

Czech University of Life Sciences Prague

Faculty of Economics and Management

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Diploma Thesis

**Satisfaction of employees with training and development
system in a selected company**

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Department of Management

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DIPLOMA THESIS ASSIGNMENT

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Economics and Management

Thesis title

Satisfaction of employees with training and development system in a selected company

Objectives of thesis

The aim of this diploma thesis is to determine a concept of training and development of employees and current situation of training and development system in a selected company as well as the satisfaction of employees with this system. It focuses on several training techniques and their main positives and negatives. Subsequently possible recommendations are provided.

Methodology

This thesis is methodologically divided into two parts. The theoretical background is based on literature review and theoretical methods of knowledge. The second practical part is processed from the results of qualitative and quantitative analyses. The main tools for data collection are questionnaire survey, interview and internal documents of a company to evaluate the satisfaction of employees with training and development system in selected company.

The proposed extent of the thesis

60-80 pages

Keywords

Training, Development, Employee, Satisfaction, Learning, Knowledge, Company, Human Resource Management, Management

Recommended information sources

Armstrong, M. Armstrong's handbook of human resource management practice.

Armstrong, M. Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. 3rd edition. Kogan Page: London, 2012. ISBN 978 0 7494 6552 0

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Kogan Page: London, 2002. ISBN 0 7494 4352 9

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Declaration

I declare that I have worked on my diploma thesis titled "Satisfaction of employees with training and development system in a selected company" by myself and I have used only the sources listed at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any third person.

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Acknowledgement

I would like to thank Richard Selby, Ph.D. for his professional advice and support during my work on this thesis.

Satisfaction of employees with training and development system in a selected company

Spokojenost zaměstnanců se vzdělávacím a rozvojovým systémem ve vybrané společnosti

Summary

This diploma thesis deals with a concept of training and development of employees in a selected company, which is KFC, as well as current situation of employees' satisfaction with training and development system in this company. It focuses on several training techniques and development activities and it specifies main strengths of this system and reveals any drawback and deficiencies. The thesis is methodically divided into two main parts; the first part includes theoretical background and the second part is author's own research resulting from various methods of data collection and evaluation. The main tools for collecting the data are semi-structured interviews, questionnaire research and internal documents of the company. Collected data are evaluated using 4 main statistical methods, namely simple frequencies, chart and pie chart builders, cross tables and means/averages. Through the survey, author gets general knowledge about employees' opinion about training and development system and what they perceive as main strengths and weaknesses. Some possible recommendations for improvement are provided afterwards.

Souhrn

Tato diplomová práce pojednává o konceptu vzdělávání a rozvoje zaměstnanců ve vybrané společnosti, kterou je KFC, a zároveň zjišťuje současnou situaci spokojenosti jejich zaměstnanců se vzdělávacím a rozvojovým systémem. Zaměřuje se na několik vzdělávacích metod a rozvojových aktivit, vymezuje jejich hlavní silné stránky a odhaluje různé nevýhody a nedostatky. Práce je metodicky rozdělena do dvou částí. První část zahrnuje teoretické poznatky a druhá část je autorův výzkum vycházející z různých metod sběru a vyhodnocování dat. Hlavními nástroji pro sběr dat jsou polo-strukturované pohovory, dotazníkové šetření a interní materiály společnosti. Shromážděná data jsou dále vyhodnocována pomocí 4 statistických metod, a to jednoduchými četnostmi, grafy, kontingenčními tabulkami a průměry. Výzkumem autor získává znalosti o názorech zaměstnanců na vzdělávací a rozvojový systém a co vnímají jako hlavní silné a slabé stránky. Následně jsou navrženy možná doporučení pro zlepšení.

Keywords: Company, Human Resource Management, Management, Training, Development, Employee, Satisfaction, Learning, Knowledge, KFC

Klíčová slova: Společnost, Řízení lidských zdrojů, Management, Vzdělávání, Rozvoj, Zaměstnanec, Spokojenost, Učení, Znalost, KFC

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1. Introduction

The topic of this diploma thesis is “Satisfaction of employees with training and development system in a selected company”.

Training and development of employees is an integral part of human resource management. Human capital ensures that the company may exist and thus it creates the most important value of the company.

In general it could be said that learning represents inseparable part of human life and education often determines the participation of individuals in the working process, but it also influences the social status of a person in a society.

Companies still more often realise the importance of human capital, especially its most valuable characteristics namely skills and knowledge. In a modern society, the requirements for human knowledge and skills have constantly been changing and people, trying to be employable, have to deepen and broaden continually their knowledge and skills. Thus the training and formation of working skills has been becoming a lifelong process; therefore companies as well as individuals are more likely to invest their resources to increase competitive advantage in the markets through improving training of employees. Successful managers and thriving companies are pretty aware of this fact. They realise the value of well-educated labour force – employees that can receive and share information, work and collaborate effectively, and develop furthermore their skills to give an efficient performance in today's dynamic global society.

To achieve an excellent market position, the company does not need only newest technology, excellent internal processes and customer care, but it has also to recruit and retain qualified personnel. Their skills, knowledge and abilities have to be developed to reach the organisational and individual goals. The managers have to take care of their employees, motivate them and create satisfying working environment and also opportunities for training and development; employees have to feel they have possibilities of growing; therefore the management of company should aim at the overall employees' satisfactions covering training and development system, too. This can essentially influence their need and readiness to be trained, which may subsequently have a great impact on the running and success of the company.

2. Aims and Methodology

2.1. Aims

The main aim of this thesis is to determine concept of training and development of employees and find out the current situation of satisfaction with training and development system in a selected company. It focuses on several training techniques and their main positive and negative features. Subsequently, the possible recommendations for improvement are provided. The company Kentucky Fried Chicken was selected for a case study.

More specifically, the partial objectives of this thesis are following:

- The theoretical background is quoted to better understand the importance of training and development of employees in general.
- The objective is to characterise the organization, its business strategy as well as the current situation of its training and development system.
- Another aim is to specify main strengths of current training technique and reveal any drawbacks and deficiencies.
- Research analysis is created with the aim to evaluate the satisfaction of employees with this system.
- In conclusion, the results are discussed and the possible improvements are proposed.

Research Questions:

- What do employees see as the main strengths and weaknesses of training system?
- Do employees perceive KFC as a place for personal development?
- What is the role of motivation in training and development in KFC?
- How can the training and development system in KFC be improved?

2.2. Methodology

This thesis is methodically divided into two parts: literature review and author's research. The first part is consisted of theoretical background based on a literature review and theoretical methods of knowledge.

The second practical part is processed from the results of several quantitative and qualitative analyses. Various methodological tools and processes have been used in the thesis for collecting and evaluating the data.

DATA COLLECTION

The main tools for data collection are questionnaire survey, internal documents of the company and semi-structured interviews. The author considers these tools the best choice for evaluation of the current situation of training and development of employees as well as their satisfaction with this system.

Questionnaire survey

Questionnaire survey focuses on trainees' reaction to training, their opinions and attitudes. In this research participants are thematically asked about their experience with the current training technique and possibilities of career development. The questionnaire is conducted in 4 KFC restaurants (in order to maintain the anonymity, the names of respondents are not stated and location of KFC restaurant is marked with letters A, B, C, D) with the number of respondents 136 giving the total turn 75.6%. The author applied totally 27 questions using all of the three main possible question types: close-ended, open-ended and semi-closed-ended. The first type of multiple-choice or close-ended questions is beneficial in easier data evaluation and this research includes especially Likert, rating scale, dichotomous and contingency questions. Open-ended questions are used to give the participants an opportunity to express their opinion freely in order to get insightful and true suggestions, which could be unexpected by the author. Semi-closed ended questions combine both previous types; these questions seem to be closed, but the respondents still have an opportunity to express additional ideas. The research is divided into 5 main parts: opinions and attitudes to training, personal development, current training, additional information to training and development and personal questions to identify the respondents.

With the aid of the results, author gets general knowledge about the satisfaction with the training and development program in the company.

Semi-structured interviews

Semi-structured interviews are conducted with Assistant Manager from the restaurant A and General Manager from the restaurant B. This method of data collection is beneficial for the author because of a direct contact between interviewer and respondents. In this type of interview, questions are prepared in advance allowing interviewer to add new ideas emerging from the respondent's answers. The interviews are used especially to understand the key processes of training and development system in this company. The semi-structured interview with Assistant Manager was conducted in October, 2014 and General Manager was interviewed in January 2015. (The prepared questions of interviews can be seen in Appendix 2)

Internal documents

Internal documents of the companies KFC and AmRest Ltd. are used for basic characteristics and strategy of the selected company.

DATA EVALUATION

Data are evaluated by means of 4 statistical methods which are used for better understanding of the results. Below described methods of data evaluation are created by using statistic program PAWS Statistics 18 and Microsoft Excel.

Simple frequencies

Simple frequencies are calculated to determine individual answers to each question of respondent by using percentages and frequencies.

Chart/Pie-chart builder

Chart and pie-chart builder is chosen for graphical representation and better interpretation of results.

Contingency tables

Contingency tables, also called cross-tables, through which two questions are examined at the same time, is the third evaluation method. It is used as visualisation of relationship between two features, whose comparison can be seen in their frequency distribution.

Mean/average

Mean/average is the last main statistical method that includes counting average of particular questions to evaluate the overall results of their answers with the accordance with stated presumptions. The formula for mean/average is as follows:

$$\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$$

Taking into account the current results, the existing satisfaction of employees with training and development method in KFC is discussed, and possible strengths and weaknesses are ascertained.

3. Literature Review

3.1. Human Resources Management

Training and development of employees is a part of a broader topic - Human Resource Management (further HRM). It is possible to find its numerous definitions in literature; according to Armstrong (2006) HRM can be defined as “*a strategic and coherent approach to the management of an organisation’s most value asset – the people working there who individually and collectively contribute to the achievement of its objectives.*” Koubek (2001) states that the term HRM represents the core and the most important part of the organisation which expresses significance of human labour as the most essential production input and driving force of activities of the organisation.

HRM involves all major activities in life of a worker such as HR planning, job analysis, recruitment and selection, orientation and placement, training and development, job evaluation, motivation, remuneration, safety and the like. (Aswathappa, 2005)

The general goal of HRM is to ensure organisational performance by increasing productivity and improving utilisation of all the resources in the organisation, i.e. material, financial, information and human resources. (Koubek, 2001)

3.2. Human Capital

Human capital is a vital term in HRM and indispensable resource for any business; people are considered the most important asset because nothing can be achieved in the organization without them. (Mayo, 2012)

The employees of the organization create human capital especially through their competence, attitude and intellectual agility and this includes also their knowledge, creativity, experiences as well as their professional and occupational skills. In spite of the fact that human capital is the essential part of organization, it cannot be owned by the company. (Puhakainen and Siponen, 2010)

3.3. Training and Development basic definitions

Training and development is often studied and it is possible to find its numerous definitions in literature. Aswathappa (2005) describes this concept as “*any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge*”.

It is important to distinguish between several terms enabling thus to acquire a better perspective about their meaning:

- **Training** can be defined as the application of formal processes of instruction to impart knowledge and to help employees to acquire specific skills. (Armstrong, 2012)
- **Education** refers to theoretical long-term learning activity aimed at preparing individuals for a variety of roles in a society: as citizens, workers and members of family groups. (Cole, 1993)
- **Learning** is a continuous process by which people acquire and develop new skills, knowledge, capabilities and attitudes. (Armstrong, 2012)
- **Development** can be understood as learning opportunities designed to help employees to grow and provide general knowledge and attitudes helpful to employees in higher positions. (Aswathappa, 2005)

3.4. Importance of Training and Development

The role of training and development in an organisation is a crucial part of HRM, which more specifies Human Resource Development (chapter 3.4.2) with the aim to achieve the organisational objectives. As Hroník (2007) explains, the business performance is based on productivity of processes as well as people, and both items are interdependent. The organisation could hardly have a sophisticated processes realised by underperforming people.

Flexibility and readiness for changes are the basics of any business running and organisational success; therefore flexible people, who are able to promptly react to requirements and potential occasions of the market, are crucial for the organisation as well as a necessity of constant improvement of an organisation’s management system.

More exactly, knowledge and skills of people have to be permanently trained not to become obsolete because of permanently changing conditions in the market; newest technologies have constantly been arising from new ideas and findings, the changeability of human needs as well as market of goods and services is still more significant and organisational changes are more frequent. Many other reasons why training is necessary could be stated, such as development of technology, IT or globalisation. (Koubek, 2001)

3.4.1. Business Strategy

3.4.1.1. Mission, Vision and Values

When considering business strategy, first of all, terms like mission, vision and values should be understood. In literature these expressions are defined in various possibilities according to different authors.

Morden (1993) defines corporate **mission** as fundamental statement of purpose, defining the place of the organisation within its environment; it identifies the scope of the organisation, its location, people, product-markets and operations. Many organisations define their mission in terms of customer problems' solving and service.

Vision also defines purpose of the organisation, but it creates the image of an enterprise and reflects how people who run the organisation wish to be viewed by others in the external environment. To create a vision statement, firstly the organisation has to find the human value of its work and secondly identifies the organisational value. (Mind Tools Ltd, 2014)

As Mayo (2012) explains, the organisations exist to create and provide **value** for their stakeholders, but this concept of value is not only in terms of economic point of view; it can be understood as a benefit which is created for example by providing excellent customer service.

3.4.1.2. Competitive advantage

Today's world is increasingly competitive and therefore if the organisation wants to be successful, it is necessary to implement this issue into a business strategy, which should be linked with training and development. (Wilson, 2005)

Training and development help to remove deficiencies in employees' performance. This is beneficial for the organisation especially from the point of view of stability, reflexivity and capacity of growth. (Aswathappa, 2005)

While implementing business strategy and considering competitiveness, the organisation can achieve the advantage through innovations, quality, costs leadership and employing people who are better than those employed by its competitors. In case of better employees there are 3 steps of HR strategy, which the organisation should follow to achieve desired goal: (Armstrong, 2006)

- 1) **Resourcing** – *“Use sophisticated recruitment and selection procedures based on rigorous analysis of the special capabilities required by the organisation.”*
- 2) **Human Resource Development** – *“Develop organization learning processes; encourage self-managed learning through the use of personal development plans as part of a performance management process.”*
- 3) **Reward** – *“Develop performance management processes which enable both financial and non-financial rewards to be related to competence and skills; ensure that pay levels are competitive”.*

3.4.2. Human Resource development

The development of organisation and its workforce leads to increased performance of the whole company. It is not possible to focus only on development strategy, company has more possibilities, and usually chooses that on which a greater emphasis is placed subsequently. Hronik (2007) distinguishes two different types of possible development strategies. The first, organisational development (“from organisation to individuals”) is characterised by focusing on changes in the organisation as a whole and its individual parts, while the training activities plays only a supporting role. The second is development of individuals (“from individuals to organisation”), which is based on idea that organisation

is performing well only if the professional staff is employed, therefore importance of training plays a crucial role.

Human Resource Development (further HRD) represents the latest evolutionary stage in the long tradition of learning, educating and developing people for the purpose of achieving individual, organisational or social objectives. (Wilson, 2005)

Figure 1: Three tiers of operation for HRD



Source: Wilson (2005). Author's processing

Figure 1 represents three tiers of operation for HRD and describes the functions of managers in these functional levels. At the first tier the HRD professionals provide training and development opportunities and ensure that there are sufficient resources available to meet individual training needs. The second tier focuses on the team development and training with the aim to achieve specific objectives at business unit level. The last tier involves HRD into the strategic planning and development at senior management level. The training can be managed by HRD department, other departments in the organisation interested in training or for example external consultants. (Wilson, 2005)

3.5. Formation of working skills

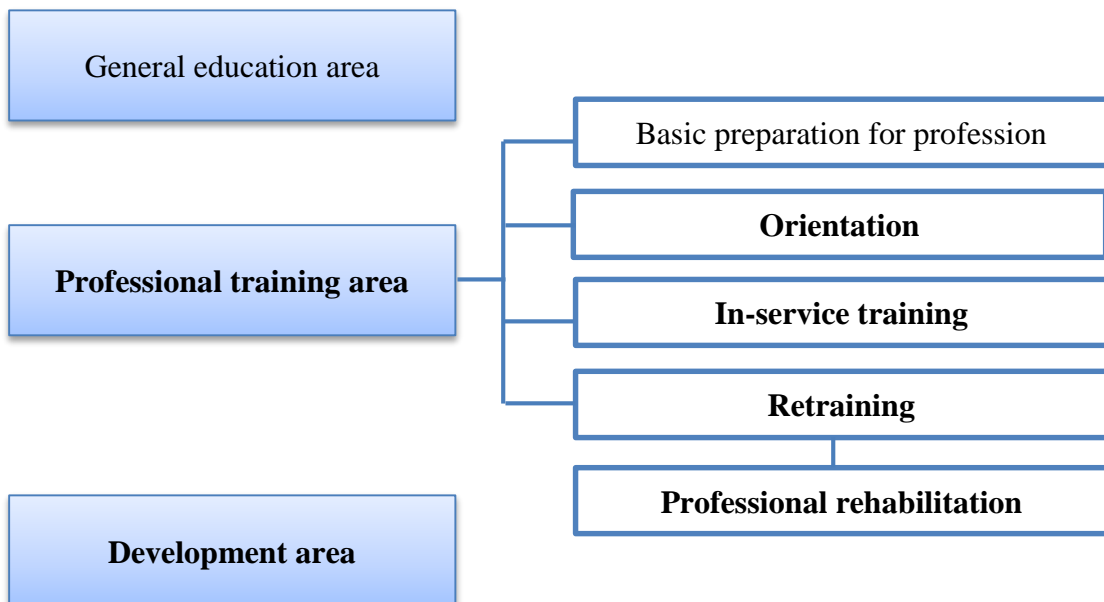
As it was already mentioned, training is related to knowledge and skills of people working in the organisation and more specifically it focuses on deepening and adapting working skills of a person that could react to changing requirements at working position.

Cole (1993) defines skills as a capacity to apply knowledge in a practical and demonstrable way and determines two main categories:

- 1) Broadly-based (transferable) – e.g. problem-solving and communication skills
- 2) Specific (non-transferable) – e.g. skills in operating a particular procedure

There is a difference between formation of working skills of a person and of a worker; working skills of person are formed during all of his/her life, on the other hand formation of working skills of a worker refers to its formation in a specific organisation. The figure 2 shows a system of creation of working skills during the whole person's life, highlighted areas belonging to formation of working skills of a worker. (Koubek, 2001)

Figure 2: Formation system of working skills of a person

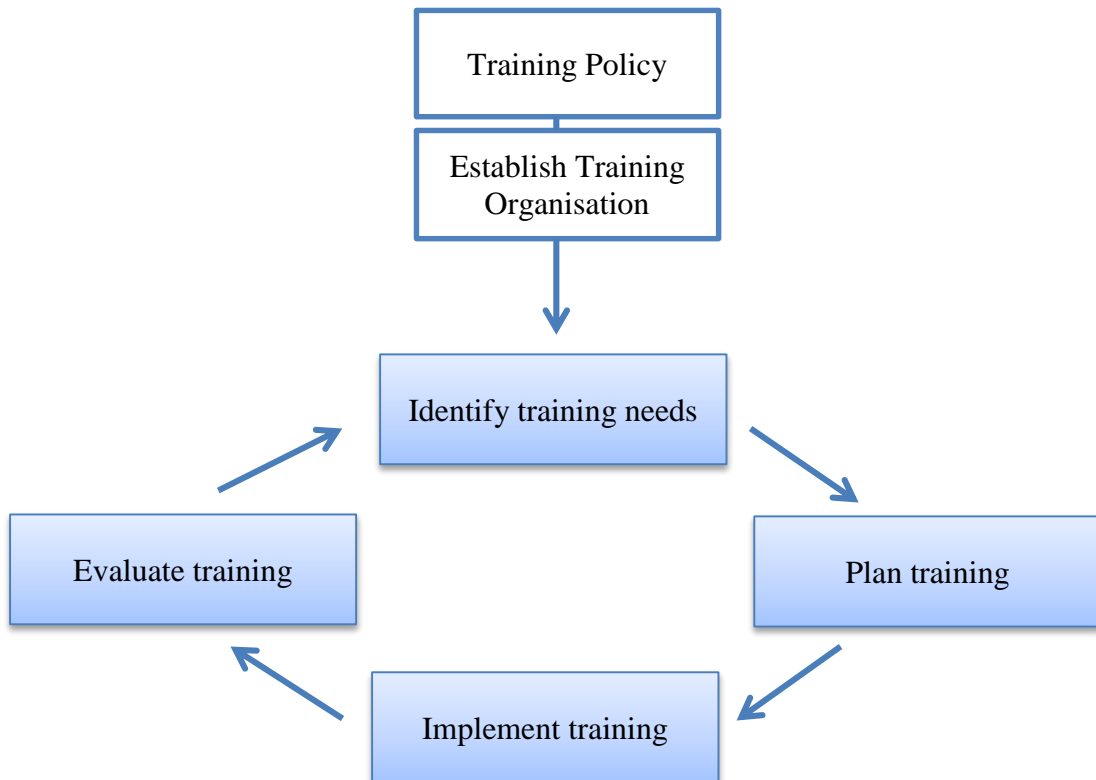


Source: Koubek (2001). Author's processing

3.6. The classic training cycle

Well organised systematic training is the most effective tool which can be described through constantly repetitive cycle carrying out the identification of training and development needs, planning and designing training, implementing training and its evaluating (see figure 3). This approach is based on a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it. Systematic training brings several advantages such as well-trained workforce, which is necessary for high standards of goods and services and also a better chance of achieving organisation goals. (Cole, 1993; Wilson, 2005; Koubek, 2001)

Figure 3: The Classic Training Cycle



Source: Cole (1993). Author's processing

3.6.3. Identification of training and development needs

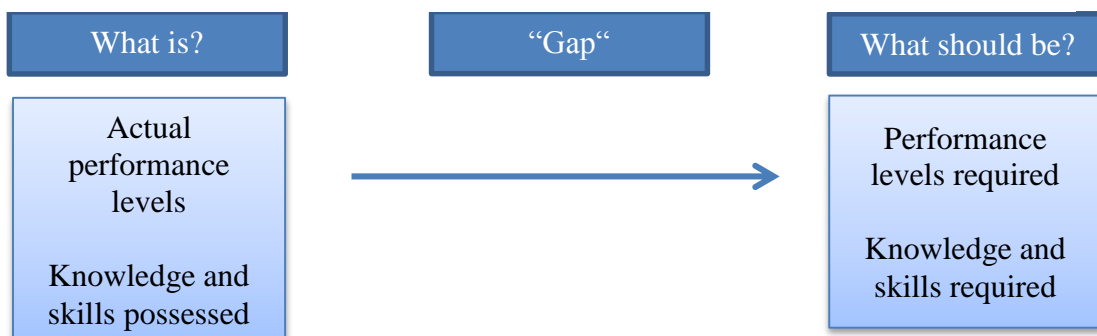
The first phase of the training cycle focuses on the identification of training and development need, which is a critical element in determining organization's success. Nevertheless, this identification poses problems because qualification and education are difficultly quantifiable personality traits. (Koubek, 2001)

Organisations adopting systematic approach to training and development must define their needs for training in accordance with a well-organised procedure which determines these needs from various perspectives. It is necessary to complete enough information about the whole organisation and corporate requirements, different departments, occupational groups and individual employees. Cole (1993) determines four main sources from which the training needs are arisen:

- 1) The requirements of newcomers
- 2) Shortfalls in employee performance
- 3) Organisational change
- 4) The individual's expressed needs

According to Armstrong (2014) the analysis of learning needs, so called gap analysis, should be created. In this case, the same principle can be used for identifying training needs in the organisation (see figure 4). It focuses on what people know and can do and what people should know and be able to do. In connection to the organisation, it should be concentrated with identifying and satisfying development needs, for example create extra responsibilities for employees, acquire new skills to deal with changing work demands or develop a range of skills to facilitate multitasking.

Figure 4: Gap analysis of training needs



Source: Armstrong (2014). Author's processing

Several authors agree that performance appraisal is one of the important factors necessary for identifying training needs. Cole (1993) states the main reasons why appraisals are carried out in organisation in general:

- To identify an individual's current level of job performance
- To identify employee strengths and weaknesses
- To enable employees to improve their performance
- To provide a basis for rewarding employees in relation to their contribution to organisation goals
- To motivate individuals
- To identify training and development needs
- To identify potential performance
- To provide information for succession planning

3.6.4. Planning of training

After the first phase of the training cycle, organisation must decide what sort of training is required to satisfy the needs determined in training needs' analysis. (Armstrong, 2014)

Well-developed training plan should answer following questions: (Koubek, 2001)

- **What kind of training shall be used?** (Content)
- **Who should be trained?** (Whether individuals, groups, which positions and the criteria for choosing the participants)
- **How the training will take place?** (Where and how: in or outside the working place, training methods, equipment, learning texts, system of learning)
- **Who will carry out the training?** (Internal or external trainers, organisation itself, learning institution)
- **When the training will take place?** (Specific terms, schedule)
- **Where the training will take place?** (Place of training, eventually arrange accommodation, food, etc.)
- **How much will the training cost?** (Budget)
- **How the results of training will be evaluated?** (Evaluation methods, who will evaluate and when)

3.6.5. Implementation of training

In this phase the aim is to use experienced and skilled trainers to implement training. The only general rule for the implementation of training programs is that the courses need to be continuously monitored to ensure that everything is underway the plan and schedule. (Armstrong 2014)

3.6.6. Evaluation of training

The last phase of the systematic approach is evaluation of training which involves several issues, especially the criteria for evaluation. As it was previously mentioned, the personal traits like qualification or education are very difficult to quantify and therefore their level or improvement is not possible to assess directly. (Koubek, 2001)

Armstrong (2014) explains what should be evaluated by using the Kirkpatrick's methodology, which is divided into 4 main levels:

1) Reaction

At this level, the reaction and satisfaction of the participants is studied by encouraging written comments and questionnaires. According to Koubek (2001) this is the most often method of evaluation used at all, however, there is a risk of subjective distortion.

2) Learning

This phase focuses on how much knowledge was acquired and what skills were improved after selected training method and whether the learning objectives were attained. One of the possibilities of finding out the result can be a test before and after the training. However, Koubek (2001) describes several disadvantages of using this method like a difficulty to create two equivalent tests. Moreover, the results could be influenced by current mood of the participant or other circumstances.

3) Behaviour

This level examines the extent to which behaviour has been changed when employees have returned to their jobs after the training program. The main aim is to find if the new skills, knowledge and attitudes of people participating in a training program can be transferred to the workplace and to which extent. In this case,

it is also often used the evaluation of employees before and after the training directly when working. This method can be completed by explanation of Koubek (2001), who points out that the changes of employee behaviour can be inconspicuous and gradual.

4) Results

The last level of evaluation provides the basis for assessing the benefits of training against its costs. The main objective is to determine the added value of learning and development programmes. Management systems and reporting can be used as a selected method for this evaluation.

Hroník (2007) distinguishes the types of measurement of training in compliance with the author and time horizon. Evaluation can be subjective (author is a participant of training) or objective (author is an observer). If the time horizon, short-term and long-term, is included, the matrix of methods of evaluation is being created (see table 1).

Table 1: Matrix of methods of training evaluation

		Time horizon	
		Short-term	Long-term
Evaluation	Subjective	evaluation of satisfaction, letter to a lecturer	self-feedback, development plan, 360°feedback (self-evaluation)
	Objective	test – retest, case studies, mystery shopping, development centre	development plan, evaluation by the superior, mystery shopping, 360°feedback (evaluation by others), trend of results, benchmarking

Source: Hroník (2007). Author's processing

3.7. Training methods

There are a lot of training methods that can be used for training and development of employees in organisation. These methods can generally be divided into two main groups as describes for example Koubek (2001). First group includes training at the workplace (“on-the-job”) and it is more suitable for training of operative workers, while the training out of the workplace (“off-the-job”) belongs into the second group of training methods which is often used for training of executives and specialists. Several examples of these groups of methods are specified in two following chapters.

In practise both possibilities are combined together and used for any working position and the organisation often modifies the individual training method according to job requirements. Use of combination of several training methods to increase overall effectiveness of training process is called **blended learning**. (Armstrong, 2012)

An important factor for the implementation of any training method is time. **Just-in-time training** is a term used in literature by several authors. Armstrong (2012) describes that this training is delivered to trainees as close as possible to the time when imminent work activity is taking place. It is linked to the pressing and relevant needs of employee by its association with such activity. It is necessary to identify the latest requirements, priorities and plans of the participants with the aim to ensure that what is taught is possible to apply in the current work situation.

3.7.1. “On-the-job”

JOB INSTRUCTIONS

Giving the job instructions is one of the most widely used methods and it stands also for the easiest way to train new employees. This method is often used in manual jobs and some clerical jobs by which a more qualified employee, so called instructor or immediate superior, demonstrates the working procedures and key processes - in other words the trainee is educated by observing what his/her superior is doing. The advantages of this training can be seen in the creation of positive relation between the trainee and supervisor and it also belongs to quick methods. On the other hand, rather easier working procedures are usually demonstrated and the training takes place under the pressure of working environment and tasks; that could be stressful especially for new employees. (Cole, 1993; Koubek, 2001)

COACHING

Coaching is a personal approach which belongs to a longer-term training than job instruction and this method consists of explanation, instructing and control of trained employees by immediate superior or coach.¹ Using this training method trained employees are engaged in desired performance, while their individualism is still taken into the consideration. (Armstrong, 2012; Koubek, 2001)

According to Armstrong (2012), the process of coaching includes following:

- Making employees aware of how well they are performing the tasks
- Controlled delegation through which a guidance to trained employees is ensured, thus they know what is expected from them and they are able to perform the tasks satisfactorily
- Using any situations, from working to opportunities to promote learning, which may arise
- Encouraging trained employees to look at higher-level problems and showing how they could deal with them.

This method is favourable especially for employees because they are persistently evaluated and have relevant information. Moreover, the closer a co-operation between the trained employee and coach has been created, the better their communication is on the way and the working goals can be easily set up. On the other hand, this training takes place under the pressure of working process and environment, thus it might be disturbed and irregular. (Koubek, 2001)

MENTORING

Mentoring is an analogue of coaching, but as stated by Wilson (2005), the key difference between coach and mentor is business expertise and knowledge; mentors are usually chosen because they are able to offer an advice based on relevant experience.

Mentor provides guidance, pragmatic advices and continuing support and tries to help the trainee in career development. (Armstrong, 2012)

¹ Note: Coaching can be included also in off-the-job training methods; this case is used especially for training senior managers by executive coach outside the organisation to help them think through situation arising at work. (Wilson, 2005)

Trained employees have more responsibility and another difference from coaching is that the employee chooses his/her own mentor. This method, in comparison with coaching, brings the same advantages and disadvantages. In addition it supports the initiative of employee, but the risk of choosing inappropriate mentor exists. (Koubek, 2001)

CROSS TRAINING

Cross training is an often used method, which is also known as “job rotation”. Aswathappa (2005) explains its basis as a process moving an employee from one job to another to add variety and reduce boredom by allowing them to perform variety of tasks.

By adopting this method, the experience and skills of a trainee are broadened and new interests are created. He/she more comprehensively recognises workflows and tasks of the organisation, which also increases flexibility of the individuals as well as the whole organisation. Moreover, the trainee’s ability to see organisational issues interdependently is developed. It can happen that the trainee is not successful in some of the working functions, which could be reflected on his/her self-confidence or on evaluation by the subordinates. (Koubek, 2001)

DELEGATION

In this method the superior gives more responsibility to the trained employee, who is entrusted by specific task to cope with it and then this work is monitored. Delegation is used especially when managers are trained. It develops employee’s ability to make decisions and enable his/her creativity; simultaneously trainee practices his/her skills and is motivated to develop them. On the other side, the trainee can make mistakes or cannot perform the task at all; this failure can disrupt trust of the subordinates as well as his/her self-confidence. (Koubek, 2001)

WORKING MEETING

According to Koubek (2001), working meetings are considered another appropriate possibility of shaping working abilities of employees. During these meetings the participants are familiarised with the issues and other facts concerning the whole organisation. The advantage of this method is an exchange of items of experience, demonstration of ideas and

possible issues, which increases the employee's awareness as well as a sense of belonging. It leads to motivation of employees to express their individual activity and initiative. The problematic part used to be time when the meeting takes places, because it usually shortens working hours which are important for working tasks. On the other hand, a working meeting out of working hours can cause unwillingness of employees to participate in it.

3.7.2. "Off-the-job"

LECTURE

Lecture is a verbal presentation to a large audience; it usually focuses on introducing factual information or theoretical knowledge. In spite of the quickness and ease of this method, this is only one-sided flow of information; this method is often upgraded and connected with discussion to avoid such a disadvantage. During this session new ideas and problem-solving are created and participants are actively involved. (Koubek, 2001)

DEMONSTRATION

In the organisation, employees are often learned by observing others; this method is also based on observation, however, the correct organisational behaviour is demonstrated usually by audio-visual equipment. This is followed by discussion and practicing, therefore the trained employees have an opportunity to try it and receive feedback. This technique is used for improving interpersonal skills; different working conditions in training institutions can be seen as a disadvantage. (Werner and DeSimone, 2009)

CASE STUDIES

Case studies are spread and very popular training method that is usually used in case of managers and creative workers. It is based on introducing a real or imaginary organisational problem and the participants try to propose recommendations to solve the situation. It helps to develop analytical thinking and problem-solving, but it is time-consuming and demanding on preparation. This method has more variants to be conducted; possible variants are for example workshops or brainstorming. (Koubek, 2001)

SIMULATION

Simulation is a method by which the realistic decision-making environment for trainees is created. It focuses on practice and active participation, when the trainees get detailed instruction and are asked to make certain decisions to solve possible problem situations in the organisation. The results of the decisions are reported back, therefore the trainee learns from this a feedback and improves his/her abilities to negotiate and make decisions. This method can be seen very effective, but demanding on preparation and skills of an instructor. (Aswathappa, 2005)

ROLE PLAYING

This is a useful training technique focusing on developing practical skills and abilities of trained employees who have to participate actively and think individually. A specific role is assigned to the trainee; some situation in which he/she has to act with one or more other trainees. By using this method, the trainees improve their interpersonal skills and learn to negotiate with others, but it is time-consuming in introducing the exercise because the process must be explained in detail. Some trainees could perceive this training only as a game and do not take it seriously. (Werner and DeSimone, 2009)

ASSESSMENT CENTRE

Assessment centre is a method used not only for training and development of employees, but also for their selection. A large range of techniques are used to provide a view of suitability of an individual member of the group by simulating the key dimensions of job. Trainee performs and deals with common managerial tasks under different levels of stress. Although training in these centres is expensive and time-consuming it is effective especially for training managers who improve their skills, learn to deal with stress and time, negotiate with people, other advantages being able to be found later on. The various methods of training as for example role playing and simulation are included. (Armstrong, 2014)

OUTDOOR TRAINING

Outdoor-based training, sometimes called wilderness adventure programs, is another interesting method for trainee to be educated in managerial skills, for example by playing games or orienteering. It has a strong focus on group problem-solving and team building. This method is considered highly effective in terms of improving the performance; on the other side it is time consuming and demanding on preparation. (Werner and DeSimone, 2009)

3.8. New trends in Training

E-LEARNING

E-learning is a method in which computers and network technologies are used for education and training. Horton (2011) defines e-learning as the use of electronic technologies to create learning experiences. It can be generally divided into two main groups, online and offline e-learning. The offline e-learning does not require access to internet and the study materials are distributed using storage media, such as CD, DVD or flash drivers. Nevertheless the development of technology has still been increasing and thus this form is still less used by companies.

To give an account of online learning, Rosen (2009) divides it into two main types: **synchronous** and **asynchronous** (see table 2). In the first type trainers and trainees meet at predetermined time for an instructor-led session, while the second type is a “student guided”, in other words it allows trainees to use available materials on the Web whenever they need. Both types have their pros and cons as well as their place in organisational training. The synchronous form is beneficial because of the two-way communication with the lecturer; the training proceeds in a virtual class, audio/video conference or internet calling. Disadvantage over the second type is that this learning has to be agreed in advance. The asynchronous form is less demanding and more time flexible, on the other hand the high motivation from the side of trainees is required.

Table 2: Synchronous versus Asynchronous e-learning courses

Synchronous Courses	Asynchronous Courses
Time-sensitive materials	Shift workers
On-line seminar series	Workers located around the globe
No time or budget to create asynchronous courses	Training provided on a standard interval (e.g. every six months)
Personality-focused courses	Workers with unpredictable schedules
Easy assembly or learners	Trainers with only limited availability
	Continuing need for just-in-time training

Source: Rosen (2009)

According to Horton (2011) e-learning activities can be divided into 3 main types:

- 1) **Absorb-type activities** inform and inspire the trainees enabling them to obtain important and up-to-date information necessary for performing their job effectively. It is based on reading, listening and watching.
- 2) **Do-type activities** transform gained information into knowledge and skills, so that trainees discover, parse, decode, analyse, verify, discuss, evaluate and apply knowledge, in other words, they complete a task according to presented information.
- 3) **Connect-type activities** help trainees to connect learning with the rest of their lives by preparing them to apply their knowledge and skills in real situations at work.

3.9. Employees' Satisfaction

A lot of scientists have studied the employees, how they are satisfied, which factors can influence the job satisfaction and what are the causes of both satisfaction and dissatisfaction. The authors mainly consider the overall job satisfaction, therefore this chapter and its subchapters describe the job satisfaction according to various authors. The connection between satisfaction and training and development is subsequently derived from the main theories.

According to Locke (1976) the job satisfaction can be defined as a “*pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience*”.

Job satisfaction refers to a variety of aspects, usually work attitudes about the job, such as a pay, colleagues, working conditions and work itself that influence a person's level of satisfaction with it. A huge amount of various researches studied the determinants of job satisfaction and some authors believe that it depends especially on personal characteristics; others are in favour with influence of social information processing or job characteristics. (Arnold, 2005)

Employee's satisfaction is connected with work values, which are also considered as motivating factors that can generally be divided into two main groups:

- 1) **Intrinsic values** includes interesting work, challenging work, possibility of learning new things, being creative, making important contributions or taking responsibility. In other words, it stands for behaviour that is influenced by factors that arise from the job; these values are self-generated and are connected with the work engagement. (Armstrong, 2012)
- 2) **Extrinsic values** represent job security, pay, job benefits, social contacts or time for hobbies and family. These motivators are provided in order to motivate people. (Armstrong, 2012)

According to de Pablos and Tennyson (2014), training and development belong into main aspects of HRD that affect job satisfaction. To be more concrete, there are four main elements that influence employee's satisfaction, besides training and development, also organisational development, career development and performance management should be considered to evaluate the overall satisfaction related to HRD.

3.9.1. Measuring of job satisfaction

The job satisfaction can be measured by various methods and each of them has its supporters and critics. One of the most used methods of measuring job satisfaction is so called **Facet Model**, in which individual facets, i.e. items, of jobs are analysed. This model has been used and modified by a lot of authors. Locke (1976) developed two stages procedure based on job satisfaction facets. Firstly, two independent components of facet satisfaction, facet description and facet importance, are calculated through regression analysis. The relation between these two plays an important idea in this model, which assumes that only facets considered important by employees can really influence

the job satisfaction. Secondly, cross-product of these two components is recorded. (Jackson, Corr, 2002)

Discrepancy theory that compares current job with the ideal job, is the method that the employee would like to have. It is also called “have-want” model of job satisfaction or affect theory and it is another possibility of measuring satisfaction of employees with their job. As another method it can be stated **Job Description Index** in which 5 main facets (work, pay, promotion, supervision and co-workers) are measured, or many other statistical procedures. (Jackson, Corr, 2002; Arnold, 2005)

Research Institute for Labour and Social affairs (2007) has developed a manual for measuring and evaluation employee satisfaction through which 10 specific modules of job satisfaction are studied. The modules include topics such as communication and sharing information, interpersonal relationships at workplace or remuneration. Professional development and growth is another module, in which the issues of training and development are examined. This measure collects data through questionnaire research and subsequently respondents are divided according to results into 3 main groups: reliable employees without ambitions, workhorses and uncommitted careerists.

As mentioned earlier, considering only the individual training technique, there is a possibility of using the **questionnaire research**, which belongs to the subjective evaluation of training through which it is possible to see how the employees were satisfied with this technique. This method should be used after some interval, preferably 3 to 7 days after the training. The questionnaire should consist of numerical evaluation of various aspects of training as well as open space for comments and opinions, where employees can add more ideas which could be otherwise omitted. According to Hroník (2007) following aspects are included in the questionnaire structure:

- 1) Utility and necessity of training activity
- 2) Quality of lecturer
- 3) Dynamics of training activity
- 4) Quality of training materials and suitability of use of teaching aids
- 5) Training environment
- 6) Organisational arrangement

3.9.2. Consequences of job satisfaction and dissatisfaction

To understand the reason why the job satisfaction is vital for successful business, the consequences of job satisfaction and dissatisfaction need to be discussed.

Arnold (2005) states that the main determinants of employee's satisfaction can be derived from their intrinsic values of the work itself; these can include skills variety, tasks significance or feedback. Furthermore leader behaviour is another important determinant how employees are satisfied with their job and how it can impact their job perceptions.

A lot of studies have examined the relationship between job satisfaction and job performance, absenteeism and employee turnover.

3.9.2.1. Performance

A lot of scientists have studied whether some relationship between the employee's satisfaction and their performance exists. Generally speaking, the relationship can be understood from three different perspectives: the first one says that job satisfaction causes the performance, the second one stands for an idea that performance causes the job satisfaction and the third suggests that there is no substantial relationship between these two views. (Arnold, 2005)

Koubek (2001) explains performance as a level of fulfilment of tasks creating job content of individual worker; sufficient amount of experience, knowledge, skills, abilities and willingness is required to achieve ideal situation.

According to Hroník (2007) the employee performance can be managed in a certain way by evaluation, remuneration and development. Creation of motivating behaviour through training and development programs based on employee performance plays an important role.

3.9.2.2. Employee turnover and absenteeism

The relationship between job satisfaction and employee turnover or absenteeism is often studied because it represents undesirable behaviour of employees in a company. Employee turnover and absenteeism belong to indicators through which companies analyses the motivation as well as satisfaction of employees. (Armstrong, 1999)

According to Armstrong (1999), the company should track following steps to achieve the effective control above absenteeism and its reduction:

- 1) **Involvement** – managers must be involved in reducing costs resulting from absenteeism
- 2) **Trust** – employees must feel that the confidence is given to them, for example in paying sickness benefit.
- 3) **Information** – the methods of confidence does not necessarily work alone, and therefore there must be specific and accurate information about absences
- 4) **Policy** – company has to evidence the employee's presence at work
- 5) **Regular training** – specific training is required to ensure that managers and team leaders are aware of their responsibility for the control and reduction of absenteeism as well as to inform them about possible steps they can take
- 6) **Communication** – providing information to employees about why it is important to control and reduce absenteeism
- 7) **Counselling** – counselling for employees which provides pieces of advice to overcome these problems
- 8) **Disciplinary proceedings** – must be conducted fairly and consistently

The main reason of employee turnover is dissatisfaction with the perspectives of a career, more specifically with the possible individual development at work. Companies should accept to a certain extent the fact, that still more people have an opinion that the job needs to be changed after some time and employees tend to be more mobile in order to deepen working experiences and career development. The issue of high employee turnover can happen in companies where employee has only limited possibilities of future advancement. On the other hand, there is still a way to maintain and stabilise the workforce, especially by offering a range of opportunities for career development, which according to Armstrong (1999) could be following:

- Providing broader training and working experiences
- Introduction of systematic approaches for the detection employee's potential, such as assessment centres with training
- Supporting possibility of promotion
- Creating fair practices in the promotion of workers
- Providing advices and orientation regarding possible career paths

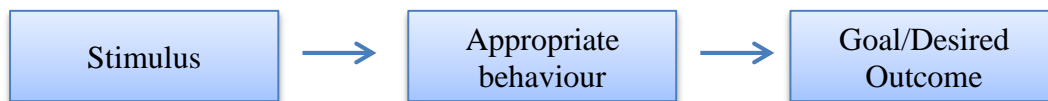
3.10. Motivation in training and development

It can generally be said that motivation theories try to explain why people behave in the ways they do and the link between these theories and practice of management is essential for management success. (Cole, 1993)

As Armstrong (2006) states, motive is “*a reason for doing something*” therefore motivation is a significant aspect in the organisation, because it stands for the factors that influence employees’ work and behaviour.

Cole (1993) defines motivation as “*a process in which people choose between alternative forms of behaviour in order to achieve personal goals*” and it can be either tangible (for example wage) or intangible (for example self-esteem or job satisfaction). In other words it means, that well-motivated employees are characterised by taking actions with the aim to achieve clearly defined goals. Figure 5 shows the basic motivation model.

Figure 5: The basic motivation model

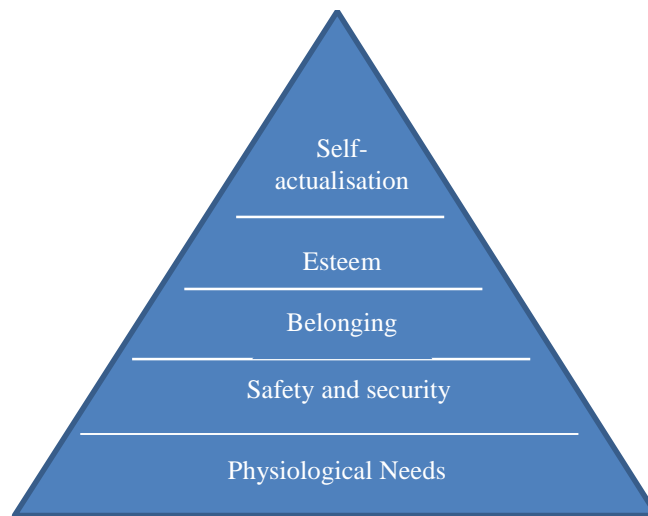


Source: Cole (1993). Author’s processing

People can be self-motivated, but most of the people need to be motivated in some degree. Motivation of employees means to make them move in the direction in which the organisation wants to achieve desired results. (Armstrong, 2006)

A lot of scientists have focused on human needs and tried to determine the principles of their effects. Abraham Maslow and his hierarchy of needs should be stated. From the figure 6 it can be seen that Maslow’s hierarchy is arranged into 5 levels according to the importance from basic physiological needs such as water and food to higher-level needs up to self-actualisation. (Cole, 1993)

Figure 6: Maslow's Hierarchy of Human Needs



Source: Cole, 1993. Author's processing 2014

Motives for education have been developing since the childhood and during the human life have been changing; on the basis of a lot of researches of various scientists from differing cultural environments, Wodlinger (2007) divides motivation of adults for further learning and education as follows:

- Social contact – motives to establish or develop contacts and relationships, acceptance of others, understanding of personal problems, need of group activities and friendship
- Social incentives – motives to obtain a space which is not under the daily pressure and frustration
- Gaining new knowledge and developing interests – motives to explore new ideas, own possibilities and interest
- Gaining special appreciation – motives to recognition of others, self-actualisation
- Vocational reasons – motives to maintain or develop own position in a company
- Career change – motives to gain knowledge and skills to find more perspective job
- Gaining new skills and abilities with the aim of additional income or own business – motives to start up own business
- External expectations – external motives, expectations by the superiors, family, co-workers, etc.
- Filling of free time – motives to attend various courses in order to fill free time, motives of interest

As Hroník (2007) describes, motivation in training and education of employees plays a significant role in terms of its effectiveness. People are different with different needs and when implementing training methods in an organisation, various styles of learning and motivation to learning should be considered. (See table 2)

Table 3: Relationship of motivation and learning

Type of motivation to learning	Content	Preferred style of learning
Cognitive	Learning new things	Focusing on new information
Adaptation	Belong to some group and have own place there, recognition from others	Group organised learning, teamwork with the adoption of other participants
Success	Achieve performance worthy of admiration, respect; move forward	Focusing on everything that increases effectiveness, e.g. “training courses”, competitive games
Self-fulfilment, self-realisation	Finding own position, accept oneself, realise own opportunities	Combination professional and personal development. Focusing on enrichment, e.g. through experiences
Existence	Perceive own transcendence, transpersonal motivation	Learning in coherences, connection between personal and organisational vision. Focusing on beliefs and principles.

Source: Hroník, 2007. Author’s processing

4. Practical part

4.1. Introduction and brief history of a company

This chapter briefly introduces the main characteristics and history of the selected company, which is Kentucky Fried Chicken (hereinafter KFC).

KFC represents one of the biggest and the most famous fast food restaurants in the world. This company is specialised in chicken products. KFC in the Czech Republic is operated by AmRest Ltd. whose top management is positioned in Poland. It belongs to the largest gastronomic companies in Central and Eastern Europe; other restaurants as Starbucks, Burger King or Pizza Hut are handled by this company, too. (Škrletová, 2013)

The roots of KFC restaurants are connected with Harland Sanders, who was born on the 9th September 1890 in Henryville, Indiana, USA. Colonel Harland Sanders started to perceive his passion for cooking when he was only six years old; his dream to have his own restaurant came true in 1930, when he opened his first restaurant Sanders Court & Café in Corbin, Kentucky, USA. This restaurant was connected with a filling station and at this place he started to prepare chicken specialities that were based on his own “original recipe” – a secret blend of herbs and spices, which was completed in 1940. Since 1986, KFC together with Taco Bell and Pizza Hut had been incorporated within the company PepsiCo until 1997 when these restaurants became independent and created Tricon Global Restaurants, Inc. In 2002 this company was renamed to YUM! Brands, Inc. Currently KFC has more than 16,000 restaurants that are located in 109 countries. (KFC Czech Republic, 2014; Škrletová, 2013).

The history of KFC in this country started one year after the creation of the Czech Republic. Concretely speaking, the first restaurant which nowadays does not work anymore, was opened in October 1994 in Vodičkova Street, Prague. (Škrletová, 2013)

AmRest employs around 6,000 people, from which nearly 1,400 employees are working directly in KFC restaurants in the Czech Republic and a significant part of people is employed in the central office in Prague at several individual departments described in chapter 4.3. (KFC Czech Republic, 2014; Interview with General Manager, 2015)

4.2. Business Strategy

4.2.1. Mission, vision and values

Each company has to set up its aims together with business mission, vision and core values that help to achieve the desired aims. This is crucial for both business strategy and individual employees who should be familiar with the main purposes of a company.

The strategy of the company is based on the statement “*everything is possible*” where the mission is to bring fun to life of customers. The vision of KFC is to enter the top 10 largest and most favourite gastronomic companies in the world till 2020. (KFC Czech Republic, 2014; Interview with General Manager)

Each employee of KFC has to work in accordance with organisational values that are based on following principles:

- 1) **Customer** is on the first place; the company tries to listen and actively respond to the customers with the aim to satisfy their needs and wants
- 2) **Operational excellence** is core value connected with a desire and active effort to be number one in food industry
- 3) **Ambitious goals** are set up; the idea that everything is possible is highlighted.
- 4) **Feedback** is required to provide excellence service
- 5) **Commitment to people** as employee responsibility, their development and enthusiasm is aimed
- 6) **Positive energy** plays a crucial role in managing people
- 7) **Responsibility** and doing everything what has been said proves reliability
- 8) **Profitability** is vital for an organisation

(KFC Czech Republic, 2014)

As stated by KFC Czech Republic (2014), the philosophy is based on the aim to strive for perfection, which more specifically means first quality food and perfect management of restaurant with still improving staff, which will enable the growth of the company.

4.3. Organisational structure

The organisational structure of KFC belongs to the AmRest organisational structure which can be divided into several departments directed by the central office and called Restaurant Support Team (RST). The division of department is following:

- **Department of Development** focuses on searching for new localities and construction of new restaurants
- **Finance department** is responsible for all the finance of the company with two divisions: accounting and planning.
- **IT department** is responsible to ensure that all the employees have access to the newest technologies and information system in order to easier the work and mutual communication.
- **Department of Human Resources** is consisted of 4 main parts: recruitment, training, rewards and incentives, wages.
- **Supply department** provides delivery of all necessary products and monitors the central stock.
- **Operational department** represents the partial restaurants, in which works the majority of all the employees. (More in chapter 4.3.1.)

(KFC Czech Republic, 2014)

4.3.1. Operational department

The operational department in KFC is represented by a tall hierarchical structure (see figure 7) covering to the following distribution of levels:

Level 1 includes all the employees up to Junior Managers

Level 2 comprises of Shift Managers – facility and product

Level 3 stands for Assistant Manager

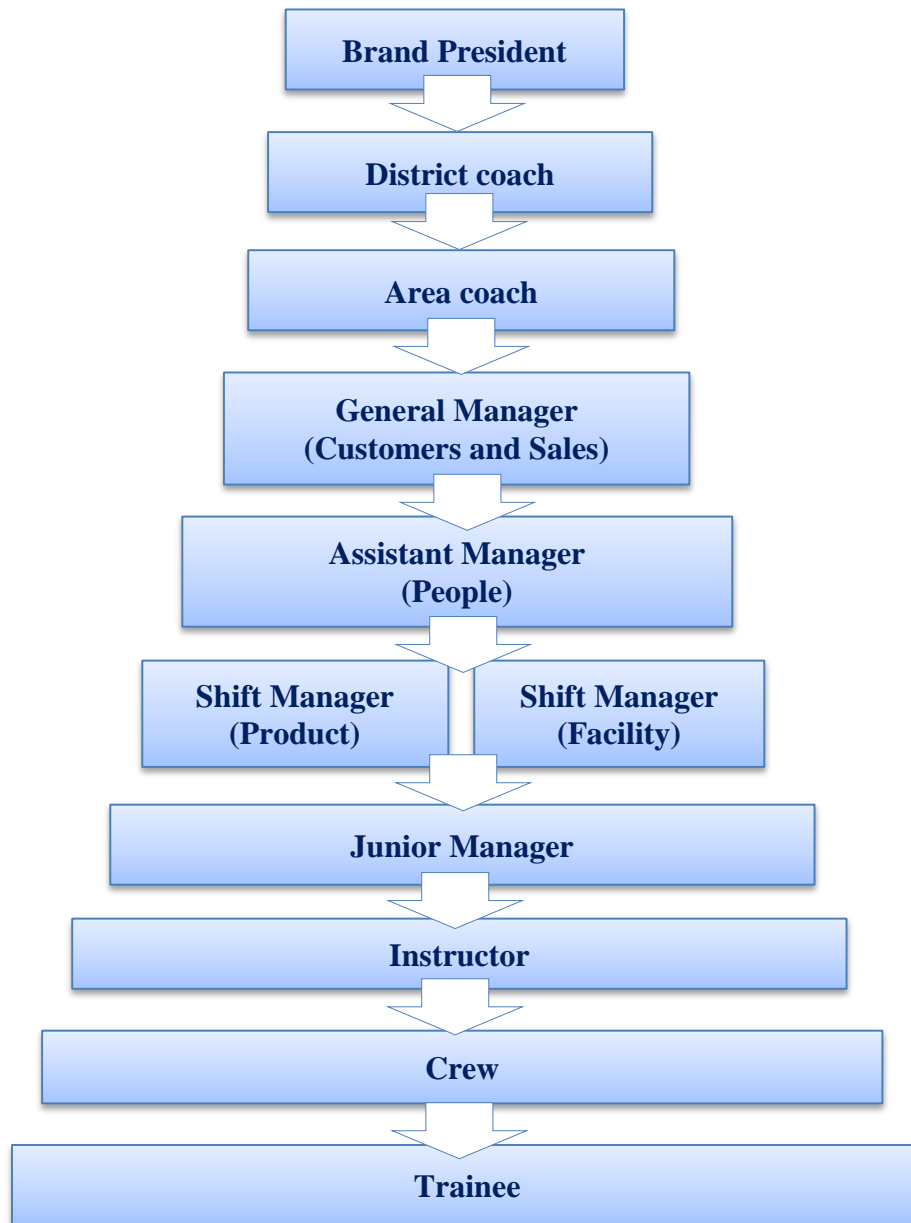
Level 4 symbolises General Manager

Level 5 marks out the Area Coach

Level 6 is represented by District Coach

Level 7 denotes Brand President

Figure 7: Hierarchy of KFC operational department



Source: KFC Czech Republic (2014); Interview with General Manager, (2015). Author's processing

From the levels described above, the research applies to those employees, who are working directly at particular restaurants; it means that they are employees up to level 4, which are divided into two main groups:

- **Lower level employees:** level 1
- **Higher level employees:** level 2 – level 4

4.3.2. Job Map and Competency model

The organisational levels in KFC are introduced through job maps; each employee has to be familiar with this document since it includes detail description of his/her position as well as responsibilities, purpose of the position, parameters, basic requirements, etc. (see Appendix 6). (Interview with Assistant Manager, 2014)

Competencies are based on knowledge, skills and attitudes shown in the working behaviour. KFC uses two types of competency models. The first type includes competencies of employees working directly in restaurants of KFC whose character is related to the culture and strategy of this company. They are divided into 10 groups: leadership, ownership, positive energy, analysis and solving problems, customer-mania, team building, development focus, communication, time management and openness to change. The development focus for each level is following:

Level 1: These employees accept feedback from other team members and participate in planned development actions. They give feedback or share their knowledge and experience at other's request.

Level 2: Shift Managers perform tasks that contribute to their development; they use feedback for improving their actions, search for knowledge and more experienced persons, but also pass their knowledge and share good practices with co-workers, instruct and supervise employee's training process.

Level 3: Assistant Managers inform employee about their job performance, give reliable feedbacks, and identify employees with the greatest development potential. They talk with employees about their possible development; indicate strengths and improvement areas and ask them about their opinion, according to which they can assign specific tasks to various employees in order to help them to develop their skills. They also plan and organise training for employees

Level 4: General Managers delegate the best workers to train others. They encourage employees to search for knowledge and best practices as well as to give feedbacks and they evaluate employees' readiness to promotion. Their responsibility is to plan succession and care for future development.

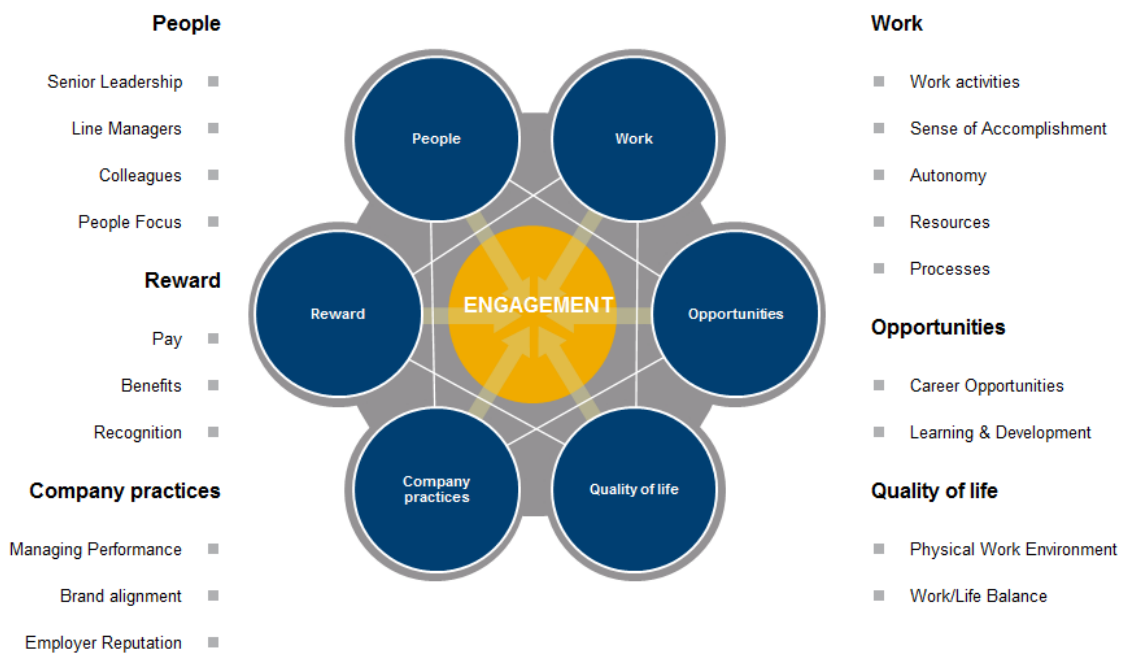
Level 5: Area Coach has a responsibility to create conditions for individual management of own development, he/she shares best practices and ways of action, encourages learning and supports and executes searching for talents in a region.

The second type of competency model used in KFC is related to the central office, for which the competencies are divided into 6 main groups: responsibility for results, cooperation/leadership, communication, customer focus, development focus, knowledge about the company and its environment. (Internal materials of KFC)

4.4. Importance of job satisfaction in KFC

KFC perceives employee satisfaction as important tool connected with employee engagement, therefore the scope for their questions and attitudes is given to them. Every year AmRest organises surveys to find out how the employees are motivated and satisfied with the work within an organisation. One of them is Employee Opinion Study survey, through which leaders can monitor the progress and check whether the activities and plans taken by the company are effective or not. In this research the work satisfaction is examined according to 6 main areas: people, work, reward, company practices, opportunities and quality of life (see figure 8). On the basis of this survey, company can analyse the main factors that may influence working behaviour by obtaining employees' feedback that is crucial for improving leading strategy and overall business performance.

Figure 8: Areas of job satisfaction



Source: Internal material of AmRest

Considering the area "Opportunities", in 2013 the average employees' satisfaction with learning and development was 73% out of 100% in the Czech Republic, in 2014, when the training system was modified, this area of satisfaction increased to 81%. (Previous and current training systems are described in chapters 4.5.1 and 4.5.2)

Based on the results from the research, the company has an opportunity to analyse the satisfaction of employees with their work and what should be improved. It is followed by preparation of action plan through which employee's expectations tried to be fulfilled.

EMPLOYEE ENGAGEMENT

Engagement of employees KFC is understood as a crucial part in organisational success. Company's aim is to have professional staff, which according to company's rules, can be achieved by motivation, providing information, persuasiveness and coordinating actions. Leaders can see employee's engagement as a fundamental measure of their willingness to give an effort to provide professional service and therefore to help the company in achieving desired goals.

KFC can see main facts about engaged employees as follows: (Škrletová, 2013)

- Willingness to deliver a better performance critical for organisational success
- Full understanding of employees role in the business strategy
- Involvement and effort to go above and beyond in their job

Figure 9: Engagement Score



Source: Internal material of AmRest

Figure 9 describes the company's idea about employee engagement. Ideally a well-motivated employee recommends the company by saying positive aspects with the aim to attract customers; he/she feels committed and wants to stay with a company as well as inspired enough to strive for achieving organisational goals.

Employee turnover is also related with the job satisfaction. Employees in KFC are changing quite a lot, the exact number being calculated for each restaurant; therefore percentages also vary according to the type of the restaurants. The average employee turnover in last year was around 60 – 70%. The goal in 2015 is to maintain the employee turnover under 60% in each restaurant.

4.4.1. Job Performance Appraisal

Job Performance Appraisal (hereinafter JPA) is a process that is done once a year to evaluate the employees' results, which could be also helpful for identifying of training needs. It is a two-side evaluation; firstly the employee self-evaluates himself/herself in the company's intranet also used as an e-learning page. Each employee evaluates his/her previous year according to 3 main areas, in which each item is assessed on a scale from one to five and subsequently the space for written evaluation is provided. The main areas are as follows:

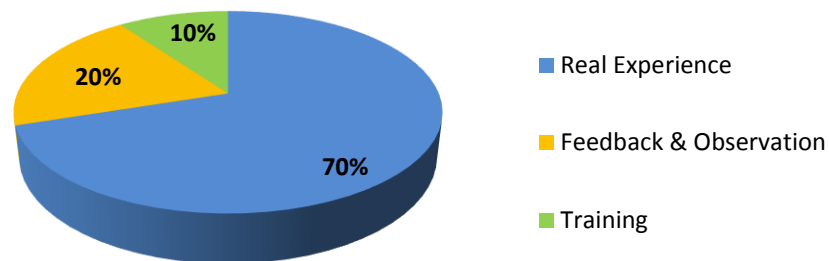
- **Responsibilities** – evaluation of individual responsibilities derived from the job map.
- **Core values** – evaluation if the employee acted upon the core values of the company and how much these values were utilized.
- **Individual goals** – assessment of whether the individual goals were achieved.

Secondly his/her superior evaluates the performance of individual employee. Above the already mentioned areas, another part called “bonus” is included, in which wages and various employee benefits are considered.

4.5. Training and development of employees in KFC

Training and development activities in KFC and the whole AmRest are based on Princeton Model, in which three main components are considered and aimed. The largest part represents real experience (70%), which includes for example day-to-day work, participations in projects or short-term replacement. Feedback and observation stands for the second element of the model (20%) which focuses on learning through a contact with other people as 360° feedback, observation or sharing best practices with team. The smallest component of this model is training (10%), in which E-learning, web seminars, self-directed learning or external courses are contained.

Graph 1: KFC training and development activities based on Princeton Model



Source: Internal material of AmRest. Author's processing

Training of employees in KFC has constantly been improving. To consider the training cycle, the first two stages are in competencies of the central office of AmRest, in which HR specialists identify the training needs and plan the core training system that is subsequently implemented in operational departments of KFC restaurants. In line with the development of ICT technologies, AmRest tries to modify and increase the efficiency of overall training system of employees. The training activities are consisted of different techniques that vary according to the organizational structure, more exactly according to employee position or level within the company.

February 2014 represented a great progress for the training and development of employees in the company; the system was enhanced and now is more based on e-learning. Before this change, lower level employees were trained mainly at the workplace, while higher level employees such as Assistant Managers or General Managers were trained both at the workplace and outside.

4.5.1. Previous training system

4.5.1.1. On-the-job training

“On-the-job” training method was usually used for lower level employees. The most responsible person for the “on-the-job” training is considered Assistant Manager, who made necessary trainings according to the needs, performance of the employees and actual changes. Therefore each KFC restaurant could have a little bit different training including specific training, working meetings and so on. There were various methods which were used in all the restaurants, of course.

Training at the workplace was used also for other levels of employees, usually as a part of the process of promotion that were combined with the off-the-job training, the whole process being described in the chapter 4.6.1.2.

TRAINING OF A NEW EMPLOYEE

The first used method which should be mentioned is **Job Instructions** which is the most widely used technique. KFC used this method for training new employees that were trained this way from their first day at work. Especially the training at the beginning was considered important, because the employee needed to be familiar with the working procedures and key processes. The training procedure of the new employee was following:

The first day Assistant Manager chose an instructor who was usually a more experienced worker. This superior gave the KFC Standards and additional training materials to the new employee who was becoming a “trainee” in this phase. The KFC Standards included all the information for introducing this company to the new employee: they were its core values, responsibilities of employees, customer management system, handling and serving the customer and so on. (Excerpt of KFC Standards can be seen in Appendix 3)

Moreover, the newcomers got a “passport” in which their trainings and progresses were recorded; this card was used the whole time till the instructor’s certification.

The motivation factor was also included during this phase; the employee got a brochure with the stories of successful people from the company. Later on the instructor using the PowerPoint presentation continued with general educational information which was followed by a simple test on computer to ensure that the trainee clearly understood its content.

The second day at work, trainee started to be involved in working procedures; this represented his first real shift in which he/she was educated by observing the instructor. In KFC there are 3 basic positions according to place of working:

- **FOH** (Front Of House) – area in front of the cash desk and lobby
- **MOH** (Middle Of House) – area of packaging and preparing sandwiches, fries and salads
- **BOH** (Back Of House) – area of kitchen for preparing chicken products

Then the trainee together with the instructor watched another presentation called HACCP focusing on food safety and other necessary training modules.

This method was supplemented by **coaching**, which consisted of explanation, instructing and control of trained employee. By this exercise, trained employees were directed to desired performance. The whole process of training of the new employee in KFC usually took one month.

4.5.1.2. Off-the-job training

“Off-the-job” training methods were usually used for higher level employees, often in forms of lectures which were aiming at different training topics.

TRAINING WITH THE AIM OF PROMOTION

Employees with the potential to be promoted to a higher level within the organisation need to be trained to fulfil all the requirements and gain knowledge necessary for their future work performance.

Any instructor with the potential and desire to become a Shift Manager had to participate in **off-the-job training** which took place in the central office in Prague. This training took 6 days; it was usually divided into 2 parts. It was mainly in form of **lectures** connected with discussion and **case studies**. The **internal lecturer** was usually one of the General Managers, who passed the training of coaching. After each day the trainees filled in a short **questionnaire** which consisted of 4 main questions: what he/she liked, what he/she did not like, lecturers, what he/she would like to improve. This was not the only feedback which resulted from this training and the lecturer also wrote a feedback about each trainee that was handed to particular General Manager of the trainee later on.

Any Shift Manager with the potential and desire to become an Assistant Manager had to absolve the similar training as described in previous example with few differences. The first, of course, were the main topics. The second was lecturer, who was represented **internally** by General Manager, Area Coach or HR specialists from the central office, or **externally** by other specialists. The third main difference was length of training, which took 7 days in line.

In both above mentioned cases after the whole training course, the trainee got an **exercise book**, which served as a learning aid, and the process of promotion continued in his/her restaurant under the leading of his/her General Manager. Every week for approximately two months, trainee and General Manager had a meeting, in which General Manager controlled the exercise book and examined what the trainee had learnt. When the General Manager considered the trainee prepared for the promotion, he/she was examined in front of **Review Board**, which consisted of Area Coach and two other General Managers who judged the knowledge of the trainee. In case of successful passing the exam, the trainee got a **certificate** which allowed him/her to be promoted to higher level.

In case of Assistant Manager with the potential to be promoted to General Manager, the training remains the same after February 2014. The training takes place one week in the central office with the mix of internal and external lecturers. After this initial training, the trainee is in competence of Area Coach.

TRAINING OF LEVEL 3 +

Training of employees on the level 3 and level 4 has not been changed yet. Assistants and General Managers have an opportunity to use various off-the-job trainings that usually take place in the central office in Prague. Basic training topics are as follows:

- Leadership
- Time Management
- Work Life Balance
- Financial Procedures
- Presentation skills
- Coaching

General Manager can choose also other employees that can attend these trainings.

These levels of employees can also attend the courses in the University of Leadership in Poland that belongs to AmRest.

Another advantage is that AmRest Library is in the central office in Prague, where employees can borrow scientific managerial books.

4.5.2. Current training system

With the development of technologies, methods of learning have lately been changing in a lot of companies. As already mentioned, the training technique was changed in February 2014 when AmRest decided to rearrange the whole system of training and development program. Current training includes one of the new trends in training: **e-learning** that is now used to a certain extent for all levels of employees; of course difference topics are presented to different working positions. (Homepage of the e-learning system can be seen in Appendix 7)

4.5.2.1. General characteristics of the new system

E-learning in KFC is based on **asynchronous type**, trainers are not taught by an instructor; therefore all the employees can use materials available on intranet whenever they want or need.

The training materials are mainly in form of **absorb-type** activities which in the case of this company includes presentations, video-tutorials and spec-charts followed by a short test.

The training in KFC is generally considered as an opportunity for personal development, therefore the employees are not forced to learn, it is up to their own deliberation whether or not they utilise the offered possibilities. This does not hold in case of training related to upcoming products, of course. Broadly speaking, especially lower level employees are trained mainly in case of problems that need to be improved or if they have a potential to be promoted. Before e-learning the training system was based more on a face-to-face communication and personal contacts.

4.5.2.2. The main changes within new training system

The main change was based on modification of e-learning page which works through intranet; the significant differences were made mainly for training employees with a potential to go on a higher position.

As already mentioned, the training is performed on different levels in various ways, nevertheless, the same training for all the employees is applied in the case of new promo actions, which takes place approximately every three months. With the introduction of a new e-learning system, all the necessary information can be found on intranet of the company. During an interview with General Manager it was found that it is very common that employees watch these presentations of new products during their day at work even though the new system of training was supposed to be used out of the working hours. It is caused by two main reasons: firstly the management need to be sure, that all the employees are really present during the whole training and secondly some of the employees admit that they do not own the computer.

The main difference concerns promotion of Instructors and Shift Managers to higher positions. The off-the-job training in the central office has been completely cancelled and now the trainees are obliged to learn all the necessary materials through e-learning. For example, instructor who absolves training to be promoted to Shift Manager gains access to his/her new profile on intranet, where he/she must go through 8 learning modules on various topics. Each module should be completed in one week and it usually includes presentations, videos, video-tutorials and tests. The following two months' procedure with General Managers followed by the examination on Review Board remains the same.

The new training system includes also differences in training new employees: the personal contact proceeds in a lesser extent, the majority of the materials that were in printed form or introduced personally are available in e-learning system and the whole training as well as time for certification was shortened to two weeks (see the schedule of the initial two-week training in Appendix 4). The passport for the level 1 is still used, but it has been modified and additionally the training aid for instructors was established in a form of training calendar, where there are instructions that have to be followed every day of the initial training. (See the excerpt from training calendar to FOH position in Appendix 5)

4.5.2.3. Pros and cons

Change in training with the aim of promotion was beneficial in terms of costs; the previous system was very expensive, the company paid transport to all trained employees to the central office in Prague, their accommodation, lecturers, etc.

Arrangement of training new employees can be seen as another advantage that is not so chaotic and instructor can train more workers at the same time. On the other hand the two-week period is not suitable for part-time workers.

E-learning system having been improved, General Manager got access to control all employees of a particular restaurant, he/she could see their progress, which modules they have already learnt and which tests they have passed. Nevertheless, this access is allowed only to the position of General Manager; therefore Instructor or Assistant Manager who also need to control the process of training of their subordinates are not allowed to see this important information. In such a case, these management levels have the only possibility of signing in to the IT system through login details of General Managers. This may bring some difficulties and oversights, for example they could get data that should be available only for General Manager.

In spite of the fact that one of the reasons why the system has been implemented is to save time, there are some gaps that have conversely a reverse effect. This holds for example for the system of changing passwords. Passwords have to be changed every month and due to the fact this cannot be done by individual employees but only within the competence of General Manager, the whole process is unpleasantly time consuming.

The system copes with technical problems, which complicate smooth running of learning activities. Some of the parts are still not translated into Czech language, some mistakes in Polish or English appear. There is only one responsible person for e-learning in the Czech Republic who works at the HR department in the central office in Prague. The main issue is that the competencies of this person whose field is HR are concentrated only to the context of the training materials. He does not have any IT skilfulness and experience and in case of technical issues he has to contact the IT specialist located in Poland who manages the overall e-learning system.

The main changes of the training system and related pros and cons are summarised in table 4.

Table 4: The main changes within the new system with pros and cons

Area of investigation	Previous system	Changes	Pros	Cons
Training new employee	1 month long training	2 weeks + e-learning system	<ul style="list-style-type: none"> ✓ Not that chaotic ✓ Saving time of instructor 	<ul style="list-style-type: none"> ✗ Instructor cannot see the progress of trainees on intranet ✗ Part-time employees do not manage two-week period for certification
Promotion: Instructor → Shift manager	2 x 3 days of off-the-job training	E-learning system	<ul style="list-style-type: none"> ✓ Cost savings (travel, accommodation, lecturers, ...) 	<ul style="list-style-type: none"> ✗ Less personal contact
Promotion: Shift Manager → Assistant Manager	One week of off-the-job training	E-learning system	<ul style="list-style-type: none"> ✓ Cost savings (travel, accommodation, lecturers, ...) 	<ul style="list-style-type: none"> ✗ Less personal contact
E-learning system	Intranet page used especially for internal communication	Modified (training and development activities included)	<ul style="list-style-type: none"> ✓ Cost saving ✓ Saving time ✓ Effectiveness (possibility to train more employees at the same time) ✓ Access whenever it is needed 	<ul style="list-style-type: none"> ✗ Technical problems ✗ Language defects ✗ only GM has access to see the progress of subordinates ✗ Time: GM must change password to all employees every month

Source: Author's processing based on semi-structured interviews (2015)

4.5.3. 360° feedback

KFC can get feedback from their employees through various surveys that are done, e.g. already mentioned Employee Opinion Study.

Considering a criticism from a different point of view, i.e. feedback for employees to know how well they are performing, AmRest uses one of the tools of development processes, so called 360° feedback, through which employees get a response how their work is perceived by their superiors, subordinates, co-workers as well as internal and external

customers. The benefit of this type of feedback can be seen by getting information about how well the tasks from all the sides are solved. Therefore the employees can better analyse their strength and weaknesses, which can subsequently help them to set up their individual development plan that is more explained in next chapter 4.5.4.

Nevertheless, this 360° feedback in KFC is not assigned for all levels of employees in KFC and only General Managers have direct access to it, but he/she can recommend this also for his/her subordinates. There is a possibility of taking part in this research once a year; occasionally there is chance to repeat it after 6 months. This survey is processed by two types of questionnaire respecting the employee's level reached in organisation.

4.5.4. Individual Development Plan

Individual Development Plan is a tool that helps employees to plan their development activities, especially those based on areas that need improvement or strengthening. It is obligatory for all managers or employees who are preparing for the Review Board, which can result in promotion to a higher level in the organisational hierarchy. The development activities are planned in order to expand knowledge and improve skills in line with the already mentioned Princeton Model. The preparation of Individual development Plan has following steps:

- 1) *Information*: Before the start of preparation, the employee needs to gather all necessary information which helps him/her with setting the main objectives. This analysis includes channels as JPA, 360° feedback or Job map.
- 2) *Planning of concrete activities*: The planning activities need to stay in agreement with SMART goals (specific, measurable, ambitious, realistic, time), that has to be ambitious, but realistic, too.
- 3) *Appoint a coach*: Person who helps or leads employees toward the goals by sharing his or her knowledge and skills
- 4) *Set deadlines*: Verification meetings between an employee and his/her superior during which the employee presents the results of his/ her work, tasks, accomplishments or ideas regarding planned activities
- 5) *Space for "comments"*: Space for employees to write his/her own observations and considerations as well as for superiors to give additional information helpful to accomplishing the tasks. (Internal materials of KFC; Interview, 2015)

In this project the responsibilities of the plan are distributed into 3 general levels. The first level represents employee who prepares a draft version which is subsequently presented to superiors. In this draft, employee proposes the development activities for whose results he/she takes responsibility. The second position is superior, who verifies the plan, presents their proposals to employees, appoints coaches and sets deadlines. Moreover, he/she monitors the progress and supports employee through giving advice and tips. Another task of the superior is to present Individual Development Plan of employees to Review Board, which stands for the third level. It is represented by HR department and performs a role of advisers who give tips what should be included more, runs a database and monitors a progress.

4.6. Questionnaire survey

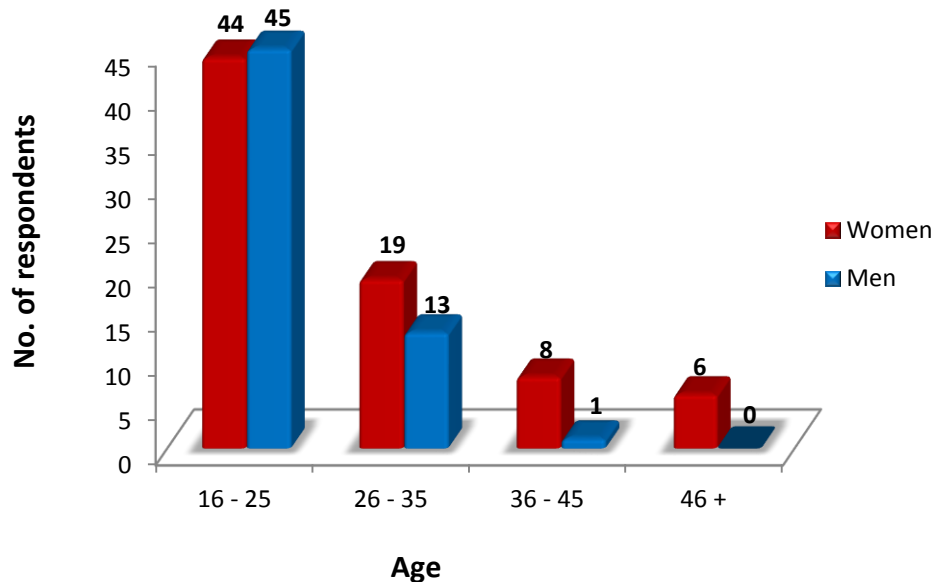
The questionnaire survey was created for the main research to analyse the satisfaction of employees with training and development system. The majority of questionnaires were handled in printed version and the respondents were employees attending the mandatory monthly meeting at a particular restaurant, where all the employees are usually present, more specifically 150 questionnaires in total were distributed to the restaurant A, B, C and 30 questionnaires were sent through e-mail to employees working in restaurant D. The research was conducted in February 2015. The total number of respondents was 136 with a total turn 75.6%.

The research consisted of 27 questions that were thematically divided into 5 main parts (complete version of the original as well as translated questionnaire can be seen in Appendix 1). The questions were outlined with the aim to find out employee's opinion and attitudes to training and additional learning in general, as well as in KFC, to analyse how they perceive their personal development and possibilities provided by the company and how they are satisfied with the current training program.

IDENTIFICATION OF RESPONDENTS

As mentioned before, the total number of respondents was 136, whose age and gender is outlined in graph 2. Women slightly predominated (56.6 %) over men (43.4%). The largest age group was represented by people at the age range of 16 – 25 (65.4%), then respondents between 25 – 35 years (23.5%), few employees belong to age group 36 – 46 years (6.6%) and only minority of employees (4.4%) who participated in questionnaire are older.

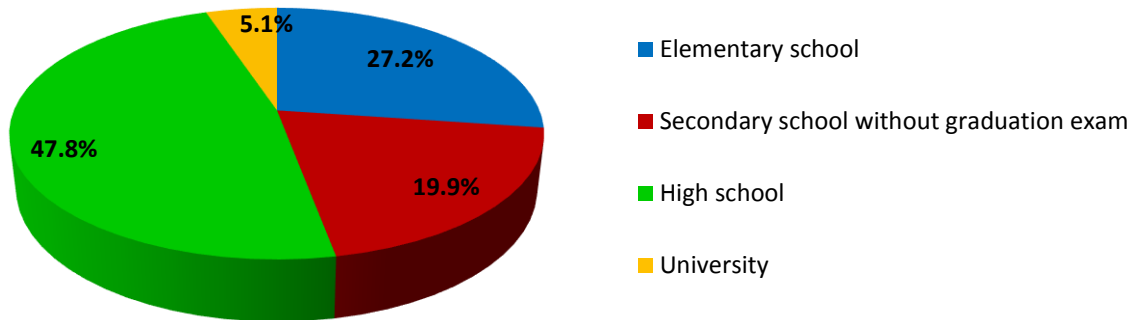
Graph 2: Age and gender of respondents (questions no. 23 and 24)



Source: Author's processing (2015)

Other question was focused on the achieved level of education; the biggest part of respondents (47.8 %) graduated from high school, the second biggest part (27.2%) stated that their current achieved level of education was primary school (these are only representatives of lower level employees) and the minor part of employees (5.1%) achieved the university education (see graph 3).

Graph 3: What is the highest level of education you have achieved? (Question no. 25)



Source: Author’s own processing (2015)

Additional questions were asked whether the employees have the internet access at home, a computer or any other device that is possible to use for going through the training modules. Only a minority of respondents do not have a possibility of learning at home, 15 respondents (11%) do not own any device to be connected with the system and 17 respondents (12.5%) do not have access to the internet at home. The relation between these two questions is illustrated in table 5, where the answers of individual respondents are presented. Upon looking at the table it is obvious to say that 116 respondents (85.3%) meet both requirements for using e-learning system at home.

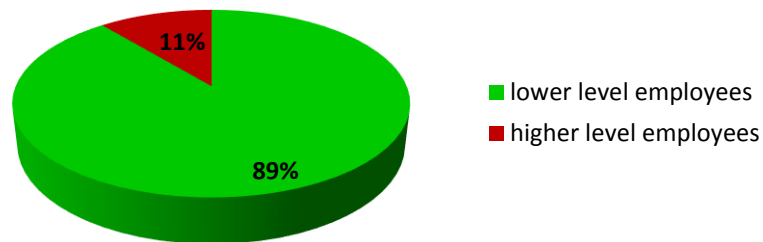
Table 5: Possibility to be connected with e-learning at home (questions no. 26 and 27)

		Access to internet at home		Total
		NO	YES	
Owning a computer or any device for e-learning	NO	12	3	15
	YES	5	116	121
Total		17	119	136

Source: Author’s processing (2015)

In case of identification of respondents with the relation to their work in KFC, the majority is represented by lower level employees (89%), while the higher level employees belong to a smaller part (higher level employees in total 11%). This is caused by the fact that only minority of employees works on managerial positions, more specifically 8 Shift Managers, 3 Assistant Managers and 3 General Managers participated in the questionnaire, moreover 1 Area Coach was also included in this research. (See graph 4)

Graph 4: Your working position is: (question no. 20)



Source: Author's own processing (2015)

The previous question is also related to the following one that analyses the time - how long employees have been working in KFC (see table 6). The largest part of respondents (41.2%) work in KFC less than one year, this group of respondents stands for lower level employees only. This question was created with the main aim to distinguish the employees who had the experience with previous training system and they were subsequently asked to compare these two training systems, as described later.

Table 6: How long have you been working in KFC? (Question no. 21)

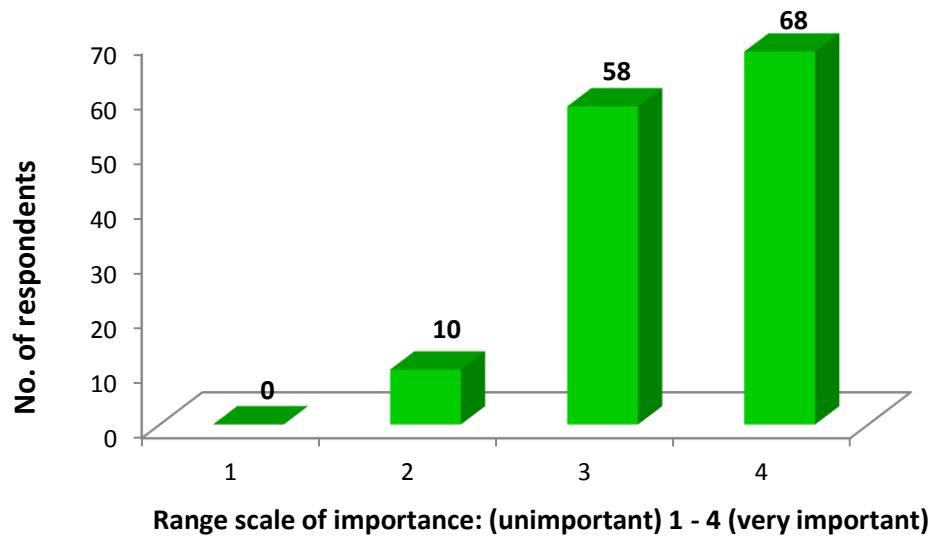
Answer	Frequency	Percent
Up to 1 year	56	41.2
1 - 2 years	22	16.2
2 -3 years	13	9.6
3 - 4 years	13	9.6
More than 4 years	32	23.5
Total	136	100.0

Source: Author's processing (2015)

EMPLOYEES' ATTITUDES TO TRAINING IN KFC

At the very beginning the initial question was created to find out if employees perceive this company as a place which pays attention to employees' training. The respondents expressed their opinion on a scale from 1 to 4; the higher number achieved, the higher importance is perceived (see graph 5).

Graph 5: According to your opinion, how important is training of employees for the company KFC? (Question no. 1)



Source: Author's processing

To evaluate the results the mean is calculated (as stated in methodology, chapter 2.2.) and following presumptions are used:

$1.00 \leq \bar{x} \leq 1.74 \rightarrow$ according to employees the training for KFC is not important

$1.75 \leq \bar{x} \leq 2.49 \rightarrow$ according to employees the training for KFC is rather unimportant

$2.50 \leq \bar{x} \leq 3.24 \rightarrow$ according to employees the training for KFC is fairly important

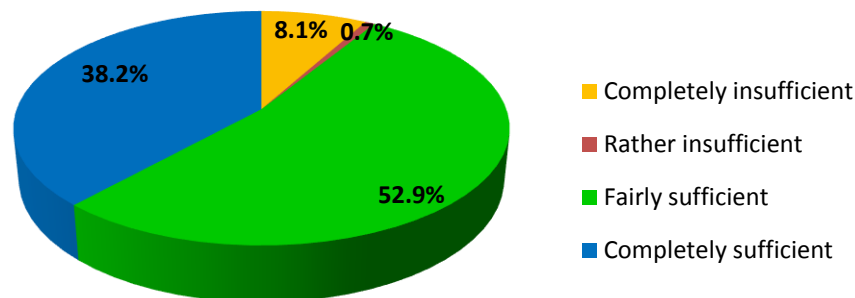
$3.25 \leq \bar{x} \leq 4.00 \rightarrow$ according to employees the training for KFC is important

Result: $\bar{x} = 3.43$

As results from the equation, respondents are inclining to perceive KFC as a company for which the training of its employees plays an important role.

The second question focuses on the initial training, specifically employees' experience with this training, namely if it was sufficient to prepare new employees to desired performance at their positions. The majority of employees inclined to positive evaluation of the initial training, more concretely approximately a half of respondents consider it as fairly sufficient (52.9%), the second group as completely sufficient (38.2%), the third group which was represented only by few employees perceive this training completely insufficient (8.1%) and the last group of responders answered that it was rather insufficient (0.7%). (See graph 6)

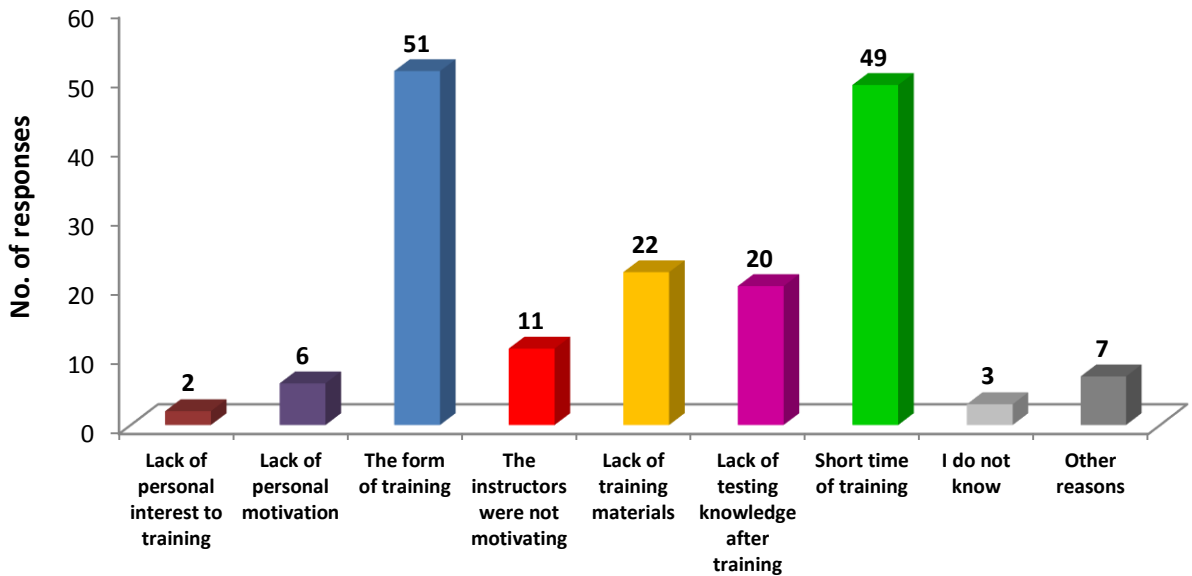
Graph 6: Do you consider, from your own experience, the initial training in KFC to be sufficient to prepare new employees to desired performance? (Question no. 2)



Source: Author's processing (2015)

Subsequently, the employees who did not state the initial training was completely sufficient (84 respondents) were asked what they can see as the main problems or gaps of initial training (there was a possibility of ticking more answers). The most of the respondent would improve the form of training and increase the time of training, however a lack of practice was indicated, too. The relationship between this question and the time how long employees have been working in KFC was analysed to find out, if the responses vary with the new training system and no relationship was found out. The main gaps were answered by both groups, employees who had an experience with previous system of training as well as those with experience with new system. (See graph 7)

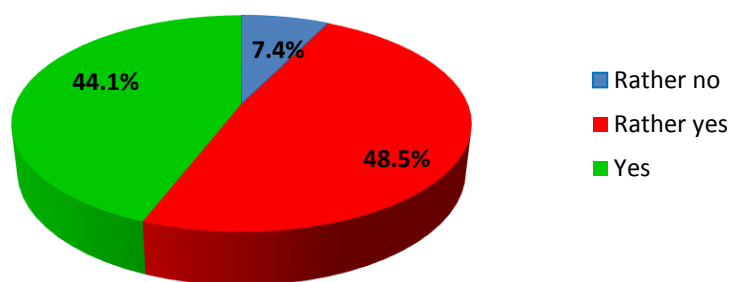
Graph 7: What do you consider as the main problem of not completely sufficient or insufficient initial training? (Question no. 3)



Source: Author's processing (2015)

The respondents were also asked whether the possibility of being trained in KFC is important for them. Two biggest groups of respondents consider the possibility of being trained as rather important (48.5%) and important (44.1%). (See graph 8)

Graph 8: Is the possibility of being trained in KFC important for you? (Question no. 4)



Source: Author's processing (2015)

The following question was also general aiming to find out employees' attitude to further learning and training. The biggest part of respondents (37.5%) consider training as a necessity that can help them in further development. (See table 7)

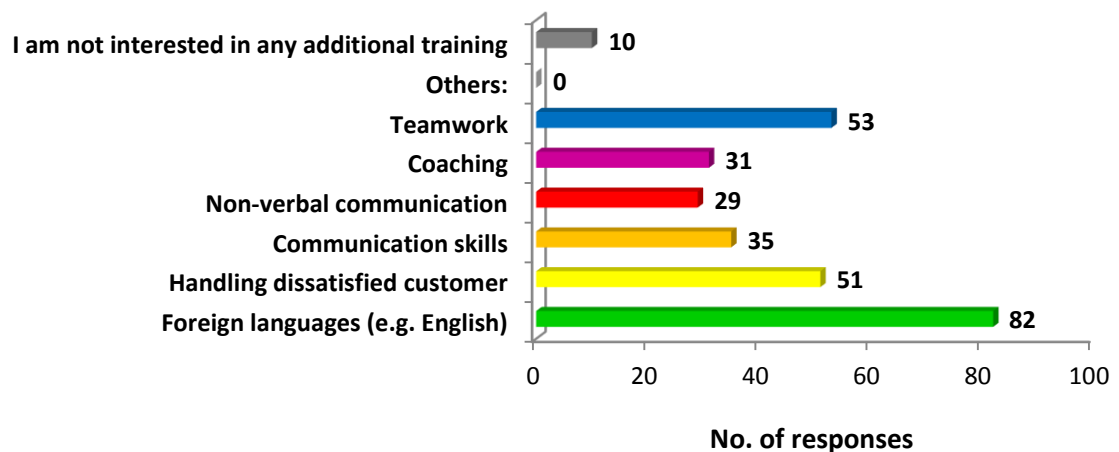
Table 7: Attitude of employees for further learning (e.g. training in the company) (question no. 5)

Attitude	Frequency	Percent
I have negative attitude to training, I refuse further learning.	0	0.0
I am studying only if I have to (e.g. my superior requires that)	10	7.4
I consider training and learning as necessity, nevertheless I know that it helps me for personal development.	51	37.5
I have positive attitude to further learning, I take advantage from offered possibilities, but I do not search for them by myself.	41	30.1
I like studying in my free time. By studying I will achieve my personal goals. (Eventually I would like to study at my free time, if I had some)	34	25.0
Total	136	100.0

Source: Author's processing (2015)

In the next question respondents were asked what kind of additional training they would like to have been implemented in KFC (see graph 9) and there was a possibility of choosing more answers. They would mostly appreciate foreign languages' lessons (82 respondents). Secondly they are interested in teamwork and handling dissatisfied customer.

Graph 9: Which of the following additional training would you appreciate? (Question no. 6)



Source: Author's processing (2015)

Last question of this first part was created to find out whether the employees consider the current training so helpful to increase their working performance. As stated from table 8, the largest part of respondents (45.6%) stated that training is fairly helpful, but on the other side a noticeable part of respondents have an opposite feeling.

Table 8: Do you think that current training system helps you to increase your working performance? (Question no. 7)

Answer	Frequency	Percent
No	6	4,4
Rather no	28	20,6
Fairly yes	62	45,6
Yes	40	29,4
Total	136	100,0

Source: Author's processing (2015)

PERSONAL DEVELOPMENT

This part of the questionnaire studies the respondents' attitude to personal development as well as possibilities provided by the company together with motivation.

The first two questions of this section analyse the perception of the respondents whether they have possibilities of growing in the company and if they have feeling and are currently developing at some extent. The biggest part of respondents inclined to positive answers of both questions, the answer replied most often was "fairly yes", which stands for 55 respondents (40.4%) in each question.

Table 9 shows the frequencies of both answers and how they are interrelated. The employees who perceive KFC as the company which allows their personal development stated that they have a feeling to be currently developing to some extent and vice versa.

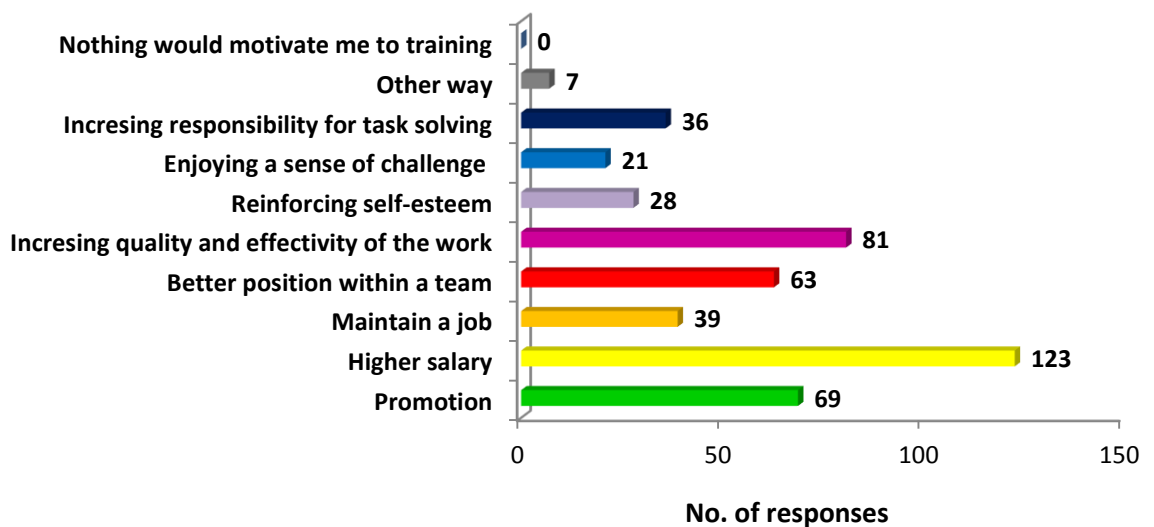
Table 9: Possibilities of growing in KFC and feeling of current personal development (questions no. 8 and 9)

		Do you think you are developing at some extent?				Total
		No	Rather no	Fairly yes	Yes	
Does KFC allow your personal development and career growth?	No	1	2	0	0	3
	Rather no	4	17	5	1	27
	Fairly yes	0	4	41	10	55
	Yes	0	3	9	39	51
Total		5	26	55	50	136

Source: Author’s processing (2015)

Another question was related to motivators with the possibility of choosing more answers. The main reason was to determine what types of motivating factors influence more the respondents. The answer stated most often was a higher salary that was answered by 123 respondents (90% of all respondents). Taking into account this result and the other answers seen in graph 10, it can be commonly said that respondents are more likely to be motivated by extrinsic values rather than to be self-motivated. Only minority of respondents stated also other ways how they should be motivated and these motivators were characterised by intrinsic values as personal satisfaction and fulfilment.

Graph 10: What would motivate you (or what has already been motivating you) for training in KFC? (Question no. 10)



Source: Author’s processing (2015)

Respondents were subsequently asked whether they perceive their superior as a person who motivates them to training and development. The majority of respondents (66.9%) answered positively, while the rest do not perceive their superior as motivating.

Following questions of this part were in form of written statements and respondents filled in how much they agreed with them. These questions were evaluated in form of counting average. The answers were considered as numbers of importance - the higher step of agreement, the higher number is given to the answer. Ranking is then: I fully agree (4 points), I fairly agree (3 points), I rather disagree (2 points) and I fully disagree (1 point) and the presumption is as follows:

$1.00 \leq \bar{x} \leq 1.74 \rightarrow$ employees fully disagree with written statement

$1.75 \leq \bar{x} \leq 2.49 \rightarrow$ employees rather disagree with written statement

$2.50 \leq \bar{x} \leq 3.24 \rightarrow$ employees fairly agree with written statement

$3.25 \leq \bar{x} \leq 4.00 \rightarrow$ employees fully agree with written statement

Table 10: Agreement of respondents with statements considering personal development in KFC (questions no. 12 – 14)

Statement	\bar{x}
In my job I can fully use my knowledge and skills	2.93
I have enough opportunities for continual deepening my knowledge and skills	2.84
I don't mind to take responsibility for task solving	3.36
Employees in KFC are promoted fairly, usually are promoted those who most deserve it	2.99

Source: Author's processing (2015)

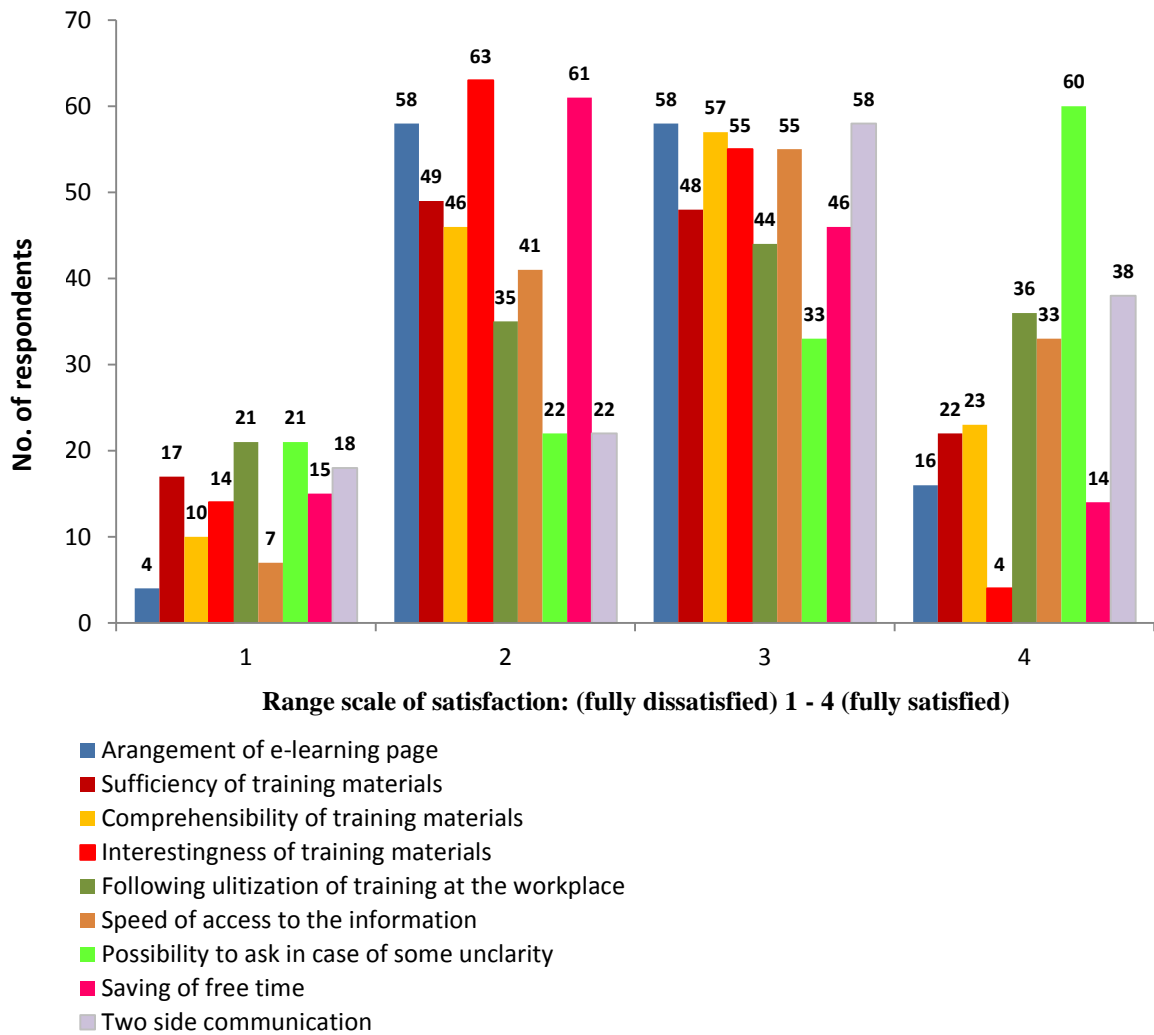
As follows from table 10, respondents are inclining to agree with all the statements. In spite of the fact that taking responsibility did not result as a significant motivating factor for training, the employees fully agree with the fact that they do not have a problem with taking responsibility for task solving.

CURRENT TRAINING

This part of the questionnaire examined the satisfaction of employees with various aspects of current training based on e-learning system. For evaluation of employees' satisfaction, the author determined major facets, i.e. items of training, such as arrangement or comprehensibility of materials. Firstly the individual aspects are visually represented in graph 11 and subsequently discussed; secondly their means are calculated to analyse the overall satisfaction with this system.

Individual aspects of e-learning system were evaluated on the satisfaction scale from 1 to 4, the higher number filled in, the higher satisfaction of respondents was achieved.

Graph 11: Evaluation of various aspects of e-learning system (question no. 16)



Source: Author's processing (2015)

The first item stands for **arrangement of e-learning page**, in which the biggest group of respondents evaluated their satisfaction by numbers 2 and 3 (both separately 42.6%). The second item, **sufficiency of training materials** has a similar result of the most frequented answers, 49 respondents which stands for the largest part (36%) evaluated this aspect by the number 2, and the second largest group, which differs from the first one by only one respondent (35.3%), evaluated the sufficiency of materials by number 3. Slightly better evaluation resulted in **comprehensibility of training materials**, where 57 respondents (41.9%) evaluated this by 3 points. The worst evaluated question was related with **interestingness of training materials**, in which the biggest part of respondents (46.3%) chose number 2 of the satisfaction scale. As follows from table 11 the answers differ according to working position; the higher level employees were not so critical and they are rather satisfied, i.e. they consider their training materials fairly interesting.

Table 11: Evaluation of interestingness of training materials according to working position of respondents

		Working position		Total
		Lower level employees	Higher level employees	
Interestingness of training materials	1	14	0	14
	2	61	2	63
	3	43	12	55
	4	3	1	4
Total		121	15	136

Source: Author's processing (2015)

Answers to **following utilization of the training materials** were fairly evenly distributed into each scale of satisfaction; the largest group of respondents (32.4%) evaluated this item by number 3. Next item was **speed of access to information**, with which respondents are also rather satisfied (40.4%). The biggest satisfaction was gained in **possibility of asking in case of doubts**; it was the only aspect that the most of the respondents evaluated by the highest possible number (44.1%). In case of **saving of free time** the answer with the highest responses was number 2 (44.9%), the answers following working position can be seen in table 12. Considering higher level employees, they also tend to be rather dissatisfied.

Table 12: Satisfaction with saving free time according to working position

		Working position		Total
		Lower level employees	Higher level employees	
Saving of free time	1	10	5	15
	2	54	7	61
	3	43	3	46
	4	14	0	14
Total		121	15	136

Source: Author's processing (2015)

Last item of the analysis of training' satisfaction was **two-side communication**. Although this could be an issue of e-learning, 58 respondents i.e. the largest part, evaluated this aspect by number 3 (42.6%). This question is also slightly related to possibility of asking in case of doubts, especially of those respondents who are fully dissatisfied with two-side communication (13.2%), are also dissatisfied with the possibility of explaining an ambiguity.

As it was already mentioned, the second part of evaluation of the satisfaction with e-learning system is through means of individual aspects with following presumptions:

$1.00 \leq \bar{x} \leq 1.74 \rightarrow$ employees are dissatisfied with individual aspect

$1.75 \leq \bar{x} \leq 2.49 \rightarrow$ employees are rather dissatisfied with individual aspect

$2.50 \leq \bar{x} \leq 3.24 \rightarrow$ employees are fairly satisfied with individual aspect

$3.25 \leq \bar{x} \leq 4.00 \rightarrow$ employees are fully satisfied with individual aspect

Table 13: Average satisfaction with various aspects of e-learning

Aspect	\bar{x}
Arrangement of e-learning page	2.63
Sufficiency of training materials	2.55
Comprehensibility of training materials	2.68
Interestingness of training materials	2.36
Following utilisation of training at the workplace	2.70
Speed of access to the information	2.84
Possibility of asking in case of doubts	2.97
Saving of free time	2.43
Two-side communication	2.85
Total \bar{x}	2.67

Source: Author's processing (2015)

Table 13 interprets the results of individual aspect by the average; the majority of the aspects were evaluated as fairly satisfying. Although none of the items was found fully satisfying, the most positive item is possibility of asking in case of doubts, whose average reached the highest number (2.97). Two items are considered by respondents rather dissatisfying; especially the interestingness of training materials whose average was only 2.36. The overall result of all the aspects together resulted slightly above the average (2.67), which means that respondents are fairly satisfied with the current training system based on e-learning.

Following 2 questions were open to give employees a space for describing their additional opinions about training system, what they can see as the main strengths and weaknesses of the current training system and what could be improved. As positive parts of training system respondents reported the **combination of theory and practice** which is now the same for all the employees at specific position. They especially appreciate that the information gained from training modules can be used at the workplace where the discrepancies can be explained by the superiors. Moreover, employees can fully understand their roles through the training modules. The e-learning system allows them to see completed modules and they can learn at home. The main weaknesses can be seen in **technical problems** of e-learning page because the system contains a lot of errors and it is not fully completed. **Absence of trainer** together with nearly no personal contact was also often stated as well as missing of consequent discussions. The higher level employees consider this issue negative especially because of subsequent careless attitude of lower level employees who would appreciate more training in practice, as follows from the results. Some respondents are not familiar with the standards that are often changing and with insufficient time for training.

ADDITIONAL QUESTIONS TO TRAINING AND DEVELOPMENT

In this part the already mentioned working positions and length of time that employees have been working in KFC was included. These questions and their results are interpreted earlier for better introduction of respondents and possibility of analysing more deeply relationship between questions.

Firstly, respondents were asked which work aspects they considered as the most important for them like wage, safety at work, etc. In this question the respondents were explained not to take in consideration their work in KFC. The aim was to find out what is generally important for them and whether the possibility of training and development in a company in general can be similarly important as other items. The means of individual aspects were calculated under the following presumption:

$1.00 \leq \bar{x} \leq 1.74 \rightarrow$ employees can see the item as totally unimportant

$1.75 \leq \bar{x} \leq 2.49 \rightarrow$ employees can see the item as rather unimportant

$2.50 \leq \bar{x} \leq 3.24 \rightarrow$ employees can see the item as fairly important

$3.25 \leq \bar{x} \leq 4.00 \rightarrow$ employees can see the item as very important

Table 14: Importance of aspects of work in general (question no. 19)

Aspect	\bar{x}
Career development	3,19
Possibility of promotion	3,12
Possibility of training and development	3,25
Nice working environment	3,48
Responsibility for tasks solving	3,09
Wage	3,59
Safe working conditions	3,16
Pleasant team of colleagues	3,63

Source: Author's processing

According to the results stated in table 14 the respondents can see some importance in all stated items; each of them exceeded number 3 and the highest importance can be seen in a team of colleagues, followed by wage, nice working environment and possibility of training and development which is on the boundary of answers "very important" and "fairly important".

The relation in form of frequencies between importance of possibility of training and development and respondents' attitudes to further learning is stated in table 15. People who study only if they have to, do not consider training as important as fairly important, on the other hand people with positive attitudes to learning and those who enjoy filling their free time by learning, chose higher numbers of importance, i.e. 3 or 4 points.

Table 15: Importance of possibility of training and development according to attitudes to further learning

		Possibility of training and development				Total
		1	2	3	4	
What is your attitude to further learning?	I am studying only if I have to ...	6	4	0	0	10
	I consider training as necessity ...	2	12	23	14	51
	I have positive attitude to training ...	0	0	18	23	41
	I like studying in my free time ...	0	0	5	29	34
Total		8	16	46	66	136

Source: Author's processing (2015)

Finally, employees who have been working in KFC more than one year were asked in form of open questions to compare the current and previous training system. The new system brings advantage as **innovative training, learning at home, reduction of various paper materials** as recording into passports and as a whole the new system is **more comprehensive**. On the other hand this system may be considered **impersonal** because of absence of trainer and personal contact, therefore the **trainee is less concentrated**. Among other deficiencies there were again stated **technical issues** of e-learning system and **short time for training**.

5. Results and discussion

The results and discussion are related to the information gained from semi-structured interviews and results obtained from the questionnaires, in comparison with the theoretical part.

KFC uses various tools of training and development. Firstly the training cycle needs to be considered. The first step of a training cycle in KFC is done by the central office, where the HR specialists identify the training needs and plan the training. The implementation of training in the restaurants is in hand of Assistant Manager who is responsible for training of his/her employees directly in the restaurant. The final phase of training cycle, which is evaluation, is done by various surveys, through which the employees' opinion is examined, together with feedback from their superiors.

The training and development activities are created on Princeton Model based on the idea that the main part should be learnt by real experience. The respondents were also inclining to the idea that through practice they can learn a lot, concretely in combination of theory and practice. Although in line with this model, the training activities stand only for 10%, the employees perceive KFC as a company for which the training of the employees plays very important role.

With the development of new technologies, this company continually tries to increase the effectiveness of training and concretely by implementation of **e-learning** that brings both advantages and disadvantages. KFC uses asynchronous type of e-learning, which basically means that there is an absence of lecturers, and the training activities consist of absorb-type based on reading, watching or listening.

As the main advantage of e-learning in KFC can be seen **costs saving**; for example the previous training of employees with possibility of being promoted were done in the central office in Prague, regardless of a city where they live or work. That is why the accommodation and transportation costs together with those connected with lecturers were eliminated after introduction of the new system.

The second pros is **effectiveness** of training, especially considering the work of the instructor for whom the e-learning means saving of free time and enabling him to train more employees at the same time. The training of new employees is considered as less chaotic than the previous training system and it is also more comprehensive.

Employees further appreciate the **combination of theory and practice** and the fact that the information gained from training can subsequently be used at the workplace. Moreover, with the implementation of the new system the training is the same for all the employees at particular positions.

The last but not least pros is the **access** to training and its materials; e-learning is a part of KFC intranet system, therefore the employees can learn at home and in respect with the results the majority of respondents have full access to e-learning system at home. They have such a way a device through which they can go through both training modules and internet access.

Nevertheless, some of the respondents do not have these possibilities; therefore the learning out of their workplace is not viable. KFC restaurants usually own only **one computer**, which is too little for the people who do not have an access to e-learning at home or new promo action training that is compulsory for all employees. That is why General Managers usually require the employees to follow it at work to be sure that all the employees are acquainted with the new product and its preparation.

The e-learning system contains a lot of **technical errors**; some of its pages or parts can be seen only in English or Polish and when the respondents of questionnaire survey had a space for expressing their attitudes in form of open question, this issue has been stated most of all. The system is not fully completed, the only person who can see the progress of his/her employees is General Manager and therefore the instructors or Assistant Managers have to use the login details of General Manager to control their subordinates. Moreover, the passwords of all the employees have to be changed once a month, which is also possible only from profile of General Manager.

Another weakness of the current training system perceived by employees is their **free time**, which was mentioned problematic in interviews and saving of free time also resulted as the second worst item in a satisfaction scale of the questionnaire survey. This issue can be connected with asynchronous type of e-learning, which would be more beneficial if the employees fully understood the need to be trained and further educated, i.e. if they were self-motivated to go through the training modules. The attitudes for further learning are not in all the cases positive, as follows from the results. To consider their motivation, respondents are mainly motivated by extrinsic motivators, such as higher salary,

rather than intrinsic motivating factors which would support the self-studying through e-learning.

Short time for training of new employees can be seen as another disadvantage and so the initial training was not completely sufficient to prepare them to desired performance at their position. As follows from interviews, this issue is the most visible in case of part-time employees who usually do not have enough work shifts to fulfil the two-week requirement of the initial training that consists of 6 main modules. In case of initial training, the respondents do not like the form of training, either.

The calculation of overall satisfaction of employees with the training system resulted slightly above the average, which indicates that **respondents are fairly satisfied** with selected items of training system. The author is aware of the fact that respondent's additional ideas should be further analysed and implemented into the calculation to understand whether the result would differ after the recalculation with these additional aspects. The worst evaluated item was **interestingness of the training material**. Although absence of trainer and other rarely personal contacts was stated by some respondents (usually by higher level employees) as another weakness of the training, the best evaluated item was surprisingly **possibility of asking in case of doubts**. It indicates that in spite of implementation of asynchronous e-learning, in which the personal contact and explanation is basically missing, the superiors are aware of this issue and try to overcome it by their willingness to give an advice, which is properly appreciated by respondents in this survey.

Respondents would be interested in some of other trainings included in KFC, especially trainings on topics: Foreign languages, Teamwork and Handling dissatisfied customer. The results of foreign language lessons can be influenced by the fact that the restaurants where the research was conducted are located in Prague and thus they are often visited by foreigners. Therefore the employees need to be educated in languages to be able to communicate with them. All the employees in restaurants are members of the whole team and thus the teamwork would be interesting topic of training, in which they could learn how to collaborate. Moreover, the skills how to deal with a dissatisfied customer should be implemented, considering the fact that customer satisfaction can influence his/her further decision to visit the restaurants as well as perception about the whole company.

Individual Development Plan is used as a helpful tool to plan employees' future development in a company. Various developing activities are analysed through such a plan, especially areas that need improvement or strengthening. Unfortunately this development tool as well as majority of other developing activities is not assigned to all levels of employees. In spite of this fact, General Manager who usually goes through all these activities can also allow his/her subordinates to participate. Following the results from questionnaire, the respondents perceive KFC as a place in which the possibilities for personal development like their skills and knowledge are allowed which can be continually deepened. In the company, the system of internal promotion is implemented; employees fairly agree that usually are promoted those who deserve it.

The importance of possibility of training and development in a company in general resulted in the average as important for respondents and this fact is connected with individual attitudes to further learning. Respondents who like studying in their free time and have positive attitudes to learning consider training fairly important or very important, while the respondents with negative attitudes cannot see the possibility of training and development in their life so significantly.

This company understands the importance of employee's satisfaction, and the company's idea is that satisfaction is connected with employees' turnover, engagement and performance. To see the results of employees, Job Performance Appraisal is performed in which the employee describes his/her own opinions and attitudes to various items and his/her superior also fill in this survey to evaluate the performance. To analyse the job satisfaction, Employee Opinion Study survey is conducted in each restaurant every year. With the implementation of new training system the overall results of satisfaction of employees with learning and development slightly increased.

6. Conclusion and recommendations

In this thesis, with the aid of literature review and theoretical methods of knowledge, the author determined the importance of training and development, the main training methods with the consideration of significance of employee's satisfaction in general. Subsequently, the gained knowledge was introduced in practice and according to semi-structured interviews and internal materials of the company the main training techniques and development activities were ascertained. A part of author's survey included questionnaire research which was created with the aim to find out the employee's perception about the training and development in the company. What they can see as the main strengths and weaknesses of the system, whether they perceive KFC as a company in which they can growth, what factors could motivate them to be trained. Further, following the results, major areas of satisfaction and dissatisfaction of employees with the training and development system were being found out.

The result indicates that the employees are overall fairly satisfied with the training system. As the main strengths they can see the combination of theory and practice, the two-side communication which preserved also with the development of asynchronous e-learning, and therefore they have possibility of asking for a help in the case of doubts. Another positive thing of the training system is a speed of access to the needed information. On the other hand, the employees get uninteresting training materials that usually should be learnt at their free time, which turns out to be another weakness. The time for training is not in all the cases sufficient and the e-learning system contains a lot of technical errors. The impersonal type of training and absence of trainer were also stated in some cases as problematic, according to higher level employees the trainees are less concentrated.

In spite of the fact that not all the development activities are assigned to all levels of employees, the employees rather perceive KFC as place which allows their personal development, where their skills can be deepened and they positively evaluate the fairness of promotion.

To consider the role of motivation of training and development in KFC, asynchronous type of e-learning which is implemented in KFC is demanding for high motivation from the side of trainees. Although the superiors resulted fairly motivating, the extrinsic motivating factors predominated over the intrinsic ones.

If the company liked increasing the satisfaction of employees with the training and development system and improving its functioning, several possible recommendations can be proposed.

Firstly, the technical part of e-learning has to be improved. Author proposes to hire the IT specialist who would be responsible for the e-learning system for the KFC in the Czech Republic. Currently, when some technical problems arise, HR specialist in the central office in Prague has to contact IT specialist in Poland, who is the only one being able to solve these problems. With employing a Czech IT specialist for e-learning, the correction of technical issues would be easier, not such time-consuming and it would solve the appearing language defects, too. Also, it would be convenient to allow the individual employees to change their own passwords, which would save time of higher level employees who have to do it each month.

Secondly, more computers in the restaurant should be available for employees to ensure that everybody will have an access to e-learning and in case of promo actions the higher number of computers would make the training faster.

Thirdly, it might be useful to consider determined time of initial training in case of part-time employees, which should be adapted according to their working time.

Last recommendations focus on training materials, their form and development activities. The training modules could be more elaborated and interesting for employees, it should include other attractive topics for employees, such as Teamwork, Handling dissatisfied customer, and alternatively some English materials would be helpful for employees working in the restaurants that are often visited by tourists. All the levels of employees should have an access to partial training materials on e-learning system that are currently not accessible for all, as well as to development activities, e.g. 360° feedback or Individual Development Plan. These implementations could be motivating and helpful for employees' personal development in the company.

Drawing up this thesis was beneficial for the author, concretely due to her interest in training issues. It was useful especially for better understanding of training and development system and its outcome in practice.

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Internal materials of AmRest Ltd.

Semi-structured interview with General Manager of restaurant B

Semi-structured interview with Assistant Manager of restaurant A

8. Appendices

Appendix 1: Questionnaire

- a) original version of the questionnaire (Czech version)
- b) translated version of the questionnaire (English version)

Appendix 2: Semi-structured interviews

- a) Questions for Assistant Manager
- b) Questions for General Manager

Appendix 3: KFC Standards

Figure 1: Standards for employees - introduction

Figure 2: Standards for employees – customer service

Appendix 4: Schedule of the initial two-week training

Figure 1: Training card - schedule

Appendix 5: Example of training calendar to FOH position

Figure 1: FOH Learning track 1 – 1st day

Figure 2: FOH Learning track 1 – 11th day

Appendix 6: Job Map – Assistant Manager

Appendix 7: E-learning system of KFC

Figure 1: Homepage of e-learning system

Appendix 1a: original version of the questionnaire (Czech version)

Dobrý den,

jmenuji se Karolína Škrletová a studuji obor Ekonomika a Management na České zemědělské univerzitě v Praze. Jednou z částí mé diplomové práce je dotazníkové šetření na téma Spokojenost zaměstnanců s tréninkovým a rozvojovým systémem v KFC. Tento dotazník má 27 otázek. Ráda bych Vás požádala o jeho vyplnění, čímž mi pomůžete zdokonalit můj výzkum. Tento dotazník je anonymní, prosím, nepodepisujte se. Získaná data budou použita výhradně pro účely mé diplomové práce. V případě potřeby doplnit cokoliv k některé z otázek, neváhejte napsat svůj vlastní dodatečný názor. Děkuji předem za Váš čas.

1) Jakou hodnotu pro KFC má podle Vás vzdělávání a školení zaměstnanců?

(bodově ohodnoťte: 1 = nevýznamnou 4 = velice významnou)

1	2	3	4
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2) Domníváte se, že Vás úvodní školení na začátku Vaší kariéry u KFC dostatečně připravilo na požadovaný výkon práce na Vaší pozici?

- Ano. Školení bylo zcela dostatečné. *(pokud jste zvolili tuto odpověď, pokračujte otázkou č. 4)*
- Považuji školení za spíše dostatečné, byly tam mezery, ale velmi rychle jsem dozískal/a vše potřebné praxí na své pozici.
- Školení bylo nedostatečné, musel/a jsem se spoustu věcí doučit sám/sama.
- Školení bylo zcela nedostatečné, skoro vše jsem se musel/a doučit sám/sama.
- Zatím jsem neprošel celým úvodním školením.

3) Co mělo podle Vás hlavní podíl na nedostatečnosti školení?

(Možnost zaškrtnout více odpovědí)

- Nedostatek mého osobního zájmu se školit. Nemyslím, že by mi to mohlo pomoci.
- Nedostatek mé osobní motivace
- Forma školení
- Instruktor mě nemotivoval
- Nedostačující školící materiály
- Nedostačující testování znalostí po školení
- Krátká doba školení
- Nevím
- Jiný důvod:

4) Je pro Vás možnost vzdělávat se a školit v KFC důležitá?

- Ano Spíše ano Spíše ne Ne

5) Jaký zaujímáte postoj k dalšímu vzdělávání? (např. školení ve firmě)

- Ke vzdělávání mám negativní vztah, odmítám se dále vzdělávat.
 Vzdělávám se jen v případě, že to mám nařízené. (např. zaměstnavatelem)
 Vzdělávání beru jako nutnost, nicméně vím, že vzdělávání mi pomáhá k dalšímu rozvoji.
 Ke vzdělávání mám pozitivní vztah, využívám nabízených příležitostí, ale sám/sama je nevyhledávám.
 Vzděláváním rád/a vyplňuji svůj volný čas. (popř. Bych ho rád/a využil/a vzděláváním, kdybych ten čas měl/a)

6) Které další školení v KFC byste uvítali? (Možnost zaškrtnout více odpovědí)

- Výuka cizích jazyků – např. Angličtina
 Zvládání nespokojeného zákazníka
 Komunikační dovednosti
 Neverbální komunikace
 Coaching
 Práce v týmu
 Jiné:
 Nemám zájem o žádné další vzdělávání

7) Myslíte si, že momentální systém školení ve firmě Vám pomáhá zvyšovat Váš pracovní výkon?

- Ano Spíše ano Spíše ne Ne

8) Vnímáte společnost KFC jako místo, kde se můžete rozvíjet a kariérně růst?

- Ano Spíše ano Spíše ne Ne

9) Máte pocit, že se ve společnosti nějakým způsobem rozvíjíte?

- Ano Spíše ano Spíše ne Ne

10) Co by Vás motivovalo (nebo již motivuje) ke vzdělávání a školení ve firmě?

(Možnost zaškrtnout více odpovědí)

- Kariérní postup
 Vyšší platové ohodnocení
 Udržení pracovního místa
 Zlepšení postavení v týmu
 Zvýšení kvality a efektivnosti práce
 Potěšující pocit z výzvy
 Posílení sebevědomí
 Zvýšení Vaší odpovědnosti za řešení pracovních úkolů
 Jiný způsob:
 Nic by mě nemotivovalo ke vzdělávání a školení

11) Vnímáte Vašeho nadřízeného jako osobu, která Vás motivuje ke školení a rozvoji?_(Pokud ano, prosím, napište jakým způsobem)

Ano: Ne

Prosím, zaškrtněte Váš osobní názor na dané výroky:

12) Při své práci mohu plně využít své znalosti a dovednosti.

Plně souhlasím Spíše souhlasím Spíše nesouhlasím Nesouhlasím

13) Mám dostatek příležitostí k neustálému rozšiřování svých schopností a dovedností.

Plně souhlasím Spíše souhlasím Spíše nesouhlasím Nesouhlasím

14) Nevadí mi přebírat odpovědnost za řešení pracovních úkolů.

Plně souhlasím Spíše souhlasím Spíše nesouhlasím Nesouhlasím

15) V KFC jsou zpravidla povyšováni ti, co si to nejvíce zaslouží.

Plně souhlasím Spíše souhlasím Spíše nesouhlasím Nesouhlasím

16) Prosím, ohodnot'te následující položky vzdělávacího systému v KFC.

(bodové ohodnocení 1 = jsem plně nespokojen 4 = jsem plně spokojen)

Přehlednost e-learningových stránek	1	2	3	4
Dostatek výukových materiálů	1	2	3	4
Srozumitelnost výukových materiálů	1	2	3	4
Zajímavost výukových materiálů	1	2	3	4
Následné využití školení v praxi	1	2	3	4
Rychlost přístupu k informacím	1	2	3	4
Možnost se dotázat v případě nejasností	1	2	3	4
Ušetření volného času	1	2	3	4
Oboustranná komunikace	1	2	3	4

17) Co vidíte za hlavní pozitiva na současném vzdělávacím systému? V čem Vám nejvíce vyhovuje tento způsob nabývání informací a vědomostí? (Prosím, rozepište)

18) Co vidíte za hlavní negativa na současném vzdělávacím? V čem Vám tento systém nevyhovuje a mohl by být zlepšen? (Prosím, rozepište)

19) Pokud jde o práci obecně (NEBERTE TEĎ V ÚVAHU KFC) čemu přikládáte nejvyšší důležitost?

(bodové hodnocení 1 = nedůležité 4 = velmi důležité)

Kariérní růst ve Vašem životě	1	2	3	4
Možnost povýšení	1	2	3	4
Možnost vzdělávání a rozvoje	1	2	3	4
Příjemné pracovní prostředí	1	2	3	4
Zodpovědnost za řešení úkolů	1	2	3	4
Plat	1	2	3	4
Bezpečnost při práci	1	2	3	4
Příjemný tým spolupracovníků	1	2	3	4

Pokud ještě něčemu přikládáte důležitost, napište zde.....

20) Vaše pracovní pozice v KFC je:

- “Školím se”, Crew, Instruktor nebo Junior Manager
- Shift Manager
- Assistent Manager
- GM

21) Jak dlouho pracujete ve společnosti KFC?

- méně než 1 rok (*pokud jste zvolili tuto odpověď, pokračujte otázkou č. 23*)
- 1 – 2 roky
- 2 – 3 roky
- 3 – 4 roky
- více než 4 roky

22) Minulý rok společnost změnila systém školení a rozvoje zaměstnanců. Nynější systém je více založen na e-learningu. Prosím, porovnejte předešlý a současný systém a napište svůj názor na:

a) V čem je nový systém e-learningu lepší než předešlý systém vzdělávání? Kde vidíte hlavní pozitiva?

b) Co v novém e-learningu postrádáte oproti předešlému systému? Kde vidíte hlavní negativa?

23) Jste: Muž Žena

24) Kolik Vám je let?

- 16 – 25 let
- 26 – 35 let
- 36 – 45 let
- 46 let a více

25) Jaké je Vaše nejvyšší dosažené vzdělání?

- Základní
- Střední bez maturity
- Střední s maturitou
- Vysokoškolské

26) Vlastníte počítač? (Nebo jiné zařízení, např. tablet, přes které máte plný přístup do e-learningového systému?)

- Ano Ne

27) Máte doma přístup k internetu?

- Ano Ne

Děkuji za Vaši účast na dotazníku a za Vás čas.

Source: Author's processing (2015)

Appendix 1b: translated version of the questionnaire (English version)

Dear respondents,

my name is Karolína Škrletová and I study Economics and Management at Czech University of Life Sciences Prague. A part of my diploma thesis is a questionnaire research which is focused on satisfaction of employees with training and development system in KFC. This survey consists of 27 questions, I would like to ask you for filling in the questionnaire, which helps me to upgrade my thesis. This survey is anonymous, please do not write your name; the obtained data will be used only for the purpose of my thesis. If you need to add something to any question, do not hesitate to write your additional opinion. Thank you in advance for your time.

1) According to your opinion, how important is training of employees for the company KFC?

(1= unimportant; 4 = important)

1	2	3	4
---	---	---	---

2) Do you consider, from your own experience, the initial training in KFC to be sufficient to prepare new employees to desired performance?

- Yes, I do. The training was completely sufficient. (*cont. question 4*)
- I consider the training rather sufficient, there were some gaps, but I gained the rest of necessary knowledge and skills at the workplace in very short time.
- It was insufficient; I had to learn some things by myself.
- It was completely insufficient; I had to learn almost everything by myself.
- I do not know

3) What do you consider as the main problem of not completely sufficient or insufficient initial training? (*possibility to choose more answers*)

- Lack of my personal interest to training, I think it will not help me at all
- Lack of personal motivation
- The form of training
- The instructors were not motivating
- Lack of sufficient materials
- Lack of testing my knowledge after the training
- Short time of training
- I don't know
- Other reason:

4) Is the possibility of being trained in KFC important for you?

- Yes
- Fairly yes
- Rather no
- No

5) What is your attitude to further learning? (e.g. training in the company)

- I have a negative attitude to training, I refuse further learning.
- I am studying only if I have to do (e.g. my superior requires that)
- I consider training and learning necessary, nevertheless I know that it helps me for personal development
- I have a positive attitude to training, I take advantage from possibilities offered, but I do not search for them by myself.
- I like studying in my free time. By studying I will achieve my personal goals. (I would possibly like to study at my free time, if I had some)

6) Which of the following additional training would you appreciate?

(Possibility of choosing more answers)

- Foreign languages – e.g. English
- Handling dissatisfied customer
- Communication skills
- Non-verbal communication
- Coaching
- Teamwork
- Others:
- I am not interested in any additional training

7) Do you think that current training system helps you to increase your working performance?

- Yes
- Fairly yes
- Rather no
- No

8) Do you perceive KFC as a company which allows your personal development and career growth?

- Yes
- Fairly yes
- Rather no
- No

9) Do you have a feeling that you are currently developing to some extent?

- Yes
- Fairly yes
- Rather no
- No

10) What would motivate you (or what has already been motivating you) for training in KFC?

- Promotion
- Higher salary
- Maintain a job
- Better position within a team
- Increasing quality and effectivity of the work
- Enjoying a sense of challenge
- Reinforcing self-esteem
- Increasing responsibility for task solving
- Other way:
- Nothing would motivate me to training

11) Do you perceive your superior as a person who motivates you to training and development? (If you do, please write in which way he/she motivates you)

- YES:..... NO I do not know

Please check your own opinion on following statements:

12) In my job I can fully use my knowledge and skills

- I fully agree I fairly agree I rather do not agree I fully disagree

13) I have enough opportunities for continual deepening my knowledge and skills.

- I fully agree I fairly agree I rather do not agree I fully disagree

14) I don't mind to take responsibility for task solving.

- I fully agree I fairly agree I rather do not agree I fully disagree

15) Employees in KFC are promoted fairly, usually are promoted those who most deserve it.

- I fully agree I fairly agree I rather do not agree I fully disagree

16) Please, evaluate the following points of KFC training system:

(1 = I am fully dissatisfied, 4 = I am fully satisfied)

Arrangement of e-learning page	1	2	3	4
Sufficiency of training materials	1	2	3	4
Comprehensibility of training materials	1	2	3	4
Interestingness of training materials	1	2	3	4
Following utilization of training at the workplace	1	2	3	4
Speed of access to the information	1	2	3	4
Possibility to ask in case of doubts	1	2	3	4
Saving of free time	1	2	3	4
Two side communication	1	2	3	4

17) What can you see as the main pros of current training system?

18) What can you see as the main cons of current training system?

19) If you could consider the work in general (NOT in KFC), please write how important are following facts for you:

(1 = the least important; 5 = the most important)

Career development	1	2	3	4
Possibility of promotion	1	2	3	4
Possibility of training and development	1	2	3	4
Nice working environment	1	2	3	4
Responsibility for tasks solving	1	2	3	4
Wage	1	2	3	4
Safe working conditions	1	2	3	4
Pleasant team of colleagues	1	2	3	4

If you consider some other things important, please write it here:

20) Your working position is:

- “Trainee”, Crew, or Instructor or Junior Manager
- Shift Manager
- Assistant Manager
- General Manager

21) How long have you been working in KFC?

- up to 1 year (*cont. question 23*)
- 1 – 2 years
- 2 – 3 years
- 3 – 4 years
- more than 4 years

22) Last year the system of training and development changed and current system is based mainly on E-learning activities. Could you please compare these two models and write down your opinion about:

a) In what aspects do you consider the e-learning better than previous system?

b) What is lacking in this new system compared to the previous one?

23) Gender: Man Woman

24) Age: 15 - 25 26 – 35 36 – 45 46 +

25) What is the highest level of education you have achieved?

- Elementary school
- Secondary school without graduation exam
- High school
- University

26) Do you own a computer (or any other device through which you have a full access to e-learning system)?

- Yes No

27) Do you have an access to internet at home?

- Yes No

Thank you for your time

Source: Author's processing (2015)

Appendix 2: Semi-structured interviews

a) Questions for Assistant Manager

1. How would you describe the training and development system in KFC?
2. Who is responsible for training of employees in KFC?
3. What kinds of training methods are used in KFC, considering both on-the-job and off-the-job training?
4. How does the training differ at various organisational positions?
5. Does KFC evaluate training? If so, what is exactly examined and what kind of methods are used?
6. What tools are used for evaluation of employee performance?
7. What do you see as the main advantage of the training and development system?
8. What do you see as the main problems of the training and development system?

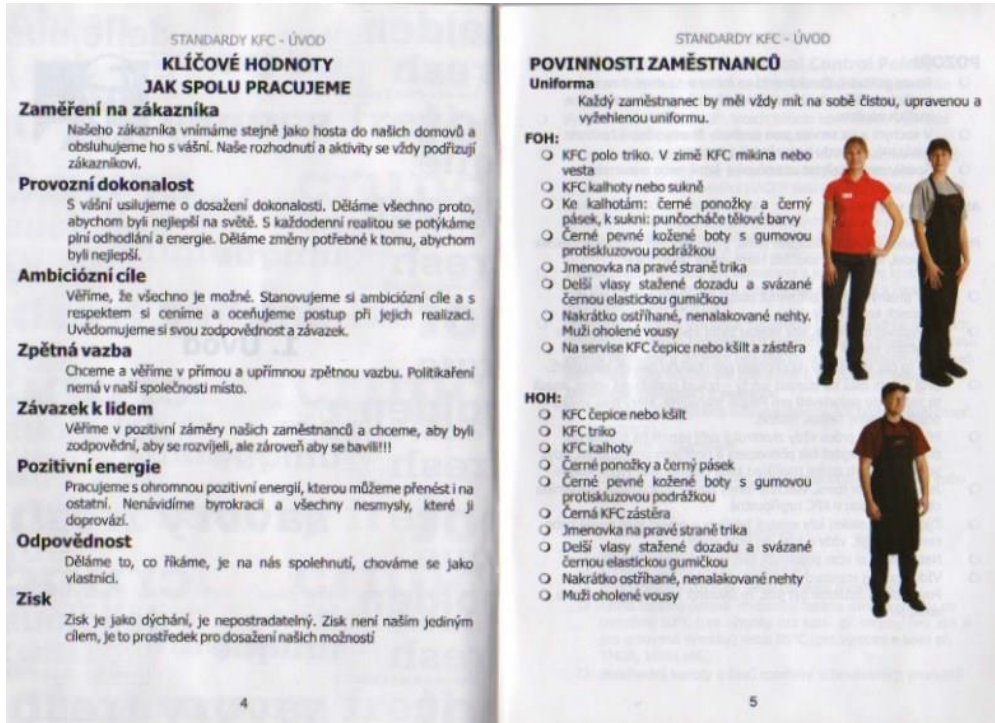
b) Questions for General Manager

1. What do you see as the main strengths of the current training system based on e-learning?
2. What do you see as the main weaknesses of the current training system based on e-learning?
3. Have you observed any changes in employee's attitudes to training with the development of e-learning?
4. Do you motivate your subordinates to training and development?
5. What are the main development activities in KFC?
6. Do these development activities differ at various organisational positions?
7. Does KFC measure the satisfaction of employees? If so, is the training and development included in this survey?
8. How many employees work in KFC in the Czech Republic and what is the average rate of employee turnover?

Source: Author's processing (2015)

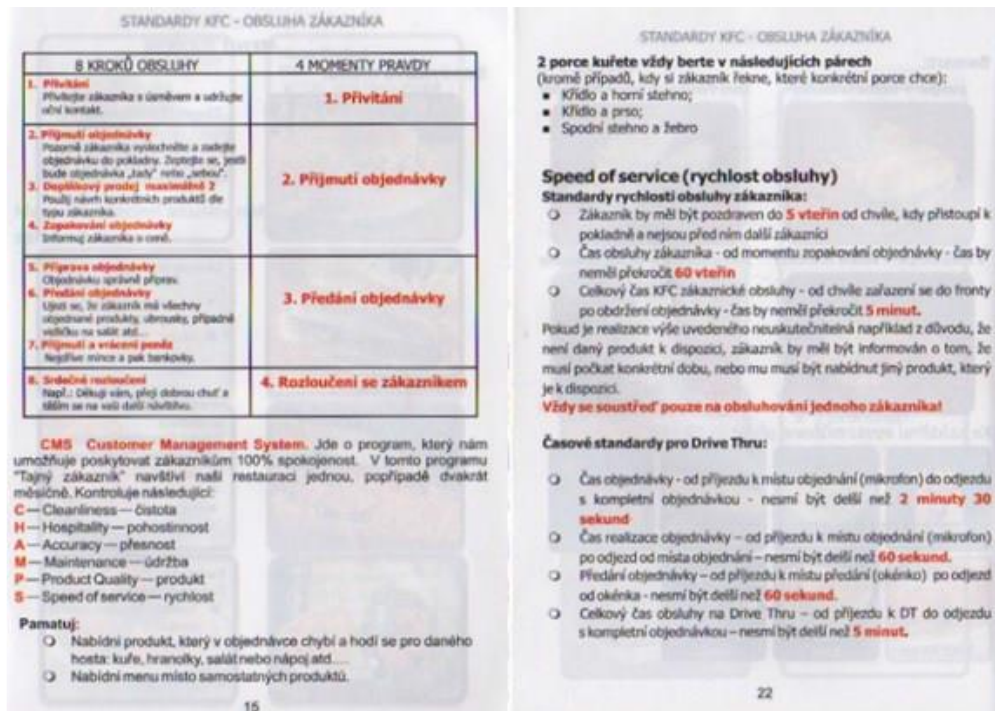
Appendix 3: KFC Standards

Figure 1: Standards for employees - introduction



Source: Internal material of KFC

Figure 2: Standards for employees – customer service



Source: Internal material of KFC

Appendix 4: Schedule of the initial two-week training

Figure 1: Training card - schedule

Den		4 Step Training	Co	
2	3 hodiny	Restaurant Basic	• HACCP	
			Čistota a bezpečnost	1. • Mytí rukou
		2. • Označení produktů		
		3. • Systém úklidu		
		Packer	4. • Znalost menu	
			5. • Standardy balení	
		Nápoje	6. • Horké nápoje	
7. • Studené nápoje				
Praktický trénink				
Otevření pozice				
Den	4 Step Training	Co		
5	30 minut*	13.	• Zapnutí zařízení	
		14.	• Příprava vybavení	
		15.	• Doplnění produktů	
Zavření pozice				
Den	4 Step Training	Co		
6	30 minut*	16.	• Vypnutí zařízení	
		17.	• Večerní úklid	
Klíčové milníky				
14 Dní		1 Měsíc		3 Měsíce
Restaurant Basics musí být dokončen do 14 dní od nástupu		Dokončení tréninku Klíčových hodnot		Dokončené první JPA hodnocení

Source: Internal material of KFC. Author's photography

Appendix 5: Example of training calendar to FOH position

Figure 1: FOH Learning track 1 – 1st day

1
LEARNING TRACK 1 - FOH

ČISTOTA & BEZPEČNOST
Mytí rukou

1. PREPARE Trenér si připraví materiály, které bude potřebovat k tréninku nového zaměstnance:
 VIDEO „Mytí rukou“ KNIŽKA STANDARDŮ SPECCHART

2. SHOW AND TELL

PROČ ?

Vysvětli, proč je důležité pravidelně mytí rukou na pracovišti.

Ukaž místa na restauraci, kde si ruce myjeme.

Vysvětli správný proces mytí rukou pomocí specchartu.

Zaměř se na pravidlo: Jak často je potřeba mytí si ruce?

Vysvětli, co je to křídová kontaminace a jak se jí můžeme mytím rukou vyhnout.

3. GUIDED PRACTICE Praxe vede k dokonalosti! Zaměstnanec si celý proces několikrát vyzkouší, až si bude jistý všemi standardy i pravidly.

4. CERTIFICATION Zeptej se zaměstnance na tyto 3 otázky:
 1. Jak dlouho je potřeba si myt ruce pomocí antibakteriálního mydla?
 2. Kdy je potřeba si ruce okamžitě umýt?
 3. Po jakém intervalu je potřeba si ruce pravidelně myt?

Source: Internal material of KFC. Author's photography

Figure 2: FOH Learning track 1 – 11th day

11
LEARNING TRACK 1 - FOH

POKLADNA
Obsluha hostů

1. PREPARE Trenér si připraví materiály, které bude potřebovat k tréninku nového zaměstnance:
 Nezapomeň si umýt ruce KNIŽKA STANDARDŮ E-learning „Sugestivní prodej“

2. SHOW AND TELL

Vysvětli, jak důležitý je úsměv a osobní přístup.

Projděte si pravidla pohostinnosti a zopakujte pravidla pro sugestivní prodej.

8x Vysvětlete si jednotlivé kroky obsluhy.

LAST Vysvětlete si řešení zákaznických stížností a použijte metodu LAST.

3. GUIDED PRACTICE Praxe vede k dokonalosti! Zaměstnanec si celý proces několikrát vyzkouší, až si bude jistý všemi standardy i pravidly.

4. CERTIFICATION Zeptej se zaměstnance na tyto 3 otázky:
 1. Popiš jednotlivé kroky obsluhy našich hostů.
 2. Vysvětli jak budeš řešit stížnost hosta.
 3. Vysvětli princip sugestivního prodeje a uveď příklad?

Source: Internal material of KFC. Author's photography

Appendix 6: Job Map – Assistant manager

JOB MAP	
Position Name (English): Assistant Manager	
Position Name (PL): _____	
Position Code: _____	(To be filled by HR)
Division: Operations	
Department: KFC	
Superior's Position (direct)	General Manager
Superior's Position (matrix, dotted line)	
Made by: _____	Date: _____
(Name and Position)	
A) Job purpose: <i>(In 1-2 sentences describe why the position was established and what the key responsibility is. How impacts? →On What? →What for?)</i>	
Develops world-class team of restaurant crew members through recruitment, training and retention actions in order to provide excellent restaurant operations and customer service on the highest level. Manages a restaurant during General Manager's absence.	
B) Accountabilities:	C) Key Performance Indicators:
1. KFC- Accounts for recruitment, selection, job performance appraisal and retention of restaurant crew members.	1. Ideal staffing 100%
2. KFC- Is responsible for proper training of crew members.	2. _____
3. KFC- Ensures proper operations of a restaurant, manages restaurant during General Manager's absence.	3. _____
4. KFC- Accounts for optimal level of cost of labour on restaurant level: plans, analyzes and controls COL; prepares work schedules and holiday plans for crew members.	1. Crew certification
5. KFC- Creates friendly atmosphere at work, reflecting AmRest culture and Core Values.	2. _____
6. KFC-Ensures customers satisfaction by leading shift excellently and applying all AmRest systems.	3. _____
7. _____	1. CER
8. _____	2. OPS Profit
9. _____	3. _____
10. _____	1. COL
11. _____	2. MPT
12. _____	3. _____
13. _____	1. EOS
14. _____	2. Crew Turnover
15. _____	3. _____
16. _____	1. GFP
17. _____	2. _____
18. _____	3. _____
19. _____	1. _____
20. _____	2. _____
21. _____	3. _____
22. _____	1. _____
23. _____	2. _____
24. _____	3. _____
25. _____	1. _____
26. _____	2. _____
27. _____	3. _____
28. _____	1. _____
29. _____	2. _____
30. _____	3. _____

D) Job parameters:		Other:	
Subordinates:		Description	
Description	#	Description	#
1. Subordinates (direct+indirect)	0	3.	
2. Managerial positions included	0	4.	

E) Basic job requirements (minimal):													
1. Education <i>(select one option)</i> <ul style="list-style-type: none"> <input type="checkbox"/> MA, MSc, PhD <input type="checkbox"/> College, BA, MA or MSc undergraduate <input checked="" type="checkbox"/> High school <input type="checkbox"/> High school undergraduate <input type="checkbox"/> Elementary school + Job education <input type="checkbox"/> Elementary school 	2. Faculty/Specialization <input type="text"/> 3. Certificates/diplomas required a) <input type="text"/> b) <input type="text"/>												
4. Experience in the profession required (years) <input type="text" value="0"/> 5. Managerial positions experience included (years) <input type="text" value="0"/>	<table border="1"> <thead> <tr> <th></th> <th>High</th> <th>Medium</th> <th>Not required</th> </tr> </thead> <tbody> <tr> <td>6. English language literacy</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>7. MS Office literacy</td> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>		High	Medium	Not required	6. English language literacy			x	7. MS Office literacy		x	
	High	Medium	Not required										
6. English language literacy			x										
7. MS Office literacy		x											
8. Other requirements a) <input type="text"/> b) <input type="text"/> c) <input type="text"/> d) <input type="text"/>	9. Competencies&Soft skills <u>Customer focus</u> <u>Analytical skills</u> <u>Stress resistance</u> <u>Communication skills</u> <u>Ability to solve conflicts</u> _____ _____ _____												

F) Acceptance:	
_____ <i>Superior's signature</i>	_____ <i>Employee's signature</i>

Appendix 7: E-learning system of KFC

Figure 1: Homepage of e-learning system



Source: Internal material of KFC (2015)