus become part of this bachelor's thesis.

This bachelor thesis consists of two main parts. The first part is theoretical. This part offers an insight into the discipline of Human Resource Management (HRM) and employee training itself. It specifies in particular the goals and benefits of employee training, individual parts of the training process, and methods that can be used during training.

The second part of the bachelor thesis is analytical. This part is mainly devoted to the selected company. It gives a brief description of it and the structure of its employees with a closer look at those who are part of the personnel section of the company. Furthermore, based on an interview with one member of the personnel section is described the training process according to all its phases. At the same time, this part is supplemented with feedback from short questionnaires that are filled out by the company's employees and can thus serve as their feedback on the training process that the company prepares for them. The last part is recommendations for possible improvements in employee training.

## **I. THEORY**

## 1 HUMAN RESOURCE MANAGEMENT

Human Resource Management (HRM) creates a base for this bachelor thesis. For that reason, the main principles of this discipline should be explained. The past came up with the term *personnel management* which is now taken as a traditional form of Human Resource Management (HRM). The main topics the discipline discussed at that time were for instance legal necessities when it comes to employing people, the financial side of this problem, learning and development of employees, or the position of trade unions and their power against the organization (Wilton 2019, 5).

As Armstrong and Taylor (2020, 5-6), Wilton (2019, 3), and Marchington et al. (2016, 3) agree there was a huge change at the beginning of the 1980s when Human Resource Management started to appear as a new form of personnel management. Since then, Human Resources (HR) has been considered as one of the key elements for the company's strategic advantage against competitors. Wilton (2019, 3) completes this thought with the importance of well-established employee-employer relationships at work that lower misunderstandings among the employees and increase employee involvement (EI) and motivation at work and decision-making processes. Armstrong and Taylor (2020, 5) also emphasize the power of "fairness, trust, openness, and personal fulfillment" among employees.

The current definition of Human Resource Management was established by Armstrong and Taylor (2020, 5) and Wilton (2019, 2) as "all the activities" that are related to managing employees in a certain company such as "recruitment, training and development, rewarding, motivating and controlling workers." As Marchington et al. (2016, 3) describe, focus shall be also put on more general objectives for instance on fulfilling the government's or shareholder's satisfaction or paying attention to "social demand for efficiency and effectiveness." Armstrong and Taylor (2020, 5) also admit that Human Resource Management would not exist without the contribution of other scientific disciplines such as psychology, sociology, behavioral and economic sciences.

As Armstrong and Taylor (2020, 3) say Human resource management (HRM) is about hiring new employees to the company, managing their work, and focusing on developing their potential at work. Wilton (2019, 2) adds that finding well-skilled employees, designing the work that suits them, and training them is inevitable. The system of rewards and controls must be also well established by the company.

## 1.1 The Goals of Human Resource Management

Since, each scientific discipline that exists states some goals, Human Resource Management has also its own which Armstrong and Taylor (2020, 7) describe as follows:

- To develop Human resources (HR) to the point where the organization's goals and business strategy would be fulfilled.
- To contribute to the overall development of the work culture in general.
- To hire just well-qualified workers with special skills that the organization may use to its benefit.
- To create an environment where all employees would feel great and motivated to do their best at work and it would have an unexpected positive effect on the relationships in the organization.
- To satisfy the employee's wants, needs, and work expectations.
- To treat employees of all sorts as important stakeholders of the company.
- To follow ethical and social rules when it comes to dealing with employees in the organization.

Šikýř (2014, 46-47) adds the words of Koubek (2007, 16) that HRM "should make the company productive to make it better at a time." To make this happen the company may use different types of means such as "material, financial or informative one." The author also highlights the importance of a certain balance between economic and social goals that the company settles down (Šikýř 2014, 51).

## 1.2 The Models of Human Resource Management

As reported by Armstrong and Taylor (2020, 9-11), over the years Human Resource Management has developed models that describe how HRM works and how can be defined.

The two main models of HRM are:

- *The Harvard framework* created by Michael Beer at the beginning of the 1980s says: "Human Resources (HR) are all management decisions and actions that affect the nature of the relationship between the organization and employees." The model has two main features. The first one describes the work of line managers who should be more accountable for the fundamentals in HR based on the organization's decisions

that are at the same time in agreement with the business strategy. The second feature shows the importance of HR policies to be an asset to both sides of the company and the employees in the long term.

- *The hard and soft models were:*
  - The hard model is based on a rational, calculative attitude towards HR where the organization focuses more on its strategy and economy.
  - The soft model is based on well-established relationships among employees and employers where sophisticated communication, empathy, trust, and loyalty are provided.

Besides these two, Šikýř (2014, 96-119) describes the Michigan framework as a model that pays attention mainly to “strategy, structure, and system of HRM” and European framework that varies from the typical American models in its main focus on “best fit” rather than “best practice” as it is usual in the American models. It is important to mention that these two forms might be interconnected if necessary.

### **1.3 The Future of Human Resource Management**

As Banfield and Kay (2012, 9-11) define the main challenges for Human Resource Management are:

- Today’s work environment comes up with more self-employed people who are not dependent on their employers in a certain organization and work on their own.
- Changes in the legal systems of several countries mainly in Europe are trying to create policies that will support the rights of employees in organizations.
- Companies replace manually skilled workers with those who are educated and creative.
- More varieties of workforce.

Armstrong and Taylor (2020, 17) add the knowledge of Guest (2017, 22) that shows two modes of understanding HRM in the future where the first one is for equal gains of both sides the company and the employees whereas the second one is rather a conservative approach to developing organization’s performance without a closer look on employee's wellbeing.

## 2 EMPLOYEE TRAINING AND DEVELOPMENT

This chapter will cover the discipline of Human Resource Development (HRD) which is a part of Human Resource Management (HRM). As Wilton (2019, 275) assumes HRD describes both individuals and groups of people who first learn and later develop their gained knowledge, acquired skills, and taught behavior during training at their workplace. Marchington et al. (2016, 257) supplement that learning and development are in the hands of HR departments in the company.

As Banfield and Kay (2012, 252-253) Marchington et al. (2016, 258-259), and Armstrong and Taylor (2020, 379) agree the terminology used in HRD should be specified. All of them agree that *learning* encompasses the development of mainly skills and knowledge. Banfield and Kay (2012, 252) add that learning contributes to personal growth and shows people as unique individuals. Armstrong and Taylor (2020, 383) evolved their thought on how individuals learn and clarified three main distinctions:

- Learning by an individual experience.
- Learning by interactions with other people and undertaking their point of view.
- Taking learning courses.

At the same time, learning and its progress is nicely visible on a *learning curve* that shows when the progress stagnates and when it grows. The stagnation may happen when the training is ineffective or when there is low motivation of employees to learn new skills. Sometimes a little stagnation may happen when the employees are trying to get used to newly gained knowledge or skills. (Armstrong and Taylor 2020, 386-387)

*Training* on the other hand is defined by Banfield and Kay (2012, 251) as a “planned, structured, and often formalized learning experience that seeks to develop specific skills and knowledge needed for effective job performance.” Training mainly happens at work but can occur also outside of it. As Ross (2019, 3) states “Training represents a process with a start point, endpoint, and stages between each of these points.”

When it comes to *development* Marchington et al. (2016, 258) define it as “an umbrella term for learning and training.” Banfield and Kay (2012, 251) add that it shows how human potential can grow in a matter of time at the workplace or outside of it.

Based on Marchington et al. (2016, 258) *skills* are “aspects of behavior which are developed through practice, and which individuals need to perform at an acceptable level to do the job satisfactorily.” Skills are acquired in a couple of steps such as:

- Remember how something works.
- Understanding why it is like that.
- Be able to apply the knowledge.
- Analyze what is going on.
- Evaluate the performance.
- Create new ways of work.

The term *education* is defined by Armstrong and Taylor (2020, 379) as “the development of the knowledge, values, and understanding required in all aspects of life rather than the knowledge and skills related to particular areas of activity.”

As said by Iles, Yolles, and Altman (2001, 1-2) *knowledge* might be considered “a fluid mix of framed experience, values, contextual information, and expert insight.” The knowledge might be acquired in the former education.

Lastly, Banfield and Kay (2012, 251) define “the combination of skills, knowledge, and experience that result in a person’s ability to carry out specific tasks and procedures to a required standard” as *competence*. Competence makes the work possible for the employee.

## 2.1 The Goals and Benefits of Employee Training

This part is devoted partially to the *goals* of employee training in an organization which is characterized by Banfield and Kay (2012, 255) who describe the goals of employee training in an organization by six “Es’ of training” where each E stands for:

- Engage - to make the organization’s values, methods, and policies closer to the employees during the training.
- Educate - to develop employee’s knowledge which they may later use at work.
- Enhance - to develop mainly employee’s skills useful at work.
- Empower - to train employees to a certain level where they can work more on their own.
- Energize - to increase motivation and attachment to work.
- Enlighten - to show a variety of perspectives on a certain issue.



Armstrong and Taylor (2020, 379-380) follow up with the thought that goals for learning and development should be part of the business strategy of each company because the company's employees have an important part in the company's success in the market where the competitors appear. At the same time, they agree that employees should be treated well concerning their needs and wants at work. They use the term *strategic learning and development* for a description of this problem. This term is widely used by other authors in the discipline of Human Resource Development (HRD).

The second part of this chapter is zeroing in on the *benefits* of employee training in an organization. Wilton (2019, 280) provides evidence that the benefit of employee training and development might be divided into three main parts: "the individual, organizational and societal."

From the point of view of an employee, the main benefits come with developed skills and increased knowledge in certain areas of work. This may lead to a higher potential for employee promotion or to a pay rise. The training the employee undergoes may increase their respect and consolidate their position at the company and among other employees. Equally more developed skills and knowledge lead to a lower chance of future unemployment and an increased likelihood of higher paying jobs. As Banfield and Kay (2012, 254) say, an employee's value increases in the labor market because of the training they get in the organization.

Employee training gives the organization a couple of benefits such as fewer mistakes in employee work, lower fluctuation of employees, and better loyalty to the company or it may show the company in a better light in the eyes of employees and that can change their behavior. As Banfield and Kay (2012, 260-261) mention, training should be taken as an investment that may contribute to better competitiveness of the company in the market. They also emphasize the importance of relations among people and profits. On the other hand, training might be seen rather as a cost for the company. Some companies might see it as one of the first elements they can reduce when the hard time comes. The authors stress that if employees are not trained well it will appear on the negative side later on in the form of low-skilled workers with weak knowledge and bad work performance. This might be more harmful than beneficial for the company itself. Wilton (2019, 280) adds that at worst it will lead to "employee exit." He also emphasizes that companies need to be respectful of mistakes they first make in employee training and at best learn from their errors and not repeat them in the future. This will lead to the general development of a certain company.

All in all, the general society may benefit a lot from employee training because it increases its potential. For that reason, companies and smaller employers are encouraged mainly by the government to invest in employee training. As Wilton (2019, 280) says, it will be reflected in the general “social and economic well-being and strengthen economic competitiveness on the market.”

## 2.2 The Process of Employee Training

The next part of the theory for this bachelor thesis is going to be about the process of employee training. As Wilton (2019, 291) describes, employee training might be divided into four main parts. According to his description, these parts are:

- Assessment of learning and development needs.
- Planning and designing the training programs.
- Delivering training programs to the employees.
- Evaluation of the training.

However, Marchington et al. (2016, 263) show a slightly different division where the designing and delivering of the training program belongs to the same part of the training cycle, whereas finding out what the learning needs are and at the end evaluating the training results stands on its own.

Noe et al. (2022, 200) came up with a training cycle that has five parts such as:

- Assessment of training needs.
- Checking the readiness of employees for training.
- Planning the training program.
- Delivering training program.
- Evaluating the training.

Here the whole new part of the cycle where the readiness of employees for the training was established. On the other hand, planning and delivering have the same structure as Wilton (2019, 291) describes. Lussier and Hendon (2020, 170) supersede the part of the cycle where the readiness is described in Noe et al. (2022, 201) distinction by focusing on the change in behavior of employees the employers want to reach through the training. Lastly, they use the term to assess training besides evaluating it.

In addition, Ross (2019, 5-13) includes the following six steps that might be useful for the company in the training process and offers a few principles that the company may follow in the training such:

- The importance of strategy in employee training which leads to fulfilling the company's goals and objectives.
- The key role of *need assessment* warrants relevance of training programs fulfilling both the company's and trainee's expectations.
- Finding out what model of training program suits the company's goals the best and at the same time take the satisfaction of the designer, trainer, and trainees into account. This process is divided into a few steps:
  - Finding the number of stages necessary for the training.
  - Be able to characterize the theme and topic in each stage where the theme is a general subject of the stage whereas the topic is a certain issue within the stage.
  - Set down the amount of time needed for each stage.
  - Establish learning objectives that trainees should earn in training.
  - Choose methods that suit the group of trainees and the training program.
  - Choose methods that will make the training easier for trainees and trainers.
- Take into account that training focuses mainly on the process.
- Make sure how to deal with adult learners. Trainers should know that:
  - Adult motivation varies from children's motivation.
  - They prefer visuals to sounds.
  - The training must be personal.
  - They need to know how they are going to benefit from it.
  - They prefer working with their colleagues rather than alone.
  - The more the task is practical the better.

### 2.2.1 The Assessment of Learning Needs

As Wilton (2019, 292) says, there are problems or issues in every company existing. It means the chance to improve what is not working or what needs a bit of development is always possible. Marchington et al. (2016,263), Lussier and Hendon (2020, 171), and Pettinger (2002, pg. 28) agree, that assessing the right learning and development needs means covering a certain *gap* that exists between what is currently used and what can be used in the future. Noe et al. (2022, 201) define it as “a process of evaluating the organization, individual employees, and employee’s tasks to determine what kinds of training, if any, are necessary.” They also establish three questions that help to understand the purpose of this division. For organizations, the question is “*What is the context in which training will occur?*”. To make the decision-making process easier question “*Who needs training?*” may help with setting down for whom the training is and the last question “*What subject should the training cover?*” establishes the task itself.

Others such as Marchington et al. (2016, 263) or Wilton (2019, 293) do not use questions for this distinction but rather terms organizational, occupational, and personal level of needs. As Wilton (2019, 293) specifies *organizational level* of need focuses mainly on the organization itself and emphasizes the organization’s goals which the employee training should fulfill. *Occupational or task-oriented level* of needs is related to employee performance. If the need is well-established the employee may later work with better equipment or other specifics needed for effective and efficient work. *Individual levels* of needs may vary based on the role and the position the employee has in the organization. Newly hired employees will mention different needs than managers or engineers in the organization who have worked there for years.

Marchington et al. (2016, 263), and Wilton (2019, 292) agree that the main gap is related to the employee *skills, knowledge, and attitude*, and believe all of them can be rectified by training. Noe et al. (2022, 201) clash with this point of view and believe only *knowledge* may be repaired by training.

Nevertheless, even the training process may end up in a *closed cycle* and do not be related to other HR aspects in the organization, if the right attention is not put on them. This may later clash with business strategy or other objectives crucial for the organization (Marchington et al. 2016, 264). Ross (2019, 147), and Marchington et al. (2016, 265), describe *learning objectives* set down the issues that should be covered by the training. They suggest using the SMART method where each of the learning objectives is specific,

measurable, achievable, relevant, and time bound. This will make the training more measurable later on.

The right amount of attentiveness should be put also on social, environmental, economic, and other aspects that may shape the needs in general. Wilton (2019, 294) says these are for instance “a changing customer demand, developments in the wider marketplace, new legislation or technology and others.”

Lussier and Hendon (2020, 171) sum up this part with the statement “If a need assessment is not done correctly, none of the other steps will be successful either.” This might be considered as the highlight of this chapter before the upcoming parts start.

### 2.2.2 Planning and Designing of the Training Program

Since the learning and development needs of employees and organizations are already well-known from the need assessment part, it is time to move a step forward to planning. The organization needs to plan for whom the training is, what the trainees should learn, or which skill should they develop. Questions such as who will lead the training, will the company use somebody from inside or outside of the company, how much is the organization willing to invest into the training, and lastly how much time does the company want to spend with the training and where it will be handled is valid to ask (Wilton 2019, 294-295). Pettinger (2002, 106) says that the group size and the mix of employees do matter. Some kind of training is more suitable for individuals some for groups. There may be a situation when it is useful for employees of different kinds to have similar training just to understand each other’s work but sometimes it may be rather ineffective. Noe et al. (2022, 207) add that training methods and a form of evaluation should be planned too. Also, the learning objectives and answers to all the questions stated above will give the organization a chance to quantify how successful the training was. They emphasize the need for equal evaluation of training for everybody and take into consideration special conditions for training if minorities, elderly people, and people with disabilities are present. Lussier and Hendon (2020, 173) highlight the necessity of knowing how the learning process itself works for a better understanding of how people learn and develop in general.

When it comes to designing a training program there are again various aspects and types of the training to look at. Pettinger (2002, 42 -45) defines so-called *universal programs*. As he says these are necessary for all kinds of organizations because they describe the main things each company needs to do. Some points the universal program may be about are:

- Getting to know the employees during first contact.

- Getting to know the place where the employee is going to work later.
- Getting to know safety and healthy principles and rules.
- Getting to know working ethics.
- Initial training.
- Getting to know working culture, values, beliefs...

On the other hand, Ross (2019, 121 -132) describes different types of training programs that can be created based on the concentration of the interest as:

- Knowledge-based.
- Skills-based.
- Personal development.
- Performance-based.
- Leadership training programs.
- Management training programs.
- Training programs that cover organizational policies.

Where *knowledge-based training program* highlights theory, facts, and needed information the employees require to know to work well. As Ross (2019, 121-132) says the training should “engage trainee’s cognitive sense-making process, perceptual abilities, and reasoning or logical analysis capabilities.”

*The skill-based* training program is in contrast to the previous program, focused mainly on the employee's skills they already have or that can be newly developed by the training. The skills might be *job-oriented* (e.g. *repair work*) or they might be focused on *professional development skills* (e.g. *time management*)

*Personal development training* is not mainly related to work but rather to developing “soft skills, communication skills, time management skills, problem-solving skills, and others,” that may develop the employee as an individual in general.

One of the typical characteristics of *performance-based training* is that it is often “outcome-driven.” Its motivation comes from the goals of employers.

When it comes to *training for leaders* these might be divided into three categories arising from the leader's experience. These are “self-leadership training, leadership development training, and advanced training for leaders.”

*Training for managers* is important so they know how the whole organizational system works, how the policies are implemented, and how they may control individual employees in their departments. As Ross (2019, 121-132) states the knowledge of certain communication skills, problem-solving skills, decision-making skills, or performance of each employee is needed.

*Training programs focusing on certain policies* are everyday issues. What matters the most is what kind of policy it is. Ross (2019, 121-132) defines three main policies where the first is based on a policy freshly created by the company itself, the second policy is made up by the government and must be observed across the board and the third policy focuses on refreshing old policies already established by the company. To the group of policies belongs “safety policies, ethics policies, discrimination policies” and others.

Lastly, Stolovitch and Keeps (2011, 122 -125) distinguish four main types of training following as:

- *Receptive training* - trainees are introduced to new topics by the trainer and their task is to remember most of what was said and be motivated to learn more.
- *Directive training* - trainers give trainees the muster of how they should do a certain task and the trainees follow the muster step by step until they finish the task and manage to later work on their own.
- *Guided discovery* - the principle of this training is based on the scarceness of trainees who ask for the help of their trainers. They later help them find the solution and are present the whole time to answer additional questions. After the task is finished, they offer feedback to trainees.
- *Exploratory learning* – this type of training is based on the requirements of the employee and later exploring the options that may solve the problem. The trainer is present to help and give feedback.

Besides the awareness of who the trainees are, for the designer of the training program is crucial to know who the trainer will be. As Noe et al. (2022, 207-208) mention it could be an organization employee who has the knowledge to pass on to other employees or it could be someone who is not related to the organization at all. It depends on the knowledge, skills, or other aspects the organization wants to achieve through the training. The outcome of the planning and designing part should be the decision whether the training will be delivered *on-the-job* or rather *off-the-job*. Based on this decision the organization may choose from the

variety of methods used for training which will be discussed in more detail later in this bachelor thesis. When it comes to off-the-job training Noe et al. (2022, 207) nicely remark that this option should be chosen by the company “if they lack the expertise in training.” The organization needs to take into account that finding the right organization that will make suitable training possible for the organization might be a bit complicated process.

When it comes to time management the designers of the training program need to know how many stages the program will cover and how much time should each stage take. The whole training time should be settled by the organization at the beginning of planning. Timing is important so the trainees can get used to things they have learned during training. Here applies what was said before that for learners in general is good to receive new things such as knowledge or skills in smaller parts. If not, the trainee's attention and motivation decline, and the training is not effective (Ross 2019, 150-151).

As Noe et al. (2022, 208) point well, each training is specific. For that reason, if the organization decides to hire external trainers to train the organization's employees it might be kind of expensive. That is because the trainer needs to put his or her time into creating such training with certain specifics and for them, it means they cannot use it again in other situations. This is the reason why some organizations count their ROI (return on investment) because they want to know whether or not they will profit from such training (Armstrong and Taylor 2020, 399).

### **2.2.3 Delivery of the Training**

The third part of the training process is devoted to delivering the training. This section can be sometimes connected to the planning and designing of the training program. As Wilton (2019, 296-297) and Noe et al. (2022, 208) agree the training should be delivered in a way that considers the company's goals and objectives and at the same time lowers the money spent on the delivery to the minimum possible. Wilton (2019, 297) points out that the constraints of time planned for training, the customs the organization esteems, and the culture the organization belongs to may affect the delivery part of the training program. Marchington et al. (2016, 265) mention that “prior experience, anxieties about the employee's abilities, and their expectations” may play an important role in the delivery. These aspects can have an influence on the way how the employees will learn new skills and gain new knowledge needed for their work.

Marchington et al. (2016, 265) highlight the responsibility of the HR department to get to know the organization's employees to the level where they will be able to make the training



and especially the delivery part suitable for them as much as possible. Armstrong and Taylor (2020, 398) add that it is also a task for line managers to be able to support their colleagues during the training process and let them later use their newly gained skills and knowledge at regular work.

The HR department needs to know the employees also in the situation when the company decides to use external trainers. That is for reason that Noe et al. (2022, 207) describe as a tendency of companies to write *the request for proposal* (RFP) where the organization states the requirements for the training, starting with the number of employees that will be part of the training and ending with the time requirements of the training's end. Later on, the company chooses one organization that will lead the training based on the suitability of their services to the company and its goals and objectives planned for the training. As Noe et al. (2022, 207) mention there is still work for the HR department even though the training itself is in the hands of the contracted company. HR employees then appear in the whole process in the position of the *training administrator* and make sure everything goes according to the plan during the training process.

#### **2.2.4 Evaluation of the Training**

The evaluation of the training appears in the last position in the training process. However, even this position is closely connected to the planning phase of the whole process. As Armstrong and Taylor (2020, 399) say for the organization is important to know their objectives and goals of training and at the same time set down the criteria of evaluation. These should be created before the training starts in the planning phase, so they are clear to everybody later on. Noe et al. (2022, 221-223) and Wilton (2019, 304) point out that the evaluation later offers important information on whether the objectives were met and how much the company spent on the training at all. The authors also agree that the purpose of the evaluation is to anticipate unnecessary wrong decisions made by the company and help the organization to improve their following training programs in the future and omit the parts of the training program that are ineffective and do not contribute to achieving wants and needs of the company's *stakeholders*.

Wilton (2019, 306) describes that these stakeholders might be for instance regular employees of the company who benefit from the feedback they receive and that may support their future progress. Also, managers in general might seek information connected to collective development and individual support to the employees, which may help them to improve their team. Lastly, members of the HR department benefit from the overall outcomes of the

training and for that reason may find more suitable types of training for their colleagues in the future.

Diamantidis and Chatzoglou (2014, 154) also distinguish two types of *feedback* the employees may get. The first one is related to *feedback from their peers* that they receive after the training finishes and lets them know “how well they performed.” On the other hand, the *feedback from supervisors* shows how willing are the employees to engage the skills and knowledge they gained during the training in their regular work. Wilton (2019, 304) and Marchington et al. (2016, 267) state that there are two main forms of feedback. One of them is *informal feedback* which is often used because it is easier to deliver. The person who delivers the feedback is usually a manager or a member of the HR department. However, this approach is rarely systematic and might be inaccurate for that reason. The second option is *formal feedback*. This type of feedback consists mainly of testing and for that reason is more complicated to manage and is not used so often even though it may offer more precise results needed for future development of the training.

The authors such as Armstrong and Taylor (2020, 399), Marchington et al. (2016, 268-269), Lussier and Hendon (2020, 180) or Wilton (2019, 305) highlight the model, or it might be said the levels of evaluation created by Kirkpatrick during several years of his career that show what should be evaluated after the training ends. Kirkpatrick mainly distinguishes four main parts: Reaction, Learning, Behaviour, and Results.

- *Reaction* as a part of evaluation offers information from the trainees on the training itself and it gives a chance to sum up more points of view and at the same time get rid of subjective points of view of each individual. This is widely used by organizations.
- *Learning* uses formal evaluation to get to know more about gained “skills, knowledge and attitudes” of the employees.
- *Behaviour* relates to job performance and training in a term of getting rid of the *gaps* that appeared before the training and being able to transform the gained info from the training back to the regular work. This part of the model might be hard to measure.
- *Results* are using “specific criteria” connected to job performance and seek to get information on specific improvements in employee’s work based on the training they have undergone. These might be connected to the performance of the department or in general organization and incorporate for example employee productivity, sales,

labor fluctuation, and so on. These aspects will show whether or not was the training worth the “money, time and effort” the company put in.

The four main parts of Kirkpatrick’s model might be known in the form of levels, where reaction refers to the reaction level, learning refers to the immediate level, behavior refers to the intermediate level, and results to the ultimate-level evaluation. (Marchington et al. 2016, 268)

Diamantidis and Chatzoglou (2014, 154) also point out that Kirkpatrick’s model should be evolved by feedback from peers and feedback from supervisors. This is all because it will increase the amount of information the organization might get from the training evaluation. Besides the gains from Kirkpatrick’s model related to *what* the organization should evaluate Banfield and Kay (2012, 262) introduce another model that answers the question of *why* the companies should even evaluate the training in general. This model was created by Easterby-Smith in 1994 and is divided into four main parts:

- *Proving* – to create proof that something has changed when the training appeared.
- *Controlling* - to make sure the company knows how to deliver the training successfully.
- *Improving* – to learn from the mistakes the company made in the training now and pay attention to them later on.
- *Learning* – to show that evaluation is an important part of the whole training and development process.

Besides models that will tell us how to do the evaluation, the organization may also focus on certain aspects that are measurable and may bring them essential information about the training results. Noe et al. (2022, 221-223) show five main aspects that are *Trainee satisfaction, Transfer of training, New skills and knowledge, Performance improvements, and Return on investment*. “They may gain this information from interviews with trainees, the tests the trainees fill in, observation, questionnaires or annual reports and performance appraisals.” There might be a problem with the transfer of gained skills and knowledge from the training in a situation when the employees do not have enough opportunities to use them. In this case, their performance improvements won’t be that visible or won’t appear at all. At the same time, if the organization finds out the employee is not using the newly gained skills and knowledge it is up to them to question whether the training was even important and the finances, they put into it were worth it. The best way of getting to know the improvements

is to measure the performance and other aspects before and then after the training to the details. If this is not possible the other option is to create a *pretest* and *posttest* and evaluate them later on. However, the widely used is only the *posttest* because it is the easiest way how to evaluate the performance after the training ends. Here the problem appears because the organization does not get the amount of data, they may need to make an adequate comparison of performance results.

Training of employees might be costly for the organization a lot and for that reason, it may lead the organization to count their *ROI (return on investment)* as another type of measurement. Training is not only about the improvements of the employee's performance and development of their skills it also includes the economic prosperity of the company and that is what the ROI offers. As Noe et al. (2022, 222) write it is “the monetary benefit of the investment compared to the amount invested, expressed as a percentage.” Besides this financial measurement, Armstrong and Taylor (2020, 399) allude also to the *Return on expectation* that focuses on “the extent to which the objectives and anticipated benefits of any learning investment have been realized.” Wilton (2019, 305) adds that this measurement offers the entrance to “hard numbers and soft qualitative information” that may say more about the general value of the training.

Even though the evaluation of the training process is mainly beneficial it also accompanies a couple of problems related to the evaluation itself. Wilton (2019, 305 - 306) for example states that there might be “a problem of validity and reliability.” He questions the momentary impact of employee training against the long-term impact that is often more important to the company even though it might be more expensive and time-consuming. He also uses Gold's (2007) point of view that says companies tend to prefer the perspective of costs of the training against the benefits it makes for the company. On the other hand, Armstrong and Taylor (2020, 401) see a couple of problems when it comes to making the evaluation successful such as:

- The lack of expertise.
- The lack of clear objectives.
- Limited budget for the training.
- The risks connected to evaluation.

Marchington et al. (2016, 267) look at the problem of evaluating easily. They point out that sometimes managers in the organization are just not willing to take care of the data coming from the training process and analyze them appropriately.

To close this part, Diamantidis and Chatzoglou (2014, 165) highlight that managers should not expect employees to be able to use their gained skills and knowledge immediately after the training but rather give them time to process it and try to use them with mistakes because that is how they will learn it without the pressure of responsibility. At this time managers should show a certain support to their colleagues, so they feel motivated to try to do their best later on because this behavior will anticipate other potential problems.

### **2.3 Practices and Methods of Employee Training**

As was predestined before, this chapter is devoted to practices and methods used for employee training in organizations. The authors who focus on HR training and development do not have similar points of view on this problem not even a similar distinction of methods they focus on, or they describe in their books or articles. However, the major distinction that appears for example in Pettinger (2002, 51-74), Horváthová and Čopíková (2017, 70-71), and Maršíková and Šlaichová (2015, 15) distinguish training methods to those which are *on-the-job* or *off-the-job*. Where *on-the-job* training is related to training that is mainly for just one trainee and happens daily during the work itself at the workplace. On the other hand, *off-the-job* training is carried out somewhere outside of the usual work environment that is well-known for the trainees. This method may resonate with the education the trainees undergo during their childhood education phase because it consists of more or less similar types of training. As Maršíková and Šlaichová (2015, 15) well point out, there might be a couple of training methods that are somewhere in the middle of this distinction. They also specify the group of *on-the-job* training where they create a general training method which the trainee learns and later may use in various companies involved in his or her life and then specific training that is useful just for the one company only. Mathis, Jackson, and Valentine (2014, 279) call the training that appears in the workplace internal training and the one that appears out of the workplace external training. They point out that external training might be supported by the government or other educational institutions that offer certain development of employees.

Marchington et al. (2016, 265-267) and Armstrong and Taylor (2020, 395) agree that this allocation into *on-the-job* and *off-the-job* training might be also formal or informal. *Formal*

is mainly on-the-job training as it appears “face to face in a workplace,” nevertheless, *informal* training is more planned and prepared beforehand because of its complexity.

Because each author sees a different importance of the method distinction Wilton (2019, 297) comes up with two types of methods where one focuses on *instructions* and the other on *facilitation*. Instructional methods require the work of trainers because without them the trainee won't probably succeed in the training. Methods that focus on facilitating leave more work on the trainee who needs to play their role in the training process and the work of the trainer is not that huge.

Another type of distinction might be based on Marchington et al. 's (2016, 265-267) point of view where they introduce firstly the *individual* and *group-based* methods and later relate them to *andragogical and pedagogical approaches*.

- Individual + pedagogical – are typical for simulations where the regular skills are developed and need to be practiced anticipating unnecessary mistakes. They led the experienced workers to use a bit of creativity if possible (communication with customers).
- Group-based + pedagogical – usually used for a bigger number of trainees or if the organization wants to lower its expenses. Even though these methods might be highly supported by the organization's managers they might be ineffective because there is not enough time or place for each trainee to ask questions and remember everything that was said (typically lecture).
- Group-based + andragogical – useful as a team bouncing type of method and good for understanding managerial problems in real situations that may appear. However, bad communication in a team may cause problems in discussion and problem-solving (typically projects or case studies).
- Self-directed – usually better for individuals but suitable also for groups. The biggest plus of this method is that the trainee chooses the method or the activity that suits him or her the best (typically e-learning).

Lastly, Martin, Kolomitro, and C.M. Lam (2014, 15-17) take it the other way around, when they omit to create special distinctions of methods and rather focus mainly on the main methods that are used by companies and define them and explain into details, so they are more understandable. This all is for getting rid of the deduction part when the readers pay

bigger attention to finding out the right classification and not focusing on the method's description and purpose itself.

Besides the main distinctions that are related to employee training, it matters to explain certain method-related terms too. Armstrong and Taylor (2020, 414), Marchington et al. (2016, 271), and Stolovitch and Keeps (2011, 189) introduce the term *just-in-time training* that might be used by the organization in the case when some small problem or a need of training arise and the company is capable to use its prepared training methods that will fulfill the aim at the moment. This method is mainly used through e-learning employee training methods.

Armstrong and Taylor (2020, 414) also introduce the term *bite-sized training* which refers to a small session of training that the trainee undergoes when the training is needed so they develop the skill or knowledge they need at the time of the need. It is beneficial also in the long-term because the employee repeatedly relearns already gained skills and for that reason might become even better at them.

To conclude this part with a few statistics Noe et al. (2022, 209) offer a short overview of methods that are mainly used by companies in today's world. The majority of companies still tend to use *instructor-led methods* that are happening in classes. However, modern companies accompanied more of "the online or computer-based methods in the last couple of decades." They also well point out that companies should look at the number of hours they stipulate for employee training.

### 2.3.1 On-the-job Methods

As it was predestined before, on-the-job training is the most used by companies in today's world (Noe et al. 2022, 209). This group of methods might be placed methods such as coaching, mentoring, job rotation, assisting, counseling, internship, apprenticeship or shadowing, and many more.

As Horváthová and Čopíková (2017, 70) and Armstrong and Taylor (2020, 406) agree *Coaching* is rather "one-to-one" type of training that is necessary at the workplace. The trainer or it might be said the coach tends to support the trainee, make sure they know what they are doing, and through questions lead them towards their goals and offer them superior feedback.

*Mentoring*, on the other hand, is used by the company if they want to encourage the development of the employee who is mainly a junior in their position to become senior later on. This is done by using a senior mentor to support and prepare the trainee to be able to do

the senior work on their own in the future (Martin, Kolomitro, and C.M. Lam 2014, 27), and Wilton (2019, 299).

Milic, Mandic, and Pavic (2020, 75) add to this group of methods also the *job rotation*. Verhulst and DeCenzo (2022, 238) describe it as the opportunity for the trainee to get to know more about various positions in the company and try a variety of tasks before they settle on one position. This process gives them the chance to find out what suits them the best and at the same time understand how the processes in the company are connected.

The difference between apprenticeship and internship is well described by Noe et al. (2022, 212) where the *Apprenticeship* is “the combination of on-the-job training and classroom training” that allows trainees to gain money and at the same time learn new skills. This method of training is widely used for “skilled trades, such as plumbing, carpenter, and electrical work.” However, *Internship* is created by schools that are finding places for their students at companies where they may gain the needed practice connected to their education. The authors highlight that this should be beneficial mainly for the students and not that much for the company as “low-cost or free labor.”

Both Horváthová and Čopíková (2017, 70) and Maršíková and Šlaichová (2015, 15) also mention the on-job-methods assisting and counselling. In this case, *Counselling* focuses on the consultation between the trainee and the trainer if it is necessary whereas *Assisting* pays attention rather to manual work where the trainer explains the work process in detail and repeats it until the trainee can do it on their own. Something similar to these two is also described by Armstrong and Taylor (2020, 406) as *Shadowing* where the trainee watches how the trainer is doing the tasks and observes it until it is clear and understandable.

### 2.3.2 Off-the-job Training

The previous description said that off-the-job training methods usually take place outside of the normal workplace. Some of these methods are for example lectures, case studies, simulations, seminars, workshops, or demonstrations.

*The lecture* describes the process when the trainer explains something mainly theoretical to the group of listeners with the purpose of easily and in a fast manner making the trainees learn new stuff. The problem might be that there is not that much time for conversation and answering the questions that may appear (Roy and Ray 2019, 177).

As Horváthová and Čopíková (2017, 71) explain, the *seminar* is a form of the lecture where the discussion is added. This might make the understanding of the topic easier for the audience and the unclear stuff might be explained immediately by the trainer. Because of



this form, there is harder work for the trainer because the person who is responsible for the training needs to be able to control the discussion and react to the questions in the right way. These authors also introduce a method of *demonstration* where the trainees are stimulated to use certain equipment needed for their work, so they know how to use it later on. The activity is firstly done by someone who is experienced with using it and later it is offered to trainees to try to use the equipment on their own. As equipment might be considered a computer, machine, or other.

The other method that will be explained is the *case study*. Noe et al. (2022, 214-215) define it as an artificial situation that might happen in reality and should develop trainee's "thinking skills when it comes to analyzing and evaluating the situation." It offers them a chance to try to use unusual solutions and processes when it comes to problem-solving in a safe environment. This method might help to develop the teams and their communication skills. Another common method used off-the-job is *simulation*. Lussier and Hendon (2020, 179) show it in the online perspective where the trainees are exposed to unexpected situations that might appear in real life again. The new thing that distinguishes simulation from the case study is that trainees are encouraged to actually perform the right way of dealing with the unexpected situation, so they are ready to later perform it when necessary. These simulations are used mainly to anticipate dangers related to the health of employees and their emotional states (Lussier and Hendon 2020, 179).

The last method in this group will be the *workshop*. It opens up the topic, which needs to be discussed, and the right solution is often found by the group of people if they share their points of view on the problem itself. The main benefit of this method is the variety of perspectives that are introduced by the group of people. It might be considered as the form of the case study method. (Horváthová and Čopíková 2017, 71)

### 2.3.3 Digital Training Methods

Digital training in general means that the training appears to be in the online world of the internet where various forms of training exist. Some of them might be for instance e-learning, virtual reality, social media, mobile learning, or others. As Wilton (2019, 299 -301) specifies these are also considered modern trends that are developing the training methods in connection with the *Web 2.0 technology*.

*E-learning* in general covers activities considering the usage of online courses, the company's intranets, or other interactions that appear between the trainer and the trainee through online sources. The authors highlight that e-learning enables the company to use

less textual materials for the training and for that reason is more sustainable and efficient for the company. Banfield and Kay (2012, 266) add that e-learning offers “a new platform for the delivery of training.”

Phillips and Gully (2014, 220-221) describe *virtual training* as another “tool” that might be used by the organization where they will use the advantage of “YouTube-type videos” to make the training for their employees easier and more interesting and available at the same time in the online world. Wilton (2019, 303) supports this idea with the statement that says virtual training makes the training “richer” and allows the trainees to create so-called “virtual communities or to exploit virtual mentoring.” Noe et al. (2022, 213) evolve this thought and describe a chance for the trainees to create *avatars* that will represent them in the virtual world and enable them to be part of the “job-related situations” that may appear at the workplace in a safe environment. They also explain that *virtual reality* offers a “three-dimensional learning experience” for trainees.

*Social media* creates one of the main trends in today’s world. They do not have to be perceived only as a form of fun or abreaction. They can be useful also when it comes to employee training. Platforms such as Facebook, Instagram, LinkedIn, and others give a chance to employees to get to know the company in a different light, be able to communicate with the company in a slightly different way, and share their points of view with other colleagues and the public. The organization’s content on social media sites might offer quick learning for the employees or inspire them to work better and at the same time it deepens their loyalty to the company in general. Last but not least bonus of the social media method of training is that employees have new access to important information that the company needs them to know. (Armstrong and Taylor 2020, 411)

The last method that will be described is in the form of *mobile technologies*. Wilton (2019, 302) points out that mobile technologies allow organizations the opportunity to make their employees more attached to the work, be able to respond quickly and learn new things easily on a daily basis. He also explains the problem of *work-life balance* for the employees because the usage of mobile technologies makes them to be active all the time among the required hours, they set down with the company at the beginning of their work relationship.

### 2.3.4 Onboarding

One of the processes that might accompany the training methods is also *onboarding*. This is a type of procedure in which new employees get to know their new work environment, learn about their duties, and get familiar with new colleagues they will work with. Onboarding

might be considered a really important part of the initial training of employees because based on it the employee decides whether or not they stay in the company or leave. As Verhulst and DeCenzo (2022, 228-230) point out, onboarding is in the hands of the company, especially the HR department members. They should make sure new employees are prepared for the work experience and are excited about it. There is a variety of methods on how to do this part correctly and remarkably. Some companies might decide to schedule a few meetings to get to know the new person better before their work together starts others may rather use the benefits of the modern world and offer to the new employee to do the onboarding online to get to know the system better or others. They should make sure the person will have the essential support from managers and colleagues and will get certain feedback regularly so they might get better.

Onboarding is incorporated also in the Czech Labor Code (2006, §227-§235) which states what the employer needs to do at the beginning of the work relationship with a new employee and then later on. Each company needs to make sure their employees have the necessary competence needed for their work. If not, the company must offer them a certain type of training that will give them the needed information for their work. If the company decides to move the employee from one position to another the necessity of needed training remains if necessary and must be managed by the company. At the same time, if the company wants the employee to learn something new, they may insist on the employee undergoing the training if necessary. It is the employee's responsibility to try and learn new things and develop their competencies at work. The training which develops employee's competencies included in their work and the time spent on training is paid by the company as if the employee would work as usual. If the employee peddles their education in a certain form on their own the employer must offer them the time to prepare for the completion of final exams by offering them the days off.

On certain occasions, there might be signed a *qualification agreement* between the company and the employee when the employee wants to develop his or her education and competencies but at the same time, the employee signs the agreement which makes him or her remain in the company until the training is finished in a return to the company's support and effort to help. If this agreement is broken by the employee, the employee is responsible for paying the adequate amount of money back to the employer. This responsibility disappears when the employee is fired, unfit for work, cannot perform work due to health reasons, or their training is not used by the employer anymore.

At the same time, some types of training are required by Czech law. These are mainly focused on the employees' health and safety (BOZP). Some of them focus for example on driving cars or other means of transportation that are offered by the company other prevent the dangers of fire or offer first aid training. In today's world, most of them might be done online in the comfort of the employees' home or company and do not take as much time off the working hours. These trainings are also repeated during the work later on, when necessary, because of new equipment or regularly just to keep the important things in employee's minds (Bezpečnost práce.info 2014).

### 3 SUMMARY OF THE THEORETICAL PART

The theoretical part of this bachelor thesis focuses on the scientific discipline called Human resource management. One of the main interests of this discipline is considered training and development of employees in a company. Training is important for both the company and the employees in general. It offers more opportunities for the employee's career and bigger competencies and fewer mistakes done by employees at work for the company. Training of employees also supports the fulfillment of the company's needs and wants that they have established in their goals and training objectives.

Employee training in an organization consists usually of four main parts such as need assessment, planning, and designing, delivering the training, and lastly the evaluation of the training. Each of these parts is important because they are interconnected, and one follows the other. If a certain mistake appears in any of them it might hurt the whole training. Need assessment answers the questions of who will be trained and by whom and for how much and how long for what matter. The planning and designing part of the training process then goes into detail and makes sure the training will be suitable for both the company and the trainees and at the same time the lowest costs possible. The delivery of the training might be done by internal or external trainers. Based on this decision the methods of the training are chosen. In today's world training methods are not performed only on-the-job through coaching or job rotation or other methods but also off-the-job or online for example through e-learning or lectures. The last step in the training process is an evaluation. This part is usually omitted by the companies because it feels like a waste of time. However, this might be a false assumption because the evaluation might show the gaps in the training or the needs of the company's employees that are not fulfilled. The training evaluation might offer feedback on the company's work and the effort they showed and put in.

Based on these theoretical findings, the education and training system in the company XY is analyzed in the next part of this bachelor thesis. For this analysis, information provided by the company's employees through interviews and the processing of internal documents and training materials is used.

## **II. ANALYSIS**

#### 4 THE CHARACTERISTICS OF THE SELECTED COMPANY

The subject for this analytical part of the bachelor's thesis is the company XY. This company was established in 1935 and since then belonged to the group of companies operating in the plastics industry. In the past, company XY helped other companies to grow and build their position in the market. Without a doubt, the company has a share in the development of the given industry in the Czech Republic. This would not be possible without the employees who work in the company and their tendency to make the company better every day. Thanks to them, the company can constantly develop and strengthen its position in the market. As the only producer in the Czech market, the company XY offers items such as pressed floor coverings, waterproofing membrane systems, or breathable films. The company XY also thinks about the surrounding world and therefore has been able to meet ISO 14001 standards since 2000. (Company Website 2024)

The overall control over the company XY is in the hands of the board of directors and supervisory board. As a matter of fact, the company XY is a joint-stock company with its sole shareholder the company XZ. (Annual Report 2022)

Some of the important years in the company's history that are listed on the Company Website (2024) were 1940, 1949, 1956, 2000, and 2011. In 1940, the company began industrially processing PVC for the first time. In 1949, a new plastic plant was established near the headquarters of the XY company, which later became part of the company's organizational structure. The year 1956 brought a novelty in the beginning of polyethylene processing. In 2000, not only did the company XY manage to achieve ISO 14001 standards, but it also became part of the larger XZ concern, which brings together over 250 entities in the fields of chemistry, food, agriculture, media, and ground technology. In 2011, company XY received the "Responsible Care" certificate for the first time. (Company Website 2024)

The company XY does not only operate in the Czech market but actively exports its products and cooperates with companies from 49 other countries around the world. Data from previous years confirm that up to 70% of the production of the given company XY goes to foreign markets. This would not be possible without the company's 1200 employees. According to the company's general director, their employees have the enthusiasm, will, and energy to manage themselves, but apart from that, they manage to work with the responsibility that falls on them and are persistent in their work. However, it is not only the employees who constantly move the company forward. The company XY regularly tries to

incorporate new knowledge from science and technology in its field into its activities and also actively listens to the needs of its customers and partners. Thanks to all the previously mentioned dispositions, the company has been able to operate in the Czech and European markets for more than 80 years. (Company Website 2024)

In the company XY people also see potential in young people and therefore actively support students and try to help them with internships or writing professional and final thesis for their studies. That is why the company XY also supports nearby universities and high schools from the vicinity of the company headquarters and participates in various types of job fairs, where students and pupils have a better chance to get to know the company and perhaps in the future join the already large number of employees that the company XY has. (Company Website 2024)

As mentioned earlier, the company XY is not indifferent to the surrounding environment and the future either. This is also why they try to include measures in their activities that would lead to better treatment of water resources, do not harm the air, or lead to greater recycling. On the Company Website (2024), the company mentions three main aspects they go for such as environmental, social, and economic aspects. The company can boast products that directly contribute to maintaining a quality environment. Among them might be included products such as insulating foils, floor coverings, or other products that in a certain way contribute to saving primary materials for their production.

For the upcoming years, the company XY wants to continue the successful work that brought it more than 4,4 billion Czech crowns in profits from the sale of products and services. Such a profit was achieved thanks to the sale of products in several segments of their scope, which are construction, consumer industry, food, haberdashery, footwear, and healthcare. Whether the company XY presents a true and fair view of its finances is checked annually by an independent auditor based on a check of Czech accounting regulations and statements. (Company Website 2024), (Annual Report 2022)



## 5 EMPLOYEES AND THEIR STRUCTURE

Like most of the companies also the company XY has its inner structure that influences the position of employees in it. The structure of employees in the company XY is described in the Organizational Code that the company has. This document not only regulates the structure but also mentions the principles that the company has, the principles of company management, and the content of individual departments in the company XY and their cooperation. This Organizational Code is then followed by other regulations introduced by the company. (Organizational Code 2023)

All the company's employees are divided into work units according to their professional specialization. The highest work unit is then the section. In the company, there can then be other parts of its structure falling under sections, namely unions, departments, and shifts.

Each section has its director, who reports directly to the company's CEO (chief executive officer) and is thus a member of the company's executive management. This employee is then responsible for his or her entire section within the scope of the regulations to which the company is committed. The employees of the given section do not work separately from the others, but on the contrary, they also cooperate with members of other sections of the company. There are currently a total of seven sections in the company and regarding the Organizational Code (2023) these are:

- Business section
- Production section
- Financial section
- Personnel section
- Technical section
- Logistics section
- Energy section

Another part of the structure is the previously mentioned union. This division is used in the company XY for better separation of work activities or the possibility of better management of workers. Each unit has its leader, who is subordinate to the director of the section. Often this position does not need to be filled if it is held by the section director himself or herself.

The department then falls under a union or section and thus enables further division of workers or work activities. The top position in the department may be the head of the department falling under the union leader or the director of the section. Again, this position may not be filled unless otherwise stated.

The shift falls under the lowest organizational level in company XY. It is mainly used for better organization of work activities. (Organizational Code 2023)

Regarding the development of the number of employees of the company XY, this information is provided by the Annual report (2022), and Annual report (2020). Over the last five years, one can see that the changes in the number of employees mainly concerned those in production and not those who are part of the management of the company or not that many of these in-office positions. Table 1 will serve to better illustrate the whole situation.

Table 1 – The development of the number of employees until 31.12.

Type of job	Year				
	2018	2019	2020	2021	2022
Production	959	947	921	899	858
Offices	299	287	286	292	284
Management	22	22	22	21	21
In sum	1280	1256	1229	1212	1163

The last five years brought a reduction in the number of employees by almost 100 of them. It didn't happen all at once, but over the years the number of workers has always decreased by 10-20 per year. Only the year 2022 brought a bigger reduction, of almost 50 company workers.

In order to get a closer look at the structure of employees, Table 2 depicts it. This table describes the distribution of employees and the development of their number by gender. Given that this is a manufacturing company, there is a significant male preponderance of

Table 2 – The structure of employees by gender until 31.12.

Year	Gender	
	Male	Female
2023	692	388
2022	747	455
2021	793	470
2020	810	470
2019	849	471
2018	857	494

almost half. However, their number, unlike that of women, decreased much more in the past years, and therefore this can lead to the conclusion that women are more consistent in their positions and loyal to the company a bit more.

Table number 3 offers an even greater specificity of employees according to their age. It can be seen that the company is mainly built on employees who are older than 41 years and therefore have the most experience. On the other hand, at least the company employs persons who have not yet reached the age of 18. In any case, it can be seen that there is a trend in the company where the company XY prefers to accept and work with older employees who already have some life experience. Simply put, with increasing age, the number of these employees in company XY increases.

Table 3 – The structure of employees by age until 31.12.

Year	Age category						
	-18	19-20	21-25	26-30	31-35	36-40	41-
2023	7	7	41	73	112	106	734
2022	8	13	50	94	140	114	783
2021	6	11	65	110	144	133	794
2020	5	17	68	124	143	144	779
2019	8	19	80	148	129	159	777
2018	11	23	89	132	136	163	797

The last specific that will bring the company's employees even closer will be their education. The company XY divided its employees into 10 basic education categories. In this regard, the company employs the most employees with basic education, secondary vocational education with a teaching certificate, complete secondary education, either vocational or general with a high school diploma, and then university graduates with a master's degree. It makes sense to mention that the company XY can also be proud of approximately 7 employees with doctoral degrees who have been working with the company consistently for

at least the last five years and thus bring great expertise to the company. For an easy understanding, refer to Table 4 below.

Table 4 – The structure of employees by their education until 31.12.

Attained education	Year					
	2023	2022	2021	2020	2019	2018
Primary education	117	146	137	120	126	123
Lower secondary professional education	18	23	25	25	25	30
Secondary vocational education	444	491	526	550	560	573
Secondary or secondary vocational education	3	4	4	3	4	5
Complete secondary education	18	21	25	25	25	27
Complete secondary vocational education	221	339	369	375	395	403
Higher professional education	4	5	4	4	4	2
University bachelor's degree	25	26	28	31	30	32
University master's degree	111	127	131	129	127	134
University doctoral education	6	7	7	6	7	7

## 5.1 The Personnel Section in a Selected Company

The personnel section at the company XY strikes in particular for consistency between the number and structure of workplaces and the number and structure of employees. It also seeks to develop the capabilities of company employees and support their performance and social skills. Among other things, this section tries to promote good interpersonal relations and beneficial management styles of the company's employees. (Organizational Code 2023)

The main activity of the workers in this section is mainly to monitor the correct procedures within the framework of legislation related to work and employment of people. Other activities that the employees of this section deal with are, for example:

- Recruitment
- Hiring and firing of employees
- Organization of employee training
- Individual development of individual employees
- Proper motivation of employees
- Creation of internal guidelines and regulations that relate to the company's employees.
- Creation of plans, budgets, and analyses related to work with the company's employees.
- Conducts dialogue with trade unions.
- Communication with labor institutions, schools, and other organizations in the region

The company's lawyer also falls under the personnel section in the company XY. A large part of the activities of the company's personnel section also include employee wages. Part of this activity is mainly communication with state administration bodies such as health insurance companies, social security administration or financial authorities, and others (Organizational Code 2023).

Not only employees working in the personnel section of the company XY must also follow the Personnel Management Rules. This directive is also intended for all members of management and staff leaders who participate in employee relations, the management of subordinate employees, or communication with unions. This directive mainly regulates the concept of human resources management in the given company. It states that the personnel policy and strategy are changed every year following the document related to the Business Plan for the coming year in the section Employees and Salary Policy. Here, the director of the personnel section provides data on the development of the number of employees, average wages, or the plan for the following year, including priorities and goals in the area of human resources and their subsequent development. (Personnel Management Rules 2023)

Personnel planning is one of the activities of the personnel section members and is part of corporate planning. Thanks to it, managers of individual sections of the company XY have access to information regarding human resources, whether their number or costs per individual. In the personnel planning process, three main plans are created:

- The salary plan,
- The number of employees plan,
- The employee training plan

The director of the personnel section is responsible for the salary plan. This plan is part of the Business Plan for the coming year. It mainly works with the planned number of employees, adequate remuneration, and motivation, and does not forget the legally established obligation resulting from it. This plan is then evaluated monthly so that the company XY knows whether it is fulfilled or not. (Personnel Management Rules 2023)

The number of employees plan is mainly based on the company's Business Plan for the given year. This plan then records upcoming retirements, changes in the careers of workers, or changes in the distribution of employees. At the same time, it also deals with whether the given employee of the company XY is in a right and suitable position due to their qualifications. The personnel director is again responsible for compliance with this plan, following the monthly controls of this plan. (Personnel Management Rules 2023)

The last plan is the employee training plan. This plan follows from the document on the Employee Education Plan and the budget for the given year. It is based on an analysis of the educational needs of individual company employees. It focuses in particular on:

- The qualification requirements for the job
- The applicable legislation which includes for example legal training
- Customer required training.
- The need for the development of skills of individuals and groups

Thanks to the points mentioned above, the company can then determine for whom the training is intended, what methods and forms will be used, when and where the training will take place, or who will lead the training of employees. The personnel director is responsible for compliance with this plan following the semi-annual controls of this plan. (Personnel Management rules 2023)

## 6 AN ANALYSIS OF EMPLOYEE TRAINING IN A SELECTED COMPANY

To better understand how the employee training in the company XY works the HR employee answered several questions on this topic. The key questions focused on why the company even trains its employees, how the company makes it, where are the strengths and weaknesses and many more.

The interview with the personnel officer on the 15<sup>th</sup> of March in the company XY which was recorded and later also completed in writing by the personnel officer, serves as a basis for summarizing the answers to these questions, which described the process of employee training at the company XY. These written answers might be found in Appendix P I of this bachelor's thesis. It follows from these answers that the company XY supports their employees because they believe that the more the employees are developed the better the company will be. At the same time, employee training may give the company a certain competitive advantage in the market and create a field for additional development. The company is open to a variety of training for each employee that they have in the company because they want to pay back in a certain way for what they get from the employees and their work. The company XY cares for its employees and believes that the money invested in employee training is worthy not only for the company itself but also for the individual development of its employees and their future position on the labor market if they leave the company.

As was stated before in the theoretical part of this bachelor's thesis even for employee training the company states itself some goals. Among the goals that the company XY has for employee training are for example:

- Increased employee motivation for the personnel and career growth
- Improving the perception of the employer's role
- Increasing the performance and efficiency of the organization
- Control of compliance with legislative requirements
- Increasing competitiveness in the labor market
- Increasing know-how
- Streamlining of internal processes

- Building an employer brand
- Introduction of innovation in the field

The company's goals for employee training are closely connected to the corporate values which are: We care about the world around us, We pull together, We are good housekeepers, We do our job to the fullest, We develop ourselves and the company. (Interview with the personnel officer, March 15, 2024)

One of the other things that the company XY already deals with is finances. Considering that the company feels that employee training is a necessity, it does not hesitate to invest in them in recent years an amount always worth 1.7-2.3 million Czech crowns. To be able to approximate this amount more closely, it is roughly 2000 Czech crowns per employee. This value could be misleading because not all employees take advantage of all the training offered. It will be described in detailed values for different types of employees in the upcoming chapters of this bachelor's thesis. (Interview with the personnel officer, March 15, 2024)

There is a variety of options in employee training which are used by the company for their people. The company believes that its employees can expand their qualifications in any way, whether it is selected qualification training or further studies. Regarding the worker itself, there is a chance to develop both the hard-skills and the soft-skills. The development of soft-skills is more typical for managers and office workers. Among the hard-skills that are supported belong for example languages, certifications, usage of MS Office, warehouse management system, or legal training. A big role in the choice of employee training play also:

- New technologies
- Legislation and legal requirements
- Competition
- Trends
- Employee interest
- Management requirements

When it comes to employees who take care of employee training in general, there are just two main ones the personnel director and one of the personnel officers in the HR section. At



the same time, the company XY has its internal trainers who train other employees in the company. There are currently around 30 of them. For some of them, it might be a regular position in the company because their work and training are needed very often. On the other hand, other internal trainers are considered to be managers, executives, or just skilled employees who are experts in their work. These internal trainers are trained for changes in the area of their agenda, have the opportunity to consult the requirements of their own or subordinate employees, and participate in the training outputs. The company tries to provide them not only with important information but also with the work aids that are needed. One of the possibilities for their personal or professional growth is also the possibility of courses that are paid for them by the company, certifications, or lecturers. Some of the other sources of motivation for employees are opportunities for career growth, salary increases, or better qualifications itself. (Interview with the personnel officer, March 15, 2024)

The company also does not oppose the use of external trainers if the company XY does not have enough of its employees for such work, expertise or selected certifications are required for the training. The company may go for the training based on good recommendations for soft-skills and psycho-hygiene trainers, or if the company XY aims to support other companies in the region.

Its role in the selection of external trainers play also the company's needs, expected benefit of the training, number of trainees, good references or costs. The costs of external training have their place in the decision-making process of managers and personnel director whose role is to approve the training or not based on the requirements and goals. If they found that the given employee or a group of employees also does not need the training for their essential work, it might be rejected. The other option is that the company XY tries to find different ways of a certain training starting with different external trainers and ending with the certifications for their employees that may train the rest of the employees for lower costs in the long run. The role of HR workers in the case when the company uses the services of the external trainer is to deal with the finding of adequate trainers, communication with them, preparation of materials for external trainers, creation of cooperation agreement, preparation of background for training, dealing with company's employees and their presence, motivation of employees to take part in the training, listening to employee's needs and comments on training, monitoring the dates of given training and many more. (Interview with the personnel officer, March 15, 2024)

When it comes to training itself, as the personnel officer described in the interview (March 15, 2024), the company XY tries to make the training suitable for each of their employees but of course, there are cases in which this is not possible because of the complications in organization, costs, or lack of time. However, if the company sees that there is an employee who has already the necessary skills or knowledge the company tends to offer them to choose to focus on different aspects of their work such as soft-skills or recommend them to try to learn to use a new machine or device. This helps to the development of the company in general and also supports substitutability.

During the interview with the personnel officer (March 15, 2024), it was agreed that all main four parts of the employee training appear also in company XY. It should be said that some of them are more developed and some of them less but it will be described in detail in the following parts of this bachelor's thesis.

## **6.1 Training Process: Assessment of Training Needs**

The first part of the employee training process is considered the Assessment of training needs. There are a couple of needs that the company thinks about, and the personnel officer describes in the interview (March 15, 2024). Among them might be for example:

- Constant need to develop company quality
- Competitiveness
- Meet legal requirements for employee training
- Employee needs
- New technology and modern society
- Costs

When it comes to the constant development of the company XY the company's management sees the need to continuously develop as a company, but all to develop its employees. This will enable them to develop new products and the education and skills of their employees.

Competitiveness is closely connected to constant development because if the company XY tries to do more than its competitors it may create a better position on the market and that will lead to greater demand for its products and greater returns from their activities.

All this can also be contributed to by the inclination to use new technologies brought to the company by new employees or experts in the field who work with the company. Thus, the company does not hesitate to test the creation of modern society and science and later incorporate them into everyday routines and introduce them to their customers.

At the same time, the company XY takes into account that each of its employees is different and therefore tries to make the overall work process as close to its employees as possible as well as the training offered by the company. Another way the company tries to get closer to its employees and thus create a better working environment is by listening to their needs and comments on the work process and employee training.

With all this, the company XY must also try to fulfill all legally required training of employees, so that there is no threat to their health or life. The company considered legally required training as a necessity and would not limit it even if the company XY were to get into financial trouble. Such training most often includes periodic training on health and safety, fire protection, dedicated technical equipment, and many others.

At the same time, the company tries to reduce the costs of employee training if possible, and if not, there is an effort to at least look for cheaper options. The company takes employee training as an investment from which it expects a certain return, but also as an expense because it invests a large amount of money in it every year. However, they always try to distribute these funds fairly among all positions of employees, so that each one of them has the opportunity to develop.

Besides the already mentioned examples of the employee training needs the company needs to deal with other topics such as who will be trained, by whom, where, for how long, for how much, and on which kind of topic. These will be covered in the following part on Planning and Designing because they are interconnected. (Interview with the personnel officer, 2024)

## **6.2 Training Process: Planning and Designing**

Planning and designing is another part of the training process for company employees. According to an interview with the company's personnel officer (March 15, 2024), this is also the most important preparatory phase. The designers of the training plans try to meet all the requirements of the organization as well as the employees.

As mentioned earlier, one part of planning is selecting the right participants for the given training. The company selects them based on legislative requirements, requirements of superiors, or company management. The HR department also plays a role in the selection of training participants, which can submit a proposal for the selection of certain employees for whom the training would be suitable or if the employee himself or herself declares that he or she would be interested in some type of training.

Employees are most often trained on topics related to their assigned segments, which are constantly evolving or following new training opportunities offered by the market. The company also tries to listen to its customers and their requirements, and based on their comments, it also adjusts the topics on which employees are then trained.

Good employee training also depends on choosing the right trainer. This activity is provided by the company's management and the personnel director. The staff of the personnel section participates in the planning of the employee training itself, roughly 1/5 of their employment, and then the company managers, who add a hand to the work in terms of company strategies, where employee training is also included. For managerial staff, it is not possible to directly determine how much time they spend on employee training because their work also includes cost planning for the training, adjusting guidelines, or other activities related to their position in the company.

The length of the employee training can also change depending on the type of employee and his or her needs or the need for the training itself. The training provided by law is carried out periodically in accordance with the related regulations. On the other hand, employees can engage in individual training of various types repeatedly or once as needed. However, the company XY has no problem providing employee training repeatedly if it is necessary or if its individual parts are connected to each other.

The employee training itself can take place either on the premises of the company or outside of it. If it is training in the company, it depends on the number of trained workers, spatial capacities, and their occupancy or technologies available for training. During training in the company, it is also perceived that the external trainer is at a certain disadvantage in an unfamiliar environment, and therefore more attention and care or help is provided by the company to him or her if needed. As mentioned earlier, the company does not hesitate to send its employees to external trainers if it is more convenient for them or if it is not possible to carry out the training directly in the company. This is, for example, a common situation if

an employee wants to learn a language. In this case, he or she has the opportunity for example to visit the lecturer near his permanent residence.

According to the theory, employees with disabilities, older employees, or foreigners should also be taken into account when planning employee training. For foreign employees, the company has prepared Czech language courses which it sends them to so that they can better integrate into work teams. An interpreter is often present at these language training sessions. Employees who have certain health disadvantages are located in the company, in any case, their health condition enables them to carry out all the necessary activities for their work and does not limit them in any way, therefore they do not undergo any special training. Newcomers to the company often have a special adaptation program drawn up by their direct supervisors which enables them to do well in their work.

The theoretical part of this bachelor's thesis says that the planning phase should also include establishing criteria for evaluating employee training. This phase is still being worked on in the company and will thus be one of the topics for the company's recommendations for improvements. In the future, the company would like to monitor the comments from its employees about the training and subsequently also from the supervisors to know whether the training was beneficial or not.

Since the company likes to take care of its employees itself, it also creates its own training plans for each year. These plans always include which employees will be trained, on what topic, to what extent, who will be the trainer, how long the training is valid for, and when it will be carried out. The annual training plan always includes statutory training, for example, professional workers who work with selected machines, and materials, or use special techniques for their work. Other parts of this plan are also training for office workers. Here, the trainings are most often focused on newcomers, then on various software, or applications, and systems that the company XY uses or also various professional training.

### **6.3 Training Process: Training Methods**

As part of the planning phase, the company XY also deals with the selection of methods for employee training. According to the interview with the personnel officer (March 15, 2024), the company takes into account the demands of various employees as well as the possibilities of external trainers or the company's background and therefore uses several of them for its employees. The company uses training methods both online and offline. Some of the main ones are:

- Coaching
- Mentoring
- E-learning
- Conferences
- Meetings
- Release from work as part of the further studies
- Lectures
- Workshops
- Briefings
- Consultations
- Dispatchings

Apart from e-learning, the company also uses the Seduo.cz web platform for online employee training. This type of employee training was introduced following the COVID - 19 period when the company wanted to allow most of its workers to work from home if possible. In this case, it was mainly office workers who then worked from home. Given that this system was suitable in the past, the company XY keeps it even today and thus offers its employees the opportunity to train and educate themselves online according to their time convenience. At the same time, these methods allow workers to perform their work duties in comfort and convenience.

Because the company XY uses a large number of training methods, it also has different types of trainers. Employees are most often trained by:

- superiors
- more experienced employees
- certified trainers
- coaches
- professional trainers
- training agencies

- schools

Employees are allowed to also use other types of trainers if necessary or if they come up with someone who is recommended to them and does its work well.

#### **6.4 Training Process: Onboarding of Newcomers**

The training of newly arrived employees is one of the activities that takes place in most companies. The same is true for the company XY as the personnel officer agrees in the interview (March 15, 2024) as well. A newly arrived employee is subjected to various types of training in the first breaths, from induction training to safety training to fire protection training. He or she is also introduced to basic information about the company that could be of interest to him or her or be of benefit. These are included in the Introduction package created by the company XY. At the same time, he or she has the opportunity to familiarize himself or herself with the function of the Trade Union, which the company has and with which it normally cooperates. In the introduction process, he or she is also introduced to members of the personnel and payroll section where he or she can address anything regarding his or her position.

Subsequently, the worker is gradually integrated into the regular regime with the help of more experienced employees, a direct supervisor, or a certified trainer so that he or she can perform its part of the work independently at first. In this section, the onboarding of the employee may differ depending on the position he or she holds in the company. Among other things, the incorporation of a new employee into the work operation is tied to their abilities, time options, and technologies he or she has to work with, or special requirements from supervisors or an adaptation plan.

As far as statutory training is concerned, the new employee is trained in it at the time he or she needs it. Some production workers are trained gradually on different types of equipment based on their skills and length of service.

#### **6.5 Training Process: Training of Employees in Production**

Another part of this bachelor's thesis is focused on training employees in production. The employee training in these positions is somewhat different from the types of training that the employees in the office receive.

As the personnel officer describes in the interview (March 15, 2024), If a newcomer is in this position, he or she, like all other newcomers, must undergo health and safety training, fire protection, and go through the information package. These employees are also familiar with their criminal liability and the company's code of ethics. Their superior can then inform them of the given directives or procedures that relate directly to their position, and of course, they must undergo legal training or training to operate the given machines or equipment.

The company XY tries to train these employees more in teams, for the purpose of strengthening friendships in the workplace and creating a work culture that is almost based on family relationships. However, if individual training is needed, it is also used. The training of workers in production often consists of several phases or is connected to each other in order to constantly improve. The most common methods used directly by these employees are:

- demonstration
- assisting
- mentoring
- reading machine documents
- presentations
- lectures

If these employees would like to take advantage of additional training that the company XY has prepared for them, they can further develop themselves, for example, with the help of workshops especially on improving their qualifications, the ability to represent other workers, improving stress management, working with time or soft-skills. The company XY also cares about the psychological and financial well-being of its employees and therefore offers them psycho-hygiene and financial literacy courses.

As far as finances are concerned, the company XY invests around 650, 000 Czech crowns in the training of production workers every year. This financial amount can be estimated among a total of 809 production employees. These finances are invested mainly in men in production worth 16193 hours per year, which is roughly 23 hours per man, and for women a total of 7954 hours per year and roughly 21 hours per woman.



## 6.6 Training Process: Training of Office Workers

As already indicated earlier, the training of employees in office positions will be further approached. For these employees, the training is often not technical or manual, but rather strategic or supporting personal development in the area of their work as described by the personnel officer in the interview (March 15, 2024).

Anyway, if a newcomer joins this position, he or she must also undergo a series of training just like his or her colleagues and be informed about everything necessary for his or her position. That is why he or she undergoes training on health and safety, fire protection, information package, code of ethics, and criminal responsibility. Managers once again familiarize him or her with the necessary guidelines and procedures for their work or company strategy, culture, or special requirements from the management of the company. If it is beneficial to his or her position, they can complete an academy for managers, which is made possible by the company's cooperation with external trainers.

In this case, the company XY focuses more on training individuals, as each of them has different needs and requirements for their position. Another reason is also the possibility to develop more in problematic areas of the individual and can thus be better motivated for the following work. In this case, the company tries to ensure that the given employee focuses well on his position, has all the necessary information available for his or her work, and is motivated to perform it well and reliably. These employees often develop soft-skills rather than hard-skills. Some types of training may be repeated if it is a long-term course or statutory employee training. For example, teaching foreign languages can be considered as a long-term course which can be part of working hours or outside of it depending on the needs of the employee and the possibilities of the trainer.

If these employees still want to develop further, they are often allowed, for example, further education or the use of the job rotation method. this method would bring them closer to the other positions in the company. In these cases, the company XY tries to offer at least horizontal growth if vertical growth is no longer possible.

As far as finances are concerned, the company XY invests roughly 10 450, 000 Czech crowns in these employees every year. This financial amount is spread among a total of 211 employees in these positions. To better approximate the whole situation, this is a rough cut of 5000 Czech crowns per employee per year. As for the hours trained, it is approximately 16, 193 hours for men in these positions which equates to 23 hours per man. For women, it

is roughly 7,954 hours of training in total, where approximately 21 hours of training are devoted to one woman.

## **6.7 Training Process: Training Evaluation**

According to the theory of the bachelor's thesis, the last stage in the training of employees should be the evaluation of the training. So far, this phase in the company XY is taking place very marginally (Interview with the personnel officer, March 15, 2024). In the planning process, there is no setting of criteria for the evaluation of the training or determination of the required outputs from the training. As of this year, the company collects training feedback from its employees only in the overall evaluation through the company's internal application. Considering that the evaluation of the training process is the last stage, it is not yet given too much emphasis in the company, even though their contribution is known to the company. As follows from my conversation with the company's personnel officer, it is a topic for the coming year, which concerns the development of the company in this area. Together, we also went through various options for collecting information from employees, which are still only ideas. These proposals would, for example, be connected with the use of artificial intelligence or online forms. The upcoming step would also be to collect feedback from the executives after some time has passed since the training. From their feedback, the company would get an answer as to whether the training was useful and especially effective or not. However, if the company receives feedback from employees without planned data collection, it still tries to react and make the changes necessary for their further functioning or development.

## 7 EVALUATION OF THE QUESTIONNAIRE SURVEY FOCUSED ON EMPLOYEE SATISFACTION WITH TRAINING

In addition to finding out information about the training process for employees from an interview with an HR specialist at company XY, I also decided to get feedback from the employees themselves. Their perspective on the entire training process can be beneficial not only for the thesis but also for the company XY as such.

Therefore, with the help of the company's HR specialist, I decided to distribute among the employees a short questionnaire created via the website [my.survivor.com](http://my.survivor.com), which contained a total of 14 questions. Employees then answered 8 closed and 6 open questions. None of their answers were considered right or wrong and the survey was completely anonymous. A total of 85 company employees took part in the survey, which is 7,3% of the entire number of employees surveyed. The questions then included items focused on the characteristics of the employee themselves and then their view of training in the company. Its summary might be found in the bachelor's thesis attachment.

As regards the characteristics of the employees, it was mostly men and women (83/84) who were employees over 35 years old (67/85), with a university or secondary education (82/85). These workers most often occupied managerial or office positions (74/86). The questionnaire survey also confirmed that the company manages to retain its employees in the long term, as most of them have been with the company XY for at least 4 years but also more than 21 years (74/85).

If the questionnaire asked about how much company XY pays attention to employee training, it turned out that a large part of employees think that company XY is somehow

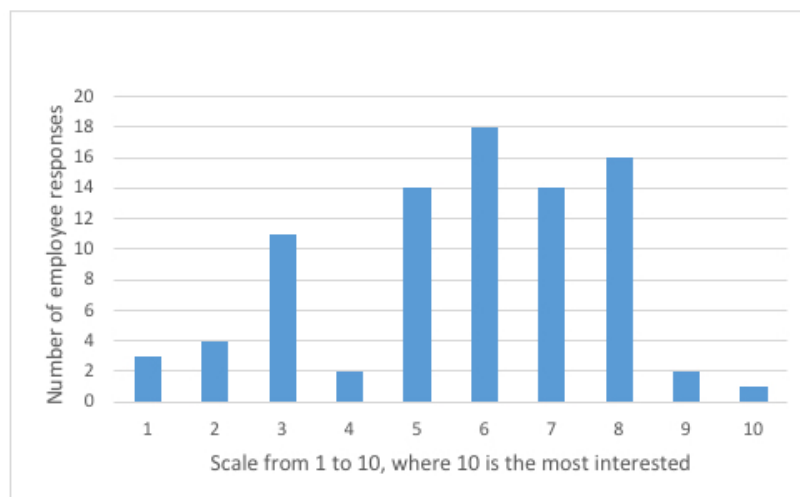


Figure 1 – Employee's view of the company's interest in employee

interested in the development and training of employees. This is evident from the insight in the graph above, looking at the highest represented numbers moving from 5 upwards and also this graph's average which is 8,7.

Among other things, the majority of employees who took part in the survey agree that employee training is particularly beneficial for their greater qualification and education (30/102) in the field of their work, the opportunity to develop already acquired knowledge and skills (15/102) or to improve their performance at work (6/102). Many of them also point out that employee training is mandatory by law (10/102) and at the same time enables the company to be competitive in the market or gain a certain advantage over its competition (10/102).

The following graph also shows that the majority of employees are satisfied with the established training system and believe that it brings them significant benefits for both their work and personal life. This is supported by the average of Figure 3 which is 8,7 that is above number 5 and also the fact that 69 out of 85 employees believe the training brings them certain benefits.

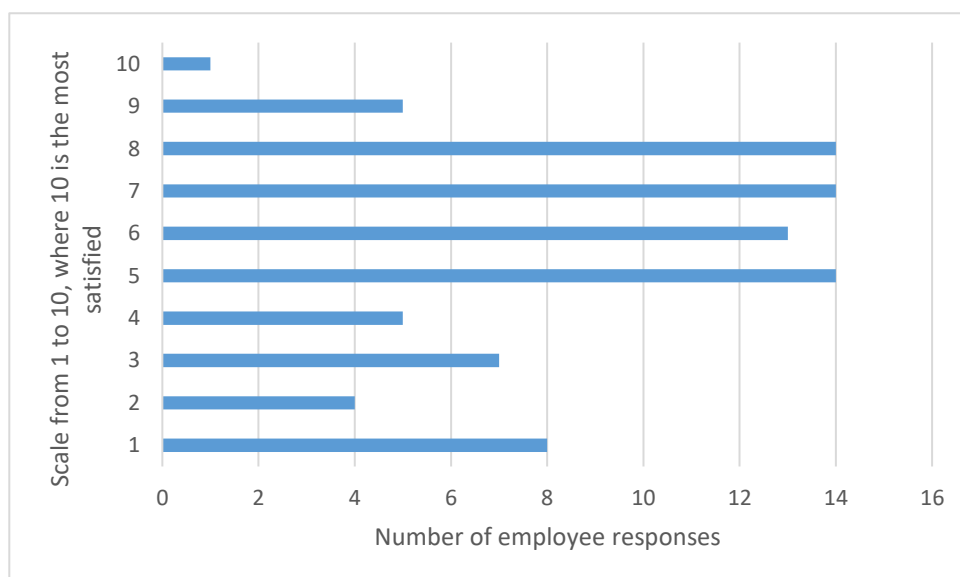


Figure 2 - Employee satisfaction with the training

Among the main benefits of the training process, employees get are the following:

- Personality development (21/82)
- Professional development (4/82)
- Awareness of news and changes (14/82)

- Improvement of work efficiency (10/82)
- Language skills (7/82)
- Better employment in the labor market (5/82)

The questionnaire survey also confirmed that employees appreciate the company's support in relation to further training (10/64), either in the form of motivation or the fact that the company XY will financially cover the given training and the employee thus does not have to finance anything further. Then employees also like a wide range of available courses from different branches and a chance to choose the course they like and thus train themselves in things that are interesting or beneficial for them (14/64). Among other things, in this context, they also mention the possibility of leaving their comfort zone and the chance to try something new or develop the language skills needed for work (5/64). However, a large number of participants also do not see anything that can be appreciated in relation to employee training (12/64).

As part of the questionnaire, I also asked about what the employees would change and where the biggest gaps are in relation to employee training. In addition to those who do not see anything bad or anything that could be improved (10/73), there were a large number of those who were, for example, in favor of increasing financial investment in training so that there are more quality courses and a greater choice, but also those who would imagine better overall financial reward as they continuously improve their qualifications (8/73). This change could then contribute to greater employee motivation for training (7/73), as this is also one of the frequent topics mentioned by the employees of the company XY. At the same time, a large number of them would appreciate more regularity of courses (11/73), especially language ones, so that their knowledge and skills can really advance. Employees also see significant gaps in the overall setting of comprehensive training (9/73), as many of them do not know where to look for educational opportunities, how they can apply for a course of their choice, etc. Among other things, this insight can lead to a lack of communication between the company's employees and a lack of feedback on the training that has already taken place. As another item, employees mention the possibility of team training (2/73), where relationships could be cemented, and a better working environment created. The specific suggestion of the employees to improve the training process will thus be the main part of the recommendations for the company in this bachelor's thesis.

## 8 SUMMARY OF ANALYTICAL FINDINGS

For a faster understanding of what is done correctly in the employee training of the company XY and what needs minor or major adjustments, see Table 5 down below.

Table 5 – Employee training summary and exists from the questionnaire survey

What to keep	What to change
The company's interest in employee training	A small number of employees involved in the preparation of training.
Appropriate training goals	Less investment in production workers
Employee training goals in accordance with company principles	The entire evaluation phase of employee training
Support of internal lecturers from among employees and their development	Lack of transparency of information about training opportunities for some employees
Openness to external trainers and the possibility of their selection by employees	Insufficient coverage of all levels of language education
Efforts made by the company to find ideal trainers.	Insufficient team training
Large investment in training	Lack of motivation for training
Using different training methods and openness to new technologies and trends	Insufficient financial evaluation of trained employees
Well-prepared onboarding	
Support of teamwork and individuality	
Supporting the development of soft skills, psycho-hygiene and financial literacy for employees in production	
Training makes employee's work more efficient and therefore they are more satisfied.	
The company develops thanks to employee development.	

In general, from the analysis of the training process at company XY following the interview with the personnel officer, it appears that the company is very interested in the training of its employees, and they are not indifferent to this topic. The company is very well aware that a properly set training system can be more beneficial for them than the other way around.

That is why the company also tries to offer its employees various training options. They have the opportunity to train directly in the company under the guidance of their colleagues or external trainers who visit the company temporarily. On the other hand, the company also allows external training outside the company premises if it is more convenient for the employees or if the external trainer cannot come directly to the company. In this case, the company's flexibility and determination to provide quality training in any form to any employee as long as it is in line with the training budget and their qualifications for work is likable. The company XY is also not afraid to use different training methods according to what is most beneficial at the given moment. It is important to note that a newer trend is the

use of modern and online methods of training since COVID-19. These changes allow employees to train in the comfort of their homes or at a time that suits them best.

At the same time, it should be pointed out that newcomers to the company in any position have a very well-prepared adaptation plan, which makes starting a new job much more pleasant for them. Later, the company offers both individual growth and the opportunity to develop together with their colleagues to aim for more and more satisfaction of work in the company. The company XY does not forget on the less educated members of its employees and offers them the opportunity to develop more in financial literacy and self-care.

All of the above is only possible thanks to the relatively large sums invested in employee training. Thanks to such sums, the company can offer quality development to each employee. One of the things that could be improved in the future is the difference in invested amount for specific types of employees. As the analysis shows, the company invests much more in the development of workers in offices and managerial positions than in employees in production. A minor problem here is that there are almost 3 times as many production workers as there are employees in offices and maybe they will deserve even more investments despite the current excellent care. At the same time, it is based on the questionnaire that employees who are honestly and regularly trained would appreciate the increase in their financial evaluation, as their qualifications and abilities have improved.

At the same time, only two people participate in the preparation of the training process at the beginning, which is a relatively small number for the number of employees that the company XY has. In this part, the company does not yet set any evaluation criteria, it does not have plans for collecting data from employees and their managers or established options for measuring the success of employee training. If the number of employees dedicated to training were to increase in the future, there would probably be more room for the development of employee motivation or the development of the training system in general.

## **9 RECOMMENDATIONS FOR IMPROVING THE CURRENT STATE OF STAFF TRAINING**

In the analytical part of this bachelor's thesis, based on an interview with the company's personnel officer and then a questionnaire survey for employees, it was shown that the training process does exist in the company XY and is quite developed. In the same way, the company's employees are more or less satisfied with it, according to what the answers in the questionnaire show. However, even so, there are still a few points that the company could improve in the future.

In the recommendations section, I would therefore like to focus on the three basic parts, which are:

- Communication in the company following the training process,
- Employee motivation for further development
- Final part of the evaluation of the training process

### **9.1 Improvements in Communication and Training System**

As it emerged especially from the questionnaire survey, even if the company XY strikes for a well-adjusted training system, there are employees in the company who do not know about it, do not know how to work with it, or do not know how to fully use its possibilities. Frequent responses indicate that some employees, for example, do not know that they can apply for a course according to their ideas and interests, which would advance them further in their education and skills, and which the company might be willing to finance.

For that reason, I would then, for example, propose to include training that would introduce newcomers to the company to the possibilities of further growth and development so that everyone knows where they can find the necessary information or who they can ask if they are interested in one of the courses and is not offered directly to them. From my point of view, in this case, it is not a time-consuming or financially demanding training, but at the same time, it would allow employees to be more informed immediately after they start a new job. Regarding employees who already work in the company, I would suggest using an intranet, where the employee could see what options are available to him or her at any time and thus have up-to-date information. With this option, however, it is necessary to take into account that not every employee regularly checks the intranet, and therefore, I would suggest



using the option of a mass email, which at least the majority of the company's employees could notice when there are any news or changes related to training. For those who are in production and do not use a computer on a daily basis, I would suggest using classic bulletin boards where new information would appear. Thanks to this, they could then consult their new options further with superiors or other employees of the company. At the same time, the company XY could also place greater emphasis on the heads of individual sections, whose task is to inform their subordinates about changes and news in the company, which would thus also include news in relation to training.

## **9.2 Improvements in Employee Motivation for Training**

Considering that quite a lot of the company's employees filled in the questionnaire that they are not very motivated to further development, I think that this could also be easily worked on. There are certainly a large number of possibilities for the company to obtain knowledge about additional motivation from employees or how to involve them in the process itself and what to watch out for. Among other things, as a follow-up to the questionnaire survey, there are also suggestions of what employees would appreciate according to the topic of motivation.

From my point of view, a company XY can easily get ideas about what would motivate employees from a short questionnaire, for example, no longer than five minutes. Such a questionnaire does not take long to create, it is an inexpensive option and provides quick results, which the company can then work with further. A more personal option is to involve the employees themselves and, for example, ask managers what they think would motivate their subordinates and where the biggest gaps are, so that they can adjust the selection of courses according to the employee's ideas. Managers could include this activity, for example, as part of evaluation interviews. Thanks to this, they can develop the individual needs of employees and listen to their needs.

As a last idea on the subject of employee motivation, I would like to mention the possibility of creating a challenge. Allow employees to recommend a course or lecture and then reward them according to the most promising ideas. From this point of view, the company can discover new lecturers and new courses that can be very beneficial for its employees and that it would not have come across earlier on its own if the employee had not come up with the ideas. At the same time, if it was a reward for one or, for example, a maximum of three employees, it would not be very burdensome for the company, both financially and in terms

of time. If the company does not want to create a challenge for all employees, it can try to at least in some way financially or non-financially reward at least those who actively participate in the training and maybe this can also be a motivator for other of their co-workers. This option would then remove the answers in the questionnaire that pointed to the fact that employees who are trained afterward do not receive, for example, greater financial compensation even though they have better qualifications and education, and instead are often assigned more work or switch to harder work. In this case, I would then suggest, at least after a certain period of work or completion of development training, an increase in salary by an adequate part for the company or at least a financial reward in addition to the salary, so that the motivation of workers for training does not decrease in the long term.

Given that a large number of answers in the questionnaire survey also related to the regularity of training, especially language training, I would use the motivation of the employees and, being a company would allow them to be more educated in this regard. Among other things, the employees also pointed to the regularity of professional and technical training, news in the SAP system and work with this system or the support of financial literacy and soft skills courses. A large number of employees, especially those from the production part, would also appreciate basic computer work courses so that this device does not hold them back at work and rather helps them use its advantages.

### **9.3 Creation of the Evaluation Part in the Employee Training Process**

Considering that the analysis of the training process shows that the company XY is not currently involved in evaluating the training that its employees undergo, I decided to focus on this issue as well. As recommended in the theoretical part, the best option would be to test the knowledge and skills of the employees twice, before and after the training, so that the company has the opportunity to analyze their progress and find out if the course was beneficial. That is why I decided to focus on both of these opinions.

As regards the pre-test for production workers, here I would focus mainly on their performance and I will look at the error rate or time delays associated with their work. In this regard, the company can find out in which activities the employee wastes his or her time the most because, for example, he or she is not sufficiently trained in how to handle the equipment efficiently or does not know the correct work procedure. If errors are involved, the company XY can then analyze where errors most often occur and then try to create training on this topic so that the error rate can be reduced.

For office workers, this situation can be a bit more difficult to analyze. Here, I would rather choose the option of interviewing the workers so that each of them can point out the activities that are problematic for him or her or that they would like to improve. Another option is to ask for the perspective of a superior worker or colleagues who are in contact with the given employee on a daily basis.

If it is a variant of post-tests, here I would suggest collecting feedback from three sides. These include:

- Trainers, lecturers
- Employees (Trainees)
- Supervisors

Considering that companies most often collect feedback only from their employees, whether they are superiors or those who are being trained, in this context it could also be interesting to have feedback about those who train, whether they are external or internal trainers. They could bring the company an unbiased view of the state of knowledge and skills of the workers and thus point out the main shortcomings that they find in the context of the topic of training. Again, the company XY could get this feedback very quickly and easily, either from its internal trainers or external trainers via email. Here, I would recommend sending a very short questionnaire with two questions after each training session. You can see them below.

1. How satisfied were you with the training on a scale 1 to 10, where 10 is the most?

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

1 2 3 4 5 6 7 8 9 10

2. Which aspects of the training need further work or were problematic?

500

Figure 3 – Example of a questionnaire for lecturers

Immediately after the end of the training, I would also recommend collecting feedback from employees. They will have the training fresh in their minds and it will be easier for them to

remember what was beneficial and what they learned. Among other things, they can also comment on the progress of the training and the possibilities of its improvements for the next time. In this case, I would again recommend using email communication and a short questionnaire, the draft of which can again be seen below.

1. How satisfied were you with the training on a scale 1 to 10, where 10 is the most?

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

1 2 3 4 5 6 7 8 9 10

2. How was the training beneficial?

500

3. What could be improved in the training?

500

Figure 4 – Example of a questionnaire for employees

After a longer period, I would also recommend company XY to collect feedback on the training from superior employees, who can see whether the employees are able to apply its content in their daily work routine and whether it brought them other benefits. Apart from the already mentioned points, these employees could also comment on employee problems, poor transfer of acquired knowledge and skills into practice, or possible recommendations for improvement. Here, I would suggest waiting to collect answers at least 1 month after the training, so that everything can be analyzed more and better. I would again choose a short questionnaire to collect information. At the same time, I would recommend managers consult the entire situation with their subordinates and, for example, include their suggestions for improvement in the evaluation of the training in the questionnaire. A possible variant of the questionnaire might be seen below.

1. How satisfied do you think the employees were with the training on a scale 1 to 10, where 10 is the most ?

★	★	★	★	★	★	★	★	★	★
1	2	3	4	5	6	7	8	9	10

2. What beneficial changes did you notice after the training?

500

3. What do you think still need to be focused on?

500

4. Do you think the training should be done again?

Vyberte jednu odpověď

Figure 5 – Example of a questionnaire for superiors

## CONCLUSION

The topic of employee training is an integral part of the discipline of HRM and the topic for this bachelor's thesis. If the company deals with the further gradual development of its employees, it can mean a lot of advantages for it in the future and also constant progress.

The main essence of this work was to find out how exactly the training process works in the selected company XY and to suggest possibilities for its improvement. This company is an integral part of the plastic industry in the Czech Republic and abroad. In recent years, it has employed more than 1,100 employees, so concern for their continuous development is a natural part of company management.

This bachelor thesis consists of two main parts and they are theory and analysis. The theoretical part was mainly about defining the discipline of HRM and its part of employee training and development, as well as a description of the basic principles of training and its process.

In the analytical part, there was an introduction of the company as such, a description of a more detailed view of the structure of the company and its employees. After that followed a detailed description of the training processes based on an interview with the company's personnel officer. This work is also supplemented with the findings of the employees from the questionnaire survey. Finally, the analytical part deals with recommendations for the company.

Based on the interview, it was found that the training process is very well set up in the company and there are a large number of opportunities for employees to use and develop skills in their field and beyond. However, one of the main shortcomings of this process for the company is the missing part devoted to the evaluation of the training process from which the company may get valuable feedback. A questionnaire survey then confirmed the employee's satisfaction with the current training system. Among other things, however, it also pointed out gaps in communication, motivation for further development, or highlighted types of training that employees would appreciate and cannot yet use.

As part of the final part of the recommendations, various forms of improving communication in the company in relation to training were pointed out, as well as motivational possibilities, which the employees would appreciate based on the questionnaire. At the same time, the possibility of data processing before and after the training was discussed, which the company could include when creating the last part of the process devoted to evaluation.

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## LIST OF ABBREVIATIONS

BOZP – Bezpečnost a ochrana zdraví při práci [Occupational safety and health]

CEO – Chief Executive Officer

COVID -19 -Coronavirus Disease 2019

EI – Employee Involvement

HR – Human resource

HRD – Human resource development

HRM – Human resource management

ISO – International Organization for Standardization

JSC – a joint stock company

MS Office – Microsoft Office

NPS – New Promoter Score

PVC – Polyvinyl Chloride

RFP – Request for proposal

ROI – Return on investment.

SMART – specific, measurable, achievable, relevant, time-bound.

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## **APPENDICES**

Appendix P I: Interview with the Company's Personnel Officer in Czech Language

Appendix P II: The Questionnaire and its Answers

## **APPENDIX P I: INTERVIEW WITH THE COMPANY'S PERSONNEL OFFICER IN CZECH LANGUAGE**

Vysvětlení cíle rozhovoru:

Tento rozhovor je součástí výzkumu pro bakalářskou práci zpracovávanou mnou na fakultě humanitních studií na UTB. Náš rozhovor se bude zaměřovat na analýzu systému vzdělávání zaměstnanců a odpovědi z něj poté budou použity pro účely bakalářské práce. Ráda bych zmínila, že se žádná z odpovědí nebude brána jako správná či špatná. Pro účely snazšího zpracování dat bych ráda tento rozhovor nahrála. Souhlasíte s tím? Děkuji moc

Identifikační list + Informovaný souhlas

Než začneme s rozhovorem ráda bych vás ještě poprosila o vyplnění identifikačního listu, který slouží pouze pro statistické vyhodnocení informací a je zcela anonymní. Poté také o vyplnění Informovaného souhlasu se zpracováním nasbíraných informací z rozhovoru.

Děkuji moc

Respondentova práce:

1. Jaká je Vaše pozice v této firmě a jaká je podstata Vaší práce?

Jsem personalista. Mou prací je naplňovat, co nejlépe potřeby vedení společnosti, ale i samotných zaměstnanců. To ve zkratce ☺ Pokud bych to měla popsat blíže, mým úkolem je pořádání výběrových řízení, onboarding zaměstnance, dále péče o stávající zaměstnance ze svěřených úseků. Mimo jiné je mou starostí zajištění kompletního vzdělávání zaměstnanců, pracovní-lékařská agenda související s BOZP, plánování sportovních a kulturních akcí. Podílím se na funkci firemního intranetu nebo firemních novin. Snažím se neustále zlepšovat interní firemní procesy, ať už co se týká personálního software nebo samotného nastavení procesů adaptace nebo vzdělávání. Ke všemu samozřejmě patří udržování dokumentace zaměstnanců tak, aby bylo vše v pořádku. V neposlední řadě se podílím na reportování, personálních strategiích a mnohého dalšího. Je to velmi různorodá náplň práce, a to je na tom to krásné.

2. Jaké jsou hlavní výstupy z Vaší práce, které máte pod svou kontrolou (tj. Můžete ovlivnit svou práci.)?

Vždy lze výstupy mé práce ovlivnit. Ukáže se to zejména ve spokojenosti pracovníků s výběrem jejich kolegů, podřízených a spokojeností samého vedení firmy. Jsem nejradši když jsou spokojeny všechny strany včetně zaměstnanců samotných. Přeci jen by mělo být personální oddělení srdcem společnosti. Ukazatelem je třeba i to, že se zaměstnanec zastaví, že se mu líbila nějaká pořádaná akce nebo se zastaví poděkovat za pomoc s pracovní agendou. Nejlepším výstupem je zefektivnění některých procesů, jako je zvýšení transparentnosti, snížení administrativního zatížení a další. Opravdu mě naplňuje, když vidím změnu a můžu si říci – Ano, to je moje práce.

3. Jakou pozici zastáváte v rozložení personálního oddělení společnosti XY?  
Doufám, že jsem plnohodnotným členem týmu. Cílem je být nenahraditelným členem :)))  
Každopádně, co se týče mi svěřené agendy, snad jsem vše popsala odpovědí na první otázku. Možná jsem něco vynechala, ale tím, že každý den na našem oddělení je jiný a občas se snažíme řešit i situace, které nejsou ryze odpovědností personálního oddělení.

Vzdělávání obecně:

1. Jak byste popsal vztah společnosti XY vzhledem ke vzdělávání zaměstnanců?

(Můžete uvést i na škále od 1 do 10, kde 1 je nejméně a 10 nejvíce. Proč právě toto hodnocení?)

8 - Myslím, že vždy je prostor pro zlepšení. Firma se snaží podpořit každého, aby si rozšiřoval svou kvalifikaci ať už v rámci umožnění jím vybraným školením nebo uvolněním ze zaměstnání za účelem dalšího studia. Zákonná školení jsou samozřejmostí, ale snažíme se aby se zaměstnanci vzdělávali dále i ze své vlastní iniciativy a to jak online tak offline formou.

2. Proč společnost XY vzdělává své zaměstnance?

Protože se snažíme rozšiřovat firemní kvalita. Věříme, že ve vědomostech a zkušenostech je síla a může to být konkurenční výhodou. Snažíme se to, co nám zaměstnanci dávají, jim i vracet. Osobně si myslím, že je to v dnešní době nutností, doba se rychle vyvíjí a firmy se musí přizpůsobit tlaku zvenčí. My se chceme pyšnit tím, že máme edukované zaměstnance, kteří i v případě, že se rozhodnou organizaci opustit, tak budou mít dobrou pozici na trhu práce.

3. Jaké jsou hlavní cíle vzdělávání zaměstnanců?

Zvyšování motivace – možnost osobního a kariérního růstu

Zlepšení vnímání role zaměstnavatele

Zvyšování výkonu a efektivity organizace

Kontrola plnění legislativních požadavků

4. Jak souvisí cíle vzdělávání s obecnými cíli společnosti?

Možná bych zde zmínila naše firemní hodnoty – Záleží nám na světě kolem nás, Táhneme za jeden provaz, Jsem dobrý hospodář, Dělán svou práci naplno a Rozvíjíme sebe i firmu. Myslím, že právě zmíněné hodnoty, které vzešly ze shody zaměstnanců a vedení společnosti perfektně reflektují cíle vzdělávání a panuje mezi nimi vzájemný soulad. Právě soulad je klíčový pro růst zaměstnanců i firmy.

5. Jaké benefity společnost XY očekává od vzdělávání svých zaměstnanců? Patří mezi ně například snížená fluktuace zaměstnanců, lepší komunikace či jiné? Doplňte.

Jednak je to zlepšení vnímání zaměstnavatele a také lepší komunikace ve firmě, zaměstnanci pak dokáží lépe pojmenovat své potřeby a vše vede k celkové spokojenosti. Dále také lepší know-how firmy a její vnitřní rozvoj.

6. Čeho chce společnost XY dosáhnout pomocí vzdělávání zaměstnanců?

Zvýšení konkurenceschopnosti na trhu práce. Dále zvyšování know-how, zefektivnění interních procesů, budování značky zaměstnavatele nebo třeba zavedení nových metod, procesů, produktů atd.

7. Na co je vzdělávání zaměstnanců ve společnosti XY nejčastěji zaměřeno?

U THP pozic se jedná často o rozvoj soft-skills zvláště u pozic z obchodního oddělení. Zvyšujeme samozřejmě i hard skills jako je jazyková vybavenost nebo nejružnější certifikace, využívání MS Office, zejména Excel nebo Access. Dále školíme užívání systému skladového hospodářství. Nedílnou součástí jsou i zákonem vyžadovaná školení jako jsou např. periodická školení BOZP, požární ochrany, vyhrazených technických zařízení a mnohého dalšího.

8. Jak společnost XY vnímá vzdělávání zaměstnanců z finančního hlediska? (Tj. Jako investici, jako náklad,...)



Pravděpodobně jako investici, vhodně zvolené kurzy jsou investicí do zaměstnanců a většinou jde očekávat i její zpětnou návratnost. Samozřejmě jsou i nákladem, se kterým je třeba každý rok počítat a snažíme se vždy alokovat dostatečné množství financí.

9. Kdyby přišly finanční problémy společnosti, jak by ovlivnilo oblast vzdělávání zaměstnanců?

Zřejmě by došlo ke snížení finančních nákladů na vzdělávání. Více bychom zvažovali, komu budou doplňkové vzdělávací akce hrazeny, a zda jsou opravdu důležité pro jeho rozvoj či zda nevybereme jinou variantu. Rozhodně bychom neomezili povinná školení, to je nezbytná nutnost.

10. Jaké jsou externí vlivy, které působí na otázku vzdělávání zaměstnanců ve firmě?  
(Např. Nové technologie, vliv poptávky, konkurence,...)

Určitě nové technologie, ať už je to nákup nových strojů, software nebo změna interních procesů a postupů. Neodmyslitelnou roli má také legislativa a zákonné požadavky. V neposlední řadě je to i konkurence nebo také současné trendy v rozvoji zaměstnanců a HR obecně. Vliv má také zájem zaměstnanců o specifické kurzy nebo požadavky vedoucích zaměstnanců.

Zaměstnanci starající se o vzdělávání:

11. Kolik zaměstnanců se podílí na plánování vzdělávání zaměstnanců ve společnosti XY?

2 – Personální ředitel a já

12. Má společnost XY interní lektory? Jak je připravuje?

Ano – vysíláním na školení změn v oblasti jejich svěřené agendy, konzultacemi požadavků na výstupy ze školení. V letošním roce chceme provést i školení komunikace zaměstnanců ve výrobě, delegování činností a vedení týmu. Snažíme se jim dodat vše potřebné od informací, znalostí až po pracovní pomůcky.

13. Kolik zaměstnanců společnosti XY přímo vzdělává ostatní zaměstnance?

1x školení tlakových nádob, 1x školení obsluhy výtahů, 3x školení řidičů motorových vozíků, 3x užívání personálního systému a docházky, dále všichni vedoucí pracovníci (19),

3x aplikační středisko, plus zde máme šikovné zaměstnance, kteří nám školí třeba SAP a nárazově něco dalšího, tam nedokáží úplně vyčíslit

14. Mají zaměstnanci, kteří vzdělávají ostatní členy společnosti nějaké speciální vzdělání?

Mohou mít různé certifikace z příslušného oboru nebo se prostě jen jedná o zaměstnance, kteří jsou ve své práci opravdu výborní.

15. Umožňuje společnost XY těmto zaměstnancům se vzdělávat, aby poté mohli lépe sami vzdělávat ostatní zaměstnance? Jak? Proč?

Ano, prostřednictvím úhrady kurzů pro vedoucí zaměstnance, lektory atp. Čím kvalitnější a angažovanější vstup, tím kvalitnější výstup.

16. Jak společnost XY motivuje své zaměstnance, aby se chtěli vzdělávat?

Prostřednictvím podpory kariérního růstu, navýšením mzdy či samotným zvýšením kvalifikace. Různí zaměstnanci mají různé potřeby a naplňují je jiné věci.

Proces:

1. Teorie nejčastěji popisuje čtyři části vzdělávacího procesu, kterými jsou stanovení potřeb vzdělávání, plánování a design vzdělávacího programu, samotné vzdělávání a vyhodnocení vzdělávacího procesu. Myslíte, že tyto části obsahuje i vzdělávání zaměstnanců ve společnosti XY? Proč?

Ano, vždy je kladen důraz na plánování a vyslyšení potřeb organizace i samotných zaměstnanců. Každý rok jsou tvořeny vzdělávací plány. Samotné vzdělávání je asi naprosto jasná část procesu. Co nám pokulhává je vyhodnocení úspěšnosti a samotné hodnocení školení. Zde vnímám mezery. Letos je v plánu úprava adaptačního procesu, příští rok se vrhu asi na ten vzdělávací. ☺

Kdy se společnost XY rozhoduje pro využití externích zdrojů vzdělávání?

Když nemáme vlastní kapacity, když je vyžadována vysoká odbornost či certifikace, dále když se jedná o školení soft skills nebo psychohygieny atp. nebo třeba i jen, když dostaneme výborné doporučení nebo se snažíme podpořit vzdělávací instituce z regionu.

2. Jak probíhá proces hledání ideálního externího zdroje vzdělávání?

Identifikujeme naše potřeby a očekávaný přínos daného zdroje, dále množství účastníků jejich strukturu, poté hrají roli dobré reference na poskytovatele vzdělávací akce a samozřejmě mohou hrát roli i náklady – to však neznámá, že bychom neplatili zaměstnancům i nákladné kurzy.

3. Jak se snaží společnost XY snižovat náklady spojené s využíváním externích zdrojů vzdělávání?

Účast na školení schvaluje příslušný nadřízený a personální ředitel, v případě, že školení není spojeno s profesním růstem, může být zaměstnanci odmítnuto. Dále lze provést průzkum trhu a nabídnout jiného školitele zabývajícího se stejným tématem. Další možností je také zaplatit certifikaci a zvyšovat kvalifikaci našich zaměstnanců, kteří poté mohou vzdělávat své kolegy s podstatně nižšími náklady.

4. Jakou roli mají v procesu vzdělávání HR pracovníci, pokud společnost XY využívá na vzdělávání externisty?

Zajištění externistů, zasedacích místností, plánování a prezenci zaměstnanců, plnění školení ve stanovených termínech, zejména těch vyžadovaných legislativou. Dále oslovení a komunikace s externisty, často jim zasíláme podklady od našeho účetního oddělení nebo s nimi podepisujeme smlouvy o spolupráci. Snažím se také vyslyšet potřeby a zájmy zaměstnanců k tomu, jakou formu vzdělávání příště využít nebo v čem mají mezery a potřebovali by se zlepšit.

5. Používá společnost XY jednotný proces vzdělávání pro všechny zaměstnance?

Pokud ano, proč?

Ne, různí zaměstnanci mají různé potřeby, vyhovují jim jiné metody výuky a jiné přístupy. Samozřejmě to při takovém množství zaměstnanců nelze nikdy perfektně obsáhnout, na to by musela být vyčleněna jedna osoba, která bude mít na starosti pouze vzdělávání a rozvoj, což v současné době není možné.

6. Upravuje společnost XY své vzdělávání na základě zkušeností a znalostí, které jejich zaměstnanci již mají? Jak?

Ano, může jim být například přiřazen jiný kurz, co se týče soft skills nebo se zaměří na jinou oblast. Zaměstnance ve výrobě mohou být třeba přiřazeni k jiné lince, aby si rozšířili znalosti a zajistila se zastupitelnost atd.

#### Stanovení potřeb + Plánování a Design

1. Podle čeho společnost XY vybírá, kdo se vzdělávání zúčastní?

Podle legislativních požadavků, podle požadavků od nadřízených či samotného vedení společnosti, podle doporučení od personálního oddělení nebo dle zájmu samotného zaměstnance.

2. Podle čeho společnost XY vybírá, na jaké téma bude vzdělávání zaměřeno?

Podle aktuálních potřeb jednotlivých segmentů ve společnosti a také podle současných trendů či nároků klientů.

3. Podle čeho společnost XY vybírá, kdo povede vzdělávání zaměstnanců?

Záleží na rozhodnutí vedení společnosti a zejména pak personálního ředitele.

4. Podle čeho společnost XY vybírá, kde se vzdělávání uskuteční?

Podle kapacit prostoru, množství účastníků, možností lektora, či zájmu zaměstnance

5. Podle čeho společnost XY stanovuje, kolik času bude na vzdělávání zaměstnanců vyhrazeno?

Nelze jednoznačně určit. Toto lze určit pouze u vzdělávacího plánu periodických zákonných školení.

6. Liší se čas věnovaný vzdělávání zaměstnanců podle pozic, na kterých se nacházejí?

Ano, může.

7. Kolik peněz je společnost XY ochotna investovat do vzdělávání?

V posledních letech se jednalo vždy o částku 1,7-2,3mil. Kč a myslím, že tento trend bude setrvávat i nadále.

8. Jaké jsou poslední částky investované do vzdělávání zaměstnanců v poměru na jednoho zaměstnance?

Za loňský rok je to 1936,8Kč.

9. Kolik času věnuje člen personálního oddělení plánování vzdělávání ve společnosti XY?

Nedokáži přesně vyčíslit, ale řekla bych, že je to alespoň 1/5 náplně pracovního poměru.

10. Kolik času věnuje manažer ve společnosti XY plánování vzdělávání?

Jedná se zejména o čas při tvorbě firemní strategie, která zahrnuje i vzdělávání, dále pak plánování nákladů na vzdělávání a případně úprava směrnic. Zase se jedná o něco, co nelze přímo vyčíslit.

11. Zohledňuje společnost XY při plánování vzdělávání i zaměstnance se zdravotním postižením, starší či nově příchozí zaměstnance či cizince? Jak?

Ano, zahraniční zaměstnanci jsou vysíláni na integrační kurzy výuky českého jazyka, při školeních je přítomna tlumočnice. Noví zaměstnanci jsou vysíláni na školení dle adaptačního plánu stanoveného jejich nadřízeným. Co se týká OZP zaměstnanců, jejich znevýhodnění není v naší firmě natolik vážné, aby je to omezovalo v jakýchkoli vzdělávacích aktivitách. U starších zaměstnanců je kladen důraz na to, aby správně porozuměli výkladu a může jim být při školení věnován větší prostor.

12. Plánuje společnost XY dopředu i způsob vyhodnocení a kritéria, podle kterých se budou zpracovávat výsledky vzdělávání?

Doposud ne, ale chtěla bych proces vzdělávání revidovat v příštím roce a jednou ze zásadních změn by pak mělo být hodnocení školení a zpětná vazba prostřednictvím třeba Chatbota nebo online formulářů. Osobně se přikláním spíše k chatbotovi.

13. Plánuje společnost XY také od koho se bude získávat zpětná vazba na vzdělávání?

V první řadě by se získávala od účastníků školení, po uplynutí nějaké doby by pak efektivitu školení hodnotil i nadřízený dle toho, jak je s nově nabytými znalostmi u svého zaměstnance spokojen.

14. Plánuje společnost XY také určité bezpečnostní prostředky při následném získávání informací od zaměstnanců, aby byla udržena jejich anonymita?

Ano, souvisí to s využitím metod, které jsem zmínila v předchozí otázce.

15. Vytváří si společnost XY vzdělávací programy sama nebo využívá pomoc externistů?  
Vytváříme si je sami.

16. Jaké jsou nejčastější metody, které společnost XY využívá při vzdělávání zaměstnanců?

Používáme různé metody od online či offline vzdělávání, vzdělávací platformu Seduo.cz, koučování, mentoring, e-learningy, konference, meetingy, uvolňování za účelem dalšího studia, přednášky, workshopy, instruktáže, porady nebo dispečinky.

17. Kdo je vzdělavatelem při využití různých metod a proč?

Nadřízení zaměstnanci, či zkušenější zaměstnanci, certifikovaní školitelé, kouči, profesionální školitelé, vzdělávací agentury, školy, atd. Vše souvisí s poskytovatelem vzdělávací akce a našimi požadavky, které se odvíjí od konkrétní potřeby.

18. Proč společnost XY využívá online metody vzdělávání? Jaké formy tohoto vzdělávání využívá?

E-learningy, online konference, schůzky, záznamy ze školení, Seduo.cz. Vše asi souvisí s covidovým obdobím, kdy zejména u T pozic byl kladen důraz na využívání home office a spousta rodičů si navykla na tento režim výuky i u svých dětí. Někteří zaměstnanci to preferují kvůli pohodlí nebo v rámci efektivity organizace svého času.

Samotný trénink:

Nováčci + zákonná školení

1. Jak se společnost XY zaměřuje na vzdělávání nově příchozích zaměstnanců?  
Úvodními školeními, dle adaptačních požadavků ze strany jednotlivých oddělení, dle schopností nováčků, dle časových možností, technologií a dle požadavků jich nadřízených a koneckonců i jich samotných.

2. Jak se snaží společnost XY začlenit nové zaměstnance do kolektivu a práce?

V prvních dnech zaměstnanec absolvuje vstupní školení, školení bezpečnosti, požární ochrany a poté je mu představen informační balíček pro nové zaměstnance. Dále je mu představena Odborová organizace. Zároveň je jim představeno personální a mzdové

oddělení, na které se mohou kdykoliv obrátit. V prvních dnech probíhá seznámení s kolegy, náplní práce a konkrétními požadavky vedoucích pracovníků k tomu, aby se zaměstnanec zapracoval a plnil svou roli v organizaci. Vedoucí zaměstnanci mají zpracovány vlastní adaptační plány, dle kterých postupují.

3. Jaké metody využívá společnost XY pro zaškolení nových zaměstnanců?

Nadřízení zaměstnanci, či zkušenější zaměstnanci, certifikovaní školitelé

4. Jak se společnost XY zaměřuje na zákonem povinná školení nově příchozích zaměstnanců?

Vše je naplánováno v přiměřeném období dle toho, kdy zaměstnanec začne využívat dané prostředky jako je např. automobil nebo třeba motorový vozík, jeřáb, plošinu, výtah, začne obsluhovat plynové či tlakové nádoby, atd. – ten seznam je samozřejmě podstatně delší.

5. Jak se společnost XY staví k zákonným školením (BOZP, školení řidičů, první pomoc,..) u stávajících zaměstnanců?

Snažíme se vše dodržet ve stanovených termínech, občas se stane, že někomu platnost kurzu propadne kvůli nemoci, ale to se po jeho návratu snažíme ihned napravit. Dodržení legislativních požadavků je pro nás klíčové a pomáhá nám k tomu vzdělávací plán a také náš HRIS, který hlídá termíny školení u zaměstnanců.

6. Jak pravidelně se zákonná školení ve společnosti XY opakují?

Dle zákonem stanovené periodicity.

7. Uzavírá společnost XY se zaměstnanci kvalifikační doložku? Proč? Za jakých podmínek?

Výjimečně, za mého působení byla uzavřena pouze jedna, kdy bylo zaměstnanci zapláceno studium.

Vzdělávání ve výrobě:

1. Jaká školení musí podstoupit nově příchozí zaměstnanec?

BOZP, PO, informační balíček, seznámení s trestní odpovědností, etickým kodexem, seznámení se směrnicemi a postupy, obsluhou strojů a následují pak zákonná školení.

2. Jaké metody se k těmto školení využívají? (Demonstrace, asistování, mentoring, e-learning,...)

Demonstrace, asistování, mentoring, čtení dokumentace ke strojům, prezentace, přednášky a jiné.

3. Preferuje společnost XY vzdělávání u těchto zaměstnanců spíše jednorázové či dlouhodobé? Proč?

Obě varianty, záleží na konkrétních zaměstnancích. Ale vždy je třeba zaměstnance konstantně vzdělávat, aby nám nezakrněli ☺

4. Jaké školení se opakují pravidelně v průběhu pracovního poměru?

Bezpečnost, požární ochrana, školení první pomoci, zákonná školení, porady a dispečinky a často samotné školení manipulace se stroji či přidělenými pomůckami.

5. Jaké jsou další možnosti vzdělávání pro zaměstnance ve výrobě?

Workshopy, další zvyšování kvalifikace, zvyšování zastupitelnosti a zaškolování na další linky či jiná oddělení, zvládání stresu, a časem i budování soft skills. Lze zde zahrnout i psychohygienu nebo finanční gramotnost.

6. Snaží se společnost XY zaměřovat ve vzdělávání spíše na jednotlivce či týmy? Proč?

Spíše na týmy, snažíme se budovat vzájemnou kulturu, značku zaměstnavatele, a hlavně je motivovat ke vzájemné spolupráci, víceméně, aby spolu fungovali jako rodina.

7. Jak nákladné je školení zaměstnanců ve výrobě? Průměrně na všechny, popřípadě na jednoho zaměstnance.

Cca 650 000Kč, 809 zam., Tedy cca 803Kč. dle loňského plánu nákladů na vzdělávání.

8. Kolik je průměrný počet proškolených hodin u zaměstnanců ve výrobě za rok?

Tento parametr nerozlišujeme, rozlišujeme pouze rozdělení na muže a ženy v celé organizaci. Soustředíme se na toto rozlišení, jelikož se na něj soustředí i ESG reporting nebo reporty do HR soutěží. Muži 16193h, 23h/osoba, Ženy 7954h, 21h/osoba

Vzdělávání manažerů:



1. Jaké školení musí podstoupit nově příchozí zaměstnanec na této pozici?  
BOZP, PO, informační balíček, seznámení s trestní odpovědností, etickým kodexem, seznámení se směrnicemi a postupy, firemní strategií, kulturou, dále s požadavky vedení a koncernového vedení. Následně může absolvovat akademii pro manažery, která bývá zajištěna externisty.

2. Jaké metody se k těmto školení využívají? (Např. Coaching, mentoring, rotace práce,..)

U manažerů jsou využity snad všechny možné metody školení, často i kombinace. Záleží, na co se je třeba se více zaměřit, jestli na soft skills, hard skills a jiné. Zejména je kladen důraz na potřeby samotného zaměstnance, protože potřebujeme, aby se cítil jistý svou pozicí a byl respektován svými podřízenými, ale také kolegy.

3. Preferuje společnost XY vzdělávání jednorázové či dlouhodobé? Proč?  
Záleží, čeho se vzdělávání týká. Jsou aktivity, které trvají delší dobu, pokud se jedná o aktualizaci firemní dokumentace, nařízení nebo legislativní změnu, zde stačí jednorázová vzdělávací akce, případně poté zopakovaná v další periodě. Pokud se jedná o výuku jazyků nebo soft skills, zde preferujeme dlouhodobější výukový rámec.

4. Jaké školení se opakují pravidelně v průběhu pracovního poměru?  
Zákonná školení, školení firemních hodnot a kultury, strategie organizace, kurzy na vedení lidí, jazykové kurzy a v případě zájmu konkrétních jedinců pak i nejrůznější akademie.

5. Jaké jsou další možnosti vzdělávání pro zaměstnance na pozicích manažerů a v kancelářích?  
Určitě by zde byla možnost podpory dalšího studia nebo právě rotace, v případě, že by zaměstnanec nemohl růst vertikálně, mohl by dosáhnout alespoň horizontálního posunu, dovedu si představit, že bychom se měli více zaměřit na kurzy využívání AI, pořád je spousta možností, jak se dále rozvíjet.

6. Snaží se společnost XY zaměřovat ve vzdělávání spíše na jednotlivce či týmy?  
Proč?  
V tomto případě se zaměřujeme více na jednotlivce, podporujeme jejich angažovanost a motivaci, ale záleží zase na konkrétním osazenstvu, jsou situace, kdy vzdělávání probíhá i

formou jakýchsi mediací, koučování, aby výrazní jednotlivci v týmu neměli pocit, že jsou taženi dolů nebo naopak jejich dravost fungovala jako motivace a ne deprivace pro ostatní členy týmu.

7. Jak nákladné je školení manažerů a zaměstnanců v kancelářích? Průměrně na všechny, popřípadě na jednoho zaměstnance.

1045000Kč, 211 osob, tedy cca. 4953Kč dle loňského plánu nákladů na vzdělávání.

8. Jaký je průměrný počet proškolených hodin u těchto zaměstnanců?

Tento parametr nerozlišujeme, rozlišujeme pouze rozdělení na muže a ženy v celé organizaci. Soustředíme se na toto rozlišení, jelikož se na něj soustředí i ESG reporting nebo reporty do HR soutěží. Muži 16 193h, 23h/osoba, Ženy 7954h, 21h/osoba

Vyhodnocení:

1. Jaká jsou kritéria pro vyhodnocování vzděláváníí?

Zatím nejsou stanoveny. Zaměstnanci odpovídají pouze škálově u poznámky z hodnocení v naší interní aplikaci.

2. Jaké jsou očekávání společnosti XY od vyhodnocení průběhu vzděláváníí?

Zatím jim není přikládána přílišná důležitost.

3. Využívá společnost XY vyhodnocené poznatky ke zlepšení vzdělávacích programů? Jak?

Plošně to asi nelze tvrdit, spíše u výjimek.

4. Informuje společnost XY své zaměstnance napříč pozicemi o výsledcích vzděláváníí? Proč? Jak?

Ne, ale tímto vším bych se chtěla zabývat v příštím roce, neboť sama vnímá, že tato poslední část vzdělávacího procesu není dostatečně zpracována, minimálně ne do té míry, že by ji šlo statisticky zpracovávat a reportovat.

## APPENDIX P 2: THE QUESTIONNAIRE AND ITS ANSWERS

Otázka č. 1 - Kolik Vám je let?	Absolutní	Relativní %
Méně než 18	1	1,18
18-25	2	2,35
26-34	15	17,65
35-49	40	47,06
50-69	27	31,76
70 a více	0	0
Otázka č. 2 - Jaké je Vaše pohlaví?	Absolutní	Relativní %
Žena	32	38,09
Muž	51	60,72
Jiné	1	1,19
Otázka č. 3 - Jaké je Vaše nejvyšší dosažené vzdělání?	Absolutní	Relativní %
Základní	2	2,35
Středoškolské	35	41,18
Vysokoškolské	47	55,29
Jiné	1	1,18
Otázka č. 4 - Na jaké pozici pracujete?	Absolutní	Relativní %
Ve výrobě	6	6,98
Jiná	6	6,98
Na manažerské pozici	19	22,09
V kanceláři	55	63,95
Otázka č. 5 - Jak dlouho jste u společnosti zaměstnaný/á?	Absolutní	Relativní %
Méně než rok	1	1,18
1-3 roky	10	11,76
4-10 let	34	40
11-20 let	16	18,82
21 a více let	24	28,24
Otázka č. 6 - Jak moc pozornosti věnuje podle Vás firma vzdělávání a rozvoji zaměstnanců (škála 1-10, 10 nejvíce)?	Absolutní	Relativní %
1	3	3,53
2	4	4,71
3	11	12,94
4	2	2,35
5	14	16,47
6	18	21,18
7	14	16,47
8	16	18,82
9	2	2,35
10	1	1,18
Otázka č. 7 - Proč si myslíte, že firma vzdělává zaměstnance?	Absolutní	Relativní %
Aby byli loajální	1	0,98
Chtějí benefitovat zaměstnance	1	0,98
Aby byli informovaní	2	1,96
Berou to jako investici	2	1,96
Aby byli flexibilní	2	1,96
Aby se šířilo know-how	2	1,96
Kvůli zákazníkům	2	1,96
Chtějí snížit chybovost	3	2,94
Aby se rozvíjela firma	4	3,92
Je to trend	5	4,9
Aby podávali lepší výkony	6	5,88
Nevzdělávají	7	6,88
Kvůli legislativě a normám	10	9,8
Pro lepší konkurenceschopnost	10	9,8
Aby rozvíjeli své znalosti a dovednosti	15	14,71
Aby měli lepší kvalifikaci a kvalitu práce	30	29,41

Otázka č. 8 - Jak jste spokojen/a se vzdělávacími aktivitami, které Vám firma nabízí na škále od 1-10 (10 je nejv	Absolutní	Relativní %
1	8	9,41
2	4	4,71
3	7	8,24
4	5	5,88
5	14	16,47
6	13	15,29
7	14	16,47
8	14	16,47
9	5	5,88
10	1	1,18

Otázka č. 9 - Myslíte si, že Vám práce na svém rozvoji přináší nějaké benefity a výhody?	Absolutní	Relativní %
Ne	16	18,82
Ano	69	81,18

Otázka č. 10 - Pokud jste na předchozí otázku odpověděli ano, uveďte příklad benefitů?	Absolutní	Relativní %
Oddálení stáří	1	1,22
Zkušenosti	1	1,22
Růst finančního ohodnocení	2	2,44
Kariérní růst	4	4,88
Kvalita práce	4	4,88
Nejsou	4	4,88
Rozvoj vzdělání	4	4,88
Lepší pozice na trhu práce	5	6,1
Spokojenost	5	6,1
Jazyky	7	8,54
Efektivnost práce	10	12,2
Informovanost	14	17,07
Rozvoj osobnosti	21	25,61

Otázka č. 11 - Co na současném stavu vzdělávání jako zaměstnanec oceňujete?	Absolutní	Relativní %
Dostupnost pro všechny	1	1,56
Rozvoj za poslední roky	1	1,56
Informovanost	1	1,56
Zážitky	1	1,56
Flexibilitu	2	3,13
Individuální přístup	3	4,69
Vzdělávat se v pracovní době	3	4,69
Kvalitu	5	7,81
Možnost posouvat se vpřed	5	7,81
Jazyky	6	9,38
Podporu firmy	10	15,63
Nic/nevím	12	18,75
Výběr kurzů	14	21,88

Otázka č. 12 - Co je podle Vás v současnosti největší výzvou pro firmu z hlediska vzdělávání zaměstnanců?	Absolutní	Relativní %
Stabilita firmy	1	1,67
Otevřenost novinkám	1	1,67
Ignorance potřeb zaměstnanců	1	1,67
Kvalita vzdělávání	1	1,67
Výběr správných témat	1	1,67
Málo interních kurzů	1	1,67
Špatná komunikace ve vztahu ke vzdělávacímu procesu	1	1,67
Strach	2	3,33
Velká pracovní vytiženost / nedostatek času na vzdělávání	3	5
Nedostatečná aplikace získaného vzdělání	3	5
Neznalost jazyků	4	6,67
Umělá inteligence	4	6,67
Systematičnost procesů	4	6,67
Trendy	4	6,67
Přehled v tématech	4	6,67
Finance	6	6
Motivace ke vzdělávání	9	15
Nic /nevím	10	16,67

Otázka č. 13 - Kdybyste mohl/a cokoliv v oblasti vzdělávání ve firmě změnit, co byste změnil/a?	Absolutní	Relativní %
Podpora interních kurzů a lektorů	1	1,37
Rozvoj soft-skills	1	1,37
Zájem o potřeby zaměstnanců	1	1,37
Velký objem nových poznatků během školení	1	1,37
Flexibilitu	1	1,37
Více zážitkových školení	1	1,37
Osobní offline přístup	1	1,37
Rovné možnosti pro všechny	2	2,74
Kontrola získaných znalostí	2	2,74
Začít se vzděláváním zaměstnanců	2	2,74
Individuální přístup k jednotlivcům	2	2,74
Více týmových školení	2	2,74
Teambuilding	3	4,11
Větší motivace	7	9,59
Větší množství investovaných financí	8	10,96
Větší nabídka kurzů	8	10,96
Nastavení interního vzdělávacího systému +komunikace ze strany firmy	9	12,33
Nic/ nevím	10	13,7
Nízkou pravidelnost kurzů	11	15,07
Otázka č. 14 - Jaký kurz či školení Vám v nabídce vzdělávacích aktivit chybí?	Absolutní	Relativní %
Automatizace	1	1,33
LEAN	1	1,33
Branná výchova	1	1,33
Zážitkové kurzy	1	1,33
Digiskills.cz	1	1,33
Kurzy zvládání stresu	1	1,33
Sportovní kurzy	1	1,33
Kurzy v MKT oblasti	1	1,33
Kurzy pro pracovníky ve výrobě	1	1,33
Kurzy na aktuální legislativní záležitosti	1	1,33
Teambuilding	1	1,33
Kurzy HIF	1	1,33
Kurzy PK	1	1,33
Kurzy na novinky v oblasti práce	1	1,33
Kurzy na IT bezpečnost	1	1,33
Umělá inteligence	2	2,67
Kurzy Office (Word, Excel,...)	2	2,67
Kurzy týmové spolupráce	2	2,67
Kurzy na obchodní dovednosti	2	2,67
Kurzy komunikace	3	4
Finanční gramotnost	4	5,33
Kurzy na práci s počítačem	4	5,33
SAP	5	6,67
Soft-skills (time management, well-being, rozvoj osobnosti)	5	6,67
Jazykové kurzy	6	8
Oborové a technické kurzy	7	9,33
Nic /nevím	18	24