Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management

Diploma Thesis

Human Resource Management through Competencies

Bc. Sandra Havelková

CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Bc. Sandra Havelková

Economics and Management

Thesis title

Human Resources Management through Competencies

Objectives of thesis

The aim of the diploma thesis is to evaluate competencies as tool for employees growth and career development.

Methodology

There will be used the interviewing methods, questionnaire, basic statistic techniques, and method of case study in the diploma thesis.

The proposed extent of the thesis
60-80

Keywords
Carrier growth, competencies, development, education, evaluation, human resource management

Recommended information sources
ARMSTRONG, M. *Armstrong's essential human resource management practice : a guide to people management.* London: Kogan Page, 2010. ISBN 978-0-7494-5989-5.
DONNELLY, James H., James L. GIBSON a John M. IVANCEVICH. Fundamentals of management. 10th ed. Boston, Mass.: Irwin/McGraw Hill, 1998. ISBN 0071152334
HRONÍK, F. *Hodnocení pracovníků.* Praha: Grada, 2006. ISBN 80-247-1458-2.
KUBEŠ, M. – SPILLEROVÁ, D. – KURNICKÝ, R. *Manažerské kompetence : způsobilosti výjimečných manažerů.* Praha: Grada, 2004. ISBN 80-247-0698-9.
PILAŘOVÁ, I. *Jak efektivně hodnotit zaměstnance a zvyšovat jejich výkonnost.* Praha: Grada, 2008. ISBN 978-80-247-2042-5.
TURECKIOVÁ, M. *Řízení a rozvoj lidí ve firmách.* Praha: Grada, 2004. ISBN 80-247-0405-6.

Expected date of thesis defence
2016/17 SS – FEM

The Diploma Thesis Supervisor
Ing. Václav Švec, Ph.D.

Supervising department
Department of Management

Electronic approval: 27. 3. 2017

prof. Ing. Ivana Tichá, Ph.D.

Head of department

Electronic approval: 28. 3. 2017

Ing. Martin Pelikán, Ph.D.

Dean

Prague on 29. 03. 2017

Declaration

I declare that I have worked on my diploma thesis titled "Human Resource Management through Competencies" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 31.3.2017 _____

Sandra Havelková

Acknowledgement

I would like to thank supervisor of my diploma thesis Ing. Václav Švec, PhD., Zdeňka Matoušková, Bohdan Souček, my family and my boyfriend for their advices, support and patience during my work on the thesis.

Human Resource Management through Competencies

Abstract

The diploma thesis deals with the topic Human resource management through competencies and it is focused on the international company Nestlé.

The thesis has two parts: theoretical and practical. There are basic terms explained in the theoretical part like human resource management, development, education, competencies and a competency model. According to this theoretical background the practical part is build up.

In the practical part of the thesis, there are three approaches used. The first approach is a qualitative research based on an unstructured interview with an HR Business Partner to see how their competency model works and to compare those outcomes with results from the questionnaire which is the author's second approach. The questionnaire is focused on the employees' perception within Sales Department. The third approach is a case study of five Sales Representatives to see if the competency tool is useful and helpful for development and career growth of people.

This diploma thesis is enclosed by the evaluation of results and recommendation.

Keywords: Career growth, competencies, development, education, evaluation, human resource management

Řízení lidských zdrojů pomocí kompetencí

Abstrakt

Diplomová práce se zabývá tématem Řízení lidských zdrojů pomocí kompetencí a je zaměřena na mezinárodní společnost Nestlé.

Práce má dvě části, a to teoretickou a praktickou. V teoretické části jsou vysvětleny základní pojmy jako je řízení lidských zdrojů, rozvoj, vzdělávání, kompetence a kompetenční model. Na základě teoretické části je vypracována praktická část diplomové práce.

V praktické části práce jsou použity tři přístupy. Prvním přístupem pro zjištění, jak kompetenční model firmy funguje, je kvalitativní výzkum na základě nestrukturovaného rozhovoru s HR Business Partner. Poté je výsledek porovnán s dotazníkem, který je brán jako druhý výzkumný přístup. Dotazník je zaměřen na vnímání kompetenčního modelu zaměstnanci obchodního oddělení. Třetím přístupem je případová studie pěti obchodních zástupců, kde můžeme vidět, zda je kompetenční model užitečný a nápomocný pro rozvoj a kariérní posun zaměstnanců.

Diplomová práce je uzavřena hodnocením výsledků a doporučením.

Klíčová slova: Kariérní posun, kompetence, rozvoj, vzdělávání, hodnocení, řízení lidských zdrojů

Table of content

List of figures

List of tables

List of graphs

1 Introduction

It could be said there there is not a company in the world that would not want to have capable managers. Knowledge and people are the main business capital. The way for successful enterprise is lighter with competent people. There is a need to find right workers at the right time and at the right place. Because of this, larger companies usually have a department of human resource management, which helps to find the right people, to reward, to develop and to motivate them. But what is required for this purpose?

In 1973 one of the most important representatives of American psychology David McClelland published an article. The article titled "Testing for Competence Rather Than Intelligence" called for choosing candidates after consideration especially competencies, not intelligence. In academia, this article caused a great stir, and for decades the previous used approach based on assessing intelligence as the best indicators of success at work was overcome. Then in the 80s, the organizations began to focus more intensively on developing human resource and competencies. Nowadays it may be discussed about the fact that these skills or qualifications (how the competencies are called) are becoming an integral part of many corporate systems and procedures. Companies are well aware of the value of its employees and their importance to the overall development of the company. They are looking for the ways to get to a higher level in the area of human resource management and gain an effective tool for enhancing employee qualifications, flexibility, motivation and increasing labour productivity as a precondition for increasing competitiveness on the domestic and European markets. For the competency approach, as for one of the most effective tools of building a successful company in a dynamic environment, it is a great opportunity.

Applying the competency approach requires a change in thinking and approaching to people, acquires new knowledge and skills not only by the staff of human resource departments, but also by other managers. Especially them are responsible for the development of their subordinates. Competencies are the centre of attention of anyone who wants to build a strong, competitive company, controlled by competent, therefore, capable managers.

2 Objectives of the diploma thesis

The main objectives of the diploma thesis are to evaluate competencies which are a tool for human resource management. Based on that competency model in Nestlé company, another objective is to recognise whether this tool is useful for development and career growth of employees in this company. How this competency model is perceived by employees and to compare an expectation and reality of employees and human resources management.

The description and the explanation of human resource management, competencies and competency model are included in the theoretical part of the diploma thesis. In the practical part of the thesis the competency model of the company is examined and complemented by its perception and impact on employees and their career growth. The results of this diploma thesis could be used for an improvement of company's tool (competency model) if necessary.

Main researched questions

With regard to the main objectives of the diploma thesis the following main researched questions were established:

- How is the competency model of Nestlé company perceived by employees?

- Is the competency model helpful for development and career growth of Nestlé employees?

3 Methodology

The theoretical part is the essential background for the practical part. The theoretical part defines terms related to human resource management and competencies. In this part of the method studying the documents are used, thus drawing from professional literature, study materials, books, websites, etc. Owing to studying the documents access to information is open, otherwise it would be difficult to obtain. The documents show personal or group attitudes, opinions, ideas which may be intentional or unintentional. The advantage is also an exposure to sources of errors and bias. Documents are such data, which were created in

the past by someone else than the researcher and for different or similar purpose (Hendl, 2008). The methods used for the theoretical part is a deduction of the multi-type research to provide links between the theory and the practice.

In the practical part of the thesis there are used three approaches. For better understanding the first approach is the qualitative research, which is seen as effort to understand the perspective of the actor and the limited sample of informants is necessary to obtain the most comprehensive information. Qualitative research allows (but does not guarantee) to achieve higher validity, but because it is unrepeatable there is low reliability (Hendl, 2008). As a tool of qualitative research an unstructured interview was used with the HR Business Partner Ms. Zdeňka Matoušková from Nestlé. Due to the fact the unstructured interview has a loose, informal characteristic, the informant may not even realize that it is a research interview, he/she can correspond more spontaneously and relaxed. And it allows the researcher to directly respond to specific situations (Hendl, 2008). The aim of this interview is to see how their competency model works, for what purposes and then compare those outcomes with results from the questionnaires which is the author's second approach.

The second approach is about obtaining the information from the sample of respondents of Nestlé company. Those data are acquired by means of a questionnaire. It was distributed to the respondents via electronic mail and the results were collected anonymously back. The respondents were workers from Sales Department of Nestlé company. The questionnaire includes five parts that are firstly focused on the informational part about characteristics of the sample, then focused on general perception of the competency model. Third part includes questions about using this model as a tool for employee development and career growth. In the fourth part there are questions about using this model as a tool for evaluation of employees and last part is about pros and cons of the given competency model. For this questionnaire three types of questions were used:

- close questions,

- open questions,

- Likert scale.

According to authors Albert W. and Tullis T. (2013) Likert scale is a method how to evaluate a level of agreement with some statements which are useful for the given research. For this

purpose, it is evaluation of employee perception. Usually it is a five or seven-point scale between two statements. The number of possible answers, their specific names, inclusion or non-inclusion the central values may vary depending on the application. Type of the questioner for this diploma thesis is seen in chapter Appendix.

Third approach is a case study of five people from Sales Department. "*The label case study nowadays is not only used in connection with the study of one case, but includes the study of a small number of cases as well*" (Swanborn, 2010). Nestlé company provides data to the author how employees are evaluated according to car-sharing and their competencies and behaviour.

All the data is processed, analysed, evaluated and interpreted by author of this diploma thesis.

4   Human resource management

Human Resource Management (HRM) is the latest concept of personal work, which began to shape in developed foreign countries during the 50s and 60s. As Koubek (2009) mentioned human resource management is becoming the core of any organisation as well as the most important role of manager.

Managing any organizational unit or department - marketing, finance, accounting or production - is based on performance of tasks through the use of the skills and talents of people. Human resource management is therefore considered as a task of line managers and other managers, as well as the task of the HR department. Regardless of the size of the organization people has to be acquired, rewarded, developed, and motivated. Small organizations can not usually afford to have their own HR department which would continuously monitor the progress of individuals and the fulfilment of the given aims. In this case managers are responsible for employee's use of skills and talents. Bigger firms usually have their HR department which helps to line managers. In each case, managers have to provide acquiring, evaluating and rewarding employees (Donnelly, 1998).

What characterizes the human resource management? Literature lists many characteristics. Koubek (2009) outlines the following features:

- strategic approach to human resource management and all personnel functions,

- orientation on the external factors formation and functioning of labour organizations,

- personnel work is becoming a part of everyday work of all managers,

- close links between personnel work and strategies and plans of the organization,

- personnel work is the backbone of organization,

- head of personnel department is usually a member of the top management,

- emphasis on the creation of the desired organizational culture and healthy working relationships,

- creating a good employer reputation

- and others.

4.1 Activities of human resource management

The activities of human resource management are those that help efficiently manage people while increasing their productivity. In enterprises (depending mainly on the size and corporate culture) is a different range of activities. Here are mentioned the basic activities of human resource management which according to Koubek (2009), complemented by practice of Matoušková (2012) and other writers mentioned:

1. **Creating and analysing jobs**, i.e. defining work tasks and their related powers and responsibilities linking these tasks, powers and responsibility to the job, then creating jobs description, jobs specification and update these materials.

   Laursen and Foss (2003) added that job analysis is very important, because it entails the development of job description a factor that outlines various skills possesses by the candidates. And HRM can after that create their own designed job description and put it on the social media (e.g. job server).

2. **Personnel planning**, i.e. planning of needs of workers in the organization and its coverage, employee's development, succession planning and career planning.

Very important personnel planning towards achieving the firm's goals. HRM has to be focused over all – personal planning + attaining competitive advantage + helping in reduction of the employees turn over + and others to achieve firm's goals.

3. **Recruitment, selection of potential employees**, i.e. The preparation and publication of information about job vacancies, preparation of forms and choice of documents required from applicants for employment, collecting the materials about the candidates, pre-selection, inspection of materials submitted by candidates, organization of tests and interviews, selection decisions, negotiations with the selected bidder on the conditions of his employment, inclusion worker admitted to personnel files, employee orientation and adaptation, his/her introduction at the workplace and others.

   Novák[1] pointed that the most important is to set appropriate strategy – to have effective recruitment strategy is vitally important for any future activities of the organization.

4. **Evaluation of workers - employee performance appraisal**, i.e. The preparation of the necessary forms, schedule of evaluation, content and methods of evaluation, acquisition, evaluation and storage of documents, organization of appraisal, suggesting and controlling of measures.

   Performance management, it means *"the continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning their performance with the organization's goals"* (Glendinning, 2002).

5. **Placement (insertion) employees and termination of employment**, i.e. Classifying workers for specific jobs, their promotion, transfer to another job, shifting to a lower function, retirement, dismissal. It is also part of (multinational companies) mobility agenda, i.e. Activities related to giving a change to work abroad or recruiting workers from abroad. Currently it is also spoken about outplacement, i.e. Personal contact with the outgoing worker and his/her support, which consists of professional and psychological consultations. This

---

[1] Owner of GoodCall, Recruitment Academy and DataCruit company. From his presentation about recruitment strategy.

may include help with orientation in the labour market, preparing curriculum vitae, preparing for selection process, but also retraining or psychological consultation to the adoption to the new situation.

6. **Compensation and benefits** - wage policy, ensuring its payroll evidence, tools influencing job performance and motivation of employees, including the organization and providing employee benefits.

   "Reward system, compensation, and benefits have been getting most of the attention. Decision-makers are trying to tailor rewards and compensation to the needs of individuals and their organisation, and to connect them with results or learning" (Rothwell, Kazanas, 2003).

7. **Training and development of staff** thus needs identification, planning and evaluation of results and effectiveness of training and development programs, or self-organization process of education and development, search of employees with potential, their development and maintaining in society, career planning, etc.

8. **Labour relations**, particularly the organization of negotiations between management and employee representatives (unions), acquisition and retention of minutes of meetings, processing information about tariff meetings, agreements, legal provisions, but also employment and interpersonal relations, monitoring the agenda of complaints, disciplinary hearing, issues of communication in the organization, etc.

9. **Care of workers**, i.e. Working environment, occupational safety and health, documentation, organizing of control, issues of working hours and working arrangements, matters of social services, e.g. Food, social and hygienic conditions of work, leisure activities, corporate pensions, cultural activities and living conditions of workers, services provided by family members, etc.

10. **HR information system** (supported software), i.e. the survey, storage, processing and analysis of data regarding the jobs of employees and their jobs, wages and social affairs, the activities of human resource management in the enterprise and external conditions affecting the formation and functioning of workers in organization, providing adequate information to the appropriate

recipients (managers and lineal employees, or institutions outside the company - labour offices, state statistics bodies, government authorities, etc.), organization and analysis of special surveys among employees (e.g. satisfaction surveys) etc.

11. **A survey of the labour market**, aimed at identifying potential sources of labour for the company based on analysis of population trends, analysis of labour supply in the labour market supply and demand, competitive analyses and job opportunities.

12. **Health care of workers**, based on the health program of the company and not only includes regular monitoring of employee health, but also the treatment, first aid or rehabilitation.

13. **Compliance with laws in the field of labour and employment of people**. Especially in terms of strict compliance with the provisions of the Labour Code (professional and ethical codes) and other laws relating to workers, job, remuneration and social issues. Increasingly, in terms of compliance with the provisions of laws forbidding any discrimination in employment, evaluation or reward workers in based on their gender, age, nationality, religion, political affiliation, etc. These are activities of human resource management which are not only the tasks to protect employees, but also protect businesses against the consequences of any failure to comply with labour legislation or human rights violations.

In large enterprises is the range of activities human resource management and a broad majority of these activities in everyday use. The activities of human resource management are also related to employee satisfaction (and especially executives). Some activities are common and employees is taken for granted, other activities are optional, but they are perceived positively only if they are correctly set (Matoušková, 2012).

4.2 Human resource strategy

Human resource strategy of the company refers to the long and complex conceived goals and directions of needs of human resource, to meet this need and of course in the efficient use of human capital. Every organization defines the objectives wanted in the short and long term to achieve them. Large companies (mostly) transfer these objectives into targets in human resource management.

Human resource strategy is defined as overall business strategy and must follow it. After all, workers are a key source of the company and without them can not be achieved company goals and the strategy of the company (Matoušková, 2012).

In planning the human resource strategies should take into account not only the business strategy, objectives, values and culture, but also the external conditions of the company, e.g. population and demographic development of society, technical and technological innovations, economic predictions, international relations, legislative and political aspects of the situation (Burma, 2014).

From the activities and strategy of human resource comes also new role of human resource management in the enterprise. From the original provider of personnel services is currently getting into role of partners in the area human resource management (ie. HR Business Partners), this partner is an advisor for a chief executive / manager in case of change in his/her department and his/her strategy. HR Business Partner knows that people are the ones who help to achieve the goals set (Matoušková, 2012).

5 Development and education of human resources

Each person in modern society must constantly deepen and extend their competencies (knowledge and skills). Training and development becomes a lifelong process. Nowadays is not enough to just attend school. It is necessary to constantly improve and enhance qualification, learn new areas, technologies and develop competencies for higher efficiency and performance. Programs of education and development involve a series of activities whose purpose is to inform employees about policies and procedures, to form their skills and develop them for the future needs of the more demanding tasks and authorizing higher

functions. The importance of education and development organization can never be sufficiently appreciated. Recruitment and selection may bring to the company good workers, but they need orientation and continuous training and development to have their needs satisfied and at the same time in order to achieve the goals of the organization (Donnelly, 1998).

With the process of lifelong learning related to the concept of a "learning organization". Companies create a climate that encourages workers to training and development, which this part of the strategy of human resources is a central issue of policy of the company. According Hroník (2006), "learning organization" is an organization which is characterized by a specific amount of education or other methods. "Learning organization" is rather a type of corporate culture and it is closer to the general management than for personal activities or personnel management.

Tomas Chamorro-Premuzic (2016) wrote in his article: *"Sadly, most organizations have yet to wake up to this reality, so they continue to pay too much attention to academic qualifications and hard skills, as if what entry-level employees had learned during university actually equipped them for today's job market. Although learnability does boost academic performance, just because someone is job-ready when they obtain their educational credentials does not mean that they are also learning-ready."*

In literature and in practice two terms are often used - education and development. Education is the formation of such skills that the employee needs to perform within his current job. The development is the formation of competencies that directly unrelated to work performance (focuses on potential, career, future). Theoretically, both terms can be divided, but in practice the boundaries between education and development are blurred. Although people are developing for their future job, new insights, knowledge and skills, this can largely be used for the current workload and current performance.

To give meaning to training and development and expended resources were not only expense but an investment, the most effective is systematic approach to learning. Education (and of course development, which is however not focused on educational activities, but developing ones) has its own cycle, which includes the identification of needs, planning, implementation and evaluation. Key to the process of learning and development is the support of management. Executives must act as sponsors in process of training and development activities. If employees do not see that management leads by example and education

21

activities and promote development, efficiency of cost of investment will reduce worker's motivation for its development. Contribution of education and development is then almost zero (Matoušková, 2012).

Motivation of workers to training and development can raise several ways. The first assumption is that the worker is generally satisfied with the work he performs, with the working environment and company culture. Then the employee focuses better on her/his inner motivation, which is based on interest and professional development and potential growth. If the employee also contributes to the identification of needs and planning his motivation for education is growing. Let us not forget, however, on the stage of implementation and evaluation. Even during the realization, it is necessary to maintain employee motivation, namely a clearly defined objective of educational or development activities by selecting appropriate methods and lecturer, timing, etc. The fact that "I can do something", does not mean that "I do it in practice". Therefore, it is necessary to turn knowledge from theory into practice - implementation. There is important interest of manager in newly acquired skills and his/her support in application by the employee to work habits. Or the new worker's competencies can be quickly forgotten. Of course there is the assumption that new knowledge can be implemented in corporate processes and culture. In addition to support from manager is sometimes necessary to apply "pressure" on the worker to use competencies, which can be done by several ways. One of the most common is the inclusion of the goals of education between personal performance goals of worker which has influence on the remuneration, e.g. in the form of financial bonuses (Urban, 2010).

In the past of ten years in HR development is a trend of development of individual's strengths and ignore their weaknesses. Some HR workers stopped to talk about the weaknesses of employees and sometimes it has been so far, it is not desirable to disclose any negative feedback. Concentrating only on strengths, however, has its pitfalls and dangers. Development of purely focusing on strengths can be harmful, warns a recent article at Harvard Business Review. Expert in psychometric testing Tomas Chamorro-Premuzic (2016) presents five arguments why would the company not only deal with the strengths of their people.

1. **There's no scientific evidence that it works.** There is no evidence that ignoring of weaknesses would be a successful strategy for their development. On the contrary, there is an evidence that performance can be improved on the basis of

constructive criticism and coaching aimed at strengthening the weaknesses of individuals.

2. **It can give people a false sense of competence.** Development focused on strengths helps employees discover what is their talent. The problem is that everything is relative, and without general standards, under which it would be possible to compare competencies, information about strengths can be misleading. The result is that everyone is praised in some way, whether they deserve it or not.

3. **Not efficient use of resources.** Praising all employees may seem like a good idea, however, it is known Pareto rule: 20% of employees providing 80% of the results or profits. This argues against the idea of focusing only on the development of strengths, which assumes that all play an equally important role.

4. **Too many strengths.** Too much of anything is not good. The properties that we originally perceived as benefits, they may be perceived negatively. Many candidates for leadership roles fail due to an inability to control their potentially harmful traits.

5. **Ignoring the real problems.** Supporters of development of employees based solely on their strengths brimming with optimism, but it is not based on reality. More logical, therefore, to work on the weaknesses of employees, rather than just promote well-being that does not exist.

5.1 Identification of development needs and planning of education

Identifying training and development needs of the company and workers is generally based on the disproportion between the competences of the employee and what the job requires, company standards, legislative requirements, or what results from corporate or other changes. Koubek (2009) states that each job puts specific requirements on workers. Simple work is associated with lower requirements, does not require a worker to solve some complicated problems, it is more a matter of routine. More complicated work, however, requires e.g. special knowledge, understanding of complex principles and links, special skills, high-quality work, cooperation with other employees, their management, decision making etc. The changes induced by technological development, introducing new

technologies, new organization of production and work, changing product mix and others, may have different impact reflecting the different needs of education of the individual categories.

Educational and developmental needs can be obtained from several sources (very often a combination of these sources):

1. **General needs** arising from standard and legislative requirements of the country or culture. According to the regulation scope and content of the training period and possibly necessary to repeat the training is determined.

2. **Needs concerning the whole enterprise** according to corporate standards and internal regulations, which connect to the organization's production or business programs, resources (equipment, financial resources, human resources and their need), optimization of standards of competencies, changing business processes and standards, etc.

3. **Needs related to individual jobs**, therefore, job descriptions and specifications (requirements for employees and their competencies, e.g. personal, managerial, linguistic, technical, etc.).

4. **Needs of individual workers**, which can be obtained, for example through regular evaluation of employee records of education, training and in educational activities, test results, changing job descriptions, changing jobs and various employee surveys.

All these data allow to create an overview of the deficiency (or, conversely, of over-qualification) of workers on the one hand and to create the requirements of jobs on the other.

One of the most important resources for identifying training needs and development is regular staff evaluation (or performance evaluation), which is described in chapter 6.3. This evaluation usually takes a year. Annual performance targets are set (and targets last year are evaluated as well), and educational and developmental activities that help to targets as well. Another example is quarterly evaluation, where sub-goals are set (in order to meet annual targets). Within this sub-evaluation is also regulated the training and development plan.

In the context of performance appraisal are evaluated working results of the worker, achievements, what went wrong, the strengths of employees and their development sites. Managers also provide feedback to employees on their work over the reporting period. Based

on the evaluation of performance targets, which were set for the period, the employee is paid the remuneration agreed in advance or its part (in case that the company has an interconnected system of performance evaluation and remuneration). A simultaneously, targets for the next period are set (usually one year). Part of the appraisal interview is called. development part, which is evaluated education plan and the development of a worker which was set for a period, and is also evaluated shift of the employee within the prescribed educational and developmental objectives and competencies. Evaluation has an impact on the overall training and development plan, not only for the worker but for the entire company too (and also to the career planning of the worker). Based on the determination of performance targets for the next period are also provided for staff training and development goals for the period (support to be able to achieve performance targets).

The educational plan (development) must clearly identify to whom it is given educational (development) activity is determined by what method the participants will be trained, where, when (location and time), at what cost (the cost of the training itself, accommodation costs, utilities, etc.) and which teachers (internal or external). The part of educational plan must be a method, by which effectiveness (benefit) of the activity will be evaluated, that is how we know about strengthen or improve the given competence.

The aim of the educational and development activities is the description of the difference between the competence and the real state of a particular employee (or group of workers). On the goal is closely linked a form of measuring the effectiveness and achieving goals. Properly set target has several characteristics and can be considered as SMART goal, a goal that is specific, measurable, acceptable, realistic and timed, as is shown in table 1.

Table 1 *Definition of SMART goals.*

S	specific	What specifically should be improved or modified; It follows the content of educational and development activities.
M	measurable	How will be change of competencies measured.
A	acceptable	Compliance with the identified needs and its acceptance by the employee and his/her manager.
R	realistic	A real chance for a worker to reach a goal (with regard to general or corporate standards).
T	timed	Meeting the targets in necessary and clearly specified time.

Source: Bartoňková, H., 2010. Adjusted by the author.

In a well-established target of educational and development activities are closely followed by the **content**, which should reflect the need and its development.

Since the choice of appropriate **methods** of education and development is a key element in the planning of activities for education and development, selected methods are described in detail in the following subsection.

A **participant** in learning and development activities is a worker, in which we identified learning and development needs. Very important is **communication** of goals, content and other information to that employee to direct his/her expectations and to support his/her motivation. Ideally the employee (with manager) is involved in planning of training and development activities (if it is realistically possible) and thus he/she knows what manner will be considered educational (development) goals. So workers are most involved in their own learning and development.

Another important step in planning is the choice of a **lecturer**. Thus, training and development activity would be carried out by the right people. Choosing a long-term partner for training and development is essential. One method of selection is the **verification of qualifications**, e.g. through international institutions IFTDO (The International Federation of Training and Development Organizations - International Federation of training companies), CIPD (The Chartered Institute of Personnel and Development - The Chartered Institute for Development of Workers) or ASTD (The American Society for Training and Development - The American Society for Training and Development). It is possible to verify the qualifications and references at firms where a given supply company or tutor implemented similar activities and with what result.

These areas are only indicative. Very important for choosing a partner (lecturer, supply companies) for the training and development is also a certain **"chemistry"** that is tuned to each other form of communication and access.

Costs are not just on price of training or other activities, but it is also about the time that training participants will spend (their wage) and the amount of money that escapes because the worker at the time does not work (without producing, obtaining orders, etc.). All this must be considered for planning training and development activities to return these costs and to become an investment.

Equally essential step in planning is the choice of **location and time of implementation** of educational and development activities. It is necessary to consider whether the event will take place at the workplace, in the company or outside of it (the contractor's premises or in rented premises, e.g. in the hotel). Some methods take place at the workplace (e.g. training, on-the-job training), but some are better implemented outside the company's areas. It can lead to risk for restless workers (participants). Similarly, implementation of time must be properly planned, for example suitable beginning and the end (especially on Friday) and day and month (e.g. that they are not trained in the accounting period when the financial balance sheet). It is also necessary to consider the event on the weekend (so we can unnecessarily reduce the incentive for workers - participants of the event).

5.2 Methods of education and development

One of the most important steps in planning the education and development is the choice of appropriate methods. Most of the general public considers educational or development action "training courses". The literature provides many classification and in practice not all methods are used. They are used in combination. The aim is that the method is the most effective way to help to meet specific educational or developmental needs. Example of types of training and development methods are shown in the table 2.

Table 2 *Methods of corporate education and development.*

Theoretical methods	Theoretical-practical methods	Practical Methods
Lecture with discussion	Case studies	On-the-job training
Training	Role play	Coaching
Workshop	Simulation / Management games	Mentoring
Group exercises	Model situations	Shading
E-learning	Best practices	Credentials task

Studying during employment	Assessment / Development Center	Job rotation
	Outdoor training	Projects
	Self-education	Fellowship

Source: Tureckiová, M, 2004. Adjusted by author.

Particular methods are very mingled. Depends on the approach of the lecturer, which form of educational or development activity he/she will choose.

It is very difficult to sort these methods according to importance. Always it depends on the group of employees, for which the training is and also on the internal conditions of the company. It is important to realize that if we want to increase employee performance and strengthen his/her competence, learning and development is not the only solution. It is necessary to analyze the problem and consider whether the right training and development activities are the right "medicine" to solve the situation.

Another view of corporate training and development may be a "formality," says Šimberová (2008). Formal learning activities is to supplement their education, for example university, high school, etc. Informal activities are participation in internal courses (held in the company or outside of it), open external courses and others. The last and very important type is informal activities. This is an internal training at the workplace, through learning directly in the performance of work (on-the-job training), mentoring etc. This process occurs spontaneously and it is completely natural. Informal learning is a sign of a learning organization.

Each company would have to consider the scope of the training and development activities and their combination to most effectively reach the set goals and meet the needs. Excessive flooding of trainings, workshops and other theoretical and practical methods can lead to unnecessary spending without apparent effect. As a general rule is 70:20:10. Thus, 70% of the knowledge and skills a worker should learn at their work (on-the-job under the guidance of his/her manager), 20% from their colleagues (e.g. in the form of mentoring or consulting) and only 10% through participation in training (training course, seminars, etc.).[2]

---

[2] After consultation with co-owner Josef Kadlec from Recruitment Academy, who is a professional in recruitment, education and development of people.

6 Competencies

The term of competence is quite commonly found in the speech of experts and laymen, and most of people have already met this term in their life. The very definition of what it is competence, what it contains and what it can be used in the management of human resources, there are significant differences among the professional community.

Given the objective of the work, which is to find out how competency model is perceived by employees and if it is helpful for development and career growth, the term of competence should be clarified in connection with its use in conjunction with the competency model.

"Competence is a set of employee behaviour that must be used at a given position to competently manage the tasks of this position" (Woodrufffe in Kubeš, 2004).

Armstrong (2010) recommended for a proper understanding of the term competence to separate the term competence (moving towards the formulation of labour standards, qualifications for the job and profession, though hard skills) and competency (character or way of performance work to achieve, though soft skills). Soft skills are a set of requirements necessary for performance of work independent of specific expertise, but on complex abilities of man. They are transferable across disciplines and applicable (e.g. creativity, communication, leadership).

Competencies are defined on the basis of an analysis of activities. Of course, in many companies, competencies are more like human features as is personal maturity, accuracy and consistency. However, theory of traits or characteristics is not used that much in present, because every manager has different properties and it does not mean that the extrovert manager has to be a better manager than introverted one. Each manager plays a role and it should be managed. To monitor, how their role is managed, competencies may help (Hroník, 2006).

Competence is a set of knowledge, skills and attitudes that are required in the company and the given position. It is also the set of knowledge, skills and attitudes to people (employees) own. One of the trends that we have observed in the development of competencies, it is the transition from the development of knowledge and professional competencies to develop personal and social competencies.

Competence is therefore attitude of the behaviour that leads to the successful completion of the task. If the worker is competent (performs a task well or in excellent level), it means that three conditions are met:

- he/she has features, abilities, knowledge, skills and experience which he/she needs to have,

- he/she is motivated to use such behaviour,

- he/she has the opportunity to use such behaviour in the environment (Kubeš, 2004).

First condition is based on skills and knowledge which can be easily grown. Second condition has different character. It is about motivation, attitude, values and life philosophy. We cannot affect these areas in easy way. They are stable components of personality. Third condition is related to external conditions not related to employee personality. But this third point affects both points which are mentioned above. These three conditions have to be accomplished together to have competent manager (they are equivalent). If manager is not motivated, then he/she will not use power to reach the expected outcome. If the environment does not allow him/her to use competence, ability and willingness will not help (Kubeš, 2004).

Competencies are influenced not only by humans, so his/her opinions, development and education, but also the external environment, i.e. the company and the environment in which he/she operates. In the work environment there are external factors that affect the competencies, especially corporate culture, corporate resources, but also managers.

As follows from the above definitions, by identifying specific competencies it van be gained clues how very likely the employee will behave in certain situations and in the performance of assigned tasks. To the excellent work performance is not enough to have a key competence, it is also necessary to motivate workers to put it into effect. It is apparent that the resulting behaviour of the worker is still influenced by the other components of personality that enter to the competence. Kubeš, Spillerová and Kurnický (2004) divide individual components into the following five categories:

- motives,

- features,

- knowledge,

- skills,

- perception of himself.

Figure 1 highlights the consistency and coherence of the individual components of competence. At the top of the pyramid is behaviour as an expression of individual observable from the outside. The middle part is composed of skills, know-how, experience and knowledge that an individual can influence and change based on experience, education and practice. Own base of the pyramid is made up of elements such as talent, intelligence, skills, values, attitudes and motives. These elements are the basic components of the personality of each person and they are hardly influenced over the life. (Kubeš, Spillerová, Kurnický, 2004).

Figure 1 *Hierarchical model of competence structure*
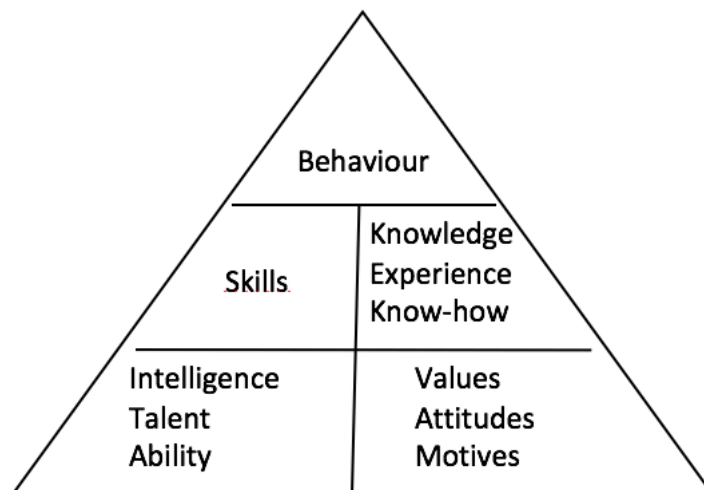
Source: Kubeš, 2004. Own processing.

It can be concluded that even though the worker has available a suitable set of competencies, this may not lead to the expected result, which is success in a given position (Woodruff in

Kubeš, 2004). Besides right (key) competencies is their performance influenced also suitable and motivating working environment without unnecessary barriers to work. Significant impact on the success and desired job performance has also motivation and the opportunity to apply competence in a given environment.

6.1 Types of competencies

Chapter devoted to definitions of competencies showed that competence can be seen completely in many aspects. Views can be as a competence to excellent performance on the job or as capabilities in the form of soft and hard skills. In this section there are given a few of the possible types of competences.

Competence from the perspective of worker - as already mentioned, in terms of distribution of competences on hard skills, performance-related and education in a particular profession, and soft skills as a set of features and capabilities that reflect the personality characteristics of an individual that exhibit behaviour of worker. By analysing behaviours in certain situations, it can be obtained important information about the behaviour that we want to support and which not (Kubes, Spillerová, Kurnick, 2004).

Competence from the perspective of employee performance - Boyatzis (1982) describes two levels of competences. Namely threshold (basic) and performance-related (ensure high performance at a given position) competencies. Competence can be seen as an interconnected system of labour (real power) in combination with human resources (potential output). This connection, or duality at the level of individual employees decide if the organization is successful or not (Plamínek and Fišer, 2005). Kovács (2009) mentioned, the notion of competence in relation to the exercise they understand that as knowledge, skills and attitudes for the individual performance of the job. Woodruff (1992), this view extends to a set of worker behaviour that must be in position to use the functions of this position completely as a master. Based on the definition the author concludes that a competent worker handles the job done at a high level only when they are in accordance with worker's characteristics, behaviour, motivation, energy and environment. All components are interdependent and the absence of one thing will make a whole performance impossible. At the same time, they are all equal. Without skills can not be achieved outstanding

performance, as well as lacking motivation. If the ambient conditions will not allow use competence, and even the abilities and skills are not enough.

Competence in terms of EQ and IQ - Goleman offers a different view. Emotional Intelligence by Goleman is ability to control emotions in line with rational thought. Emotions, as the author states, are capable of reducing or, conversely, increase the effects of rational thought (Goleman, 1997). The findings were supported on the study of more than 500 competency models with the result that more than 80% of distinguishing the competencies above average from average belongs to the field of emotional intelligence. The disadvantage approach is time-consuming and professionally demanding to examine emotional competencies for use in practice.

Competence according to area usage - based on knowledge of Anna Carroll Judith McCrackina (Kubes, Spillerová, Kurnick, 2004), who divide competencies by the area of usage:

- Functional competencies (specific knowledge and skills),

- Team competencies (team characteristics such as work units),

- Leadership and Management competencies (managers' claims in the formation of relationship, leadership),

- Key competencies.

Key competencies are precisely those which help to distinguish among individual companies, even though business is in the same field (Kubeš, Spillerová, Kurnický, 2004). Key competencies play a major role in the selection of competencies in the competency model (Šmída, 2007).

Key competencies can be considered as universal and characteristic for all employees of the organization (Kocianová, 2010) without difference, so the current development of competencies is directed by executives and managers toward the universal, general range of skills, as competences of managers have no boundaries (Dědina and Cejthamr, 2005).

On the other hand, other authors find key competencies as very specific and they emphasize the ability of self-control, willingness to help subordinates and colleagues, the ability to keep

a promise, accuracy, ability to be able to manage time, the ability of tolerance, creativity and a sense of humour (Bedrnová and Nový, 2007).

Adair (1993) states that key competencies as ability of leading people and personal integrity, while the key competencies are associated with achieving success both individuals and organizations.

It is not necessary to view key competencies as an expertise. More often they are seen as an individual's ability to use knowledge, to be able to solve the problem based on the information rationally and logically, with the possible distance or detachment. Key competencies enable to manifest individually, while supporting collaboration (Hroník, 2006).

6.2 Competency model

In key positions are workers who have many skills. Some, however, may not have competence, respectively it is not at the required level. Competence can be developed but the company acquires and competent personnel for the performance of tasks. If we look back to the organization, to the company's strategy, mission and tasks, you can deduce what skills are needed for achieving the objectives. If competencies are structured into certain groups, we can get competency model (in practice sometimes is used the term competency map, overview). Competency model is a design reflecting the extent needed and simplistic reality. The purpose of competency models are (Tureckiová, 2004):

- Defining a common basis of profession / job, allowing further exploration, for example, leading to changes in the education and development;

- Practical use of these models to further specify the professional requirements.

Competency models are created by structured set of competencies that define the requirements for successful performance on the job. It is therefore a specific combination of knowledge, skills and personal characteristics necessary for the effective performance of tasks related to a particular job.

The main advantage of competency models in comparison with traditional job descriptions is their complexity, dynamism and variability. In contrast to the job description, competency

models are not restricted to the brief list of qualification requirements and a description of the important tasks of the function, but they are integrated with soft skills in the form of the above mentioned skills and personal characteristics. Another important feature that distinguishes them from traditional job descriptions is an element of development showing the required level of competencies at the start, after adaptation and for eligible workers (Karásková in personalniagentury.cz).

Tureckiová (2004) notes that in the corporate context, the competency models are used for determining the profile of competencies, what should a worker on the job have "ideally", and compared this profile based on competencies with "current" professional competencies of worker who has the job actually takes.

Competency models can be variously extensive and complicated and can be designed for different sized segments - from models for specific jobs or groups of closely related positions over models for the whole society to sectorial competence models. The so-called generic competency models which are generally assembled for type positions (personnel manager, accountant, IT specialist) show a high degree of universality, but not considering specifics of the company. Conversely, specific competency models, usually created by an external consulting company for a particular company, reflect the corporate culture, strategy and basic corporate vision.

A competency model is a bridge between business and HR strategies. Business strategy, indicates what direction and where the organization is headed, what are its goals and personnel strategy is to secure adequate human resources to meet these objectives. A competency model is the connection of both strategies to meet the objectives of the organization (Hroník, 2007).

Figure 2 *Competency model as a bridge.*

Source: Hroník, 2007. Own processing.

Taking into account the rapidly changing business environment, there are changes in the business strategies of the organization, nor a competency model should not only be a static instrument, but an instrument reflecting the current changes.

Compiled competency models should be fully functional, efficient and user friendly. Each thus created competency models should meet the following conditions (Armstrong, 2010):

- should not be complicated,

- must contain adequate amounts of competencies,

- the language used should be simple, clear and free from jargon,

- competence should be selected so that managers are able to assess and evaluate them (better to use behavioural indicators),

- it is necessary to perform regular updates of competency model.

The efficiency and functionality of the model will enhance the acceptance of these conditions by Hroník (2006):

- based on the expected and simultaneously observable behaviour,

- its contents comprise a maximum of 10 to 12 individual competencies,

- it is a bridge between job description on the one hand and corporate values on the other hand,

- applies to all, or at least the main key positions in the organization,

- it is shared and produced not only from above but also from below; After its creation is still "revived".

For the successful implementation of models into practice organizations are crucial following characteristics model (Hroník, 2007):

- **interconnecting** - to be a bridge between business and HR strategies,

- **user friendly** - communicate the essence of things,

- **uniform** - function competency model across the organization,

- **widely applicable** - maximum utilization and support of personnel processes,

- **shared** - a requirement for the creation of a competency model by all managers.

6.2.1 Creation of competency model

In the formation of competency models, it is necessary decide on a particular type of model that is most suitable for an organization with regard to the current situation in the organization, the timing and opportunity to meet the expectations of the functioning of human resources for the future of the organization. These indices are the basis for selecting the competency model (Bartoňková, 2010). The following division of competency models is based on the plans of the organization, which Kubeš (2004) describes:

- **Core competencies** - model defines the competencies common to all employees regardless of their position in the hierardhy, or role. Very often it is used in case of changes or conversion of corporate culture (emphasis on the involvement of many workers to improve its functioning, if possible).

- **Generic competency model** - the model is designed to facilitate the organization application of the competency model. It contains a list of competencies relevant to the job (consultant, sales manager etc.). Their downside is that it does not contain specifics of the organization. It can be used as a good base, which when is verified and adjusted according to the specifics of the organization may be closer to a specific model.

- **Specific competency model** - the goal of the model is to identify those quality (competence) of manager that make it successful in the given position.

There are several approaches that firms use when creating their competency models. According to Kubeš (2004), among the most common approaches are included:

- **Prescriptive (borrowed) approach** - an approach used by companies that do not want to create their own specific tailor-made model, but they borrow finished model. Advantage of this approach is financial and time savings. Their disadvantage is that they are not in compliance with the specifics of the organization, selected "language" may not be appropriate (eg. does not support

the value of the company), and tightly defined competences do not necessarily reflect changes to business requirements in time. If an organization decides to borrow a finished model, it risks that model does not accurately reflect its uniqueness.

- **The combined approach** - implies modelling competencies already created model specifics of the organization. During the modification are used time-saving methods (questionnaires evaluating the degree of necessity of the competences, discussions with project groups etc.). The aim is to capture important key differences between borrowed models and specifics of the organization.

- **Approach "tailor-made"** - this approach differs from the combined one first of all that does not work with previously known and defined competencies, but maps from the base "the corporate landscape." This identifies those behaviours that guarantee maximum performance within selected positions. It involves knowledge throughout the organization for which the model is formed, the external conditions in which they operate, and it is time consuming and methodologically very demanding. On the other hand, it creates a reliable foundation that gives the legitimacy to take serious personnel decisions and streamline the functioning of the organization.

When creating a competency model, it is possible to stick to the process and activities that Kubeš, Spillerová, Kurnick (2004) recommends to use:

- clarifying the objectives of the project project scope and target group,

- selection of access,

- project team,

- identification of the different power levels at the selected position,

- data collection and analysis,

- validation competency model,

- competency model for use.

6.2.2 Techniques of creation of competency model by Pilařová and Kubeš

Pilařová (2008) recommended practice for creating a competency model in the following nine steps:

1. Determining up-to-dateness and clarity of the job description.

2. Formulation of job descriptions using tasks.

3. Assigning tasks to roles of an employee.

4. Definition of competencies.

5. Determining the range of levels.

6. Definition of company-wide competencies.

7. Selection of key competencies.

8. Combining the core competencies with the company-wide competencies,

9. Reduction in the number of competencies.

First, it is important to determine whether job descriptions and requirements for the position are up-to-date, understandable and appropriate. Subsequently, to formulate a job description of an employee using the tasks. The next step is to assign tasks to individual roles of an employee. It is also necessary for each task to define the competencies that are required to performance of a given task. After determining the competencies, the range of levels must be defined, they may have a different number (usually from 3 to 10 levels). The levels indicate the number and verbal description. For all the competencies identified in the competency model is determined by the same number of levels.

The next step is to mark the desired degree of competence. When the individual competencies are defined, their levels and marked the required level of competence within the job, Pilařová (2008) chose the definition of company-wide competencies. These competencies based on corporate values that apply to all employees, as well as for company-wide competencies is necessary to determine the required level of competence. This can be either for all employees at the same level or may vary at different positions or in different roles. Subsequently, the file of certain competencies chooses those that are mastering the

key role. They must be in accordance with company values and reflect the specific needs for mastering the role or position. At this stage, it is also necessary to check if these competencies are not mentioned twice. If so, it must be select the highest requirement.

In the penultimate stage of making a competency model is needed to add to key competencies competency company-wide, even here, that if any competency listed multiple times with different desired level is selected as the highest required level. If this defined set of competencies exceeds the number ten, Pilařová (2008) recommends to reduce them. Pilařová (2008) adds that the creation of competency model steps outlined above is only part of the journey towards making the overall evaluation system based on competencies. "*Another important step is to link system competence assessment, system development, career development and remuneration system.*" Pilařová (2008).

Kubeš (2004) creates competency model in eight following steps:

1. Clarifying the objectives of the project.

2. The scope of the project and determining the target group.

3. The choice of approach.

4. Establishment of the project team.

5. Identification of the different levels of data in a given position.

6. Gathering data analysis.

7. Validation of competency model.

8. Preparation of a competency model to use.

The first step to creating a competency model according to Kubeš (2004) is to clarify the objectives of the project. At the beginning, it is necessary to establish an objective, which monitors the creation of competency model. It is important to determine the needs agreed by those are concerned by the project. Coordinated and targeted joint effort is necessary for the formation of functional competency model. Impulses to the competency model can be different, eg. increase of customer satisfaction, focus on identifying future changes in the market - gaining a competitive edge, reduce employee turnover, etc.

After determining the goal, the author goes to the next step, which is determining the scope of the project and the target group.

From the objective of the project should entail, what groups of workers should concern model. The model may relate to a particular position, which should contribute to more efficient work, the selection, evaluation and development of workers who hold this position. On the other hand, the target may be a change in corporate culture, in which case it is necessary to create a competency model across all positions. Such a model should include specific behaviours for each level of competence, a description for each position.

The next step is the selection of approach to the creation of competency model. You can choose prescriptive combined approach or approach tailored. Specific principles of each approach are listed on p. 37 – 38.

To create successfully a competency model is necessary to participate in its creation of those who will be responsible for its implementation and use. The task of the project team is to determine parameters of output and define measurable success criteria of competency model. Necessity is an action plan that includes the different steps of the project, the role of individual members and the costs associated with the project.

Another important part of the creation of the model is the identification of different levels of performance at a given position. There is a need to define it, what are the criteria of required performance at a given position, with which you can then identify what performance employees achieve whether below average, average or above average.

The most important step of making a competency model according to Kubeš (2004) is a data collection and analysis. At this stage, the actual creation of the model using the aforementioned techniques and processes, which results in the creation of the preliminary competency model. The very creation of competencies and competency model consists of a preparatory phase, the phase of data collection, analysis and classification of information, and then design and description of competencies and competency model.

The preparatory phase is intended to identify key positions, to obtain information on targets, strategy and organization success factors and understand the organizational structure of the company. To obtain the above information it is used structured interviews with managers. An important part of the preparatory phase is to define *"whether we are interested in understanding competencies that are responsible for the success of managers in the current*

conditions of the organization, or whether we want to assess the actual potential managers in terms of future expectations" Kubeš (2004). The procedure, which envisages a future vision, is called hypothetical, or value-oriented because it reflects the changing corporate values. This model applies where a company is undergoing organizational changes or changing the culture of the company. Using both approaches are legitimate, elected risk approach describing current conditions is that it leads to acquiring characteristics based on the past.

Data collection are meant certain ways of obtaining detailed information of the job to be performed. Spencer and Spencer, 1993 (in Kubeš 2004) use six different techniques for gathering data, it is an interview or methodology of critical situations, expert panels, surveys, databases of competency models, analysis of work tasks or direct observation. Using various techniques depends on the intent of the project, but also on the time or the financial possibilities of the company.

The subsequent phase of analysis and classification of information is affected by the intent and scope of the project and the techniques used for data collection. It processes a large amount of obtained data. Of this amount of information, it is needed to set aside those that directly describe the activities contributing to successful or unsuccessful performances vice versa. Description and creation of competencies have the task of detailing the characteristics of competence so that captures well and comprehensively describes this behaviour that characterizes it - it is, therefore, a description of the desired behaviour at full power. In this phase also identifies competencies and creates its scale that is used to correctly assessing the level of competence Kubeš (2004).

The penultimate step of the technique of making a competency model is competency model validation. After creating a preliminary competency model is necessary to verify whether *"model really described such behaviour, through which managers achieve above-average results"* Kubeš (2004). The point is that the model was reliable and that it can be used for selection, evaluation and identification of development needs of workers in a given position. One option of validation is to create a questionnaire where are given different descriptions of behaviour, and as an evaluation tool is used - 360 ° feedback. The principle of this feedback is an evaluation of all who are with the person in the working contact, senior, subordinated, ranking himself, colleagues, internal and external customers Kubeš (2004). For the verification procedure is necessary to evaluate a sufficient number of managers

whose performances meet all power levels, a below-average, average and above average. Subsequent data analysis verifies the accuracy of which were included in the individual performance levels, so how exactly competence is established.

The final phase of the preparation of competency model is its implementation, which is greatly facilitated if those who will be direct users of the competency model in its creation directly involved.

When **comparing these two approaches**, Kubeš presents the entire process associated with the creation of competency model - from goal setting, choice of approach work, the very formation of competency model and subsequent validation of a model implementation. Pilařová contrary refers only to itself creation a competency model. Pilařová includes to competency model the company-wide competence, which Kubeš does not. Furthermore, Pilařová, unlike Kubeš, includes roles with tasks of a manager into a competency model. The process according to Kubeš is more detailed and covers the whole process of creating a competency model and also includes a very important validation if that model is created correctly and it is useful in a company.

6.2.3 Use of competency model

Functional competency model (and individual competencies) affects management. This is essentially a human resource management, which is important for all managers of the company. As it was already mentioned, competencies (their identification and types) are affected by the company's mission, strategy, core values, corporate culture etc. Competencies are involved in all the processes of human resource management.

Figure 3 *Use of competency model in human resource management process.*
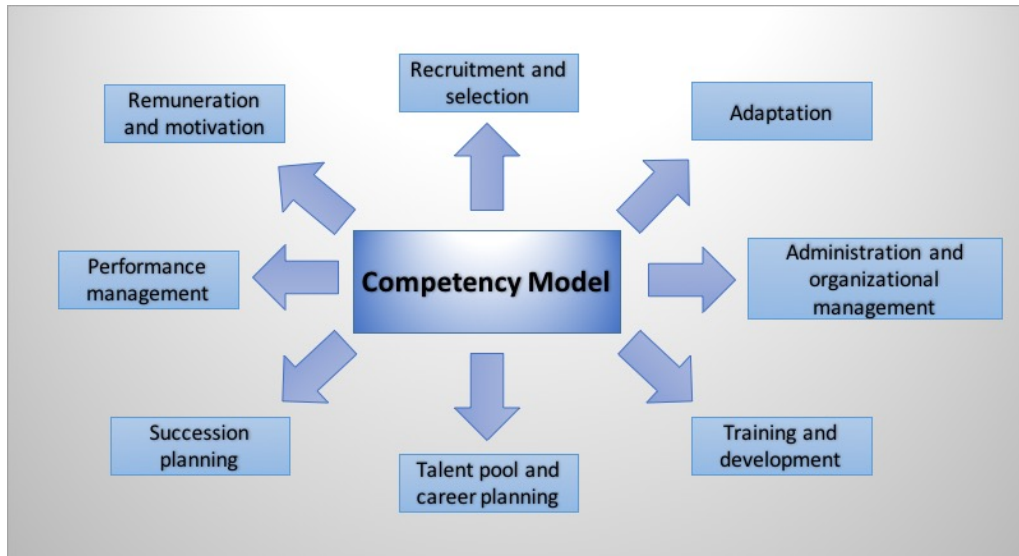
Competencies become a connecting element of human resource management activities and help with the management of all its processes:

- **Recruitment and selection** - Specification requirements for job seekers, comparing candidates and selection of the most suitable for the position (relative to the requirements of the position, team composition, goals, departmental and enterprise and corporate culture and values).

- **Adaptation** - Identifying needs, in which the new employee must learn and develop to handle their new role effectively and simultaneously integrate into the team and the company. It also includes measurement instruments, if necessary competencies were achieved within the adaptation period.

- **Administration and organizational management** - with this process are mainly related job descriptions. You can define the connection between the level of competence and responsibilities. Competency model is a standard part of the job descriptions set to a worker. At the same time firm verifies that it has covered all its employees' competencies that are required to perform the work and to achieve business objectives.

- **Training and development** - accurate identification of training and development needs, focus on identified needs, transparent evaluation of acquired competencies, systematic approach to training and development.

- **Talent pool and career planning** - This is a talent management and planning of career paths for workers. Its part is preparation, implementation and evaluation of targeted individual development plans. We can also identify what competencies the employee must add or strengthen in order to step their career further.

- **Succession planning** - Same as with career planning it is with succession planning. This is the identification competencies in key positions and "educating" successors through effectively targeted development programs and subsequent evaluation of improvements or achievement of competency. Enterprise identifies the competencies that are crucial for the job or the company, thus ensuring that if the worker with this key competence leaves, they have a "replacement"(in both the short and long term) to not loose a key competence (which could have very serious consequences).

- **Performance management** - Transparent tool to benchmark clearly defined areas, a resource for training and development, identification of employees with high potential and high performance (talent pool), thereby ensuring higher employee performance.

- **Remuneration and motivation** - Management by competencies is also associated with the remuneration system (e.g. the inclusion into classes according to the level of competence or its "intensity") specifying the amount of bonuses and type of benefits (financial and non-financial) (Matoušková, 2012).

The British Association of Chartered Institute of Personnel and Development (CIPD) conducted a survey in several major multinational companies in 2007. The aim was to identify the main benefits of the introduction of management by competencies (CIPD. Annual survey report 2007):

Table 3 *Main use of competency framework(s) (%).*

Underpins performance reviews/appraisals	56
Greater employee effectiveness	47
Greater organizational effectiveness	44
More effective training needs analysis	36
More effective career development	36
More effective recruitment	28
Greater customer satisfaction	26
Better job design	19
Other	3

The survey and Table 3 shows that the greatest benefit of management system based on competencies is more effective in performance evaluations, higher employee productivity and improvement of process of training and development (through effective analysis of training and development needs). Improving process management has a big impact on the overall business efficiency and customer satisfaction.

6.3 Measurement of competencies and evaluation of employees

Measurement of competencies is closely associated with the evaluation of staff (performance) and competencies. Performance appraisal is often linked to remuneration. Competency evaluation is more tied to the education and development. In evaluation of performance is the output a working goal in the evaluation of competencies is a development goal. In evaluation of work performance, it can be used four basic units:

- quantity,

- cost,

- quality,

- time.

These units can be converted into points that we use within the scales of measurements. In evaluation of competencies primarily it is evaluated the quality. Besides the quality, it should be identified the level (Hroník, 2006).

The oldest and widely used process in the evaluation of workers is the scale existing in many forms. Donnelly (1998) states that the rating scales differ in how criteria are defined.

According to Hroník (2006) there are several kinds of scales of measurements:

- **The three-part scale** - first grade is considered as a below average, second grade for average and above average for the third grade. It is expected that during the application of the scale it can be achieved only a small degree of resolution and tripartite scales is not suitable for practice. Still, it confirms the distribution of 20-70-10 (20% above average, 70% average, 10% below the average). The main advantage of the three-part scale is a relatively easy and precise use by less experienced evaluators.

- **The four-part scale** - this scale has not a central value. In fact, the central value has two options - lower and higher middle. The lowest value is allocated rarely less than 10% of cases. Two central values have 65-75% and the highest value counts15-25%.

- **The five-part scale** - scale with a central value, which has a great potential of resolution and is universally applicable. Either uses similarity with the classical school marking a scale 1 to 5 or 5 to 1. Some of the five-part scale are trying to move away from similarities with school markings and elect a scale from 0 to 4. The five-part scale has enough room for differentiation, they are able to handle people with varying experience. When it is used this scale, it can be assumed that the distribution will more or less correspond Gaussian: 0 points gets about 3% of the population measured, 1 point 17-20%, 54-60% 2 points, 3 points from 17 to 20% and 4 points 3 %.

- **The six-part scale** - does not have a central value. May be verbally characterized by: 1 - negligible level, 2 - low level, 3 - rather low level, 4 - rather high level, 5 - high level, 6 - very high level.

- **The seven-part scale** - often used scale. It offers plenty of degrees for resolution. In practice, however, few uses in its entire width and it is reduced to

a five-part scale. This scale brings effect to experienced evaluators, less is no longer usable across the board. It is also less used seven-verbal scale.

- **The ten-part scale** - Scale offers plenty of steps for resolution and very well gets into the normal distribution. However, application of all levels are influenced by the values attributed to each different meaning. Therefore, it is necessary endpoints, median value, and the value between the centre and the marginal value to obtain verbal commentary. But it is not realistic to have a sufficiently differentiating verbal commentary for all grades.

- **The hundred-part scale** - used relatively rarely for scaling, because in practice it is often reduced to a ten. Except in cases of forced distribution, which is a necessity application values with higher resolution than the 10 or 5 points.

According to Hroník (2006) it is ideal if evaluation of worker covers all possible intrusions areas of evaluation and timeframes. In addition to a basic evaluation method we choose one or some of the evaluation methods as complementary. Particular methods are further described in detail. The only method that includes evaluation of past, present and future and also evaluates the inputs, processes and outputs is **motivational - evaluation interview**. It consists of two parts. The first part consists of self-assessment, which evaluates the worker him/herself, his/her previous job performance and his/her next role in society. The list of questions and points the employee receives in advance so he/her could prepare to answer well, usually in one to two weeks in advance. Self-assessment provides the employee the space to express their views on his/her other aspirations in the company, career goals, opinions on the strengths and weaknesses of the company, evaluate ourselves and others. It is an important part of the evaluation, which can largely improve work performance of employees, foster their personal development and motivation to achieve specific goals. The following section is about worker's evaluation by his manager who considers not only worker's strengths and reserves of performance of the work, but he/she tells a subordinate information about how the company counts with him in the future. Its use is practically included in all evaluation systems and can connect other assessment methods, such as method of key event.

Method of key event is aimed at monitoring of the area of "process." The method consists in regular recording one positive and one negative events during a specified interval. This interval is usually 14 days to 1 month. Assessor assigns some weight to each event at the moment of writing it. This method is time-saving and administratively undemanding.

Management by Objectives (MBO) is a method focused on the future. It can be oriented in all areas, but the most suitable is for the evaluation of outputs. It consists of setting goals, planning events and tasks, self-management and continuous periodic controlling. It is essential that objectives are SMART (specific, measurable, acceptable, realistic and timed). MBO has several disadvantages, especially its administrative demands. However, it is still widespread.

For the evaluation of the desired behaviours for performance of the work is used **Behavioural Anchored Ratting Scales** (BARS) method, a scale for the assessment of work behaviour. The focus here is not output of the work, but the approach to work, compliance workflow and others. Its premise is that desirable work behaviour has result in effective job performance. Grading scale created mostly managers and holders of jobs. The scale is processed for each task to a particular post exercise and behaviour of these tasks are usually situated within five to seven degrees of classification. Each stage is completed with the specific characteristics of behaviour and examples, the highest level indicates excellent, the lowest number 1 on the contrary unacceptable behaviour. The final evaluation will be expressed as the sum or average points achieved. Among the advantages of the method BARS can be mentioned its sufficient feedback on employee performance and higher probability of acceptance of evaluation by the workers since it is a joint work of managers and holders of jobs. Disadvantage is it is time-consuming to prepare (Donnelly, 1998).

Each evaluation, which is conducted by one reviewer provides often incomplete and subjective view. Therefore, to have a complete overview of the company about assessment of its employees, also requires an assessment of appraisal from colleagues, from customer, self-esteem and more. This method, otherwise known as multi-source evaluation, is called as **360 ° feedback**. This is a relatively new form of evaluation, but in organizations it occurs more frequently. By having the rating of all persons who come during the work in contact with the evaluated worker, almost all performance aspects of employee behaviour are evaluated. Number of respondents can be any, but in principle it can be divided into 7 groups. This includes self-assessment, supervisor evaluation (may be more supervisors), colleagues'

evaluation (preferably with several colleagues, who are divided into two groups: moderates and critical), evaluation of subordinates, customer reviews, ratings of supplier, the last close person, whom an evaluated person can select him/herself, and that he/she knows evaluated worker from another perspective (e.g. a husband, a former colleague) (Hroník, 2006).

The result of the evaluation is in most cases written report that is evaluated by third party, e.g. HR departments, external consultants. Appraisals may take the form of fully anonymous, partially anonymous or partially exposed. The conclusions of the evaluation are then interpreted by staff as feedback. In some systems, the evaluated worker informs about the result all respondents, commenting what surprised him, what was expected. Everything is in the form of discussion with the audience. In conclusion, the evaluation defines its development goals arising from the evaluation. The advantage of this method is to collect information which are the basis for determining the specific development plan. The disadvantage may be its inapplicability in every organization. People cannot be forcing to the evaluation process, they have to go through it only voluntarily registered, who have to be necessarily trained and prepared for the demands of the method before the assessment (Hroník, 2006).

Hroník (2006) also points out other methods which are used in the evaluation of workers:

- **BSC (Balance Scorecard)** - focused on the emergence (creation) of new values, values of communication, transfer value to customers and the value of financial transactions. So it may determine perspective of values: financial, customer processes, internal processes and innovation. Items in the BSC are - time (the speed setting strategy), initiative (a specific task to achieve the indicator), surpassing indicator (if it is filled then a delayed indicator is filled delayed indicator (final desired output on the run) and value (determines strategic priority of perspective).

- **Assessment Centre (AC)** and **Development Centre (DC)** - uses a variety of methods. Firstly, the group model situations, the individual situation and psych-diagnostic methods. The method is characterized by multiple evaluators (observers). Their higher number ensures versatility of evaluation. Typically, AC / DC lasts one day. The output of AC / DC is a detailed report on the level of competencies, which are arranged in the model. Methods AC / DC are

considered as the most valid methods in their predictions. AC / DC has the only downside, it's financial demand.

- **Sociogram** - Method focused on current status and evaluation process. Its aim is not to evaluate the skills of the person, nor its results. Each participant of sociogram can also see their position compared with others, or self-evaluation and evaluation by others. In classic sociogram 3-4 questions are usually used that have positive and negative form, for a total of 6-8 questions. The method is suitable for needs to quickly describe and evaluate the relationships in the workplace.

- **Management Audit** - This is a set of different methods which are usually administered individually. Management audit is almost exclusively focused on assessing inputs and presence. Usually includes: competency interview, processing business case studies or essays and psychological evaluation. They are typically used for senior management positions.

- **Evaluation of the potential** - evaluation through performance tests. Part of the evaluation is intellectual component of potential (cognitive assumptions), flexibility (attitudinal component of potential) and passion (emotional and motivational element of potential). This evaluation is performed in a selected group of workers, mostly in the selection pool of talent.

- And others.

Most of these methods are suitable for measuring all components of competence, i.e. to measure knowledge, skills and behaviours. It is clear, that it is not enough to use only one method. Methods are necessary to bee mixed so that the evaluation should be output for remuneration, training and development, to clearly formulate goals and tasks, to lead to worker involvement in the assessment process and to be linked to everyday and system evaluation.

6.4 Rewarding of employees

The aim of rewarding of employees is the fair valuation of actual employee's performance and effective stimulation of the employee's to perform the agreed work and to achieve the desired performance. The employer can achieve it through financial forms of compensation (wages, salary, remuneration of the agreement) and non-financial forms of compensation (both formal and informal compliments, motivating tasks, friendly working relationships, professional development ...) (Šikýř, Borovec & Lhotková, 2012).

The aims of management remuneration according to Armstrong (2010) are:

- rewarding employees according to the value they generate,

- linking remuneration practices with corporate goals and business and with the values and needs of workers,

- rewarding the right things to make it clear what is important in terms of behaviour and results,

- recruiting and retaining high-quality workers,

- motivating people and obtaining their loyalty and commitment,

- creating a culture of high performance.

The fundamental question of binding evaluation of workers on remuneration is to find the most suitable way. Certainly in most companies is not conceivable to build the bonus on the result of 360 ° feedback. In many companies rewarding is tied to evaluation of performance (meet work targets), while evaluation of competencies and approach is without this bond. It is believed that when evaluated worker develop his/her competence, it must have an affect to performance, and therefore it is unnecessary to pay twice. However, there are firms, where evaluation of performance and also the competency evaluation is binding to remuneration (bonus). These are mostly foreign corporates where is this system, where such evaluation has been ongoing for many years (Donnelly, 1998).

7 Practical Part

The Practical part of this diploma thesis deals with the specific competency model in the Nestlé company with focus on Sales Department. First chapters are written based on website of the company. All chapter 7.5 is written based on unstructured interview with HR Business Partner Zdeňka Matoušková plus information from company intranet. In the following part of the thesis the data collection, case study and its evaluation is provided. Based on the obtained data and the results the recommendations are done.

7.1 Characteristics of the company

Nestlé Czech and Nestlé Slovakia belong to the world's food group Nestlé S.A. with its headquarter in Vevey, Switzerland, which employs 280,000 people in more than 80 countries. Nestlé global product portfolio is very wide - includes coffee NESCAFÉ, MAGGI soups and broths, dairy products, confectionery, bottled water, ice cream, clinical nutrition and baby food NESTLÉ and food for pets PURINA. Nestlé participates in joint ventures that place on market for example NESTLÉ breakfast cereals (Cereal Partners) or tea NESTEA (Beverage Partners). In its ambition to become a leading reputable company in the field of nutrition and healthy lifestyles, Nestlé also relies on its own extensive network of food research and development, led by Nestlé Research Centre in Lausanne.

In the Czech Republic and Slovak more than 2,700 employees work at the headquarters in Bratislava office and factories Zora Olomouc and Sfinx Holesov Prievidza. All factories have as it is called combined certification including ISO 9001 (quality management), OHSAS 18001 (occupational safety), ISO 14001 (environment) and ISO 22000 (security products). The tradition of Nestlé Czech and Slovak market dates back to the 19th century, in pre-war Czechoslovakia own business at Nestlé milk processing. Nestlé operates in a manner that delivers sustainable value not only to shareholders but also employees, customers, business partners and the communities in which Nestlé is involved. The concept of creating shared values and commitment to sustainable business and ethical manner is an integral part of Nestlé's business model and is firmly anchored in the fundamental values, principles and policies governing the company and its employees manage their daily work everywhere in the world (Internal source of Nestlé).

Table 4 *Graphical sales comparison between Nestlé and its main global and Czech competitors.*
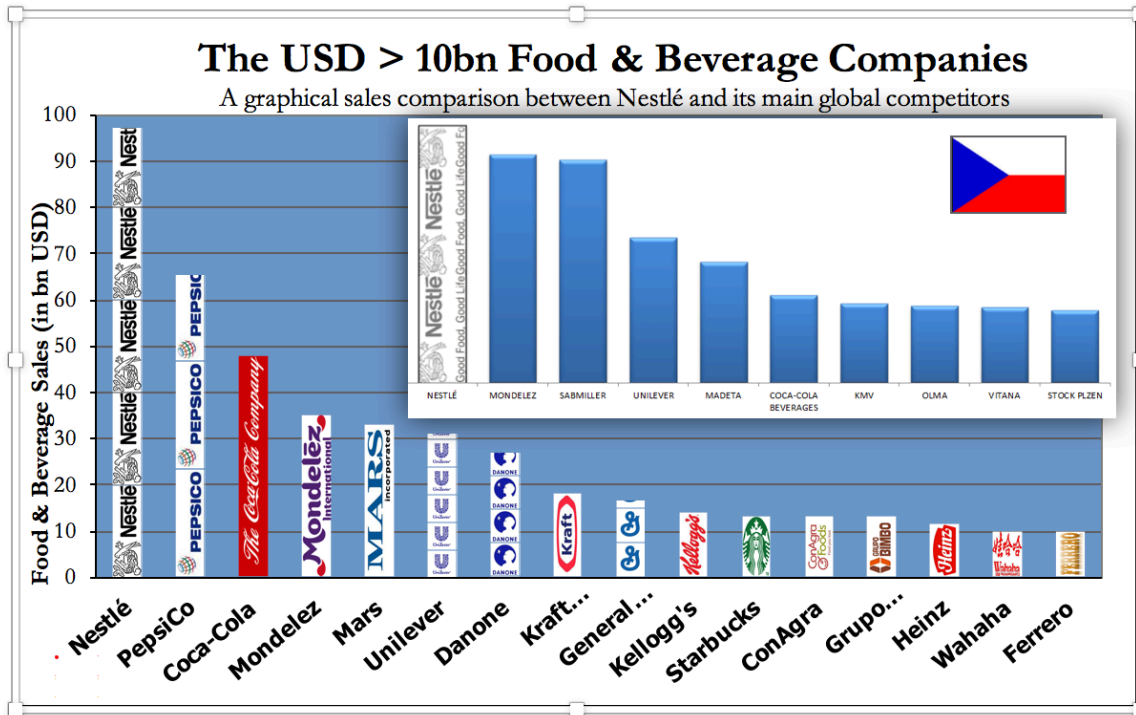
Source: Lecture from VSE. Matoušková, 2016.

7.2 Company history

The earliest documented reference related to the business activities of Nestlé in our country is from 1890. It was June 16 that year at 11:30 hours when it was registered with validity for the Czech Republic and Slovakia as a graphic trademark label for Nestle's Kindermehl. Nestlé direct business representation in Prague was probably originated shortly after the publication of the independent Czechoslovak Republic, because in 1918 the first director of the company for this area was appointed.

In 1935 independent company Nestlé a.s. was established in Prague for production and sale of food located in the street Sokolská. The following year was put into operation the first factory in Moravský Krumlov. Nestlé became the first producer of powdered milk and baby food in Czechoslovakia.

After several years in Hlinsko it was built and put into operation more modern factory for the production of infant formula milk and other dairy products. Nestlé for their employees set up a new railway station, which is still in operation. Direct business continuity of Nestlé

in Czechoslovakia was interrupted by nationalizing the industry in 1948. In the coming decades domestic consumers meet with Nestlé products only in a very limited extent.

In 1992, Nestlé became one of the first and most prominent foreign investors in the Czech Republic and Slovakia. Nestlé founded the distribution company Nestlé Food, s.r.o in Prague. The company built a business network that the domestic market offered once again traditional brands such as instant coffee Nescafe, Nestlé baby food and culinary products MAGGI.

Nestlé became one of the strategic partners in the privatization a.s. Čokoládovny (Chocolates). This step enabled it to build on a long tradition of homemade chocolates and candies building strong brands such as ORION, DELI, GRANKO, BON-PARI, JOJO or Hašlerky. At the same time, extensive investment program created good conditions for the competitiveness of domestic production in terms of quality and price.

On the Slovak side, Nestlé privatized factory Carpathia in Prievidza in 1992. Food manufacturing tradition of this factory dates back to 1875 and investment company Nestlé created important producer of especially dehydrated soups and broths under the brands MAGGI and Carpathia. Further product range includes factory production of spices, soup dumplings and sauces.

At the same time, by the foundation of Nestlé Food Company, Ltd. in Prievidza were created the conditions for putting across a wide variety of Nestle products on the Slovak market. For the management of the sales networking it was established a sales office in Bratislava.

Distribution of Joint Stock Company Chocolate was established on January 1, 1999 successor company Nestlé Chocolate, a.s. This company took over the production of chocolate and sweets and focused its factory Zora Olomouc and Sfinx Holešov at Kroměříže. Olomouc Chocolate has become the largest producer in its category, mainly thanks to a broad portfolio of products ORION.

Completing the integration of Nestlé was in the new millennium. Since the beginning of 1999 began to be all activities of Nestlé in the Czech Republic and Slovakia coordinated by one lead. Since that year Nestlé headquarter is based in the campus in Prague - Modřany. At the date of October 1, 2001 was merged Nestlé Food and Nestlé Chocolate on the Czech market into Nestlé Czech, Ltd. On the same date, the Slovak company was renamed Nestlé Slovakia, Ltd. In 2003, portfolio was expanded by ice cream due to the acquisition of

Schöller (now Nestlé ice cream), which is a division of Nestle. Nestlé was spread out by Nestlé Nespresso division in 2006, which sells premium coffee and operates boutique and bar in the Paris street in Prague.

In 2005 the company released a disused industrial site in Prague - Modřany for development project "Bellaire Park," which in the coming years transformed the unused industrial objects and surfaces in an attractive residential and commercial architecture. Nestlé headquarters resides in July 2006 a new administrative building, which was built in this area.

In 2009, Nestlé underwent (in the Czech Republic and Slovakia) to certification as it is called Nestlé Integrated Management System and obtain certification ISO 14001 (environmental management) and also the ISO 9001 (Quality Management), ISO 22000 (food safety management), NQMS (Internal quality management system in Nestlé) and OHSAS 18001 (health and safety management). This means confirmation of the high level of care for the health and safety of staff and proof that Nestlé produces quality products without neglecting environmental concerns (Internal source of Nestle).

7.3 Company background

Nestlé Czech Republic is located in a beautiful building near the Vltava River in Prague 4 - Modřany. This building has four storeys and currently Nestlé is in 3 floors. Nestlé uses type of office it is called open space, where employees sit in teams in an open space that allows for effective communication not only within the team but also between cooperating departments.

Inspiring working environment in Nestlé is one of the requirements for obtaining, maintaining and involvement of high-performance talented employees in Nestlé. It depends on the level of trust of employees and the ability to implement in practice Nestlé values and principles. Nestlé always within the cultural and social context of a specific market, aims to promote healthy and positive lifestyle both at work and outside of Nestlé, and therefore is committed to provide:

- Positive and inspiring work environment that allows employees to find the right balance between work and personal life.

- Flexibility in the organization of work and personal life in order to take into account the personal situation of employee, for example, certain phases of the life cycle.

- Programs in health and lifestyle through which the company, to the maximum possible extent, allow employees access to different forms-oriented programs to help employees, including dependent care, counselling, membership in fitness centres, help in smoking cessation programs, stress management, preventive medical examinations and other appropriate services.

Nestlé appears to be a secure and friendly environment where safety and health is a fundamental value (Internal source of Nestlé).

7.4 Motivation to perform work

Nestlé sees its employees as the most valuable asset of the company. Global total remuneration policies present the components of total remuneration and the principles on which total remuneration of Nestlé stands. Among the elements that allow to acquire, retain and engage employees include:

- fixed component of remuneration,

- variable components of remuneration,

- Employee benefits (benefits)

- personal growth and development,

- work environment,

- balance between work and private life.

Remuneration principles are influenced by the individual performance of employees and other factors, such as the practice of competitive labour market, cost factors or corporate results on a local and global level (Internal source of Nestlé).

7.5 Competency model of the company

As was already mentioned, this all chapter is based on unstructured interview with HR Business Partner Zdeňka Matoušková

Nestle is a huge company with many departments and people. Because of that they decided to create their own competencies and competency models to give a uniform procedure throughout the company. On the building of competency model, they cooperated with the company Korn Ferry (giant consulting firm, one of the largest in the world). These competencies are used worldwide. So if a person is working in the Czech Republic or in Australia, competencies are ones, the same for everyone. This is a great advantage, for example in moving people within the company and their career plan. Nothing need to be changed.

Competencies are 3.5 years old from implementation. They were developed from the previous model, which Nestlé wanted to improve. They had 14 competencies for all people within Nestlé. At present, the firm uses competencies of two types. First ones are soft, key competencies and are linked to company's values and describe the desired behaviour of all employees. It is Nestlé Leadership Framework. The second type are called Functional Competencies (professional competence) - what knowledge and skills employees need to have in certain functional areas. These functional competencies are not all set, they are gradually developing. Currently are Functional Competencies for the marketing department, sales department, finance department, HR department and supply chain department.

7.5.1 Nestlé Leadership Framework

As it was mentioned the Nestlé Leadership Framework identifies the key behaviours that support the development of our employees worldwide. It addresses how people achieve their targets and objectives.

The fundamentals of this model are derived from Nestlé Corporate Business Principles – which are the basis of company's culture, and the Nestlé Management and Leadership Principles – which articulate the core values and principles that are as a guide for the company and are fundamental to their success.

In the picture below it is seen 6 Success Drivers that shows the way of working within Nestlé today and in the future. These 6 Drivers are the key competencies and associated behaviours to be successful in performing targets:

Figure 4 *Nestlé Leadership Framework*

Source: Internal manual of Nestlé (2013)

These 6 Success Drivers were created to captured the changing requirements of the external and internal environment. They are applicable to all employees. Required competencies differs according to their position level in the company – no people management or responsible for leading a business or function. To simplify this, there are 3 groups of people for who are defined required competencies. These are: All Employees, Leaders and Senior Leaders.

- All Employees – these competencies apply to everyone at Nestlé to ensure success through their individual contribution. This level shows the behaviours of employees that should be seen in living the values, principles and company culture.

- Leaders – these competencies apply for all leaders who help others to be successful. Leaders have people management responsibility, or indirect people management responsibility or with functional leadership responsibility.

- Senior Leaders – these competencies apply for senior leaders who help to improve company success. These competencies are mostly for people within the company who provide strategy, the vision and inspiration to really show the Nestlé model.

Employees will consequently focus on six competencies that are relevant to their group. It is shown in the table below:

Table 5 *Nestlé Leadership Framework for each group.*

	Compete & Connect Externally	Lead to Win	Manage for Results	Grow Talent & Team	Collaborate Internally	Make a Difference
All Employees	Knowledge of the business environment	Consistency of words and deeds	Focus on results	Self-awareness	Proactive cooperation	Initiative
Leaders	Understanding of the essence	Motivation and engagement	Delivering results in cooperation with others	Coaching and development	Lead and communicate honestly and openly	Courage
Senior Leaders	Enforcing a competitive approach	Inspire people in the organization	Development and implementation of strategies	Developing organisational capability	Creating an open culture	Call for change and change management

Source: Lecture form VSE, Matoušková, 2016. Own processing.

Each competency has a written set of behaviours at two levels (indicators of behaviour) – DEVELOPED: the level of performance or behaviour which is expected from people working in Nestlé, or NEEDS DEVELOPMENT: performance or behaviour which people miss or partially meet standards which are needed for a working role in Nestlé company.

Figure 5 *Example of Success Driver Grow Talent & Team.*

Know Yourself

All Employees

DEVELOPED
- Actively seeks feedback from others
- Creates and executes personal development plans
- Takes every opportunity to learn and grow
- Learns from successes and mistakes
- Is resourceful in pursuing learning objectives
- Has high personal self-awareness – strengths, weaknesses, opportunities and limits

NEEDS DEVELOPMENT
- Acts without considering impact on others
- Gets defensive when receiving constructive feedback
- May sometimes appear complacent and self satisfied

Coach & Develop

Leaders

DEVELOPED
- Leverages performance, development and talent processes to build people capabilities
- Provides challenging and stretching tasks and assignments to drive development
- Coaches others (listens, questions, challenges) to find their own answers
- Gives direct actionable feedback
- Addresses difficult issues in a timely manner
- Aligns career expectations and actively supports career development
- Builds diverse teams

NEEDS DEVELOPMENT
- Does not adequately recognise and reward desired behaviours
- Tends to provide solutions or answers rather than giving the opportunity for learning
- Avoids the conversations required to align on career and development opportunities
- Fails to reinforce developmental experiences and connect them to the individuals' development plans

Develop Organisational Capability

Senior Leaders

DEVELOPED
- Creates an environment for open and rigorous talent assessment
- Considers the talent implications in long and short term business goals and strategies
- Establishes a diverse and robust talent pipeline
- Holds managers accountable for people development
- Actively shares knowledge and mentors others including those outside own team

NEEDS DEVELOPMENT
- Is unable to articulate future capabilities required by the organisation
- Does not take a long term view of talent development
- Is ineffective in assessing, developing, engaging and deploying talent

Nestlé Leadership Framework | March 2013   11

Source: Internal manual Nestlé, 2013.

Competencies and behaviour of this Nestlé Leadership Framework should be a suitable tool for on boarding, development and engagement for employees, leading to higher performance of individuals as well as business results. That is why this model is asked to be used in everything that company's employees do to support their development and success in Nestlé.

7.5.2 Functional competencies

Only Nestlé Leadership Framework was not enough for all specific role, so next to this competency model they started to use functional competencies for deferent department. Every model has from 5 to 9 functional competencies defined according to professional group (department). It is a very robust system, because each functional competency is called a little bit differently. It is due to the fact that each group created alone their own set (at the headquarters of Nestlé). Each competence has still its sub competence and in some levels there can be up to 10 sub competencies. Ms. Matoušková says that it is, unfortunately, worse to work with. Therefore, in the Czech Republic they decided to take a central description and adapt it to their conditions, to use the terminology of this country and at the same time to establish development activities. Each approach is consequently slightly different, so for people who want to move to another department, it can sometimes be worse for people to orient in this system. Therefore, there is HR department that helps people to understand this matter.

7.5.2.1 Nestlé Sales Competencies Framework

It was mentioned that they are still in developing process so for this diploma thesis is used as an example Nestlé Sales Competencies Framework. It was designed to complement the Leadership Competencies and together are building connected approach for development of performing people within Sales department.

That was their priority to launch this Framework to all functions of Sales department including regional management business in autumn 2013 and to start to actively use it for development of employees in 2014.

Figure 6 *Nestlé Sales Competencies and their definitions.*

Delivers a sustained competitive advantage by facilitating superior execution across Nestlé and the customer

Ensures shopper focus and champions category thought leadership within commercial plans and processes

Reaches mutually acceptable agreements with customers that develop value

Consistently improves channel / customer knowledge and applies it inside the organization to guide customer management

Ability to engage and influence all key decision makers in strong execution of plans

Ability to develop and internally align effective category / channel / customer strategy for sustainable profitable growth

Develops plans that leverage Nestlé internal resources to deliver agreed results

Ability to establish and maintain influential relationships between Nestlé and the customer

Grows the business and optimizes resources ensuring Nestlé meets sales and profit objectives over time

Drive Excellence in Execution · Drive Category and Shopper Knowledge · Effective Negotiation · Drive Channel / Customer Knowledge · Effective Selling · Establish Winning Sales Strategy · Effective Business Planning · Drive Sustainable Profitable Growth · Integrated Customer Relationships and Collaboration

Source: Internal manual Nestlé, 2013

This Nestlé Sales Competencies Framework has 9 sales competencies. This framework is actually without other sub competencies. Every competence has own definition and it has further description called Functional Competency Driver. These Drivers cover 4 key areas:

- Channel & Category Sales Development Management,

- Key Account Management,

- Field Sales Management,

- Distributor Management.

In the picture below it is seen an example of what competence Drive Sustainable Profitable Growth means to which area:

Figure 7 *One from 9 competencies for Sales Department: Drive Sustainable Profitable Growth.*

Drive Sustainable Profitable Growth

Grows the business and optimizes resources ensuring Nestlé meets sales and profit objectives over time.

CCSD
- Understands and uses the different sales and profit levers (e.g. product mix, pricing, promotional strategy, customer mix and differentiation) to drive sustainable profitable growth for both Nestlé and the customer.
- Identifies profitable growth opportunities for the Category / Channel.
- Validates resources and investment required to capture key growth opportunities.
- Develops clear promotional guidelines for Sales.
- Ensures pre and post evaluation of key commercial activities.

Key Account Management
- Has comprehensive financial acumen and knows competitors, category and customer profitability.
- Understands and uses the different sales and profit levers (e.g. product mix, pricing, promotional strategy, customer mix and differentiation) to drive sustainable profitable growth for both Nestlé and the customer.
- Understands the impact of trade spend investments on sales and profitability and optimises them utilising simulation scenarios and ROI analysis (e.g. Pre-Post promo evaluation).
- Optimises, in alignment with the respective function, the overall cost of doing business (e.g. distribution costs, selling costs and bad goods), whilst being aware of the impact on the total service delivered.
- Understands and manages the total value chain to create competitive gaps, and to eliminate waste and drive sustainable profitable growth for both Nestlé and the customer.

Field Sales Management
- Has comprehensive financial acumen and knows competitors, category , channel and customer profitability.
- Understands and uses the different sales and profit levers (e.g. product mix, pricing, promotional strategy, channel mix and differentiation) to drive sustainable profitable growth for both Nestlé and the customers.
- Understands the impact of trade spend investments on sales and profitability and optimises them.
- Optimises, in alignment with the respective function, the overall cost of doing business (e.g. distribution costs, selling costs and bad goods), whilst being aware of the impact on the total service delivered.
- Understands and manages the total value chain to create competitive gaps, and to eliminate waste and drive sustainable profitable growth for both Nestlé and the customer.

Distributor Management
- Has comprehensive financial acumen and knows category, channel and distributor profitability.
- Understands and uses the different sales and profit levers (e.g. product mix, pricing, promotional strategy, channel mix and differentiation) to drive sustainable profitable growth for both Nestlé and the distributor.
- Understands the impact of trade spend investments on sales and profitability and optimises them utilising simulation scenarios and ROI analysis in both Nestle and distributors (e.g. Pre-Post promo evaluation).
- Optimises, in alignment with the respective function, the overall cost of doing business (e.g. warehousing , distribution, selling and bad goods costs), whilst being aware of the impact on the total service delivered.
- Understands and manages the total value chain to create competitive gaps, and to eliminate waste and drive sustainable profitable growth for both Nestlé and the distributor.

12   Nestlé Sales Competencies Framework   Nestlé Sales Competencies Framework   13

Source: Internal manual Nestlé, 2013

The Functional Competency Drivers are evaluated by 5 desired levels. From level 1: Knowledge not acquired/required to level 5: Can train Others. Selected level indicates a specific skill requirement for a position and the real level of employee at the time of evaluation. For example, at any given employee is expected to have competence at level 3, then it is known what is expected from that person. The manager has to evaluate the level at which the employee has this competence. And what is between these numbers is room for development. Using numbers from 1 to 5 is because of using system SAP within the company.

Figure 8 *Desired levels of Functional Competency Drivers.*

1	2	3	4	5
Knowledge not acquired / required	Basic knowledge, but no skill	Can practice with help	Can do alone	Can train others
No knowledge	Employee understands the theory, but not yet able / ready to do.	Employee understands detailed activities and sequence about how to do it. Has done it and can do it alone with some coaching.	Employee has done it with success, has led a group of people successfully and can do alone. Minimal coaching / alignment required.	Employee has done / led different groups in different areas. Can teach the concepts, solve detailed questions, coach others.

Source: Nestlé internal material.

7.5.2.2 Competency development process – Sales Department

For Nestlé company is very important the final stage of the initiative for the Markets: is to run the people development cycle, utilizing the new Competency Framework and supporting tools along the competency development process:

Figure 9 *Competency Development Process.*
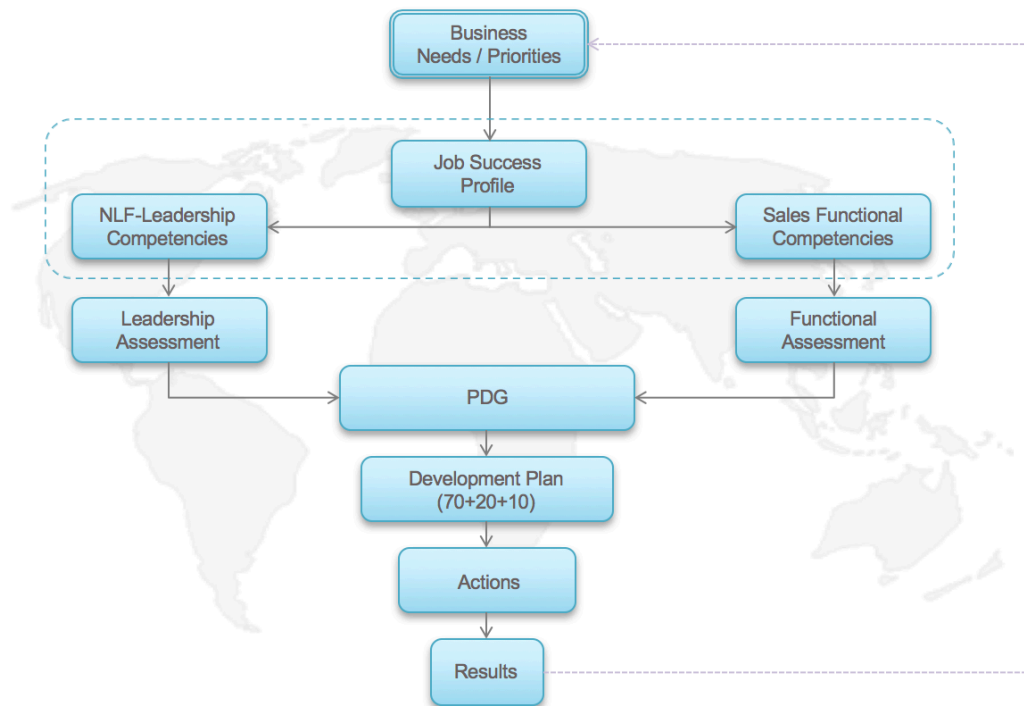
Source: Nestlé internal material.

- **Business needs / priorities** should drive people development actions & investments to ensure having the right people, in the right place, at the right time. This is a key success factor to achieve business objectives & expected results.

- People/Job requirements are reflected in the **Job Success Profiles** (JSP)**,** which describe the job & the profile of the person to do the job successfully, e.g. key outputs expected and competencies required (both functional & leadership). Job Success Profiles is the HR management tool used for all HR related processes, e.g. recruitment, assessment & development (PE, **PDG** – Progress Development Guide), talent management…

Figure 10 *Job Success Profile.*

Job Success Profile			
Position Level: All Employees			
Job Family:	Generating Demand	Sub Job Family:	Category Sales Development
Job and Job ID:	CCSD Specialist (80000327)	Job Groupings:	Specialist
Region / Market / Country:		Position Dimensions / Scope	
Location:	Head Office	Enter Dimensions / scope information e.g. Net Proceeds of Sales (NPS): Number of Units or Factories: Budget : Number of direct subordinates / indirect subordinates: Business or Product categories	
Company:			
Department:			
Position Title:	CCSD Analyst		
Direct Report to:	Head of CCSD		
Indirect Report to:			
Date (updated or modified):		Version Number:	

Main Purpose of Job

Provide CCSD team with accurate and timely Category / Channel / Customer understanding by interpreting and analyzing both commercial and market

Key Outputs: List the main results which the job must deliver in order to achieve its purpose.	Measurements / Performance Indicators
Monthly update on key activities at the Point of Sale by competitors through analysing competitor trends / research data at the Category, Channel and Customer level	Timely Reporting, Accuracy, Includes summary and potential next actions
Support in development of Category Channel Plans by providing Category & Channel trends, latest developments and analysis	Input to Category Channel Plans in line with ICP timings
Assist CCSD team in creating fact-based selling stories by providing relevant Category, Channel and Customer information. Includes areas of under/over performance, rationale & potential future opportunities for growth.	Analysis / information accuracy
Support CCSD team with pre and post evaluations of trade promotions/activities	Evaluations complete, with key learnings identified within defined timescales.
Support CCSD Team by reporting execution performance & sales performance vs Plan for Category, Channel and Customer initiatives.	Monthly Report
Provide appropriate datasets for ICP meeting inputs to all senior stakeholders in advance of ICP milestone meetings.	Quality of ICP meeting inputs. Timeliness of ICP meetings vs best practise.
Ensure adherence to all Company principles and policies.	Audit (Nestlé Group Audit)

Key Relationships Internal to Nestlé Group: (shared / conflicting interests)	Key Relationships External to Nestlé Group (shared / conflicting interests)
Head of CCSD and direct reports Key Account, Field Sales and Marketing Team	Key Customers and Distributors Data and Insight providers
Key Experiences: What experiences are key to success in this job?	**Knowledge: Nestlé Corporate/ Functional / Market / Business/ Organizational** What specific organizational information should the incumbent have to be effective in their role?
Minimum 1 - 2 years analytical experience, including developed competence with prevalent analytical technical software. - Strong working knowledge of IT/Systems & processes - Capability to interpreting market research data - Forecasting and budgeting - Delivered on KPIs of previous position	1. Core knowledge of the 10 Principles and expert knowledge in our areas of responsibility. (mandatory - do not remove or change) - Basic knowledge of interrelationship of key functions and their key priorities. - Basic Knowledge of core Business Processes - ICP. Category and Channel planning. - Basic knowledge of Nestlé Management and Leadership Principles. - Knowledge of Customer & Sales Unit/SBU Tools (Best Practices) - Knowledge of Market Intelligence, Category/Channel/Shopper trends and research and market data sourcing
Nestle Leadership Framework These are the leadership behaviours required as defined by the position level of the role	**Functional Competencies** These are the core functional competencies and the appropriate skill level that is required to be effective in the role

	Competency	Skill Level
Understand The Business Environment	Drive Sustainable Profitable Growth	3. Can practice with help
	Drive Channel/Customer Knowledge	3. Can practice with help
	Drive Sustainable Profitable Growth	3. Can practice with help
Results F...	Drive Excelle...	

Leadership Competencies   Functional Competencies

Practice V...	
Proactive Cooperation	**Other Personal Qualities** Other personal attributes not reflected in the NLF that will enable success
Know Yourself	
Initiative	

Source: Nestlé internal material.

Local Job Success Profiles are to be updated by the markets to incorporate the new leadership competencies and the core sales functional competencies

and appropriate levels that are required to be effective in the respective roles. Global Sales Job Success Profiles are provided by the Centre as reference.

- The **functional competencies** in the JSP with respective **proficiency levels**, serve as guide for employees & line managers to focus on those skills / knowledge / behaviors that are core to be effective in the specific role.

- They are a reference for line managers and employees to assess **strengths** and existing **gaps** in order to prioritize the **development actions** required for closing those gaps, at an **individual** and also **team** or **business level**, at which benchmarking against our competitors is also to be considered.

- In the PDG discussions, development plans combining **70/20/10 actions** are agreed, and their implementation will build the competencies prioritized having an impact on **business results**. The 70/20/10 Development Plan provided by the Centre is to be localized by the Markets leveraging the 70-20-10 ideas provided for growing each sales functional competency and incorporating local learning solutions. The localized 70/20/10 Development Plan is then to be communicated to all Market sales employees and providing them with an easy access to it. The global 70/20/10 Development Plan is available in the Sales Learning Catalogue that can be found in the Career & Learning Kiosk in the Marketplace. For better understanding is used a picture below to know what 70/20/10 means (illustrating ways of growing individual functional competency, some examples).

**Figure 11** *70 / 20 / 10 development plan.*

Source: Nestlé internal material.

7.5.3 Use of Nestlé Competency Model

As it was already mentioned Nestlé company uses two forms of competencies – Nestlé Leadership Framework for all employees and Functional competencies witch are different for any departments. In the figure below it is shown what they are used for. Not all actions are done by both Frameworks. For Performance Management and 360° feedback is only used Nestlé Leadership Framework.

Figure 12 *Use of Nestlé Competency Model.*
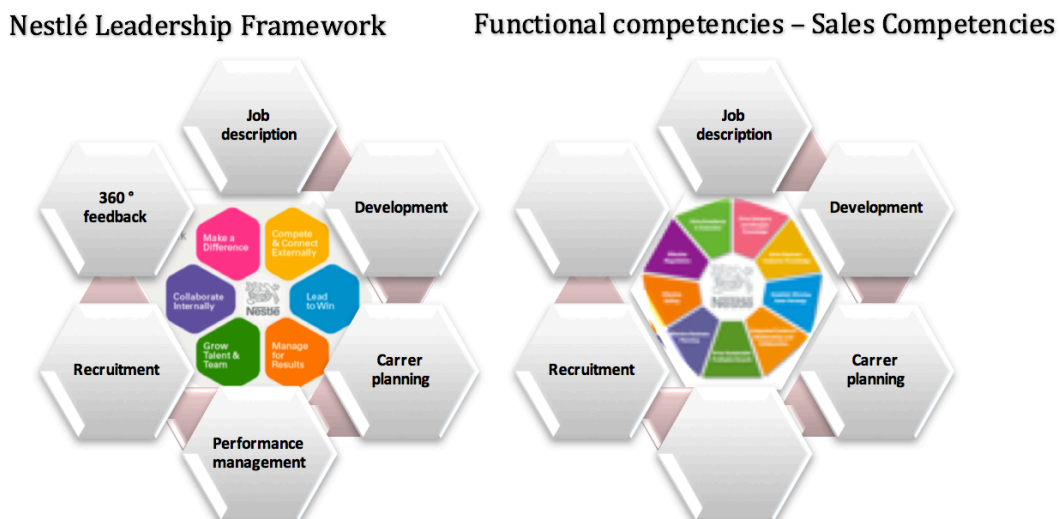

Source: Own processing.

In every **Job description** is included all company competency model as was seen in chapter 4.5.3. Every employee can see and download his/her job description from intranet because Nestlé company has everything transparent. It is like that because if someone wants to change a job within Nestlé and move to another department this person can use intranet and see what is expected from him/her in a new role.

Development part is very important for all processes. In Nestlé they have a thought: *"Fill the gaps that you have, but at the same time, strengthen their strengths"*. Ms. Matoušková says that by filling the gaps are created ordinary people (which is good), but on the other hand, it is good to have some unique employees. But it is quite difficult, because people in the Czech Republic have rather fixed idea to fulfil the gap. Taking into account the functional competencies, not everyone can get the numbers from 1 to 5th, it depends on the capacity of employee and his/her desire to be better.

With development of employee is in one hand **Career planning.** Once a year there are Development meetings (employee and manager) and it is about employee's career and what is needed for career growth (strengths and development sites etc.). If there is the potential for promotion, they agree together on the possibilities of preparing for a higher position. If the role is free or was open to the needs, the person is ready then for the role. It does not mean that everyone will grow e.g. from Sales representative to Key account manager, it is not a promise. There is no guarantee the role will be free for replacement. Actually, before this meeting is Talent Evaluation – where is a discussion about employees and their future in Nestle, if there is someone with potential. In Nestlé there are all people with potential but there is a scale of it – low/medium/high. People with low potential are "gold of Nestlé", they do not like changes, they want a routine, they are stable. People with high potential like new challenges, well manage conflicts etc. There should be a distribution and they try to keep that – 25% talents (10% top) and 60% gold of Nestlé). This potential means that people have it and want it.

Another usage of competency model, but only Nestlé Leadership Framework, is **Performance management.** Every employee has SMART goals, in average 4-8 goals (it can be up to 12). Performance management means achieving goals + behaviour; WHAT to achieve and HOW to achieve it. This evaluation is tied to salary and bonuses.

Figure 13 *Performance management.*

Figure 13 Performance management.

		Not meet standard	Meet standard	Exceed standard
WHAT	Exceeded	Employee fully meets the expectations of all the set goals, beyond the fulfillment of key objectives, does not act in accordance with the Nestlé behavior according to defined standards	Employee fully meets the expectations of all the set goals, beyond the fulfillment of key objectives, do act in accordance with the Nestlé behavior according to defined standards	Employee fully meets the expectations of all the set goals, beyond the fulfillment of key objectives, exceeds Nestlé standards in most Nestlé behaviors.
	Reached	Employee fully meets expectations in meeting key objectives, does not act in accordance with the Nestle behavior according to defined standards	Employee fully meets expectations in meeting key objectives, do act in accordance with the Nestle behavior according to defined standards	Employee fully meets expectations in meeting key objectives, exceeds Nestlé standards in most Nestlé behaviors.
	Not reached	The employee does not meet expectations in most of the targets, does not act in accordance with the Nestle behavior according to defined standards	The employee does not meet expectations in most of the targets, do act in accordance with the Nestle behavior according to defined standards	The employee does not meet expectations in most of the targets, exceeds Nestlé standards in most Nestlé behaviors.

HOW

Source: Own processing.

Recruitment is changing nowadays. Candidates are found firstly because of recommendation of employees or HR is creating "a pool of future people", people who could be good for Nestlé in future. When a new employee is needed, how to find out they are the right ones? Functional competencies are quite easy to find out because of key study or some project etc. Nestlé Leadership Framework has a huge manual how to ask a candidate a proper question to know if they have these competencies – Competency Base Recruitment. Only HR person works with it. As Ms. Matoušková said: "*It is brilliant but kind of impractical due to 60 pages. Time killer*".

Figure 14 *Example of Competency Base Recruitment.*

Source: Nestlé internal material.

Last one is **360° feedback**. Again only Nestlé Leadership Framework. Every manager has to get through this once every two or three years. Based on the needs, 360° is also used for specialists. Especially for the development of certain skills.

It is obvious that Nestlé company does not use competency model for rewarding of employees. There is no straight line to it. They use internal benchmark and external benchmark and it is tied to performance.

To sum up how all year is set up for all employees within Nestlé company:

- February / March – setting individual goals,

- April / May / June – Talent Evaluation,

- July / August – Development Meetings,

- September / October / November – "dead season",

- December / January – evaluation of all actions and goals (performance management).

7.6 Data collection and Analysis of the questionnaire

To answer the research questions, the author was focused on Sales Force Department within Nestlé company. They use Nestlé Leadership Framework and Nestlé Sales Competencies Framework as was already mentioned. In this department, the number of workers is 170 which is the largest department in the company.

The questionnaire was used as a tool to paint the situation how employees perceived the competency model, if employees take the Nestlé competency model as a positive support for their development in the company and whether it helps them in career shift. Primary data were obtained in the cooperation with HR Business Partner of the company, who provided necessary advices about the compilation of author´s questionnaire.

The total number of workers, who were asked to fill the questionnaire is 170 in the selected department of the company. The number of returned questionnaires is 36.

$$RR = \frac{35}{170} * 100 = 20.59\%$$

The response rate is almost 21% which represents the sample of workers within Sales Department. Due to this lower response rate the sample is described as an illustrative one, not representative.

This questionnaire provides new data for company´s management, especially for HR Department. Based on it the relevant results will be presented to the management of the company to provide background for future improvements of their competency model.

Evaluation of the questionnaires were performed using Microsoft Office Excel, which allows you to perform the necessary calculations and analyse information given by tables and graphs.

➤ First questions were about **information about respondents** – about their gender, age and how many years they have been working at the current position.

Table 6 *Information about respondents*

Gender	%	Age	%	Current position - years	%
Man	71.4	**15 - 23**	0	**0 - 1**	11.4
Woman	28.6	**24 - 35**	48.6	**1 - 2**	37.1
		36 - 45	31.4	**2 - 3**	22.9
		46 - 55	17.1	**3 - 4**	17.1
		56 and more	2.9	**4 - 5**	2.9
				5 and more	8.6

Source: Own processing.

As it is seen above, in table 6, more man (71.4%) works in Sales Department. Most workers are aged in range 24 – 35 and they are 1 – 2 years at the current position. This sample shows that this is a relatively young sample who have got a lot of years of work. These include Generation Y, which is economically active, demanding a higher standard of living and want to be more responsible for social security, putting the emphasis on personal fulfilment, they are equally concerned about their personal life (partner and family relationships).

> ➢ Second part of the questioner is about **general perception of the competency model:**

Graph 1 *Was the competency model explained to you sufficiently?*

1 Sufficiently
5 Insufficiently
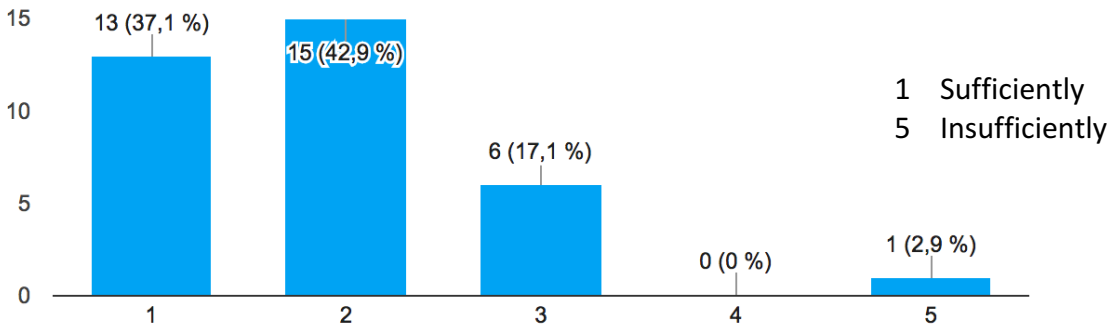
Source: Own processing.

In the graph 1 it is seen that workers marked number 2 the most. It was almost 43%. Relatively large percentage have been identified as the number 1 (37.1%), which means that they were completely satisfied with an explanation of competency model. Only six people did not have a preference. And only one man was unsatisfied with an explanation of competency model. It follows that explanation of the competency model seems to be generally managed sufficiently.

Graph 2 *Is the competency model comprehensible for you?*

1 Comprehensible
5 Incomprehensible
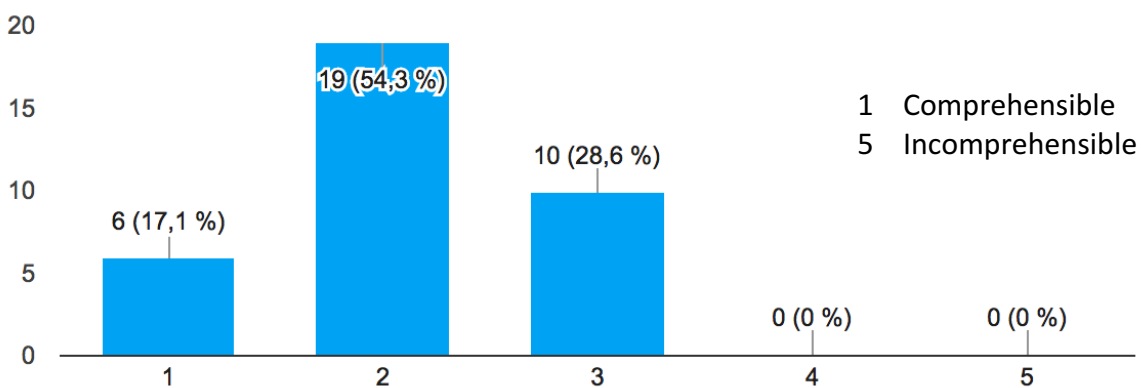
Source: Own processing.

Given graph 1, the explanation of competency model worked out positively. The employees within the sales department answered positively about comprehensibility as well. More than half of employees marked number 2 (54.3%) the most and 17% of people considered the

competency model entirely understandable. Ten people did not have a preference. No one marked number 4 or 5, even a person who was unsatisfied with explanation.

Graph 3 *Do you think competencies of your position are properly adjusted?*
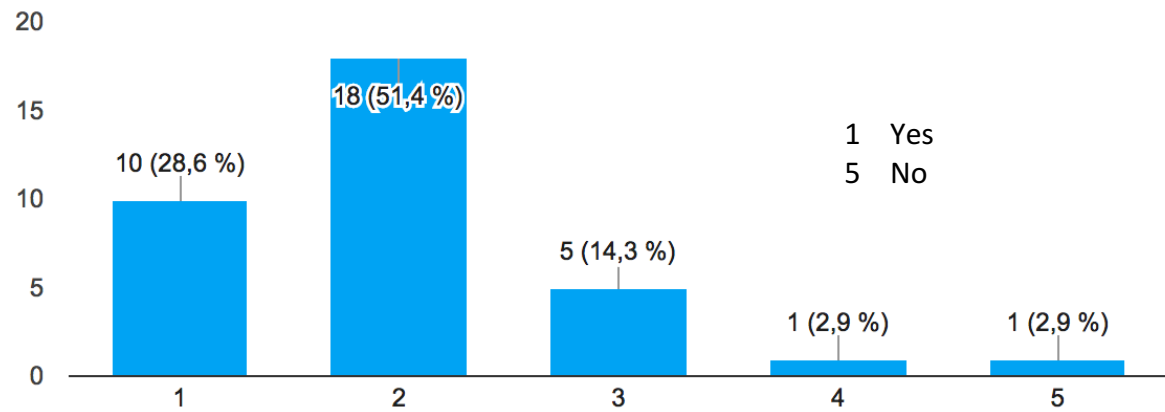
Source: Own processing.

From this graph it is seen that more then half of workers consider their competencies properly adjusted because 51.4% of respondents marked number 2 and 28.6% of employees marked number 1 which means they think that their competencies are properly set. Only a minority are not satisfied with setting the competencies of their position. Five people did not have a preference.

Graph 4 *Do you consider the competency model as an effective tool or formality?*
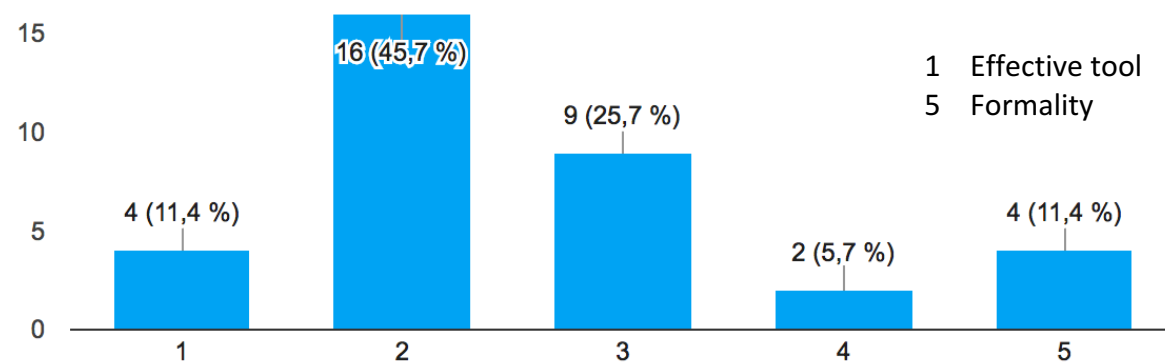
Source: Own processing.

From the graph 4 it is seen that workers perceive competency model as an effective tool (almost 46% pointed number 2 and 11.4% pointed number 1). However, six people tend

rather to the fact that the setting competencies is only a formality. And more than a quarter has no preference.

Graph 5 *Do you use the competency model voluntarily or forced?*
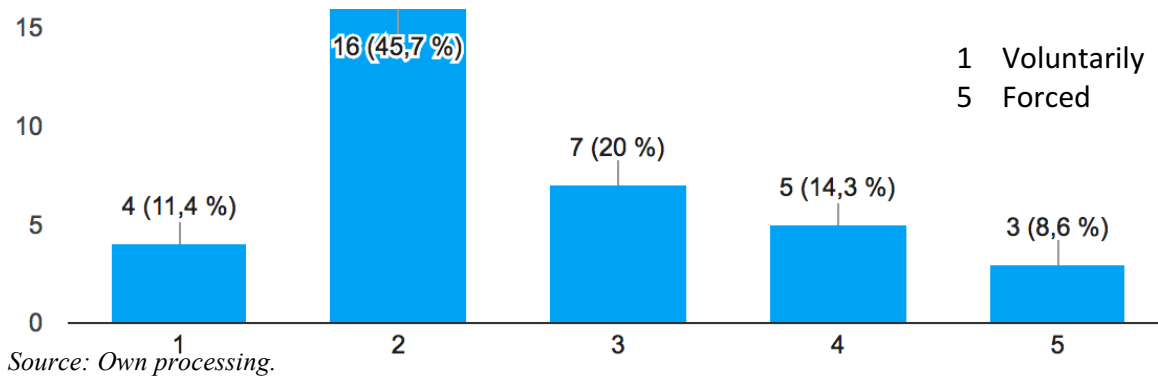
As it is seen form the graph 5, 57.1% of employees use competency model voluntarily. 45.7%of respondents marked number 2 and 11.4% like to use it at all. 20% of workers have no preference. Eight people pointed number 4 and 5.

Graph 6 *Does the competency model help to the fact you are able to better see the objectives and tasks connected with your position?*
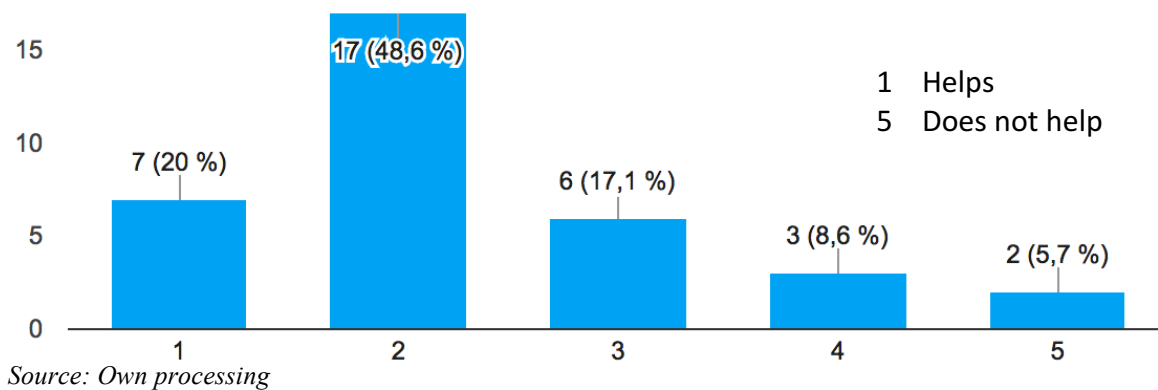
Visibility of objectives and tasks resulting from the competency model is 68.6% (48.6% number 2 and 20% number 1). Six people have no preference. 14.3% of workers think that competency model does not help to better see the objectives and tasks connected with their positions.

➢ Third part of the questioner is about **development and carrer growth**:

Graph 7 *Does the competency model help to identify areas where you can improve?*
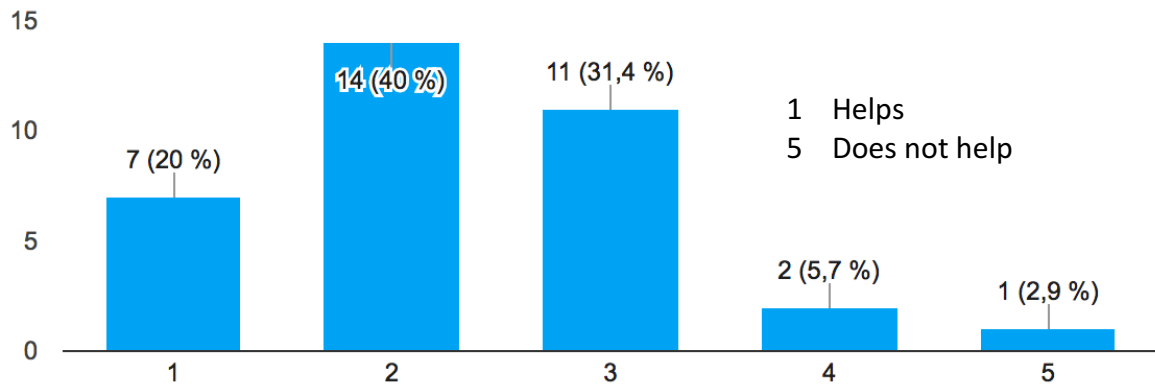
Source: Own processing.

Exactly 60% of employees think that the competency model is helpful if they use this model for identification of their gaps where they can develop themselves or with help of HRM. Eleven people have no preference. Only three people think that the competency model is not helpful to identify their needs of development.

Graph 8 *Does the competency model help to identify areas where you are doing well and you can continue to develop them?*
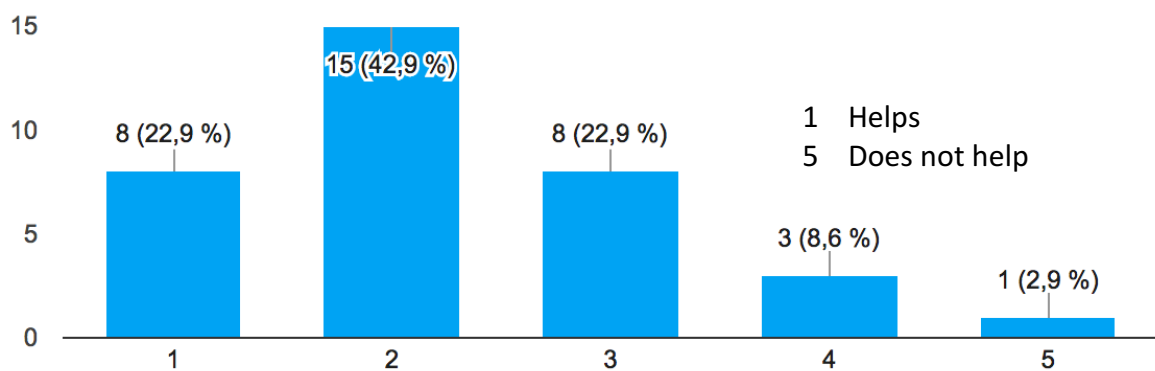
Source: Own processing.

According to the author it was expected a similar result. However, the author more predicted that the percentage would increase at the number 3 and reduce at the number 1 or 2. Surprisingly, the result is the opposite. Number 1 was identified nearly by 23% of respondents and number 2 marked 43% of respondents. Number three increased by 3 people.

Four people think that the competency model is not helpful to identify their areas where they are doing well.

Graph 9 *Do you feel that the competency model helps you with carrer planning?*
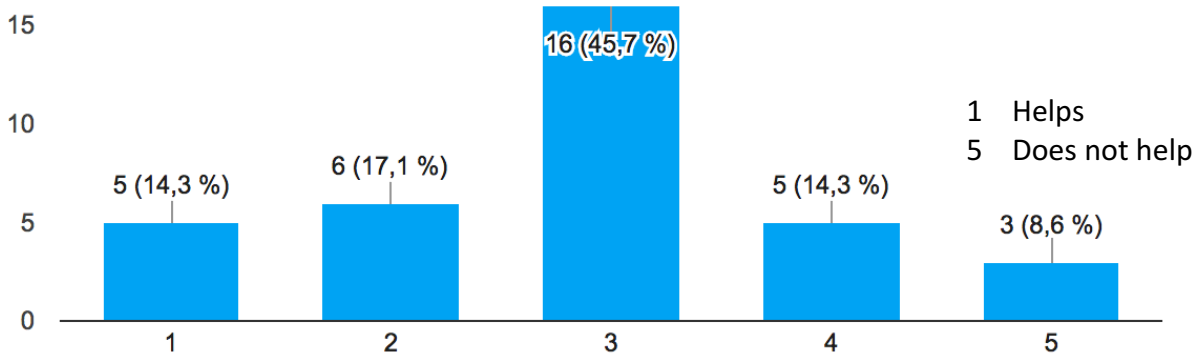
Source: Own processing.

Looking at the chart 9, it seems that most people have no preference to lean to one side or the other. This is 45.7%. But when we take into account the next graph, it seems that the competency model is valuable for career development. As described in the next chart.

Graph 10 *Do you consider the developing meeting with your boss to be beneficial?*
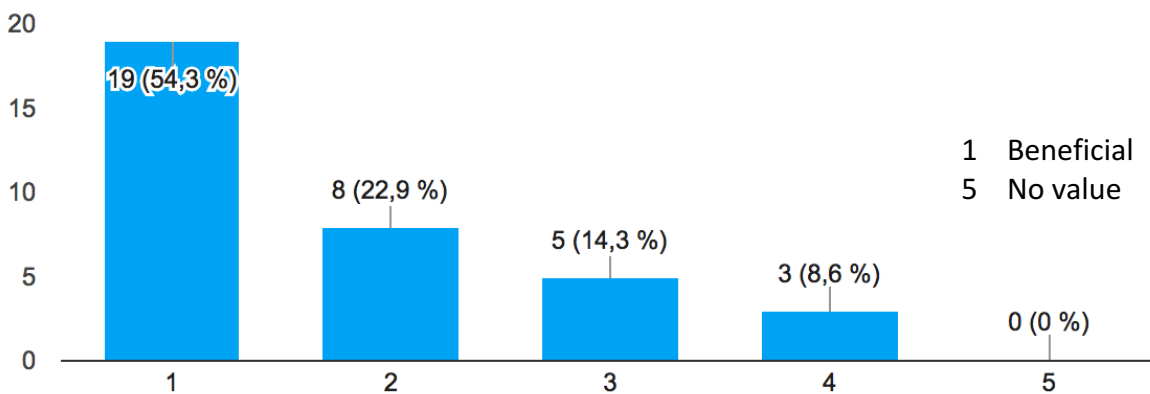
Source: Own processing.

More than half of respondents answered number 1 (54.3%) and almost 23% people marked number 2 which means people think that the developing meeting is beneficial. And because development meeting is about their career plan and development due to the competency model, people feel better if they can talk about it with someone who can help them.

78

> ➢ Fourth part is about **evaluation using the competency model**:

Graph 11 *To what extent do you think is important to know the criteria by which you are evaluated?*

1 Important
5 Not important

28 (80 %)
5 (14,3 %)
2 (5,7 %)
0 (0 %)
0 (0 %)
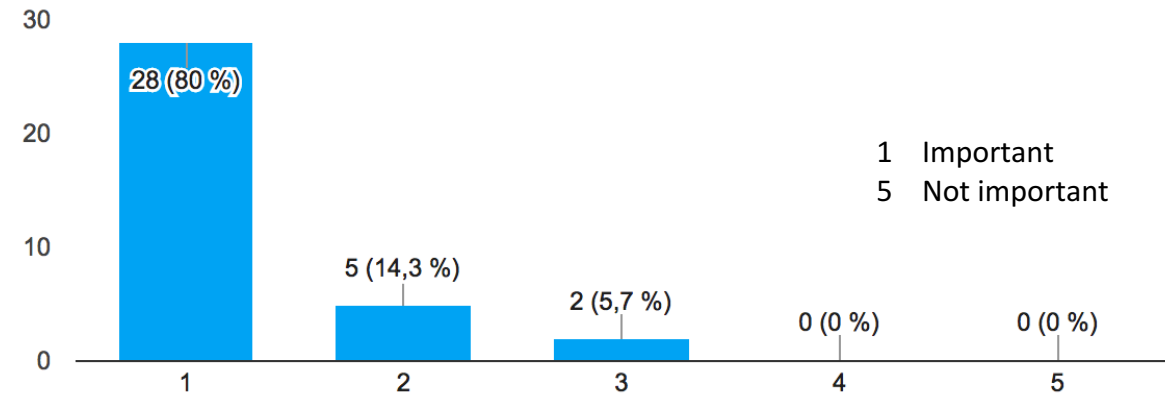
Source: Own processing.

Graph 11 shows that 80% of respondent answered that it is very important for them to know the criteria by which they are evaluated. No number 4 and 5 observed. Only two people have no preference.

Graph 12 *To what extent do you think you know these criteria?*

1 Completely
5 Not at all

26 (74,3 %)
3 (8,6 %)
5 (14,3 %)
0 (0 %)
1 (2,9 %)
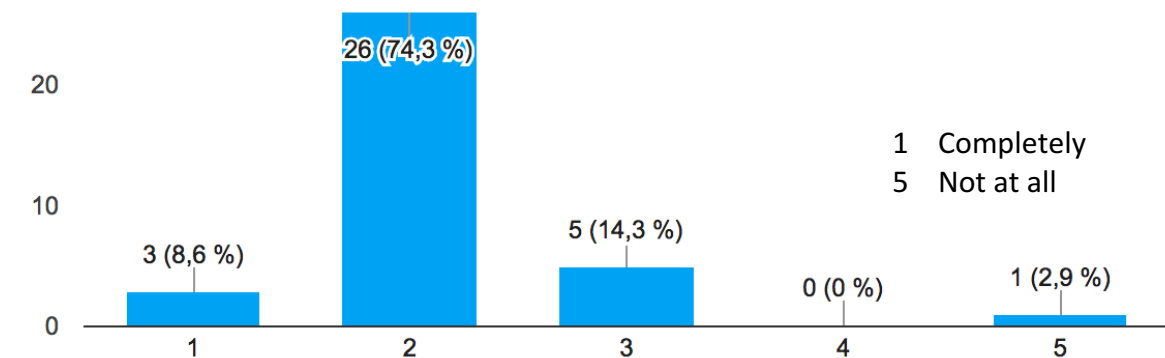
Source: Own processing.

From previous graph it is known that people like to know their criteria but do they really know them? This graph 12 shows that most of respondents know this criteria (almost 83% - number 1 and 2). Only one worker marked number 5 – he / she does not know these criteria at all. 14.3% of people think they know about half of them.

Graph 13 *Do you think the evaluation method by using the competency model is comprehensible?*
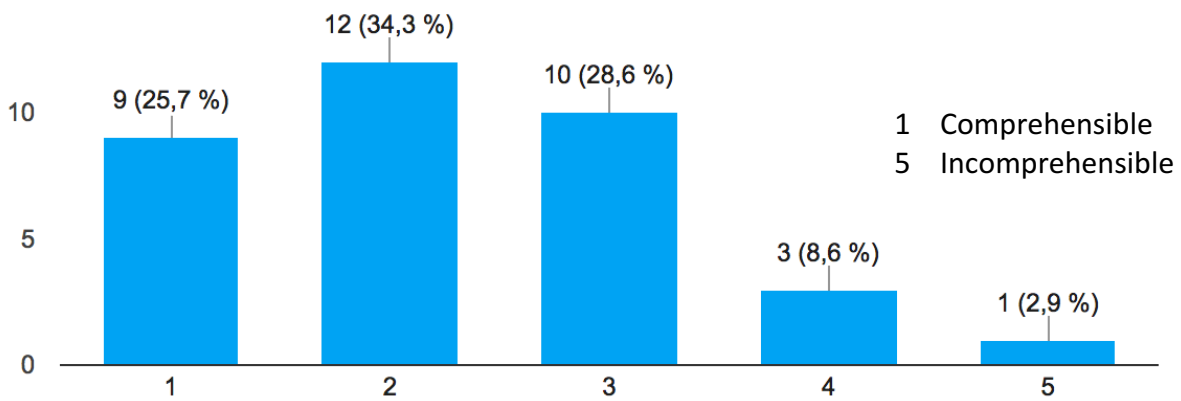
Source: Own processing.

From this graph 13 it is seen that employees think that evaluation by using competency model is comprehensible. Number 2 is marked the most – 34.3%. Ten people do not have a preference and four people tend to consider this evaluation method as incomprehensible.

Graph 14 *Do you think the competency model for evaluation is sufficient?*
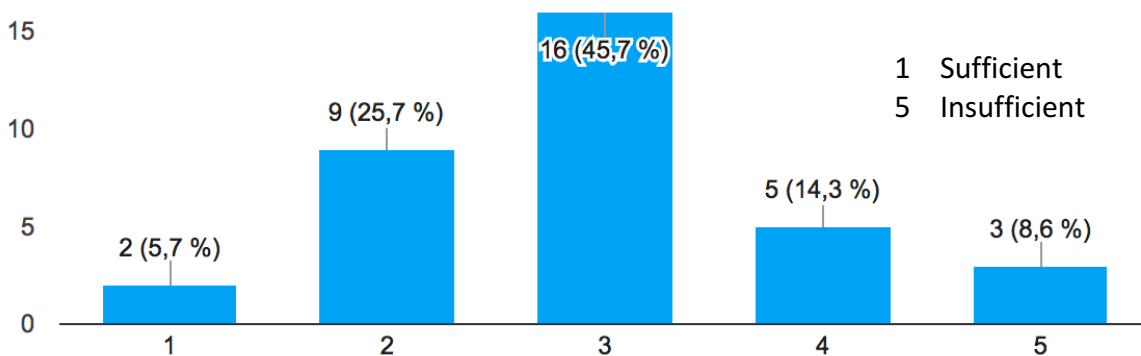
Source: Own processing.

This graph shows that 45.7% of employees do not know what to think about sufficiency of this evaluation method. 11 people marked number 1 and 2 and eight people answered number 4 and 5 which is not a big difference. Author would like to know whether anything has changed, though more respondents answered.

> ➢ Last part of the questioner is about **strong and weak points**. These are two open questions. The author is trying to faithfully bring the result of attitudes, beliefs and assumptions. The author mentions the most common formulation of responses.

Table 7 *What advantages this competency model has?*

Able to evaluate how "soft" (NLF) and "hard" (functional competence)
Clarifies the way leading to career growth and development
Good guide for developing meetings
No I have not discovered yet
Complexity. But has to be well explained.

Source: Own processing

Table 8 *What disadvantages this competency model has?*

I would add practical examples of how individual behaviour should people have
Too extensive, complicated
if it is not used, it loses meaning
Must be very well explained, otherwise it may not be so understood
I do not know

Source: Own processing.

From table 7 and 8 it can be read advantages and disadvantages. There are written most common answers of respondents. Workers from sales department see the biggest advantage in evaluation of both competencies – hard and soft as well (it is complex). They think it can help with career growth and development because it is very good guide for development meetings with their superior.

On the other hand, employees from sales department perceived this competency model quite complicated to understand all aspects of this competency model and if it is not used properly, then this system can be useless.

7.7 Case Study of five Sales Representatives

To answer the research questions, author of this diploma thesis had an interview with Mr. Bohdan Souček who works in Nestlé as a Sales Training Manager to identify people who documented the successful fulfilment of standards, competency expectations and career growth, and vice versa, who needed further development and training. Obtained data are for three sales representatives who were promoted, and two sales representatives who struggled with their results. Because of using internal data, letters are used instead of names.

In the picture on next page it is shown the job success profile of a Sales Representative. Specific data will be mainly based on functional competencies numbered 4 and 3, which is an effective sale, flawless execution / realization and effective negotiation. As number 4 shows, it is a responsibility that a person within this job can do alone, without help from others.

Figure 15 *Job Description of Sales Representative*

Job Family:		Sub Job Family:	
Job and Job ID:		Job Groupings:	
Region / Market / Country:		**Position Dimensions / Scope**	
Location:		*Enter Dimensions / scope information*	
Company:		*e.g. Net Proceeds of Sales (NPS): Number of Units or Factories:*	
Department:	SALES	*Budget :*	
Position Title:	Sales Representative	*Number of direct subordinates / indirect subordinates:*	
Direct Report to:	Area Sales Manager		
Indirect Report to:		*Business or Product categories*	
Date (updated or modified):		Version Number:	

Main Purpose of Job

Implement Nestlé business plans and strategy in his/her region. Ensure the increase of Nestlé market share in all product groups and execute agreed sales activities, build of distribution and visibility of Nestlé products and POS materials, share information from the market. Increase sales volume with current as well as potential new clients. Represent our company with dignity and provide high quality service to our customers.

Key Outputs: main areas in which the job must deliver in order to successfully achieve its purpose	Measurements / Performance Indicators
provide high quality service to our current as well as potential new customers in his/her region with respect to profitability (effectivity) of each visit and customer potential	back check and evaluation form from co-visit from ASM, work with database
flawless execution of centrally agreed sales activities	back check and evaluation form from co-visit from ASM / KAM, monitoring of priorities
ensure distribution of defined products with respect to sales channels, customers	back check, evaluation form from co-visit and monitoring of distribution from external agency as well as internally
ensure appropriate representation of shelf share according to Perfect Store rules	back check and evaluation form from co-visit from ASM / KAM, monitoring of priorities
ensure visibity of POS materials according to Perfect Store rules / centrally agreed sales activities	back check and evaluation form from co-visit from ASM / KAM, monitoring of priorities
ensure sufficient orders of Nestlé products for wholesale / retail channels to eliminate sold out	execution of sales activities vs. Operation plan (reports)
ensure transfer and sharing of information from the market resp. his/her region	weekly reports, co-visit evaluation form, ad hoc evaluation
effective merchandise team management in his/her region (not applicable for ATC)	merchandiser working hours timesheet

Key Relationships Internal to Nestle Group (shared / conflicting interests)	Key Relationships External to Nestle Group (shared / conflicting interests)
ASM, FSM, KAM, CCSD team, sales administration, customer service, other members of sales rep. team, sales rep. from NIMs	POS Centre (Sedlice - CZ, Harčer - SK), customers (retail / WS), employees from merchandising agency, POSM agency of the customers competition (conflict) ATC: distributor of Dolce Gusto machines (Group SEB) - sales representative

Key Experiences: *What experiences are key to success in this job?*	**Knowledge: Nestlé Corporate/ Functional / Market / Business/ Organizational** *What specific organizational information should the incumbent have to be effective in their role?*
sales and negotiation experience on the level of retail / WS	1. NCBP - core knowledge of 10 principles
experience from FMCG market (advantage)	2. NICE - In Call Execution the Nestlé Way
basic managerial skills	3. knowlege of products / customer / market / company / region
	4. Perfect Store knoledge
	5. how to use Hendheld
	6. Safety rules, antitrust law

Nestlé Leadership Framework *These are the leadership behaviours required as defined by the position level of the role*	**Functional Competencies** *These are the core functional competencies and the appropriate skill level that is required to be effective in the role*	
Understand The Business	**Competency**	**Skill Level**
	effective selling	4. Can do alone
	effective negotiation	3. Can practice with help
Results Focus	Drive excellence in execution	4. Can do alone
	Drive category shopper knowledge	2. Basic knowledge but no skill
	Drive channel customer knowledge	2. Basic knowledge but no skill
Practice What You Preach		
Proactive Cooperation		
	Other Personal Qualities	
	Other personal attributes not reflected in the NLF that will enable success	
Know Yourself	self-motivated	team - player
	reliable	entrepreneurial
	persistent	communicative
Initiative	positive thinking	active driver
	independent	

Source: Internal data of Nestlé.

But how to determine what level of competence an employee has and see development? Each Sales Representative is subordinate to an Area Sales Manager, who has the task ideally twice per quarter to make the so-called car-sharing with the particular Sales Representative and evaluate his/her performance after the car-sharing. Then the form of car-sharing has to be completed, which is presented below this text. The form uses the scoring of customer visits and identification of the challenges for further development. This form must be signed by both Area Sales Manager and Sales Representative. Explanation of entire form can be seen in the chapter Appendix.

Figure 16 *Evaluation of Car-sharing*

Evaluation of Car-sharing									
Name of SR :				Number of visits:			Date:		Points: 1 - 4
				Individually visited:					
Evaluation of Visits									
GENERAL MEETING of STRUCTURE "8 STEPS"		1	2	3	4	5	6	7	Total average rating
Knowledge of priorities and promotions									
POS - availability in vehicle									
Determination of SMART goals before the visit									
Check of store and inventory									
THE OVERALL LEVEL OF USAGE "4C MODEL" SALES									
Asking questions / confirmation of customer's needs									
Presentation of benefit FAB / VVU									
Coping with opposition									
Responding to buying signals / Closing the deal									
Quality exposure - as shown in Figure Success									
Working with tablet - writing goals / info									
Development of Sales Representative:								Total points:	0
Ongoing tasks from the previous car - sharing									
Target and specific task (development of strengths and weaknesses)									
Deadline									
Notes:									
Signature SR									
Signature ASM									

Source: Internal data of Nestlé.

These forms are also entered into the table, where it is seen the results of all Sales Representatives during one year. The average points are computed each quarter and there is also shown whether the employees are entitled to have quarter bonus. As it is known Sales Representatives are mostly remunerated on a fixed salary and a variable component that is tied to results. And this model is also established in Nestlé.

Because the data of individual Sales Representatives are sensitive, the author of this thesis agreed with Mr. Souček that five examples can be used nameless. The table below is from the year 2016. Sales Representatives who successfully met the competency standards and expectations, they are highlighted in yellow. Sales representatives who needed further development and training, they are labelled red to distinguish them.

Table 9 *Results of evaluations 2016.*

	Q1			Avr	bonus	Q2			Avr	bonus	comm	Q3			Avr	bonus	comm	Q4			Avr	bonus	comm.
	1	2	3			4	5	6				7	8	9				10	11	12			
Area Sales Manager 1																							
Sales Representative 1	24	30	0	27	N	28	30	0	29,0	N		30	0	30	30	Y		30	0	32	31	Y	
Sales Representative 2	24	27	0	26	N	25	24	0	24,5	N		27	0	28	28	N		25	0	28	27	N	
Area Sales Manager 2																							
Sales Representative 3	22	27	0	25	N	28	0	0	28,0	N													
Sales Representative 4	0	29	31	30	Y	30	0	31	30,5	Y		30	0	31	31	Y		32	0	31	32	Y	
Area Sales Manager 3																							
Sales Representative 5	24	30	0	27	N	31	0	30	30,5	Y		30	0	31	31	Y		30	31	0	31	Y	

Source: Internal data of Nestlé. Adjusted by author.

To explain why number 0 is there is a fact that as was mentioned the car-sharing is ideally twice per quarter. As it is seen in this table, Sales Representatives highlighted in yellow were in average around 30 points which means the result meets expectations (standard performance). And Sales Representatives highlighted red were in average around 26 points which means the result only partially meets expectations (development needs). For understanding why they got those points, author put the completed form of car-sharing in the chapter Appendix. Due to the sensitivity of data, these forms was provided only to Sales Representative 1, 2 and 5. However, this form is filled only in the Czech language. In this table is also seen links to performance bonus. All Sales Representatives, who achieved 30 points, received a financial bonus.

All of them could see and work with the form of car-sharing to improve their skills and use it within Nestlé competency model. The author was given an information from Mr. Souček that people highlighted yellow were very conscientious, ready to face criticism from Area

Sales Manager, willing to learn and educate. They talked openly with their managers about their options for the future and they used the competency model to see areas to develop themselves. They were very motivated for career growth which was visible on their results.

He also remarked that people labelled by red colour did not take everything from feedback in order to improve themselves. On the contrary, they resented criticism and even had no desire to develop further. Which is discouraged in their behaviour and results and it did not correspond with competencies that a person in this position should have. Especially with the Nestlé Leadership Framework, which identifies the key behaviours that support the development of Nestlé employees worldwide because it addresses how people achieve their targets and objectives.

The result can be seen on the grid of performance management:

Table 10 *Grid of Performance Management*

As already noted, Nestlé uses a competency model for performance management and evaluates the behaviour and the results of the employee (WHAT and HOW). Therefore, it is seen on the grid that sales representatives 1, 4 and 5 did very well and their behaviour was in accordance with the standards. Sales representatives 2 and 3, although did not badly, but their behaviour did not match Nestlé standards.

How did individual sales representatives end up? Mr. Souček gave information:

- **Sales Representative 1** - promoted to Wholesale Specialist,

- **Sales Representative 2** - after careful consideration of both parties, contract was ended,

- **Sales Representative 3** - after careful consideration of both parties, contract was ended,

- **Sales Representative 4** - promoted to Wholesale Specialist,

- **Sales Representative 5** - promoted to Junior Key Account Manager.

Based on these five examples could be considered that if an employee has the results, his/her competences are at the required level and his/her behaviour meets all standards, then the employee can be promoted. However, it should not be forgotten an important factor if ever a place for promotions will be open. As Ms. Matoušková said: *"It's not a promise"*.

The author of this diploma thesis is aware that the results may be distorted because only five examples were granted for this thesis, and because of the sensibility of the company's data. However, the author believes that thanks to these five examples may approach the correct interpretation.

7.8 Evaluation of results and recommendation

There were three researches done in the diploma thesis according to the used data. First one was the interview with HR Business Partner about Nestlé Competency Model which is divided into two parts – Nestlé Leadership Framework (linked to company's values and it describes the desired behaviour of all employees). Second part is Functional Competencies Framework which is different for each department because every department has its own competencies. Company's competency model is used worldwide to lighten moving abroad to work within Nestlé. According to Ms. Matoušková *"…it is useful, we can see how to help people with their development and career…but they need to have willingness to use our model"*. It is useful for many aspects of human resource management. These two frameworks are used for job descriptions, development of workers, career planning,

recruitment. Performance management and 360° feedback are evaluated only by Nestlé Leadership Framework. Ms. Matoušková pointed that she knows that this competency model is huge and maybe not that understandable for someone. But that is why there are people from human resource management in the company to help and explain what needed. It is a system which stands on the human factor (especially willingness).

Author is aware that only one interview is not enough to answer research questions because it is not enough information and it is only one viewpoint. The second main research is dedicated to the analysis of primary data, which the author ensured via questionnaire. The results from this questionnaire are presented in the chapter 7.6. The main purpose was to obtain new data, which could be important for the future development of new competency model or a new strategy to use this concept. Structure of the questionnaire can be seen in the chapter called Appendix. For the quantitative questions the basic statistic calculation was used. Due to the low response rate (20.59%) the sample of respondents can not be considered as a representative sample. It is an illustrative sample. That is why the following results are evaluated with possible bias.

One part of the questionnaire is about general perception of the competency model. The overall perception of competency model is evaluated positively based on the results. All six questions were marked by number 2 the most. It means that the competency model was explained to workers in order to understand all things related to this system. Only a few respondents were not satisfied with the explanation but actually they even understand what the competency model is. 80% of respondents agree with their competencies within their positions which corresponds with the fact that more then 70% of workers can identify their objectives and tasks thanks to the competency model. More then 57% of respondents think that the competency model is an effective tool and the same percentage of workers use this model voluntarily.

Another part is about people development and career growth. More then 60% of respondents answered that owing to the competency model they can identify areas where they can improve their skills and behaviour as well as areas where they prosper. This the author considers positively because it is very important to know these areas for the development and career planning. The odd fact is that respondents answered the question whether the competency model can help with their career growth hesitantly. However, 77.2% of respondents said that they considered development meetings with superiors beneficial,

where this competency model is used. On the basis of these two facts, the author assumes that the competency model can help them in career growth if they have someone to consult their views. This corresponds also with the results of the last two questions, which are about pros and cons of the competency model.

Next part is about evaluation using the competency model. 90.3% of respondents consider that knowing their criteria by which they are evaluated is important. And almost 83% of workers know these. It seems to be positive finding. 60% of respondents think that the model is comprehensive but 45.7% of employees do not know what to think about sufficiency of this evaluation method. Author takes into account all aspects from the questionnaire and thinks that they need to have someone to discuss it and understand all circumstances. Eventually, to have a chance to defend themselves.

Last part of the questioner is about strong and weak points. This part was seen as a hard one. Not everyone answered to these questions. Probably because these questions were open and people did not have time or they really did not know what to write. The author could sum up these questions that the workers within Sales Department perceived the competency model more positively than negatively. If the responses are averaged to a single result, then the outcome could be: *It is a useful complex model for development and career growth to discuss the result with someone who is responsible for developing meetings. Everything has to be well explained and really used, then it is useless.* This result corresponds with Ms. Matoušková.

Another approach was the case study of five sales representatives. This shows if employees have the competencies on desired level, want to use the competency model and take feedback from managers, then the competency model can be helpful for development and career growth. Three sales representatives used this model and tried to do their best to be better in performance and their behaviour and they ended 3/2 within the grid of performance where the objectives and behaviour is in complex. They did very well and their behaviour was in accordance with Nestlé standards. On the other hand, there could be read about two sales representatives who were not willing to use the competency model that much and were not motivated to work with high engagement as Mr. Soušek sad. That is why three sales representatives were promoted because of their results and two sales representatives agreed to leave the company because they do not fit there. As it was mentioned the author of this diploma thesis is aware that the results may be distorted because only five examples were

granted for this thesis, and because of the sensibility of the company's data. However, the author believes that thanks to these five examples it might be brought as a correct interpretation. The author wanted to support this research by interviews with selected employees but it was impossible.

To conclude all the approaches, the company competency model (Nestlé Leadership Framework and Nestlé Sales Competencies Framework) is considered as a useful tool for human resource management and positively perceived by employees. The author does not see a problem in the settings of the competency model. The author thinks there might be a problem about willingness of the people, and about complete knowledge of the competency model - how they can use it, how it can help people to develop their strengths and weaknesses. If employees use this competency model properly with a taste to develop themselves and to grow within their career, then the competency model could help them to achieve their goals. But of course there must be superiors to discus the model.

Based on the mentioned limitations of the interview, the case study and the illustrative character of the analysed sample the presented recommendations and proposals are limited. The author would recommend that human resource department (with managers) could manage a training day for people to understand the competency model, especially why it is good to use it. The employees could be more motivated after that. Because the findings show that the human factor may limit the competency model, and therefore it is necessary to support the human factor. It can be also created as an online tool (e.g. video) for employees, where this issue can be explained. Nowadays, people are often being attached to a computer, so this method could be effective.

8 Conclusion

This diploma thesis was dealing with the competency model in the international company Nestlé, how employees perceive this model and if it is helpful for development and career growth of people. The author was focused on the sales department of the company. The competency model was comprehensively analysed by an unstructured interview with HR Business Partner. Perception of the employees was identified by questionnaire which was divided into five parts – information about respondents, general perception, development and career growth, evaluation using the competency model and last part was about the advantages and the disadvantages of the model. The third approach was a case study of five Sales Representatives to see connections between employee's competencies, performance, evaluation, development and potential career growth.

Nestlé is the world's leading food, health and wellness company. Nestlé has many departments and people. Because of that they decided to create their own competencies and the competency model to give a uniform procedure throughout the company. Their competency model stands on two frameworks – Nestlé Leadership Framework and Functional Competencies Framework witch is different for each department. These frameworks are highly-developed and used for many activities within human resource management. Ms. Matoušková evaluated this model very positively despite it is sturdy. She is aware of that and she is helpful to explain the competency model to anybody who needs it. According to her and Mr. Souček, who provided all necessary documents and information for a case study, the competency model is a useful tool for development and career growth of people. Based on the case study it was clear that people who were willing to use the model and who wanted to develop their strengths and weaknesses, then these people were promoted. Based on the results of the questionnaire it can be concluded that employees evaluate the competency model rather positively. The most important thing for them is to know the criteria by which they are evaluated. It is also important for them to use the competency model together with a superior at development meetings. If employees use this competency model properly with a taste to develop themselves and to grow within their career, then the competency model could help them. The author wanted to support this research by interviews with selected employees but it was impossible. Because of the limitations of the research the recommendations have to be taken with possible bias.

Nestlé competency model is currently in its fourth year of the operation and it is not still used in all departments. The author would recommend that human resource department could manage a training day for people (or create an on-line tool, e.g. video) to understand the competency model, to motivated employees why it is necessary to use the company model. The author believes that employees would then be able to see better coherence in all aspects of the usage.

9 References

ADAIR, J., *Effective Leadership. How to Develop Leadership Skills*. London: Pan, 1993. ISBN 80-85603-40-3

ARMSTRONG, M. *Armstrong's essential human resource management practice : a guide to people management*. London: Kogan Page, 2010. ISBN 978-0-7494-5989-5

BARTOŇKOVÁ, H. Firemní vzdělávání. 1. vyd. Praha: Grada Publishing, 2010. ISBN 978-80-247-2914-5

BEDRNOVÁ E., NOVÝ I., *Psychologie a sociologie řízení.* Praha: Management Press, 2007. ISBN 978-80-7261-169-0

BOYATZIS, R.E. (1982), *The Competent Manager: A Model for Effective Performance*, John Wiley & Sons, New York, NY

DĚDINA, J., CEJTHAMR, V., *Management a organizační chování: manažerské chování a zvyšování efektivity, řízení jednotlivců a skupin, manažerské role a styly, moc a vliv v řízení organizací*. Grada Publishing a.s., 2005. ISBN 97-247-1300-4

DONNELLY, James H., James L. GIBSON a John M. IVANCEVICH. *Fundamentals of management*. 10th ed. Boston, Mass.: Irwin/McGraw Hill, 1998. ISBN 0071152334

GLENDINNING, P. (2002). *Performance Management: Pariah or Messiah*. Public Personnel management, *31*(2), 161-178. https:/doi.org/10.1177/009102600203100203

GOLEMAN, D. *Emoční inteligence*. Praha: Columbus, 1997. ISBN 80-85928-48-5

HENDL, J. *Kvalitativní výzkum: základní teorie, metody a aplikace*. 2.vyd. Praha: Portál, 2008. ISBN 978-80-7367-485-4

HRONÍK, F. *Hodnocení pracovníků*. Praha: Grada, 2006. ISBN 80-247-1458-2

KOCIANOVÁ, R. *Personální činnosti a metody personální práce*. Praha: Grada, 2010. s. 215. ISBN 978-80-247-2497-3

KOUBEK, J. Řízení lidských zdrojů. Základy moderní personalistiky. 4. rozšířené a doplněné vydání. Praha: Management Press, 2009. ISBN 978- 80-7261-168-3

KOVÁCS, J. *Kompetentní manažer procesu*. Vyd. 1. Praha: Wolters Kluwer Česká republika, 2009, 267 s. ISBN 978-80-7357-463-5

KUBEŠ, M. -- SPILLEROVÁ, D. -- KURNICKÝ, R. *Manažerské kompetence: způsobilosti výjimečných manažerů.* Praha: Grada, 2004. ISBN 80-247-0698-9

LAURSEN, K. and FOSS, N. (2003) *New Human Resource practices, complementarities, and impact on innovation performance*, Cambridge Journal of Economics, Vol.27 No. 2, pp 243-263

MATOUŠKOVÁ, Z. *Training and Development of Employees in Construction Companies: Management Based on Competencies*. Praha, 2012. Dissertation.

PILAŘOVÁ, I. *Jak efektivně hodnotit zaměstnance a zvyšovat jejich výkonnost.* Praha: Grada, 2008. ISBN 978-80-247-2042-5

PLAMÍNEK, J., FIŠER, R. Řízení podle kompetencí. 1. vyd. Praha: Grada Publishing, 2005. ISBN 80-247-1074-9

ROTHWELL, KAZANAS. *Planning and Managing Human Resources: Strategic Planning for Human Resources Management.* Human Resource Development, 2003. ISBN 9780874257182

SWANBORN, P. *Case Study Research What, Why and How?*. London: Sage Publications, 2010. ISBN 9781446247921

ŠIKÝŘ M., D. BOROVEC a I. LHOTKOVÁ. *Personalistika v řízení školy*. Praha: Wolters Kluwer, 2012. 200 s. ISBN 978-80-7357-901-2

ŠIMBEROVÁ, Z. Proč se lidé v práci (ne) učí? Moderní řízení. 2008, č. 6, str. 78-80. ISSN 0026-8720

ŠMÍDA, F., *Zavádění a rozvoj procesního řízení ve firmě*. Grada Publishing a.s., 2007. ISBN 978-80-247-1679-4

TURECKIOVÁ, M. *Řízení a rozvoj lidí ve firmách.* Praha: Grada, 2004. ISBN 80-247-0405-6

TULLIS, T., BILL A., *Measuring the User Experience, Collecting, Analysing, and Presenting Usability Metrics*. 2nd edition, Elsevier Inc., Waltham, 2013. ISBN 978-0-12-415781-1

TURECKIOVÁ, M. *Řízení a rozvoj lidí ve firmách*. 1. vyd. Praha : Grada Publishing, 2004. ISBN 80-247-0405-6

URBAN, J. *Jak posílit motivaci je vzdělávání.* HRM line. 2010, č. 11, str. 1-2. ISSN 1803-3903

Internet resources

Burma, Z. (2014). Human Resource Management and Its Importance for Today's Organizations. [online] Available at: http://www.ijessnet.com/wp-content/uploads/2014/09/9.pdf [Accessed 29 Sep. 2016].

CIPD. Annual survey report 2007 [online]. 2016 [cit. 2016-09-29]. Available at: http://www.cipd.co.uk/NR/rdonlyres/EB18FA28-BD40-4D47-81B9-660034D280C1/0/learndevsr.pdf [Accessed 29 Sep. 2016].

Chamorro-Premuzic.,T. (2016). Strengths-Based Coaching Can Actually Weaken You. [online] Available at: https://hbr.org/2016/01/strengths-based-coaching-can-actually-weaken-you [Accessed 15 Feb. 2017].

Chamorro-Premuzic.,T., Swan M. (2016). It's the Company's Job to Help Employees Learn. [online] Available at: https://hbr.org/2016/07/its-the-companys-job-to-help-employees-learn [Accessed 15 Feb. 2017].

Personalniagentury.cz (2008). Kompetence pro trh práce. [online] Available at: https://www.personalniagentury.cz/clanek/22-kompetence-pro-trh-prace/ [Accessed 15 Feb. 2017].

10 **Appendix**

1) Questionnaire - original

Kompetenční model Nestlé - Nestlé Leadership Framework + Nestlé Sales Competencies Framework

Vážení zaměstnanci,
obracím se na Vás s prosbou o vyplnění dotazníku, který se zabývá kompetenčním modelem (Nestlé Leadership Framework + Nestlé Sales Competencies Framework) ve Vaší společnosti.
S Vaší pomocí můžeme zjistit, zda je současný kompetenční model efektivní. Vyplněním tohoto dotazníku také můžete doporučit vedení firmy možné zlepšení stávajícího modelu, odstranit nedostatky a zároveň přispějete ke zvýšení kvality nejen Vašeho hodnocení.
Dotazník je anonymní, jeho vyplnění trvá cca 10 min a jeho výsledky budou zpracovány v rámci mé diplomové práce.
V případě komentářů a doporučení se na mě neváhejte obrátit na emailové adrese
havelkovasandra@seznam.cz

Děkuji Vám za spolupráci.

Sandra

*Povinné pole

1. Pohlaví *
Označte jen jednu elipsu.

◯ Muž
◯ Žena

2. Věk *
Označte jen jednu elipsu.

◯ 15 - 23
◯ 24 - 35
◯ 36 - 45
◯ 46 - 55
◯ 56 a více

3. Jak dlouho působíte na své pozici? *
Označte jen jednu elipsu.

◯ 0 - 1 rok
◯ 1 - 2 roky
◯ 2 - 3 roky
◯ 3 - 4 roky
◯ 4 - 5 let
◯ 5 a více let

Obecné vnímání kompetenčního modelu

4. Byl Vám dostatečně kompetenční model firmy vysvětlen? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Dostatečně	⬭	⬭	⬭	⬭	⬭	Nedostatečně

5. Je podle Vás kompetenční model srozumitelný? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Srozumitelný	⬭	⬭	⬭	⬭	⬭	Nesrozumitelný

6. Myslíte si, že kompetence na Vaší pozici jsou správně nastaveny? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Ano	⬭	⬭	⬭	⬭	⬭	Ne

7. Považujete kompetenční model za účinný nástroj nebo formalitu? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Účinný nástroj	⬭	⬭	⬭	⬭	⬭	Formalita

8. Používáte kompetenční model dobrovolně nebo z donucení? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Dobrovolně	⬭	⬭	⬭	⬭	⬭	Z donucení

9. Přispívá kompetenční model k tomu, že jste schopen / schopna si lépe představit cíle a úkoly spojené s Vaším pracovním zařazením? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Přispívá	⬭	⬭	⬭	⬭	⬭	Nepřispívá

Rozvoj a kariérní růst

10. Pomáhá Vám kompetenční model určit oblasti, ve kterých se můžete zlepšit? *
Označte jen jednu elipsu.

	1	2	3	4	5	
Pomáhá	⬭	⬭	⬭	⬭	⬭	Nepomáhá

11. **Pomáhá Vám kompetenční model určit oblasti, ve kterých si vedete dobře a můžete se v nich nadále rozvíjet?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Pomáhá	◯	◯	◯	◯	◯	Nepomáhá

12. **Máte pocit, že Vám kompetenční model pomáhá v kariérním plánu?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Pomáhá	◯	◯	◯	◯	◯	Nepomáhá

13. **Považujete za přínosné rozvojové schůzky s Vaším nadřízeným?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Přínosné	◯	◯	◯	◯	◯	Nepřínosné

Hodnocení pomocí kompetenčního modelu

14. **Do jaké míry je podle Vás důležité znát kritéria, podle kterých jste hodnocen(a)?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Důležité	◯	◯	◯	◯	◯	Nedůležité

15. **Do jaké míry si myslíte, že znáte tyto kritéria?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Zcela	◯	◯	◯	◯	◯	Vůbec

16. **Je podle Vás způsob hodnocení pomocí kompetenčního modelu srozumitelný?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Srozumitelný	◯	◯	◯	◯	◯	Nesrozumitelný

17. **Je podle Vás kompetenční model pro hodnocení dostačující?** *
Označte jen jednu elipsu.

	1	2	3	4	5	
Dostačující	◯	◯	◯	◯	◯	Nedostačující

18. **Jaké jsou podle Vás přednosti kompetenčního modelu?** *

19. **Jaké jsou podle Vás slabiny kompetenčního modelu?** *

2) Questionnaire – translation

Competency model Nestlé - Nestlé Leadership Framework + Nestlé Sales Competencies Framework

Dear employees,

I am writing to ask you to fill out a questionnaire, which deals with the competency model (Nestlé Leadership Framework + Nestle Sales Competencies Framework) in your company.

With your help, it can be determined if the current competency model is effective. By completing this questionnaire also it can be recommended improvement the existing model to the company's management, removed deficiency and also you can contribute to increase quality of your evaluation.

The questionnaire is anonymous, filling it takes about 10 minutes and the results will be processed within my thesis.

For comments and recommendations please do not hesitate to contact me at the email address havelkovasandra@seznam.cz.

Thank you for your cooperation.

Sandra

*Povinné pole

Gender *

◯ Man

◯ Woman

Age *

◯ 15 - 23

◯ 24 - 35

◯ 36 - 45

◯ 46 - 55

◯ 56 and more

How long have you been working on your position? *

◯ 0 - 1 year

◯ 1 - 2 years

◯ 2 - 3 years

◯ 3 - 4 years

◯ 4 - 5 years

◯ 5 and more years

General perception of the competency model

Was the competency model explained to you sufficiently? *

	1	2	3	4	5	
Sufficiently	○	○	○	○	○	Insufficiently

Is the competency model comprehensible for you? *

	1	2	3	4	5	
Comprehensible	○	○	○	○	○	Incomprehensible

Do you think competencies of your position are properly adjusted? *

	1	2	3	4	5	
Yes	○	○	○	○	○	No

Do you consider the competency model as an effective tool or formality? *

	1	2	3	4	5	
Effective tool	○	○	○	○	○	Formality

Do you use the competency model voluntarily or forced? *

	1	2	3	4	5	
Voluntarily	○	○	○	○	○	Forced

Does the competency model help to the fact you are able to better see the objectives and tasks connected with your position? *

	1	2	3	4	5	
Helps	○	○	○	○	○	Does not help

Development and carrier growth

Does the competency model help to identify areas where you can improve? *

	1	2	3	4	5	
Helps	◯	◯	◯	◯	◯	Does not help

Does the competency model help to identify areas where you are doing well and you can continue to develop them? *

	1	2	3	4	5	
Helps	◯	◯	◯	◯	◯	Does not help

Do you feel that the competency model helps you with carrier planning? *

	1	2	3	4	5	
Helps	◯	◯	◯	◯	◯	Does not help

Do you consider the developing meeting with your boss to be beneficial? *

	1	2	3	4	5	
Beneficial	◯	◯	◯	◯	◯	No value

Evaluation using the competency model

To what extent do you think is important to know the criteria by which you are evaluated? *

	1	2	3	4	5	
Important	○	○	○	○	○	Not important

To what extent do you think you know these criteria? *

	1	2	3	4	5	
Completaly	○	○	○	○	○	Not at all

Do you think the evaluation method by using the competency model is comprehensible? *

	1	2	3	4	5	
Comprehensible	○	○	○	○	○	Incomprehensible

Do you think the competency model for evaluation is sufficient? *

	1	2	3	4	5	
Sufficient	○	○	○	○	○	Insufficient

Strong and Weak points

In this section I will ask you to answer the following questions in a few points.

What advantages this competency model has? *

Vaše odpověď

What disadvantages this competency model has? *

Vaše odpověď

3) Car-sharing of sales representatives

Form 1

	Počet návštěv		Datum:		Bodování 1 - 4 body
		Jednotlivě navštívené MO			Celkové průměrné hodnocení
	1	2	3	4	5	6	7	

CELKOVÉ DODRŽENÍ STRUKTURY "8 KROKŮ"

	1	2	3					
Znalost priorit a promo akcí	3	3	3					3
POS - dostupnost ve vozidle	2	3	4					3
Stanovení SMART cíle před návštěvou	3	3	3					3
Kontrola prodejny a skladových zásob								

CELKOVÁ ÚROVEŇ POUŽITÍ "4C MODELU" PRODEJE

Kladení otázek / potvrzení potřeb zákazníka	3	3	3					3
Prezentace užitku FABVVU	3	4	3					3
Zdolávání námitek	3	3	4					4
Reakce na nákupní signály / Uzavření obchodu	4	4	4					3
Kvalita vystavení na MO - dle Obrázku úspěchu	3	3	4					3
Práce s tabletem - zapisování cílů / informací								

Rozvoj obchodního zástupce								Celkem bodů
								70

Pokračující úkoly z předchozí spolujízdy

Tanda => upavnit si pozice.

Cíl a konkrétní úkol (rozvoj silných i slabých stránek)

Termín splnění

Poznámky

Podpis OZ
Podpis ASM

Hodnotící formulář OZ 2016

Form 2

	Počet návštěv		Datum:		Bodování 1 - 4 body
		Jednotlivě navštívené MO			Celkové průměrné hodnocení
	1	2	3	4	5	6	7	

Znalost priorit a promo akcí	3	3	3					3
POS - dostupnost ve vozidle	3	3	3					3
Stanovení SMART cíle před návštěvou	3	3	2					3
Kontrola prodejny a skladových zásob	3	3	3					3

CELKOVÁ ÚROVEŇ POUŽITÍ "4C MODELU" PRODEJE

Kladení otázek / potvrzení potřeb zákazníka	3	3	3					3
Prezentace užitku FABVVU	3	3	3					3
Zdolávání námitek	3	3	3					3
Reakce na nákupní signály / Uzavření obchodu	3	3	3					3
Kvalita vystavení na MO - dle Obrázku úspěchu	3	3	3					3
Práce s tabletem - zapisování cílů / informací	3	3	3					2

Rozvoj obchodního zástupce								Celkem bodů
								70

Pokračující úkoly z předchozí spolujízdy

na každou spolujizdu zvlut cil.

Cíl a konkrétní úkol (rozvoj silných i slabých stránek)

Termín splnění

Poznámky

Podpis OZ
Podpis ASM

Hodnotící formulář OZ 2016

Formulář 1

CELKOVÉ DODRŽENÍ STRUKTURY "8 KROKŮ"	Počet návštěv: 3		Datum: 11/2/16		Bodování 1-4 bodů		
	1	2	3	4	5	6	7	Celkové průměrné hodnocení
Znalost profit a promo akcí	3	3	3					3
POS - dostupnost ve vozidle	3	3	3					
Stanovení SMART cíle před návštěvou	3	3	3					
Kontrola prodejny a skladových zásob	3	3	3					3
CELKOVÁ ÚROVEŇ POUŽITÍ "4C MODELU" PRODEJE								
Kladení otázek / potvrzení potřeb zákazníka	2	2	2					2
Prezentace užitku FABVVU	2	2	3					2
Zdolávání námitek	3	3	3					3
Reakce na nákupní signály/ Uzavření obchodu	2	2	3					2
Kvalita vystavení na MO - dle Obrázku úspěchu	3	3	3					3
Práce s tabletem - zapisování cílů / informací	3	3	3					3
								Celkem bodů: 27

Rozvoj obchodního zástupce:

Pokračující úkoly z předchozí spolujízdy:
Nové Coop 4M Lelekovice - Hrušovice - Mokrá
Brno Coop 150 Hrušov. Hrušovice - Přísnot.

Cíl a konkrétní úkol (rozvoj silných i slabých stránek):
1 Pracovat / korigovat, otázkovat ot. zájem
Větší hloubka zjistovat potřeb TZM.
Více ot. ot.
2 Naslouchat

Termín splnění:

Poznámky:

Podpis OZ

Podpis ASM

Formulář 2

CELKOVÉ DODRŽENÍ STRUKTURY "8 KROKŮ"	Počet návštěv: 4		Datum: 3/4		Bodování 1-4 bodů		
	1	2	3	4	5	6	7	Celkové průměrné hodnocení
Znalost profit a promo akcí	2	3	3					3
POS - dostupnost ve vozidle	3	3	3					
Stanovení SMART cíle před návštěvou	3	3	3					
Kontrola prodejny a skladových zásob	3	3	3					3
CELKOVÁ ÚROVEŇ POUŽITÍ "4C MODELU" PRODEJE								
Kladení otázek / potvrzení potřeb zákazníka	2	2	2					2
Prezentace užitku FABVVU	2	2	2					2
Zdolávání námitek	2	2	2					2
Reakce na nákupní signály/ Uzavření obchodu	2	2	2					2
Kvalita vystavení na MO - dle Obrázku úspěchu	3	3	3					3
Práce s tabletem - zapisování cílů / informací	3	3	3					3
								Celkem bodů: 25

Rozvoj obchodního zástupce:

Pokračující úkoly z předchozí spolujízdy:
Málo prodává?? málo OD
Málit s nákb
Práce s tabulkami...
za 10 t. zelezat z čísla (Zřejmý)
Rozvoj otevřená otázka

Cíl a konkrétní úkol (rozvoj silných i slabých stránek):

Termín splnění: 1 hlavní OD

Poznámky:
Zaměřit se na prodej. Na úrovních obchodu
používat. Ptát se, prodávat => nyní
je to převrácená domovská.

Podpis OZ

Podpis ASM

4) Standard evaluation of car-sharing

Standard evaluation

Activity	1	2	3	4
Knowledge of priorities and promotions	SR doesnt know the priorities and promotions	SR knows superficially priorities and promotions, does not know the detail activities	SR knows well the priorities and promotions, knows the detail activities	SR knows perfectly priorities and promotions, knows the customers detail and categories, can have such personal preparation eg Sales notes and other news
POS - availability in vehicle	SR has not POS available in the car	SR has incomplete and poor POS saved in the vehicle	SR has POS available in the vehicle according to the needs	SR has a complete POS in the car, well stored or prearranged individual visits
Determination of SMART goals before visiting	SR no target	SR has common goal, knows the goal of previous visits, it is in tablet	SR has setthe SM target, knows the goal of previous visits, it is in tablet	SR has a well-defined objective SMART, SR knows the goal of previous visits, it is in a
Check store and inventory	SR not checked and not checked store warehouse	SR checked briefly store and reviewed briefly warehouse	SR checked the store - home store shelf and checked Nestle stock	SR checked the shop - homemade rack, cashier zone, secondary location and checked warehouse - Nestle products, competitive products, POS material
Asking questions / confirmation of customer's needs	SR did not ask questions and did not determine needs	SR investigated needs briefly without proper use of open questions	SR investigated the needs and asking the right open questions	SR investigated the needs and asking the right open-ended questions - find out a specific need, clearly he decoded the customer, received all the necessary
Presentation utility FAB / GIP	SR not used VVUtechnology in commercial design	SR knows the VVU technique, but not sure, does not use it regularly, it does not reach agreement	SR uses the correct technique and used it VVU, always regularly during business proposal, reaches agreement with proposal frequently	SR is perfectly mastered the technique of VVU, always emphasizes the benefit design in the business, achieves a regular agreement with the proposal
Coping objections	SR not register the object and does not use the technique of coping objections	SR randomly register an objection, knows technique Coping objections, but does not use it effectively to overcome objections	SR recognizes objection and responds to it and uses the technique of overcoming objections. Subdues objection with frequent success.	SR clearly recognizes objection to it immediately, reacts correctly, uses the technology effectively overcoming objections. Objections can overcome and achieve compliance with the dealer
Reaction to buying signals / Closing the deal	SR does not respond and does not recognize a buy signal, not close deal	SR has general awareness of buying signals, sometimes responds with random business result	SR recognize a buy signal, responds to it, and in most cases he can close the deal	SR immediately recognizes and responds to a buy signal and always reach a deal
Quality exposure to MO - as shown in Figure Success	SR does not know the rules of exposure to MO (accordance to Figure success) is not used, does not solve DÚ and other possible activities	SR knows the general rules on issuing MO (as shown in Figure Success), occasionally pays attention DÚ and other possible activities	SR knows the rules well exposed to MO (as shown in Figure Success), devotes sufficient attention DÚ, sees and deals with other potential activities and opportunities	SR perfectly knows the rules of exposure to the MO exposure, always corresponds to the standard, DÚ pays maximum attention and always carries out other possible activities and opportunities
Working with tablet - writing goals / information	SR did not target other visits and did not record any information	SR has set a general objective of further visits or other recorded information	SR has set a specific goal and recorded another visit for more information, in most cases to a tablet	SR set a specific goal of other visits, always recorded in a tablet, he wrote the necessary information and make others

Rating Scale:

Performance Specifications	Scores with objections
Insufficient	19 points and below - the result does not fully meet expectations
Development needs	20-29 points - the result party meets expectations
Standard performance	30 -35 points - the result meets expectations / standard
Above standard performance	36 points and more - the result is above expectations / standard

Bonus is paid from 30 points