

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management



Diploma Thesis

**Training and Development of employees in British
Council Prague**

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DIPLOMA THESIS ASSIGNMENT

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Economics and Management

Thesis title

Training and Development of Employees in British Council Prague

Objectives of thesis

The main aim of this diploma thesis is to evaluate the system of training and development of employees in British Council Prague. Subsequently, possible further recommendations applicable to real training and development process of employees in the organisation are to be suggested.

Methodology

The thesis consists of two parts – theoretical and practical. The theoretical part is conducted based on the study of literature engaged in the fields of Human Resource Management, in particular training and development of employees. The practical part is compiled based on qualitative and quantitative research. Particularly an interview with an HR Manager as well as with the managers of the departments is held and a questionnaire focused on the training and development system is completed by the employees.

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Declaration

I declare that I have worked on my diploma thesis titled "Training and development of employees in British Council Prague" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 30th of November 2018

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Training and Development of employees in British Council Prague

Abstract

This diploma thesis examines the training and development system of employees in the organisation British Council Prague. The main aim of the thesis is to evaluate the current state of training and development system, subsequently identify its problematic areas and propose possible further recommendations. The thesis is divided into two parts, the theoretical part and the practical part. The theoretical part contains basic notions from the area of Human Resource Management based on an analysis of the secondary sources. The practical part contains analysis of the corporate internal documents and is focused on the characteristics of the selected organisation, description of the current state of training and development system of employees. It also contains an evaluation of the survey, which is conducted based on the data gathered through semi-standardized interviews with Human Resource Manager and with Customer Services Manager, as well as from the questionnaire that is completed by the employees. To conclude this thesis, based on the recognized drawbacks, some recommendations, for improving the training and development process, are defined.

Keywords: Human Resource Management, Human Capital, Learning, Organisational learning, Training, Methods of Training, Development

Vzdělávání a rozvoj zaměstnanců v British Council

Praha

Abstrakt

Tato diplomová práce se zabývá systémem vzdělávání a rozvoje zaměstnanců v organizaci British Council Praha. Hlavním cílem této práce je zhodnotit současný stav systému vzdělávání a rozvoje a následně identifikovat problematické oblasti a navrhnout možná další doporučení. Diplomová práce je rozdělena na dvě části, teoretickou část a praktickou část. V teoretické části jsou na základě analýzy sekundárních zdrojů popsány základní pojmy z oblasti řízení lidských zdrojů. Praktická část obsahuje analýzu interních dokumentů a je zaměřena na charakteristiku vybrané organizace a jejího současného stavu systému vzdělávání a rozvoje zaměstnanců. Obsahuje také analýzu a zhodnocení výzkumu, který je proveden na základě údajů shromážděných prostřednictvím částečně standardizovaných rozhovorů s manažerem lidských zdrojů a manažerem zákaznického servisu, jakož i z dotazníkového šetření, jejímiž respondenty byli zaměstnanci organizace. Závěrem této práce jsou na základě zjištěných nedostatků navržena doporučení pro zlepšení vzdělávacího procesu.

Klíčová slova: Řízení lidských zdrojů, Lidský kapitál, Vzdělávání se, Podnikové vzdělávání, Vzdělávání, Metody vzdělávání, Rozvoj

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List of abbreviations

CS - Customer Services

EDI - Equality, Diversity and Inclusion

HR - Human Resource

HRM - Human Resource Management

IELTS - International English Language Testing System

ITG - Individual Training Grant

PDS - Performance Development Schema

TCMS - Teaching Centre Management System

UK - The United Kingdom

URL - Uniformed Resource Locator

1 INTRODUCTION

*„The object of education is not to fill a man's mind with facts;
it is to teach him how to use his mind in thinking.“*

Thomas Henry Ford

In the contemporary society training of employees is not something that would be considered as a luxury, on the contrary it is the organisation's necessity to provide suitable training to its employees in order to be competitive on the market. Gone are times when tangible assets were the most important asset an organisation possessed. In this competitive world it is needed to manage the Human Resource differently than it was decades ago, if the organisation is to compete successfully. Employers have quickly realized the impact of constantly changing business environment and therefore they endeavour to have flexible employees, who represent the human capital of an organisation and one of the essential intangible assets.

Training is a continuous process that never ends, therefore it is always influenced by current changes. Due to the high speed scientific and technological development and its range, the importance of organisation's ability to adapt is constantly rising. Training and development of employees is one of the key factors influencing the ability to adapt to the current market situation. Due to the fact that companies are formed by employees, whose flexibility has a significant effect, under no circumstances the aspect of their training and development should be neglected.

Not only that training prepares employees to use new knowledge, skills and abilities to achieve the organisation's mission, vision and values, it helps the employees personally to be more competitive as well. Training and development provides both sides several benefits, which make the costs and time worthwhile investment. It might also help to evade increasing employees' turnover, because they feel to be valued and therefore are less likely to seek for vacancies.

Nowadays it has become common to change a job more often than the previous generations used to, therefore the knowledge and skills a potential employee may contribute with, play a crucial role. Even training activities aimed at shaping a wider range

of knowledge and skills, which are not only required by the currently occupied job position, should be taken into account.

As a result of training, being of a long-term character investment, in many cases it is rejected by the managers as one of the first inputs. However, employees' knowledge, skills and abilities, gained through training activities, are very often the vital aspect of the organisation's competitiveness. Therefore investment in human capital should be one of the main priorities of any organisation.

2 OBJECTIVES AND METHODOLOGY

2.1 Objectives

The main objective of this diploma thesis is to evaluate current state of training and development system in a selected organisation, the British Council Prague, subsequently identify its problematic areas and propose possible further recommendations for improvement in particular areas. Through achieving secondary goals, main objective will be reached. The secondary objectives are as follows:

- Introduce the topic of the thesis in a broader theoretical framework.
- Define main notions from the area of training and development.
- Characterize the selected organisation and its current state of training and development area.
- Determine the employees' attitude towards the current state of training and development.

2.2 Methodology

This diploma thesis is divided into two main parts, theoretical and empirical. The purpose of the theoretical part is to make a comparison of theoretical frameworks of Training and development, as well as fundamental terms, related to the problematics of Human Resource Management, are drawn. Key words are defined based on study of secondary data, including notions as Human Resource Management, Human Capital, Learning, Training and development and Training methods.

The aim of the empirical part is to make an analysis based on the data collected. Quantitative, as well as qualitative methods are used to gather the data needed, particularly the form of a questionnaire and interview are selected. According to Disman (2011) questionnaire is a technique, which can enable the author to reach high number of respondents at low cost, it enables to quite easily gain lot of responses in a short time period and the anonymity is relatively convincing, therefore the respondents are more likely to share their opinion rather frankly than not telling the whole idea. On the contrary, interview is a relatively demanding technique, which anonymity is less

convincing for the respondents, therefore some of the questions might not be answered (Disman, 2011).

A pilot survey was conducted with three employees before sending the URL (Unified Resource Locator) to all employees of the organisation, to avoid any eventual misunderstanding. No changes had to be made after the pilot survey. An URL of the questionnaire survey was sent via internal e-mail to all employees of the British Council Prague to gather information on perceiving the current state of training and development in the organisation, the methods of training used and their satisfaction. There were 82 potential respondents of which 51 completed this questionnaire in the time period of twelve days. Therefore the return of the questionnaire was about 62 %. The questionnaire was anonymous and its language was chosen to be English, because most of the employees are native speakers and who is not, has to speak English at least on B2 level of the Common European Framework of Reference for Languages. It contains close-ended questions mainly in the area of characteristic of the respondent and frequency questions, open - ended questions are included in order to gain more detailed information and also matrix question is used in the part of evaluating, for instance the training and development system.

In order to have more detailed information, a semi - standardized interview was conducted with the Human Resource Manager and Customer Services Manager, who were shown the questions in advance. The type of the interview was semi - structured in order to gain more detailed information on some of the areas. As Disman (2011) claims, the interview's anonymity might be less convincing for the respondents than the questionnaire is and subsequently some question might not be answered at all, which is what happened in the interview with Human Resource Manager, within the last part of the interview questioning on the evaluation and possible recommendations of the current system.

Consequently the data gathered through questionnaire were evaluated using simple frequencies, pie charts and other functions in the program Microsoft Excel 2010. As a conclusion, the synthesis of theoretical background and the empirical part is conducted and recommendations for improvement of the system are suggested.

3 LITERATURE REVIEW

This chapter consists of notions related to the topic of training and development of employees in an organisation and also the theoretical background is outlined. The theoretical framework forms the basis for the empirical part.

3.1 Training and development in context of Human Resource Management

Human Resource Management (HRM) covers many areas such as human capital management, organisation development, Human Resource planning but also learning and development (Armstrong, 2017). Therefore main notions from HRM that are connected to the topic of this thesis will be introduced and defined.

3.1.1 Human Resource Management

Beer (1984) describes HRM in a broader view as every managerial decision or action that has an effect on the relationship between employees and the organisation. Vodák and Kucharčíková (2011) add that HRM is business oriented philosophy related to managing employees with its goal to gain competitiveness. As well as Milkovich and Boudreau (1997) state the broad view on HRM, that it includes integrated decisions that consequently form an employment relationship and its quality contributes to the ability of employees and the organisation to reach the goals. Armstrong (2017) adds that the general goal of HRM is to secure accomplishing the organisation's goal through its employees, which is very much alike what Koubek (2001) states, that HRM should ensure that the organisation is efficient and claims that the secondary objective of HRM is to appoint the right people who are loyal and well-motivated.

According to Koubek (2007) HRM is a very young concept of Human Resource that has started to shape during 50's and 60's in developed countries. It emphasises the importance of a human and his irreplaceability in an organisation. Based on this new status and position of Human Resource, people, the labour and human capital, became one of the fundamental inputs to an organisation (Koubek, 2007). On the other hand Price (2007) says that attempts to understand human behaviour in the workplace has got a long history and

sees HRM as “*synthesis of themes and concepts drawn from a long history of work, more recent management theories and social science research*”.

Both Koubek (2007) and Armstrong (2017) realize the importance of Human Resource and characterize HRM as strategic, unified and coherent approach to the most valuable asset an organisation possesses, employees, who are together as a team contributing to achieve the organisation’s goals and fulfil its vision and mission, the strategy. Armstrong (2017) stated that “*It is strategic, integrated and coherent approach to the employment, development and well-being of the people working in organisations.*”

There are many aspects of HRM that the stress should be put on. Armstrong mentions the importance of achieving the goals bearing in mind the following aspects:

- Interests of managers
- Perception of people as possession that is to be invested in, in order to achieve the organisation’s strategic objectives
- Achieving employees’ loyalty
- Gaining value added
- Need for strong organisational culture

One of many aspects that should be emphasized when managing Human Resource is gaining value added through employees, who are enabled by the managers to continuously learn and develop. It should also be remembered to highlight the need for strong organisational culture that can be strengthened by communication and also by learning and development (Armstrong, 1999).

As it has been mentioned earlier, the crucial aspect of competitiveness is in these constantly changing times, the flexibility, which is very closely connected to employees an organisation has. It is also suggested by Becker and Armstrong (2002) that in order to keep qualified, loyal, well stimulated and motivated employees, an organisation must anticipate and consecutively satisfy the employees’ needs which can be done by providing them with a possibility of personal development.

3.1.2 Human Capital Management

In the twenty-first century people, employees, represent the most valuable source of every organisation. The value added is driven by human capital, which is essential for any further development of any kind of business. Human capital represents source of skills, knowledge and abilities which could be inborn as well as gained throughout the life. This type of capital represents significant factor of organisation's prosperity. The difference between Human Resource and human capital is that human capital is possessed and kept even by those who do not take part in the work process (Vodák and Kucharčíková, 2011). According to Baron and Armstrong (2007) the concept of human capital is related to the value added provided by employees of an organisation. It is a crucial element of intangible assets. That is very much alike how Chatzkel (2004) describes human capital and says that human capital means an aspect for differentiation for an organisation and also represents the basis for competitive advantage (Baron and Armstrong, 2017).

As many authors claim, human capital management has been providing organisation with a meaningful connection between its business strategy and its Human Resource (Armstrong, 2017). According to Chatzkel (2004) human capital management is *“an integrated effort to manage and develop human capabilities to achieve significantly higher levels of performance”* (Baron and Armstrong, 2007). As it is stated by Baron and Armstrong (2007) as well as by Vodák and Kucharčíková (2011) human capital is one of three elements of intellectual capital, the others being organisational capital and social capital. Human capital encompasses skills, knowledge, abilities and capacity to further develop. The Nobel Prize winner Gary Stanley Backer divided human capital into specific, that can be only utilized in the given organisation and general human capital which might be used even in other organisations. Therefore it is fundamental for the managers to realise whether they are still investing more in their organisation or the employees themselves (Armstrong, 2017).

The definitions above show how vital it is for any organisation to understand the importance of developing its human capital and study it more deeply.

3.1.3 Human Potential

The difference between human capital and human potential is negligible; these two terms are often not consistently distinguished. However the main distinction is in the time, human potential refers more to the future, whereas human capital is related more to present (Vodák and Kucharčíková, 2011).

In terms of future success and prosperity of a organisation, continuous development is essential, especially development of human capital, which contributes to organisational welfare and prosperity in a wide extent. In this case it is described as human potential of an organisation. As it is defined by Vodák and Kucharčíková (2011): ” *Human potential is set of dispositions and assumptions oriented on people’ performance, which enables the organisation to move forward and helps it to be more competitive on the market.* ”

Vernon (2009) stresses the general view on human potential and says that there is some unutilized potential in us and that everybody has got the ability and desire to become better. He adds that if the potential was used to its full extent, people would lead more fulfilled life. Armstrong (2017) also points out the importance of human potential as Vernon (2009) does and says that human potential development can be defined as a process that enables to proceed from the current state of skills and knowledge to the future state, where enhanced skills and knowledge are required.

3.2 Training and development of employees

Organisations have always needed to have employees who are loyal, competent and can react flexibly to any changes that occur. To enhance all these characteristics great attention should be paid to employees’ development. Training and development is an activity that should not be neglected in any organisation, because it improves its future competitiveness and prosperity. Any organisation on the market wishes to be prosperous and competitive. Due to the fact that employees represent the organisation, relevant emphasis should be put on their development. Organisations are seeking for employees with wide range of skills, knowledge, talent and experience. All these aspects can be improved by training and development of employees (Armstrong, 2017).

“Training in the workplace can be costly and time-consuming. Consequently it is often neglected. However, it plays an essential part in a company's success, increasing the level of performance, aiding strategic decision-making and maximizing quality and efficiency” (Hyman, 2017). As well as other authors (Clifford and Thorpe, 2007, Armstrong, 2017) Surbhi (2015a) stresses the significance of training and development in organisations and thinks that it is fundamental part of HRM.

Even though there is difference between these two notions, training and development, each of them is aimed at enhancing the productivity and performance of employees (Surbhi, 2015a). Clifford and Thorpe (2007) believe that any employee has got the capacity to learn and develop no matter their background, capabilities or current skills and knowledge they know or use.

3.2.1 Characteristics of training and development

Noe (2016) defines the main differences between training and development in the focus, use of work experiences, main goal and participation. Training compared to development focuses on employee's current work, there is low use of work experiences, the main goal of training is preparation for the current job and employees are obliged to participate. On the contrary development does not focus only on the current work but goes a bit further and focuses on employee's future so the main objective of employees' development is preparing them for future changes, however their participation is voluntary.

Training and development are defined as a process providing the organisation with educated, qualified and loyal people. This process facilitates individuals and teams to adopt required skills, knowledge and abilities through own experience, training programs and activities organised by the organisation's management (Armstrong, 2017). Wilson (2005) focuses on the training and development beneficial effect, which it has on the interconnection an individual and an organisation, and he claims that training and development are the key factors of reaching the organisation's objectives and training aims and that it helps an organisation as well as the individual to become gradually more and more successful and prosperous.

According to Armstrong (2017) there are four parts of training and development which are as follows:

Learning

It is a process through which an individual acquires and develop skills, knowledge, abilities, behaviour and attitude. It enables changing the behaviour based on the experiences gained. „*Learning is a continuous process that not only enhances existing capabilities but also leads to the development of the skills, knowledge and attitudes that prepare people for enlarged or higher-level responsibilities in the future*“ (Armstrong, 2017). Similarly it is defined by Clifford and Thorpe (2007), who perceive learning as development of skills, knowledge and attitude in order to have the opportunities to choose from broader range. Price focuses more on the result of learning and defines it as “*a relatively permanent change of behaviour as a result of past experience*” (Price, 2007).

General education

It is very similar to learning however the difference is that education is connected to wider range of fields of activities. Education is related to adopting skills, knowledge, abilities etc. in all areas of life (Armstrong, 2017). Wilson (2005) is of the same opinion as Armstrong in perceiving education, that it includes activities aimed at developing skills and knowledge, which refers to broader area of personal development, not only the areas of current occupation. The purpose of education is to enable people to contribute to the society by understanding the traditions and ideas which influence it (Wilson, 2005). Buckley and Caple (2009) come up with very similar view on education as Armstrong (2017) and Wilson (2005) do. Claiming it is a process aimed at enabling an individual to develop and fully understand skills, knowledge and values that are related to broader areas, wider field of activities.

Training

Training used to be firstly mentioned in connection to crafts and guilds and its purpose was to enable apprentices to enhance their skills by working under the supervision of a master craftsperson. The employees had learned the required skills mainly for the current occupation (Wilson, 2005). It is a systematic adoption of formal processes which helps people to gain the new skills, knowledge etc. needed for appropriate work performance. „*Training is the use of systematic and planned instruction activities to promote learning*” (Armstrong, 2017).

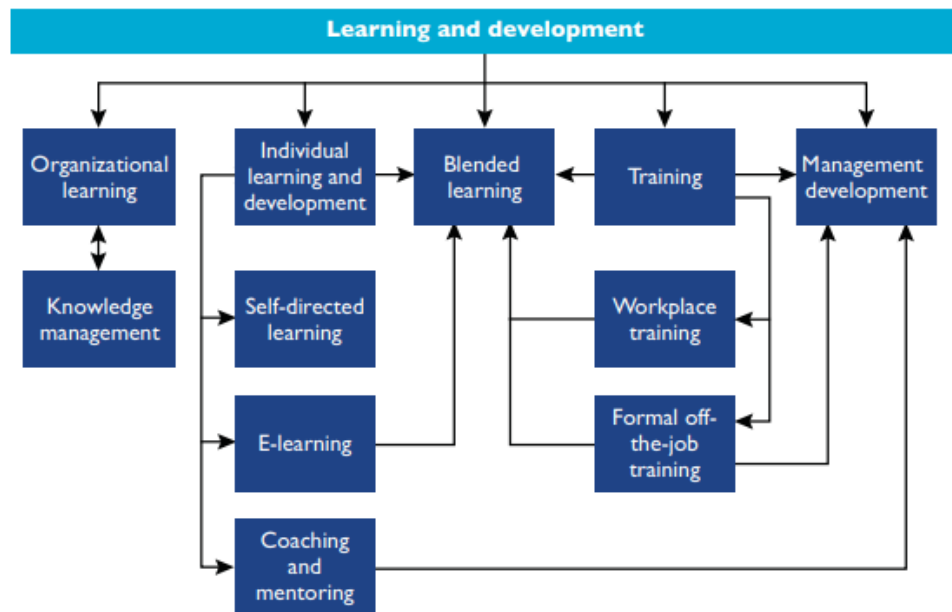
As well as Armstrong (2017) defines, according to Buckley and Caple (2009), training is systematic and planned attempt to modify or develop skills, knowledge and attitude through learning in order to achieve effective performance in one specific activity or also in wider range of activities. Its purpose is to enable an individual to gain abilities to perform as effectively as possible. Buckley and Caple (2009) claim that it is more job-oriented process than person-oriented compared primarily to education. Noe (2016) adds that training is focused on assistance to employee's performance in their present job.

Development

Development is about extending skills or realization of individual's potential exploiting available opportunities for learning and educating. „*It is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-managed learning*“ (Armstrong, 2017). Likewise it is defined by Noe (2016) who stated that development is connected to formal education, job experiences, relationships and skills that help employees to be prepared for the future.

According to Milkovich and Boudreau (1997) development is considered to be a long-term process that enhances employee's capabilities and motivation. It is also defined as moving ourselves towards the potential and talent we possess and towards the growth of person's abilities and potential in general, owing to learning (Wilson, 2005). Armstrong and Reynolds et al (2002) agree on the definition of learning and development and claims that “*Learning and development is the process of acquiring and developing knowledge, skills, capabilities, behaviours and attitudes through learning or developmental experiences*“ (Armstrong, 2017).

Figure 1 Elements of learning and development



Source: Armstrong (2017)

The elements of learning and development can be also said to be its approaches and methods as well. The main elements of learning and development field are organisational learning, individual learning and development, blended learning, training and management development. All these elements can be complemented with other ones respectively, they relate to each other as it can be seen in figure 1 (Armstrong, 2017).

3.3 Organisational learning

To be successful and competitive is a goal of every organisation and to reach that, organisation should realize that the essential component of success is the ability of an organisation to engage in organisational learning fast and in sustainable way by exploiting the already existing human capital of the organisation. In order to make sustainable organisational learning, three levels are to be examined, being individual level, team level and the organisational level. Individuals should be continuously offered learning opportunities and be given some space for the reflection and evaluation on the gained experiences. Encouragement, collaboration and sharing of knowledge are factors that the attention should be paid to at the team level. Finally, sharing the knowledge at the

organisational level and leadership is very important for improving the whole organisational performance (Kirwan, 2013).

In order to gain more effective results of the organisational learning, three aspects are to be taken into account. These factors are setting the specific goals of the learning as a whole, as well as the particular training, selecting the appropriate methods and finally the evaluation of the results and their analysis (Urban, 2012).

The instant growth of technology opens up organisations new opportunities and possibilities. The technical production becomes more demanding, new markets are opening rapidly and the base of competitors is instantly growing. All these aspects determine the need to invest in inputs, mainly new technology which enables organisations to have more efficient production. However investing in this type of tangible asset goes hand in hand with the need to invest in intangible assets as well, because it is required to have employees who are capable of flexibility, team work and favourable communication with customers and who are self-reliant and open to constant learning and development. All the factors mentioned above are creating pressure on employers to make them realize the necessity to continuously train and develop each employee (Vodák and Kucharčíková, 2011).

Organisational learning is described as a process of improving actions through improved knowledge and understanding (Armstrong, 2017). That is a definition Denton (1998) identifies with and perceives organisational learning as a process, set of actions and a mean of creating competitive advantage. Denton is of that opinion that organisational learning is relevant for all kinds of organisations and highlights the benefits for joint ventures and strategic alliances especially. This situation opens up great opportunity to learn from a partner organisation (Denton, 1998).

According to Smith (2016) organisational learning comes from more humanistic approaches to management and stresses the importance of basic review of relationship between an organisation and its employee. Therefore Koubek (2007) states that it falls under HRM activities that refer to planning the activities connected with Human Resource. It is a learning process organised by the organisation for its employees. The organisational learning itself can be conducted “on-the-job” or “off-the-job”.

3.3.1 Characteristics of organisational learning

Organisational learning is a process organized by the organisation in order to educate and train its employees. It falls under main activities held by Human Resource management that are connected with future tendency of utilizing Human Resource (Vodák and Kucharčíková, 2011). Tureckiová (2004) adds that it is the main factor influencing the general development of employees. It improves and deepens the competence of employees and as a result of that contributes to the growth of excellent performance of employees (Tureckiová, 2004). Clifford and Thorpe (2007) call attention to not only Human Resource Managers, trainers and coaches who create the training itself, but to everyone in an organisation because every employee can to some extent have responsibility for development of their colleagues.

It is a cycle, repeating within some period of time, bearing in mind the organisation's strategic objectives as well as the goals of training the employees. There are 4 main stages of the cycle that are as follows and they are to be described further:

- Identification of needs
- Planning
- Implementation
- Evaluation (Koubek, 2007)

According to Koubek (2007) the most effective learning is systematic and recurring. Koubek also points out that organisational learning is not only about developing the skills needed for the current occupation, but it also includes forming the employee's social qualities as well. As well as Koubek states, to provide effective learning that guarantees return of investment, cannot be random and unsystematic and requires cooperation among several departments within an organisation and even participation of external experts in this field (Vodák and Kucharčíková, 2011).

3.3.2 The importance of organisational learning

Organisational learning becomes part of HRM by which it is evident the organisation's awareness of the commitment to its employees who are perceived as essential intangible asset a organisation possesses. It does not only use the given resources

to increase the competitiveness of a organisation itself moreover it increases the employees' competitiveness themselves (Clifford and Thorpe, 2007).

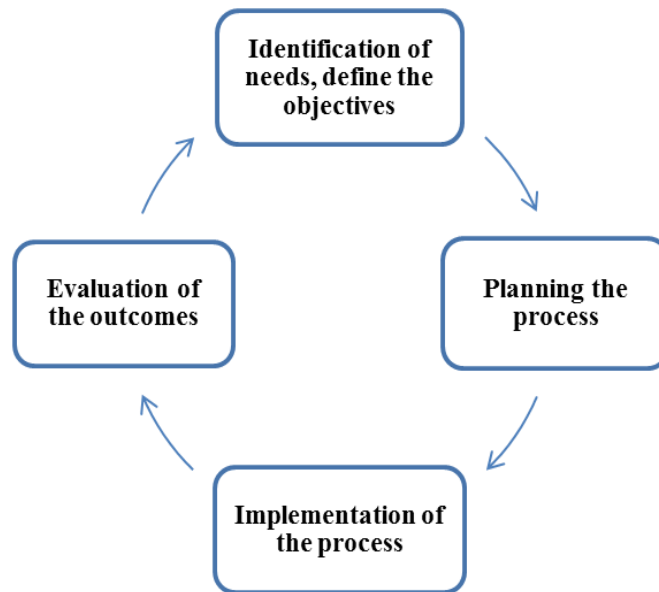
As many of the quoted authors (Armstrong,2007 Koubek,2007, Vodák and Kucharčíková, 2011) agree, organisational learning is an area that is not to be neglected, moreover it is field that is to be invested in continuously to ensure the prosperity of a organisation. Denton (1998) suggests that naturally it depends on the size and resources given, whether the organisation seeks for some kind of assistance. Nevertheless no matter the size of organisation, each should find resources for investing in training and development of the employees (Denton, 1998). Němeček (2018) adds that the training and development area is often perceived by employees as a benefit, therefore it should be changed and it should be placed among essential aspects of development of the organisation as a whole, especially in these days of low level and amount of labour and human capital.

3.4 Systematic training

Clifford and Thorpe (2007) say that systematic training is an excellent way how to provide employees with new skills, knowledge and techniques assuming they are embedded into the organisational culture and environment. It is applied when a performance problem is to be overcome. Armstrong (2017) also suggests that systematic training must be explicitly planned and implemented in order to meet the needs and should be provided by specialists who subsequently evaluate the impact. Armstrong defines four stages of this concept that are alike as Vodák and Kucharčíková (2011) define.

The only way of gaining of competitive advantage in this environment of continuous changes is to have the ability to learn quicker than competitors and that can be reached through systematics training (Wilson, 2015). That is a statement Vodák and Kucharčíková (2011) agree with, and state that well-organized systematic training is the most effective way how to train employees in an organisation. It is a process that is formed by four steps which are shown in the figure 2.

Figure 2 Cycle of systematic training and development



Source: own work, Vodák and Kucharčíková (2011, p. 84)

Systematic training is directly applicable to day-to-day work of the training department. No matter the form of training and development, the method, it should always include all these four stages of the cycle (Buckley and Caple, 2007).

3.4.1 Identification and analysis of needs

The training needs are to be identified at the very beginning of any training activity to gain required goals (Armstrong, 2017). According to Noe (2016) every organisation should establish the aspects of training program based on trainee's needs to be effective.

Purpose of this stage is to identify whether the training, which the organisation is planning to invest in, is even desirable and necessary. In order to find it out, training needs assessment, which helps to determine if training can solve the organisational problem or situation, might be carried out. This analysis can assist trainers and organisations to determine the current performance as well (Noe, 2016). Price (2007) adds that the needs of an individual and organisation need to be distinguished. Employees would seek for training that will make them more competitive on the market whereas organisation would be more interested in training providing them with higher productivity of its employees so it should be taken into account a stressed during the first stage (Price, 2007).

The analysis of needs resides in collecting information on current state of skills, knowledge, capabilities and competences of employees, on performance of each individual, teams and organisations and subsequently is compared with the desired level (Vodák and Kucharčíková, 2011). As well as Noe says, Wilson (2015) says that when identifying and analysing the needs of training, the main object of study have to be learners themselves. In order to correctly and precisely identify the learner's needs, internal and external specialist on training and development may take part in this stage as well as the whole cycle (Wilson, 2005).

Needs are closely related to set goals which are broad statements. Training activities lead to accomplishing the objectives therefore it is essential to bear them in mind during the stage of identification of needs (Azulay, 2012). The method with its acronym "SMART" can be used in order to identify organisation's goals. The following requirements on goals should be held so that the future success of an organisation is increased.

- S – specific
- M – measurable
- A – assignable
- R – results-oriented
- T – time-related (Doran, 1981)

The outcome of this analysis is to highlight the performance gaps, which are to be eliminated and at the same time focus on those that it is possible to remove by training. Another outcome of this analysis is to start making a draft on training program (Vodák and Kucharčíková, 2011).

3.4.2 Planning

At this stage of the process it is essential for an organisation to decide what type of training is required in order to meet the objectives set in advance (Armstrong, 2017). Some organisations occasionally underestimate the second stage and subsequently do not achieve its desired aims and the whole training program becomes inefficient. In order to prevent

and organisation from inefficiency, some factors mentioned by Kirkpatrick and Kirkpatrick (2006) are to be properly looked at and those ten aspects are as follows:

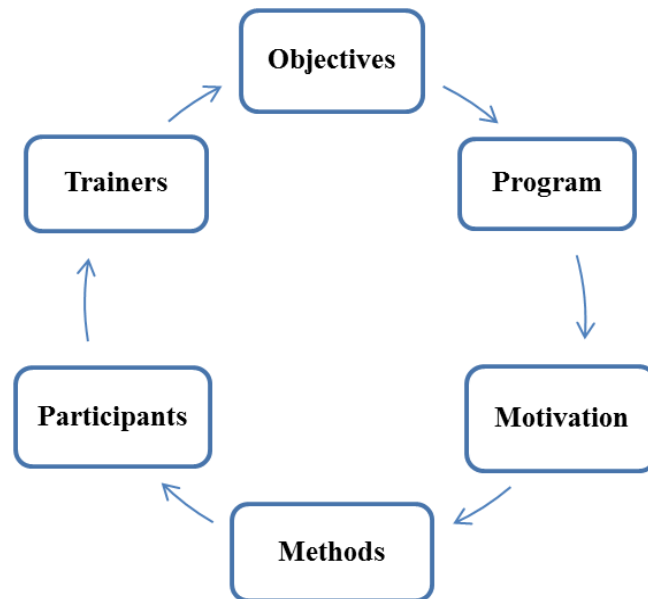
- Determining needs
- Setting objectives
- Determining subject content
- Selecting participants
- Determining the best schedule
- Selecting appropriate facilities
- Selecting appropriate instructors
- Selecting and preparing audio-visual aids
- Coordinating the program
- Evaluating the program

Very similarly are the aspects defined by Vodák and Kucharčíková (2011) who also set three stages of planning process. Preparative stage consists of setting objectives, analysis of participants and need specification of the training program. The second, realization phase consists of selecting the method of training and its aspects. The purpose of the last stage is to continuously evaluate and subsequently improve the process.

3.4.3 Implementation

The aspects that are to be taken into account when planning, suggested by Kirkpatrick and Kirkpatrick (2006), which are listed above, are not only influencing the stage of planning but also implementation phase as well. After completing the stage of planning and all other preparatory activities it is possible to begin with the third stage of implementation of the training. The stage of implementation includes six necessary elements, which are shown in the figure 3.

Figure 3 Elements of implementation stage



Source: own work, Vodák and Kucharčíková (2011, p. 99)

Firstly the goals of the training process consistent with the organisation's objectives are to be set. The goals are defined based on the training needs analysis. When defining the objectives, it is important not to overestimate its amount, not to have too many of them as well no to set the content that would be overestimating the participants' skills and abilities (Armstrong, 2017). Setting the objectives is an essential part of the implementation stage, because if the objectives are not set clearly, it will not be possible to determine, whether they were or were not achieved. By defining the particular objectives, organisation is able to more easily determine the whole process of training (Urban, 2012).

Secondly Vodák and Kucharčíková (2011) suggest that it is necessary to come up with a program that will include schedule, content, methods used and equipment needed in the phase of implementation. Further it is vital to consider the motivation of learners. Motivation to learn plays a crucial role in training process, the willingness to enhance knowledge, abilities and skills vastly affect the effectiveness of learning. If learners are well motivated it brings several convenient outcomes such as positive attitude towards learning as well as towards organisation itself and customers, willingness to continuously develop and react to changes. Each of us is motivated by different factors therefore the individual approach is needful (Armstrong, 2017).

The key element of the implementation stage is the participant. As mentioned above, every person prefers different type of motivation, as well as the learning styles and methods used, therefore the managers or trainers need to consider the participants individually in order to gain good results (Vodák and Kucharčíková, 2011). Subsequently the organisation needs to decide about the trainers, to gain effective results of the training, an organisation should engage experienced and trained instructors for implementing the training (Armstrong, 2017). Vodák and Kucharčíková (2011) add that the trainer's personality is essential for a successful training, not only their knowledge and that they should be capable of gaining respect and trust.

To conclude the implementation stage, the last essential element refers to the methods used. There are several methods to choose from and there is no uniformed recipe which is to be applied when. Chapter 3.5 is dedicated to this broad aspect of training process.

3.4.4 Evaluation and feedback

In the last step of this cycle, evaluating, it is often detected that the program was not effective and the outcomes are negative, therefore Kirkpatrick and Kirkpatrick (2006) suggest that: „*Much thought and planning need to be given to the program itself to make sure that it is effective*“. Also Armstrong (2017) thinks that the whole process of training should always be evaluated so that an organisation knows whether the objectives were met, the return on investment is high enough and if the whole process was generally effective. Therefore the stage of implementation is to be followed up by evaluation and feedback (Armstrong, 2017).

Urban (2012) adds that the evaluation needs to be concluded straight after the training finishes, mostly after those types of training, where the increased productivity is expected and it should not be neglected that the evaluation is to be concluded in relation to the predetermined objectives. The results can be assessed by the lector, supervisor or an HR specialist, by checking whether the participants gained the particular skill or knowledge. Another option is an evaluation based on a change in participant's working behaviour, being the use of newly gained skills in their daily work. This evaluation should be done with a certain break between the end of the training and the evaluation, however the evaluation deadline should be set in advance. The third option of the evaluation of the

work results is to measure the results by certain performance indicators, for instance, indicators of labour productivity or sales volume (Urban, 2012).

The main reasons for evaluating, according to Kirkpatrick and Kirkpatrick (2006), are three and they are to be described further. The first one is to justify the training department's presence and its budget by showing how it contributes to the organisation's objectives and goals. As it is said by many trainers and managers, when there are some cutbacks to be done, usually the first point to get rid of is investment in training of employees. Compared to other functions of Human Resource department, training is the one that can be omitted therefore the decision whether it will be eliminated also lays on the trainers themselves because they must earn trust and respect so that it is retained even when an organisation is downsizing (Kirkpatrick and Kirkpatrick 2006). Another reason for the evaluation is to decide whether it should be continued in the training programs or not. Some of the training programs might have been being provided for several years even though the area of the training might not be needful anymore. Costs and return on investment should be taken into account as well as the current trends in a business to avoid offering useless training (Kirkpatrick and Kirkpatrick 2006). The third reason suggested by Kirkpatrick and Kirkpatrick (2006) is to find out whether the program was effective and brings improvements and also how can the future programs be changed.

The evaluation aspects might differ but Milkovich a Boudreau (1993) suggest the division into two groups, internal and external criterions. External criterions refer to the main aims of training and internal criterions are focused on the training process and content. The internal evaluation is conducted by the participants and do not always bring up relevant outcomes Milkovich a Boudreau (1993). Urban (2012) adds that the employees' satisfaction is not always relevant, due to the fact that it is often related to their overall satisfaction with the overall motivation and satisfaction, not only the training itself. However the criterion of participants' satisfaction with training events may be of some sort valuable, but the evaluation should not be largely based on it (Urban, 2012). Maťáková (2013) is of the same opinion as Urban (2012) is, and claims that the final report from the lector, and the participants' view on the training process, are not sufficient, although they are very beneficial in the whole evaluation procedure.

As Kirkpatrick and Kirkpatrick (2016) see the vital importance in evaluation so does Noe (2016) and states as well that this last stage provides an organisation with information on the training program's effectiveness.

3.5 Methods of training and development

In order to achieve set objectives, high attention should be paid to selecting the right method, the way the training will be held. Methods of training and development become an essential tool in providing the training. There is no rule how to choose a method, however it depends on the wide range of circumstances related to an organisation, its employees and training objectives. It should definitely respond to current trends of technological and economic development (Vodák and Kucharčíková, 2011).

Armstrong (2017) together with Vodák and Kucharčíková (2011) are of that opinion that to ensure increased impact of the training, several methods can be combined. Armstrong (2017) adds that attention should be paid to encouraging self-directed learning. That is what Clifford and Thorpe (2007) agree with and claim that using different training methods can ensure effective development of employees. All approaches are valid until it serves the particular person or situation. *“The key to successful development is selecting the right method at right time”* Clifford and Thorpe (2007). Training courses, which belong to the first methods of training used, are no longer sufficient in the twenty first century Clifford and Thorpe (2007).

As some other authors (Armstrong, 2017, Azulay, 2012, Vodák and Kucharčíková, 2011), Koubek (2007) divides methods into two groups being methods “on-the-job”, methods used at the workplace and other group includes methods “off-the-job”. Some of the methods belonging to these two groups are to be defined further.

3.5.1 Methods “On-the-job” and “Off-the-job”

According to McCauley and McCall (2014) on-the-job experiences have a significant role on the effective learning and development of employees in an organisation. As the name suggests, methods on-the-job take place in the workplace. These methods provide employees with training that refers to their regular day to day job duties and therefore are more suitable for manufacturing firms. The essential purpose of these methods is to train

employees in specific tasks. It includes methods as cross training, coaching or mentoring (Armstrong, 2017). The main idea of these methods is that employees learn by doing. Surbhi (2015b) mentions that learners are trained by experienced employees, supervisors or trainers. On-the-job methods require active participation of trainees who learn by performing, which refers to the approach that is practical (Surbhi, 2015b).

Methods off-the-job are vastly used among training managers or specialists, compared to methods on-the-job that are more suitable for training employees whose job description includes repetitive tasks. Off-the-job methods are usually suitable for non-manufacturing firms. Examples of off-the-job methods are lecture, self-directed learning, workshop, brainstorming, seminar and case study (Vodák and Kucharčíková, 2011). These types of training methods do not require active participation of learners, because the principle is based on learning by acquiring knowledge, which means that the approach is more theoretical than practical. The reason for using off-the-job methods might be that employees are less stressed when learning off site. However it is connected to extra expenses on facilitating the training at different premises than the actual workplace and hiring experts on the selected topic, so compared to on-the-job methods these methods might be more expensive (Surbhi, 2015b).

3.5.2 Informal learning

Azulay (2012) mentions the “70-20-10” rule that suggests that 70 percent of employee development is realized through informal methods of learning. It is claimed that more learning takes place out of classrooms, especially during breaks and that is considered to be informal learning. That is a statement Armstrong (2017) identifies with as well and says that most of the knowledge and skills learned are vastly gained naturally through informal learning (Armstrong, 2017).

Some of the advantages of informal learning are for instance that the learning can be rapidly put into practice, learners can decide how they want to gain knowledge compared to formal learning that is more packaged and that learning efforts are relevant and focused in the immediate environment. On the contrary it might be unsystematic and unplanned and learners may pick up bad habits (Armstrong, 2017). As it can be seen in table 1 below, informal learning occurs in work setting. In the table, the differences between formal and informal learning are shown.

Table 1 Characteristics of informal and formal learning

Informal learning	Formal learning
Highly relevant to individual needs	Relevant to some, not so relevant to others
Learners learn according to need	All learners learn the same thing
May be small gap between current and target knowledge	May be variable gaps between current and target knowledge
Learner decides how learning will occur	Trainer decides how learning will occur
Immediate applicability ('just-in-time' learning)	Variable times, often distant
Learning readily transferable	Problems may occur in transferring learning to the workplace
Occurs in work setting	Often occurs in non-work setting

Source: Armstrong (2017)

3.5.3 Formal learning

Compared to informal learning, formal learning is planned and systematic. It might be held on-the-job as well off-the-job. As it can be seen in the table 1 above, formal learning is not that focused on learner as informal learning is, because all learners, no matter their characteristics, are thought the same thing and trainer is the one who decides how the training will go. Methods of formal learning might overlap with informal being coaching or mentoring (Armstrong, 2017).

Coaching

It is a long-term learning process, which purpose is to continuously prepare new employee for successful completing job duties. It enables employees to realize what they are supposed to know that is needed for performing the job. The advantage is continuous evaluating and feedback, however the fact that it takes place in the workplace might be a drawback of this method (Koubek, 2007). Armstrong (2017) adds that coaching helps employees in developing their skills and knowledge and is conducive to enhancing employees' performance.

When utilizing the method of coaching, the supervisors or the coaches should realize the fact, that these days they are more of a colleague than only a superior employee.

The fact that many employees may be sensitive to be instructed or advised by their boss should not be neglected when planning this training method (Němeček, 2018).

Mentoring

Similar method to coaching is mentoring with the difference that the initiative and responsibility lies on the learners who also choose the mentor by themselves. Positive aspect of this method is own initiative compared to coaching, however if a learner chooses wrong mentor who is not qualified or skilled enough, it might be a drawback (Koubek, 2007). According to Armstrong (2017) it is defined as method of assisting employees with continuous development and career growth compared to coaching that focuses more on improving skills.

3.5.4 E-learning

Training method called e-learning is currently spreading rapidly and according to Vodák and Kucharčíková (2011) is considered to be faster and cheaper than other older and more classical methods of learning. However its use is limited by the topics of learning and the technological capacity of an organisation (Vodák and Kucharčíková, 2011).

“E-learning involves the delivery and administration of learning opportunities and support via computer, networked and web-based technology, to help individual performance and development” (Pollard and Hillage, 2001). It encompasses providing information through communication technologies in an immediate and easy way and also providing interactive learning materials that simplify the personal development (Pollard and Hillage, 2001).

Armstrong (2017) suggests that e-learning should be an extension and supplement more than a replacement of face-to-face learning. It is not so effective to be used for developing soft skills being communication and presentation skills or team building, basically those areas that rely on interpersonal contact. However e-learning can be still helpful even in these areas by theoretical background for the interpersonal part, reinforcing through post-event reading or it might be helpful when carrying out self-assessment. There are three main components of e-learning being learning management system, which enables users an access to several learning processes, another one is learning content

management system that provides support on the content as a whole and the last one are learning portals, which are basically access points to information and services of learning (Armstrong, 2017).

There are several benefits of e-learning as well as some drawbacks. The main advantages that all Armstrong (2017) and Pollard and Hillage (2001) mention are that it can be accessed just in time, meaning that learning can take place at the most convenient time. Other positive aspects are that the learning materials can be provided in short segments, it can be tailored to an individual needs and it is interactive, collaborative and easy to track (Pollard and Hillage, 2001).

On the contrary some potential drawbacks might be found in the access to computers, the effort and time needed for developing and continuously updating the e-learning programmes (Armstrong, 2017). As it is mentioned by Armstrong, Pollard and Hillage (2001) agree with the idea that e-learning is not necessarily suitable for all types of training or learners and add a drawback of input that it might be expensive to set up.

3.5.5 Self-directed learning

This broad method of employee development might include all the above mentioned methods, if completed individually with no external support, therefore it is administered, powered and motivated by the individuals themselves (Azulay, 2012).

According to Armstrong (2017) it is based on the principle that employees will learn and remember more if they found things out by themselves. However compared to Azulay, Armstrong (2017) does not perceive it to be self-managed in the whole extent. Learners need to be given assistance where to get the information needed and even be given guidance on what to look for. Employees will also need support from their managers, who would provide them with learning methods being for example coaching or e-learning (Armstrong, 2017). However self-directed learning might not be suitable for everybody. According to Noe (2008) self-directed learning is a program for that group of employees, who are able to take responsibility for all aspects of learning.

Clifford and Thorpe (2007) divide forms of self-directed learning into three to four main categories being reading, listening and watching, which means that learners can

select whether they prefer visual, auditory, kinaesthetic learning or a combination of these. Reading is a form of learning that is favourable, because it can be easily accessed and transported. It can take place almost anywhere including office, home, libraries, and cafés or somewhere outside. As well the variety of the sources is of a wide range, nowadays not only book is the only source but laptops, tablets, e-reader etc. are as well broadly used (Azulay, 2012). Clifford and Thorpe (2007) add that learners who prefer visual learning usually create some mental picture of what they want to remember. They would also like pictures and diagrams for better memorising. If learners prefer auditory learning, they can also choose from a broad variety of places or sources. The advantage of listening is that it can take place where reading would not be possible (Azulay, 2012). Watching is a form that combines audio and visual learning and is very engaging way of learning especially nowadays when the technology growth is so rapid. For example web pages such as TED.org or Youtube.com can be a form of audio-visual learning (Azulay, 2012). There are some learners who prefer another form and that is kinaesthetic, which means you learn through experience of doing something (Azulay, 2012). In the same way Clifford and Thorpe (2007) defines kinaesthetic form that is used by learners who prefer getting to know new things through doing, touching or feeling.

3.5.6 Blended learning

Blended learning resides in a combination of different learning methods, which aim is to increase effectiveness (Armstrong, 2017). Allan (2007) is of the same opinion as Armstrong and points out the aspect of technology and says that blended learning is a mixture of technology-based and classroom-based approaches to learning.

Giarla (2016) defines several benefits that might arise from using mixture of training methods. From the perspective of a learner it might be that the learner's interest can increase due to integrating modern technology, it can keep learners focused for longer, it provides them autonomy and it allows students to work in their own pace due to the flexibility of blended learning. Vlková (2018) presents some other advantages, as that the learner can only focus on problematic areas and that the trainer can continuously be observing the learner's progress as well having the possibility to adapt to individual needs of the learner. This method is widely used for learning foreign languages and is said to be the most effective methods for teaching them (Vlková, 2018).

4 PRACTICAL PART

To apply the theoretical knowledge of training and development, the British Council was selected to conduct the research at. All information that are introduced in the practical part, were gathered through the organisation's intranet site or by interviewing the Human Resource (HR) Manager and Customer Services (CS) Manager.

4.1 The British Council

The British Council is the United Kingdom's international organisation for educational opportunities and cultural relations. It is a UK charity founded in 1934 governed by Royal Charter and a UK public body. It is an organisation cooperating with over than 100 countries worldwide mainly in the areas of arts and culture, English language, education in general and also civil society. These areas are called Strategic Business Unit and are divided into three main categories, which are, English, Arts and Education and Society. Its main focus generally lays on English courses, exams of different characters and aims, studying and working abroad, supporting teachers with several resources and last but not least it organizes events connected to Arts, Education and Society. In the figure 4 can be seen the British Council logo that is used worldwide.

Figure 4 The British Council logo



Source: The British Council Film (2018)

The countries, which the British Council works with, are divided into eight regions, where the Czech Republic is part of the European Union Europe region. The British Council purpose is to create friendly knowledge and understanding and also to build trust between people from the UK and other countries, by using the cultural resources of the UK. It tries to promote British values and interests. The five corporate values, which guide

what the British Council does and how does it work, are valuing people, integrity, mutuality, creativity and professionalism. Its work has to be in compliance with their motto being Equality, Diversity and Inclusion (EDI).

The British Council started to operate in Czechoslovakia in 1945 and set up its branch in Brno. After the Second World War the Council provided books and periodicals and English courses. However its operation in Czechoslovakia was affected by the communism era, which has started in 1948, when the communists took power of the country and it was argued that the British Council was recruiting to the west and was actively working to help people to escape to the west. The relations broke down and ultimately the government of Czechoslovakia requested the British Council to close down on 20th of May in 1950. Nevertheless, it has re-established its operation in the early 1960s, when also a new office, based in Prague, was opened. Currently, there are still these two branches, in Prague and in Brno, operating in the Czech Republic.

4.1.1 Organisational structure

Despite the fact that the British Council is usually perceived as an organisation with a great extent, there are only thirty five employees and about forty freelance workers, who are mainly working as teachers and exam supervisors, in the British Council Prague. Its departments are as follows:

1. Resources Department
2. Marketing and Communications
3. English and Exams Department / Teaching Centre Department
4. Customer Services Department
5. Examination Services Department
6. Partnerships and Projects Department
7. Regional and global posts based in Prague

At the highest level of the hierarchy, there is a Country Director, who manages all these departments and oversees the country's operation. The departments of the British

Council Prague are divided into seven departments, however, some of the employees may overlap between the departments, as their responsibilities can be connected to several departments at a time. There are four employees working in the area of Resources and their job positions are called Finance and Admin Manager, Business Support Officer, HR Officer for the Czech Republic, Hungary and Slovakia and an Office Manager, which is only a part time job position. The employee working as an HR Officer is also the Country director's assistant. There is one part-time job position, which responsibility is connected to Marketing and Communications.

Another department is connected to teaching English, therefore it is called Teaching Centre department, sometimes named as English and Exams department, which consists only of eight employees, due to the fact that most of the teachers are freelancers, therefore do not have an employment contract signed. Its main duties are connected to English courses that are offered to young learners as well as to adults. There are many types of courses, being courses of general English, business English, preparation courses for exams and courses focused on developing speaking skills. Customer Services department cooperates widely with all of the above mentioned department, however, it mainly works with the Teaching Centre department and Examination Services department. There are five employees, who work in the Customer Services department including the CS Manager.

In general, the Examination Services department organizes English language exams, as well as professional, vocational and university exams and other school exams. It focuses on organizing English exams, which purpose is mainly to either have a certificate from English language, to be able to apply for some university abroad, to have better qualification as a teacher or to develop in some professional area. This department organizes test dates for entry exams, for instance for the Cambridge University and also the test dates for distance learning of UK universities. However, the main focus of the department lays on IELTS (International English Language Testing System) exam and Cambridge exams. IELTS exam, the world's most popular English test for higher education and migration purposes, and Cambridge exams, fall under the main focus of this department. This department consists of nine employees, however there are lot of people, mostly students, who work for this department on an Agreement on work performance or Agreement on working activity.

Department of only three employees is connected to Partnerships and Projects. This department is responsible for establishing partnerships with potential partners or clients, being mainly teachers and it is as well responsible for organising several projects. The most famous project that is organised by this department is called Fame Lab, which is a science competition for mostly young scientists, who come up with an idea, how to attractively explain some concept in science, mathematics or engineering in three minutes, using only the properties that the scientists can carry on stage with them. Other projects can be of a short – term lasting or the ones, which happen only once, being for instance the BBC World Questions. This project is a series of events that are delivered in partnership with the British Council. The organisation enables a platform, where the general public is able to join a democratic debate on a global forum.

There are also some global posts based in Prague. These employees are mostly managers, whose duties are connected to the global managing and services of the particular areas of the British Council operations. The areas involve for instance Learning Management System, Teaching Products for the European Union and English Global Product Portfolio. Specifically there are nine employees, whose job position falls under this department.

4.2 Training and development system

Due to the fact that the British Council is an organisation operating worldwide, most of its actions and performance is driven by the global strategies that every branch has to comply with. There is a British Council global learning and development policy that every branch has to adopt. Therefore even training and development system has got its globally defined framework. The only local changes that are possible, relates to the *Individual training grant* (ITG), because the employees select the training locally in the country. As the Czech Republic is a part of cluster, together with Slovakia and Hungary, they closely cooperate. Similarly as at the global level, the only slight changes between the countries among the cluster, that may occur, are connected with ITG.

The British Council invests in learning in order to support individuals and teams in developing the knowledge, skills and behaviours and subsequently to enable the organisation to meet performance standards and achieve its goals. To do this the

organisation has adopted the 70:20:10 model, which is commonly used approach in training describing the optimal source of leaning. This formula claims that 70 % of knowledge is gained from job-related experience, 20 % from interactions with others and 10 % from formal educational activities. The British Council learning system reflects the current changes in the face of learning, therefore it offers mainly digital learning possibilities, particularly blended learning programmes. On average, the organisation's target is to invest 3 % of its pay budget each year on learning and development. It aims to support the employees by providing six days per year for the training and development, which can be used in different ways, for instance on-the-job learning, online learning, coaching, mentoring, networking, self-directed learning, as well as face to face courses, team meetings, workshops, webinars and briefings. All these possibilities must be designed in line with the EDI policy.

Induction training

Induction starts at the recruitment and selection stage, when the candidate first engages with the organisation. Every new employee is obliged to complete an induction training that is mainly focused on important aspects of the internal regulations and also the basic personnel administration. Concurrently the employee's line manager ensures that the new colleague will be introduced to the representatives or managers of every department in order to familiarize with all aspects of the British Council work. There must be some time given to complete all mandatory e-learnings, including CIVOP online training, which aims to acquaint the employee with all aspects of working safety. Finally, training specific to the job position that is subsequently performed within the department, has to be completed as well. In general the phases of the induction programme are called Pre-employment, Corporate Induction, Local Induction and Human Resource. The employee's line manager is responsible for supervision, that all phases of induction have been completed by using a corporate checklist for managers.

Line managing

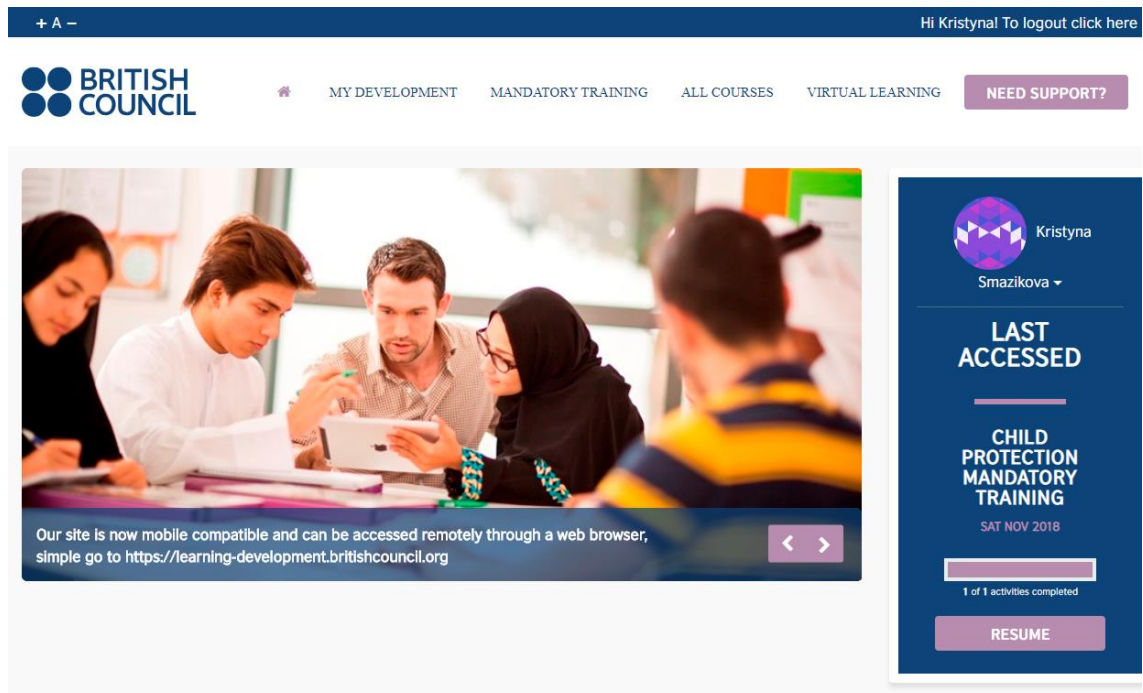
The methods of coaching and mentoring are not so widely used in the British Council Prague, nevertheless each employee is assigned to one line manager, who is responsible for supporting the staff access to learning resources, including appropriate training interventions and in general the employee's development. These line managers

also delegate tasks, which can also be considered as a small part of a training process. The employee learns and gains new knowledge and skills through the tasks delegation, therefore it can be described as training. Line managers should always be ready to help their employees with any problem that occurs and is related to their work. At the same time, line managers should motivate employees to perform better. Line managers' role is also to properly identify the employee's needs and subsequently suggest the most appropriate method to satisfy the needs and reach the aims set. It is required from the line managers to record the planned educational activities into the Performance Portfolio as the employee's personal goals and consequently commence to fulfil them.

Learning and Development Portal

E-learning packages, self-study materials, video streams, handbooks and other helpful publications are another way how can employees develop themselves, or train in some particular subject. All these materials can be accessed via the Learning and Development Portal, which is a portal that is a part of the organisation's intranet. These easy step guides are available to every employee. There are for instance instructions how to perform processes in the online system of TCMS, which is the Teaching Centre Management System and is mostly utilized by the CS team. Part of this Learning and Development Portal is also *My Learning* site, the organisation's learning management system, which represents a substantive part of the whole training and development system in the British Council. The access to the wide range of learning materials can be found here. In the figure 5 can be seen the main page of the user's account in My Learning site.

Figure 5 Account in My Learning site



Source: The British Council (2018)

Performance Portfolio

It is an online tool, which aims to oversee and monitor the performance of employees. Every employee has got their line manager, who assists them with completing the development plan and its specific required values. The line managers also support the employees during the year to achieve the set goals and they also keep track of their performance during the year. The first step is to do an interview, to discuss the expectations and objectives with the employee and subsequently set clearly the *deliverables*. The deliverables are the targets an employee defines, and these deliverables need to relate to the deliverables of their subordinate employees, as well as their manager, the superior employee. They should support the overall work of the team or department. The set deliverables must be SMART, which in the British Council environment is abbreviation for Specific, Measurable, Agreed, Realistic and Time bound. The deliverables are desired to be clear statements of what will be delivered, employee with their supervisor should also think about the way how to measure the targets and discuss and agree on every aspect of the performance portfolio. Not only do the employees define specific goals, but also the timescale, the definite date, by which the goals are to be reached. In addition to the deliverables, the *development objectives*, which are goals, related to the personal

development, that an employee wishes to reach within the given time, are defined. To trace the ongoing process, semi-annual review in a form of interview with the line manager is concluded, to determine whether any problems occur, or the employee works on their aims properly with no difficulties. After the given period, an evaluating interview is held and the line manager rates the results by giving a mark, which might consequently affect the percentage change in a salary level, either salary rise or reduction. However the line managers are not the only people in the organisation, who decide about the salary level change, furthermore the HR Manager and the country director are entitled to make the decision.

Performance Development Scheme

Personal Development Scheme (PDS) is a regional opportunity of financial support for English and Exams staff pursuing further training or educational programmes at Master's level or higher. The areas of utilizing this fund are connected to a rather long-term educational activities being for instance MBA degree or other Master's degree. There are again conditions defined in order to be able to take advantage of the PDS. Firstly, at the time of application, the employees are required to have worked for the British Council two continuous years. Secondly, the courses that are eligible for PDS must be at Master's level or above and each employee must prove the value it brings to them, as well as to the organisation. However, there are areas, which are prioritized and they are for instance applied linguistics and language teaching, digital technologies, testing and assessment, education and academic management. The PDS aims to expand expertise in areas of English Language Teaching and Learning, Academic Management, Business skills and Human Resource Management.

Webinars

Another online training method, webinars, is available through My Learning site to every employee, particularly through virtual learning site, which is to be described further. In case there are some particular employees, who need to be aware of some policy changes, these webinars are provided them directly, by sending an email.

All employees have the possibility to attend regular teambuilding events, which are organized about twice a year. There are also regular meetings of some particular teams or

departments, which are held depending on the current situation and the need for discussing or developing some particular project or topic. In case of any further desired training and development activity, employees should discuss it with their line managers.

4.2.1 Training and development possibilities as a benefit

Due to the fact, that the unasked, optional training have a substantial effect on the employees' development, the British Council proposes some options of training and development possibilities as an employee benefit.

Courses, Skills for work

In connection to one of the main activity the British Council offers, English courses, even employees are entitled to attend them. They might attend the courses without paying any course fee, assuming that there is a free place in the particular course. Another condition is taking the lessons out of the employees' working hours. Apart from courses, Skills for work workshops can also be attended by the employees with the same conditions. Basically any course, workshop or seminar that is British Council currently offering, an employee may attend.

Flexi pass

This type of employee benefits can be utilized for educational purposes, for instance language courses in partner language schools, such as Akcent, Caledonian School or James Cook Languages. Apart from language courses, employees can use it for other educational activities that are held by the partner organisations, which are for example Grow Job s.r.o or Vatay Institute.

Individual training grant

Individual training grant is a type of employee benefit, which aim is to focus on employees' development that is beneficial either for the organisation or the person itself. Every employee, who has successfully completed a trial period, is entitled to this grant. ITG is offered to every employee in the organisation and its conditions and purposes of utilizing it are clearly defined in the employees' contract of employment. No matter the position of an employee, the fund is of the same size, which means that managers and

officers and assistants have got the same amount of means to use. The only aspect that it depends on, is the working time, thus employees, who work only part time, are entitled to lower amount of money to use for their development. It can be used anytime during the financial year, which differs in the United Kingdom from the Czech financial year. It commences in April and terminates in March. ITG fund can be used for two types of development activities, either for an activity that is related to the employee's current job position or it aims at the personal development. The second condition has a very broad meaning, however it should enhance the person's resume for future career. The particular activity needs to be authorized by the employee's line manager and a country director. In addition to utilizing the ITG, two days of paid holiday can be provided to an employee in order to utilize it. Despite all the benefits connected to ITG, only 60 % of employees do utilize this grant to its full extent.

4.2.2 Methods of training

Generally, on-the-job methods are more frequently used in the British Council than methods off-the-job. By utilizing the ITG, employees select what training are they using the financial support for and there are no conditions on method of the training. However this form of training is more or less the only one that is in a form of the off-the-job training.

The most frequently used on-the-job method in the British Council is e-learning. The reasons for using it are mainly that it is an inexpensive method compared to other ones and it can be assessed almost anytime. Another advantage of e-learning is the possibility of easy continuous monitoring by the HR Manager. Particularly training in the online Learning and Development portal are one of the methods used in training and development system of employees in the British Council. There is a specific site called My Learning, where online mandatory training can be found. They need to be completed in given time cycles, for example every two or three years. These mandatory training are to be defined in its chapter further. At the end of every training, there is a test to check the gained knowledge. After successful completion of the training in this portal, each employee is given a certificate of accomplishing it and therefore it can provide them a proof of some specific knowledge gained for future career. Employees can share these experiences acquired in their resume, when seeking for job vacancies.

4.2.3 Mandatory training

Most of the mandatory training are held online, the only training that are usually carried out face to face are the induction training of new employees and training related to new product implementation. The obligatory training can be accessed in My Learning site. These training include topics of Safety and Security, Child Protection Awareness, Diversity, Information Management and Fraud Awareness. The Child Protection Awareness is the only mandatory training that even students having their part time job are required to complete it. Employees, whose job description requires the use of the information system SAP, are obliged to complete SAP training as well. The requirement for refreshing the mandatory training is usually three years and all these training must be completed within the first month of the employment.

If there is a new product introduced in the British Council, a related training is always held to acquaint the employees. For instance, during the school year 2017 / 2018 and at the beginning of the school year 2018 / 2019, new concepts of courses for young learners were implemented, called Primary Plus and Learning time with Timmy. Therefore required training was held. The training differs depending who it is aimed at. The teachers were given distinct training compared to CS team. Due to the fact that it is a global concept of the British Council, which is implemented worldwide, there are about two teachers selected, who attend the global training on the new product, and subsequently train the local teachers in their country or city.

Another instance of one-off mandatory training is related to new applications software, which particularly in Prague, was implemented in 2012. A three days training of the whole CS team was held to acquaint them with its use and facilities. This type of training does not happen that frequently as it is connected to a substantial innovation in the whole working process.

4.2.4 Voluntary training

There is some voluntary training accessible in the intranet site My Learning. Some training of general topics are available to every employee, on the other hand there are some voluntary training with larger focus in a topic, which access is connected to the user's role in the system. That means that each employee has got different role set in this intranet

portal and therefore some job positions are not permitted to access some sources of training. As it can be seen in the figure 6, a user may select a category and a type of training.

Figure 6 Voluntary training in My Learning site

Home / Courses / Search

SEARCH COURSES: 300 RECORDS SHOWN

Filter by

Category

- Global Mandatory Training (5)
- Corporate Induction (1)

Tags

- Core skills (46)
- IT (6)
- Soft skills (17)
- Diversity (EDI) (8)
- Teacher Development (9)

Type

- Blended (107)
- E-learning (180)
- Seminar (13)

SEARCH CLEAR

Search by SEARCH CLEAR

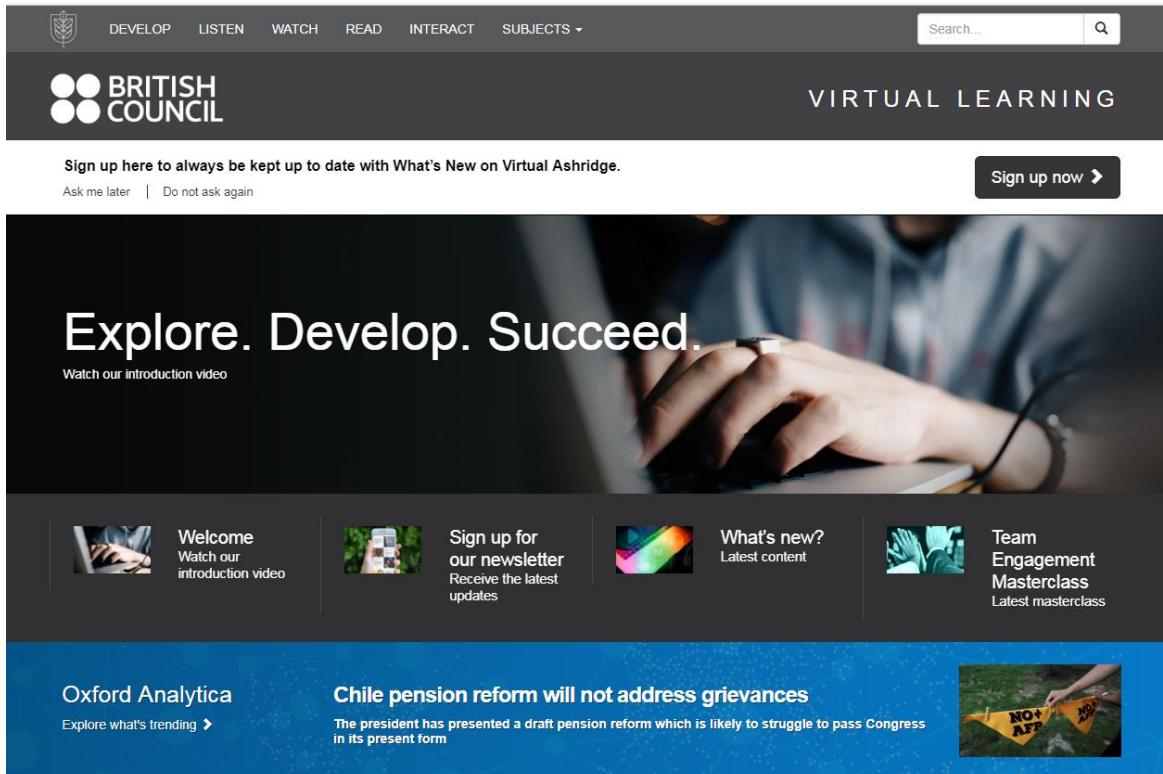
1 2 3 4 5 6 7 8 »

Course Name	Category	Course Type
ACCA CBE (Computer Based Exams)	English and Exams Systems	Blended
Accounting for Income	Record to Report	Blended
Accounts Receivable Induction Training	Order to Cash	Blended
All About Aptis	English and Exams Learning and Development	E-learning
Analysing Data and Problems Level 1	Analysing Data and Problems	E-learning
Analysing Data and Problems Level 2	Analysing Data and Problems	E-learning
Analysing Data and Problems Level 3	Analysing Data and Problems	E-learning

Source: British Council (2018)

There are three types of the courses a user may select and these are blended learning, e-learning or a seminar. The focus or topics of the voluntary training are for instance core skills, soft skills or teacher development. The basis of voluntary online training is still growing so the portfolio is becoming wider in extent. The My Learning site will be evolving over time to be responsive to the organisation's needs. Through My Learning portal many virtual learning possibilities can be accessed. The virtual learning site enables employees to select the type, the form of the training, which in the virtual learning site of the British Council e-learning portal, are divided into five categories, being develop, listen, watch, read and interact, as it is shown in the figure 7.

Figure 7 Virtual learning in the e-learning portal



Source: Virtual Ashridge (2018)

The subjects of the virtual learning are leadership, strategy, change, developing people, sustainability, managing people, operations management, innovation, business finance, technology and personal effectiveness. The range of the available training is great, a user may even filter the sources by, already mentioned, subject, format and also duration and furthermore it enables the users to sort it alphabetically, by the time of uploading or by the relevance with the designated concept or notion. An organisation Ashridge provides access to all these high quality e-learning procured by the the British Council.

4.3 Interviews

To be able to more deeply understand the training and development system in the British Council Prague, interview with an HR Manager and a CS manager were conducted. Semi-structured interview were selected due to the fact that this type of interview enable the interviewer as well as the interviewee to have more space for developing their ideas,

the difference between open-ended and structured interview is balanced. The interview questions were provided to the interviewees in advance.

4.3.1 Interview with HR Manager

The interview with the HR Manager was held in order to gain more information on the training and development system, to not only gather data from the online internal sources but also to ask more detailed questions on particular topics. This chapter is divided into four parts, which are the stages of the systematic training. The questions and their answers are split accordingly. Some of the questions, mainly the questions on the personal perceiving the system, or question asking about the drawbacks and positive aspects of the current state, were not answered or the answer was: “I can’t come up with anything now” or “I can’t think of any ” (HR Manager, 2018).

IDENTIFICATION OF NEEDS, SETTING THE OBJECTIVES

According to HR Manager (2018) the identification of needs of each employee takes place during the regular meetings with the line manager, within the performance management. *“The line managers, the supervisors, are required to assist with identifying the employee’s training and development needs and to find the most appropriate method to reach the set goals”* responded the HR Manager (2018). *“The methods can vary from on-the-job learning, mentoring, individual learning, online courses, workshops, webinars and some more “HR Manager (2018). “Further role of the line manager is to record the objectives and the planned educational activities into the employee’s performance portfolio as their personal learning objectives and subsequently commence to realize them”* (HR Manager, 2018).

PLANNING

Due to the fact that the British Council is an international organisation, most of its strategies, values and plans are set globally, therefore there is not such a great space for local changes. The training and development system is planned globally for all the branches and only minor local differences between countries occur. *“The Czech Republic training and development system differs from the other countries of the cluster, Slovakia and Hungary, by the individual training grant for employees, otherwise the strategy is*

equal to the all these countries of the cluster” is what HR Manager (2018) answered to the question on differences between countries of the cluster.

At the individual level of planning the training process, HR Manager (2018) said that: *“All employees are required to have their development plan within their performance portfolio designed and employees’ line managers are responsible to assist with completing the necessary variables that are part of the performance portfolio.”* The performance portfolio is connected to the employee’s future development, therefore HR Manager (2018) says that: *“It is required by all employees to have their objectives set and work towards achieving them in order to gain new skills, knowledge and in general to develop.”*

IMPLEMENTATION

Implementation process includes several aspects that are essential for designing the training process. The factors affecting the whole system of training and development are objectives, program, motivation, method, participants and trainers. This theoretical background was taken into account and the questions were designed to apply to the organisational training and development system. Firstly, the question on current opportunities for training and development of employees in the British Council Prague was asked in order to get the overall overview of the possibilities. *“Continuous on-the-job learning, team meetings and workshops, online e-learning, online courses, online publications and guidance, which can be accessed via Learning and Development Portal, off-the-job training and courses, teambuilding organisational or team events, individual learning by utilizing the individual training grant and flexi passes and finally personal development schema, which is a financial support of certified education”* are the possibilities mentioned by the HR Manager (2018). *“Each employee is entitled to exploiting the ITG after their probationary period, which can be of either financial or non-financial form. In order to be allowed to utilize the grant for the selected activity, it has to be in compliance with the employees’ current job position or I the other scenario, they need to gain some knowledge or skills that could be beneficial for the employee in their future career. The aspect of developing for future career can also relate to a job that the employee will have in a different organisation“* (HR Manager, 2018). Apart from the mentioned possibilities, *“Employees also get flexi passes, which are vouchers that can be used based on each individual differently”* (HR Manager, 2018).

Another type of training in the organisation is the induction training. „Every new employee, immediately after being hired, completes an induction training that focuses mainly on the main aspects of the internal code of conduct and the basic personal administration. At the same time, the employee's line manager is accepted to meet with managers of all departments in order to get the new employee familiar with all aspects of the British Council work. The line manager needs to give the employee some time to complete all mandatory e-learning courses (including CIVOP online training). Specific training to the particular job position that is subsequently performed within the department, must be conducted under the supervision of the line manager ”(HR Manager, 2018).

One of the steps of the implementation stage is the aspect of motivation, which is a factor that cannot be neglected and must be considered during the training process. “Each employee is designated a line manager, who is a senior employee on higher position and with more experience. It may even happen that the employee’s line manager might work for the British Council from a distinct country, anyway it is their role to motivate the employees, and they are expected to motivate their subordinate employees to reach their set goals” (HR Manager, 2018). As HR Manager (2018) says: “ Employees are entitled to up to two days of paid leave, in addition to receiving their individual training grant, for external training that is related to their work at the British Council. At the same time, there is a possibility of paid study leave and temporary adjustment of working hours during study. “ That could be seen as an example of motivating the employees as well.

When planning the training process, not always is the budget used to its full extent, therefore the respondent has been asked about the use of the remaining budget, what has it been used for last years, was the question. “Primarily for training or teambuilding events designed for most of the employees, secondary for individual training according to the employees’ identified current needs” (HR Manager, 2018).

EVALUATION

As it has been several times mentioned, evaluation and feedback is one of the essential aspects of a successful training process. It must not be neglected and that is what the British Council is aware of. Part of the evaluation of the training and development process can be monitoring of the e-learning courses, which are monitored. “The

monitoring of the e-learning courses exists, there is a summary on the amount of employees, who have participated in the e-learning courses, in addition, employees themselves hand out their certificates from e-learning courses to their personal folders, including the validity and renewal of mandatory training” stated HR Manager (2018).

Each organisation should react to the feedbacks and evaluation in general, as well as the current changes of the modern society. One of the primary aspects, which are continuously developing, is the technology. Therefore when the HR Manager has been asked about the changes in the training and development system since started working for the British Council, it was replied that: *“The major change is the fact that there are more and more e-learning courses available to employees, its portfolio is constantly expanding”* (HR Manager, 2018).

4.3.2 Interview with CS Manager

To be able to more deeply understand the topic and to bring information from a different perspective, an interview, with a manager from one of the departments, was conducted, particularly Customer Services Manager.

Firstly, the question on methods of training and development of employees used was asked, in order to get a better overview on the current possibilities, apart from information gained through the internal documents and interview with HR Manager. *“First I would like to mention the individual training grant, which is not always used to its full extent. The training or development activity that is the grant used for must be connected to the current job position or with the personal development “* (CS Manager, 2018). Then the possibilities as attending courses or workshop Skills for work, flexi passes, Performance Development Schema and Performance Portfolio, webinars and several possibilities of e-learning were mentioned by CS Manager (2018).

Several possibilities are connected to e-learning, mandatory as well as voluntary training. *“The mandatory training that are required from each employee are connected to areas of bribery, fraud, child protection, safety and security and information management. All the training must be in accordance with the motto of EDI “* (CS Manager, 2018). *“The most often used method is e-learning, which is connected to the fact that on-the-job methods are used greatly, more than off-the-job methods“* (CS Manager, 2018). CS

Manager (2018) has mentioned that: “ *Through the My Learning site, in the Learning and Development portal, can be accessed many voluntary training.* “

CS Manager (2018) on the question regarding motivation says that: “*The motivation aspect is in hands of the line managers*”, as already mentioned by the HR Manager (2018). “ *Line managers are required to meet at least once a half a year with their subordinate employees and work on their Performance Portfolio, where the deliverables and development objectives are to be set. It represents the goals and aims of the employees and they should be related to the deliverables of their subordinate employees as well as their superior employees, managers*” is how CS Manager (2018) describes the duties of line managers. “*The meeting with line managers may happen more often than only twice a half a year and there is certainly space for discussing the individual needs of the employees*” (CS Manager, 2018).

To conclude the interview, questions on evaluating the training and development system were asked. Furthermore, space for personal opinion and possible further recommendations was given. CS Manager (2018) has mentioned that the training should be more provided in the area connected to day-to-day issues, “*Particularly training aimed at developing skills in using application software, mainly utilizing all the features of the software program Excel that could enable the CS officers to more efficiently perform their job. Alternatively at least provide them regularly with a refreshing training*” is what CS Manager (2018) perceives as essential area for possible future training in the Customer Services department. “*Furthermore, I would appreciate to have regular meetings with all the employees at once, not separately*” adds CS Manager (2018). CS Manager (2018) also suggested that: “*The motivation should be increased from the side of the organisation, to more actively support the employees towards their development. The organisation should be more proactive and motivate the employees by perceiving them as individuals with different needs*” (CS Manager, 2018).

4.4 Questionnaire survey

In order to gain more data on current training and development system of employees in the British Council, a quantitative method of questionnaire was conducted. So called CAWI method, Computer Assisted Web Interviewing, is a method that is

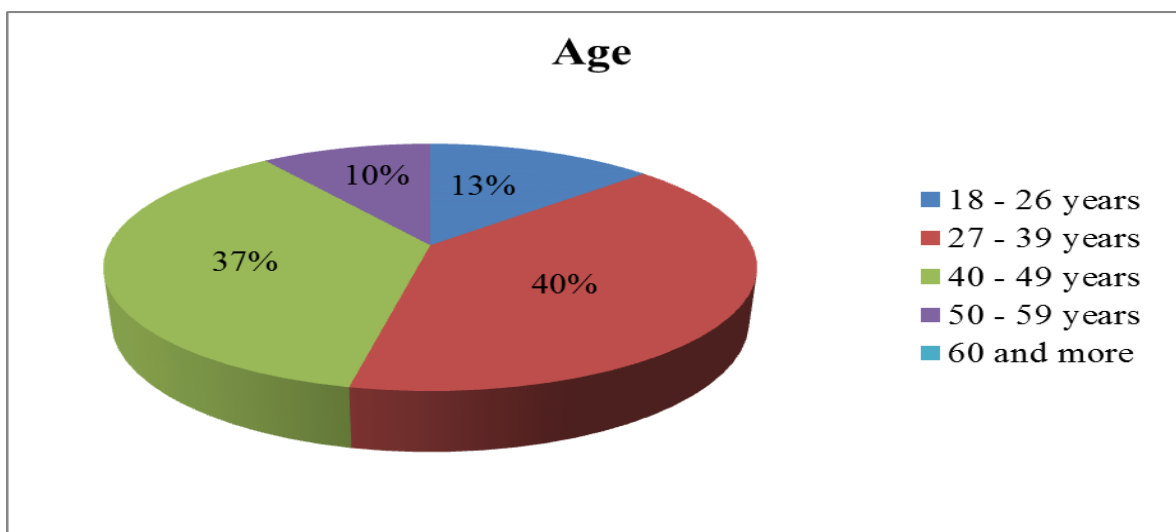
selected to conduct this survey. Particularly a web page of Google documents, which is a word processor included as part of free online software offered by Google within its Google Drive service, is used. The URL was sent to all employees by the internal email address. There were 82 potential respondents and 51 of them completed the questionnaire, therefore the return is about 61 %. The questionnaire consists of twenty three questions and it is divided into two main parts, identification of respondents and training and development system. The subject of the survey is training and development of employees in the British Council Prague, so is the name of this thesis, and the object of the survey are all employees working for the British Council Prague. The questionnaire was available for completion by the respondents for ten days.

4.4.1 Identification of respondents

Aim of this chapter is to introduce the structure and characteristics of the examined group or respondents. The questions on age, gender, time of working for the British Council and department the employee work at, were asked in the part consisting of the segmentation questions.

Most of the respondents, particularly 57 % from all the respondents, were females and the rest of 43 % respondents were males. That is a result reflecting the current situation of the organisation, because most of the employees are women.

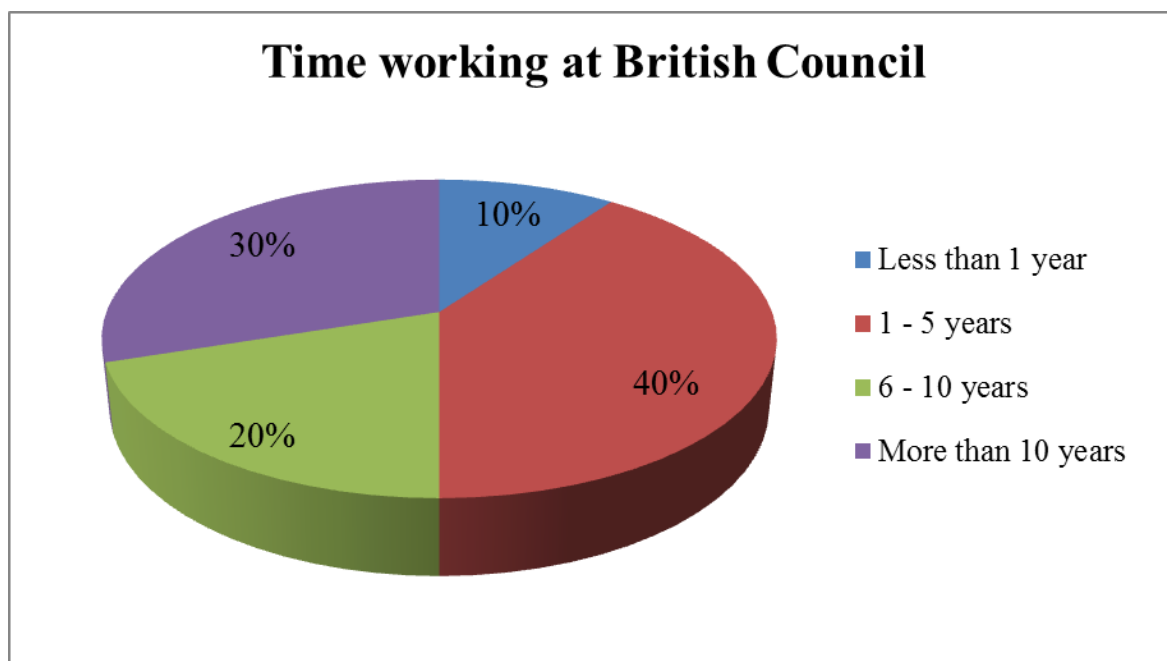
Graph 1 Age of respondents



Source: own work, data collected from the questionnaire (2018)

The following segmentation question divides the respondents into the age categories. As it can be seen in the graph 1, most numerous age group is the second youngest group, being 27 – 39 years old. The second group with the most respondents is the subsequent category of 40 – 49 years, with 37 % respondents which is a number comparable to the previous age group. The two remaining categories are again more or less at the same level. There were about 13 % employees falling under the youngest age group and 10 % of employees being 50 to 59 years old. No employee older than 59 years old have completed this questionnaire, which might be caused by the fact that the retirement age in the Czech Republic is usually at about 63 years old and in the United Kingdom it is about the same age.

Graph 2 Time working at the British Council

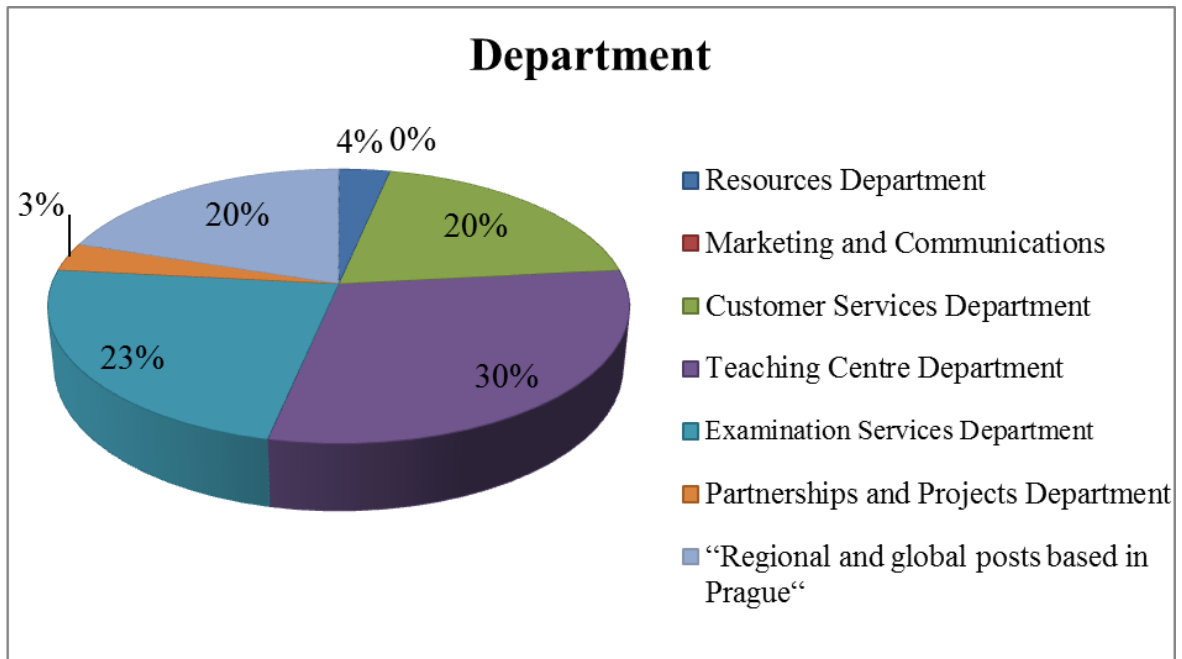


Source: own work, data collected from the questionnaire (2018)

The above graph 2 shows the time of the commitment of employees to the organisation. Most of the respondents, particularly 40 %, have worked for the British Council from 1 year up to 5 years, followed by the group consisting of employees with a longer experience, 6 to 10 years. Share of the respondents, who are most loyal to the organisation and have worked for the organisation more than 10 years forms a share of 30 %. The least abundant category is the one of less than 1 year employment, which might be caused by the recent recruitment of new employees. There were about 7 new

employees recruited in last three months, nevertheless the questionnaire is completed by 3 employees with this short employment.

Graph 3 Department the employee work at



Source: own work, data collected from the questionnaire (2018)

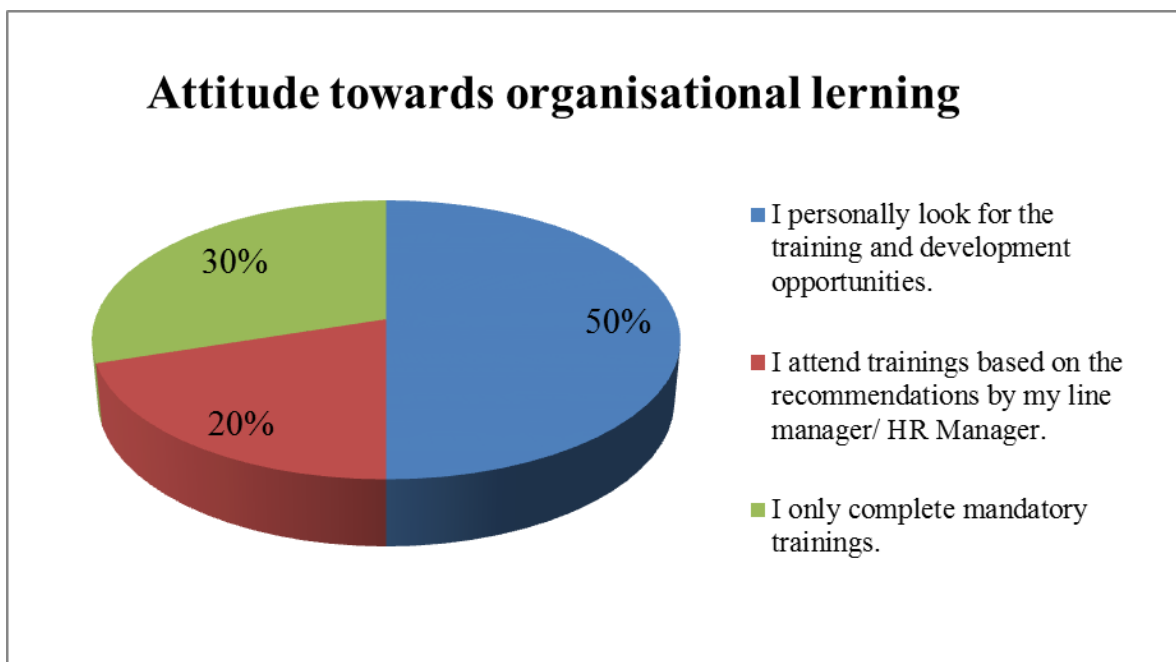
As the graph 3 shows, most of the respondents have been working at the Teaching Centre Department. There were 30 % of respondents, who have selected this department as the one they work at, which also reflects the current situation in the organisation, because most of the employees work at this department. The department with the second highest amount of respondents is the Examination Services Department, which is also one of the main departments of the organisation. The same shares of respondents have selected they either work at Customer Services Department or their regional and global post is based in Prague. However there are 9 employees working for the department of “Regional and global posts bases in Prague” and only 5 employees working for CS Department. All of the employees from the CS Department have completed the questionnaire, which might be caused by the fact that the author works at this department, therefore has some relations with these employees. The reason for having higher number of employees working at some department than stated in the chapter 4.1.1 Organisational structure, can be explained by

the fact that some of the respondents are employees, who only work at the department on an agreement.

4.4.2 Training and development system

The second part of the questionnaire is focused on the training and development itself, its evaluation and perception from the perspective of employees and their attitude towards training and development in the British Council Prague.

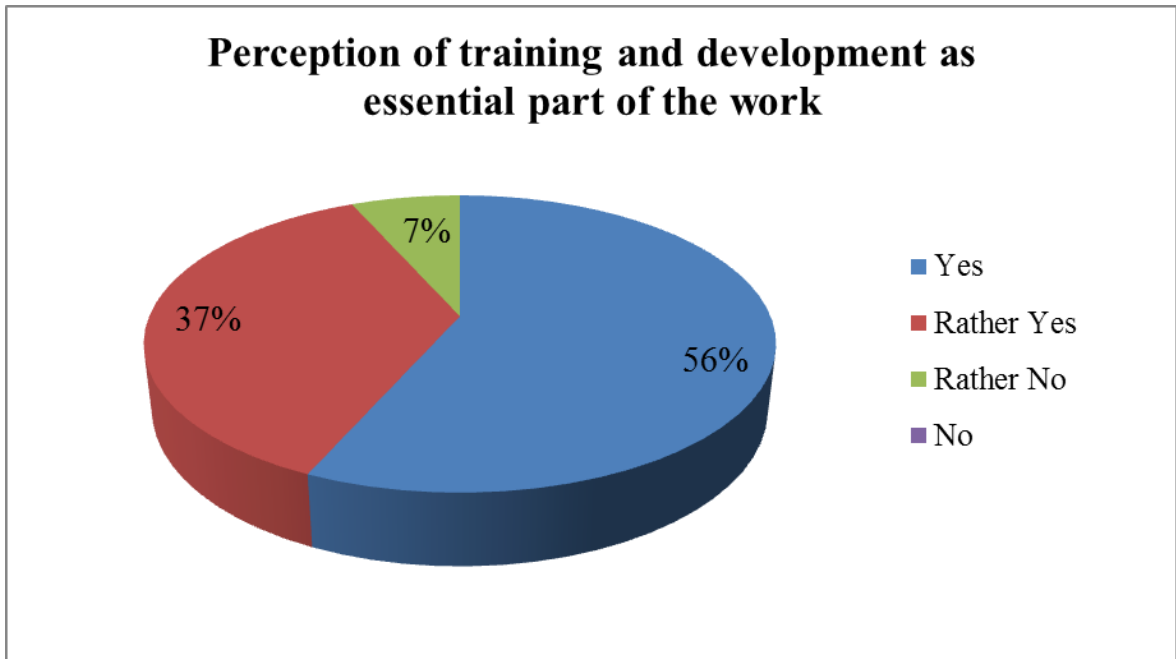
Graph 4 Attitude towards organisational learning



Source: own work, data collected from the questionnaire (2018)

As it can be seen in the graph 4, half of the respondents look for the training and development opportunities personally and that is a positive aspect for the future growth of the organisation. If the employees are willing to educate themselves from their own motivation it is an advantage for any organisation. The remaining two options are almost equal. Lack of motivation is the factor that might affect the attitude towards the organisational learning in case of the 30 % of the respondents, who only complete mandatory training. There are 20 % respondents, who attend some voluntary training, as well as mandatory training, based on the recommendation by their line manager or HR Manager.

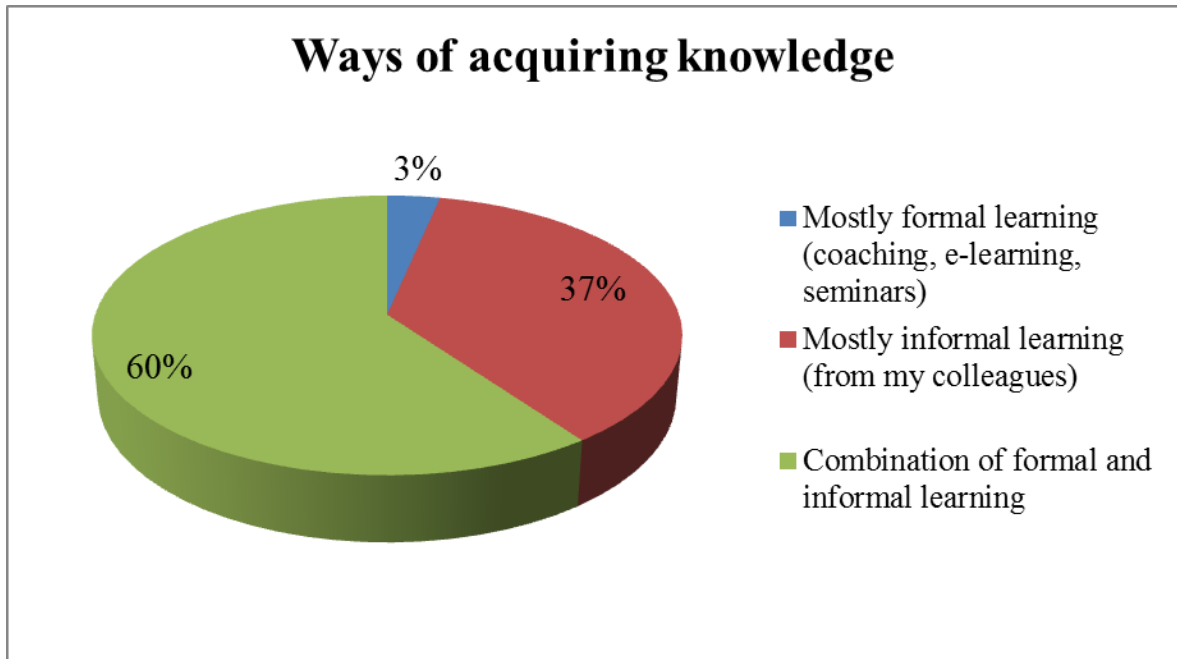
Graph 5 Perception of training and development as essential part of the work



Source: own work, data collected from the questionnaire (2018)

Supplementing question on the employees' attitude is asked, particularly whether they perceive training and development of employees in an organisation as essential and important part of their work. The graph 5 demonstrates that the total share of 93 % of respondents has stated that they perceive it as essential, which shows, how well employees are aware of its significance and its irreplaceable space in the organisation. The fact that no respondent has selected the answer "No" again points out the employees' awareness of its value.

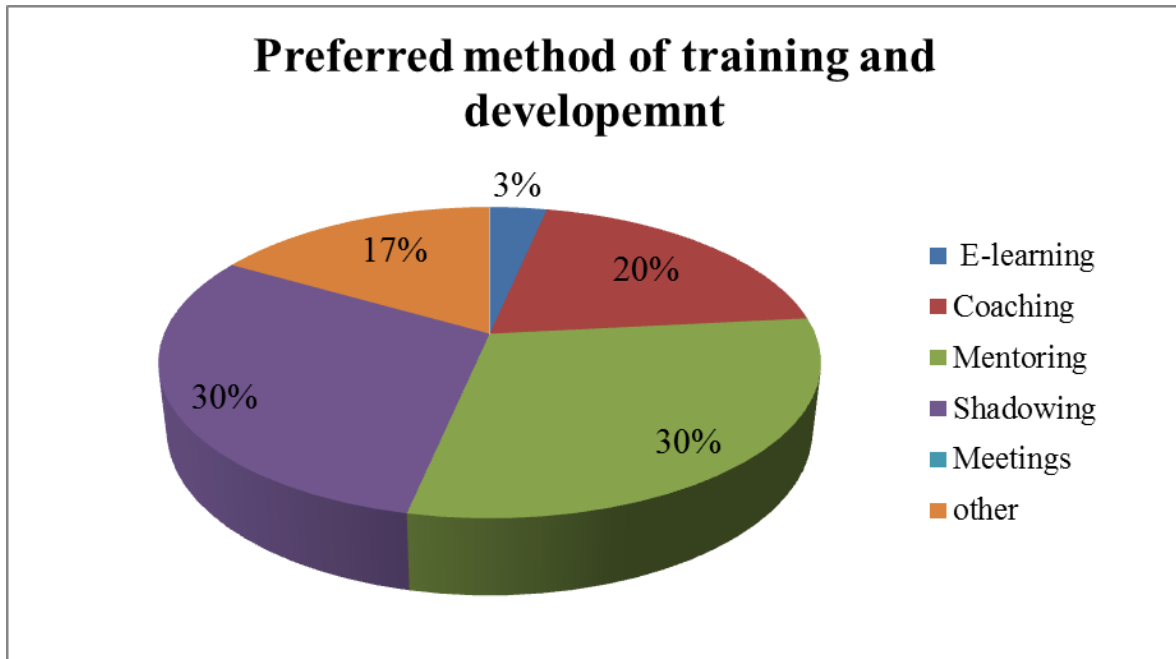
Graph 6 Ways of acquiring knowledge



Source: own work, data collected from the questionnaire (2018)

The respondents have been asked to answer the question related to the most often used ways of acquiring knowledge and as it can be seen in the graph 6, it has been found out that 60 % of the asked employees gain new knowledge through combination of the two methods, which are informal and formal learning. Only 1 respondent usually acquires the knowledge needed to perform his or her job by formal learning, which is very low level, if the fact, that quite a great amount, of not only financial means, is usually invested in this particular area. Mostly informal learning is the way of acquiring new knowledge, share of 37 % respondents gains the knowledge and skills through this form.

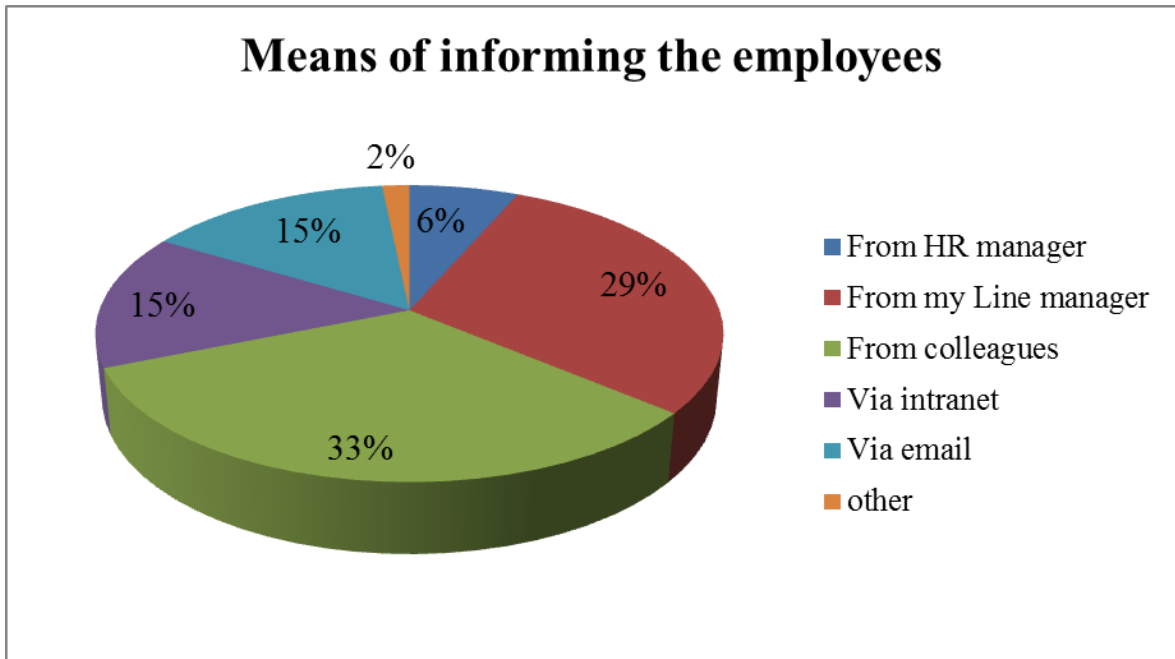
Graph 7 Preferred method of training and development



Source: own work, data collected from the questionnaire (2018)

The graph 7 shows the division of respondents according to the method of training and development they prefer. The most preferred methods, with the same share of 30 % respondents, are mentoring and shadowing. The following most popular method is coaching with 20 % of its share. On the contrary only 1 respondent has selected e-learning as his or her preferred method. None of the respondents have chosen meeting as their preferred method of training and development. The respondents, who have selected option “*Other*”, have stated other methods as workshops or any face-to-face training on-the-job.

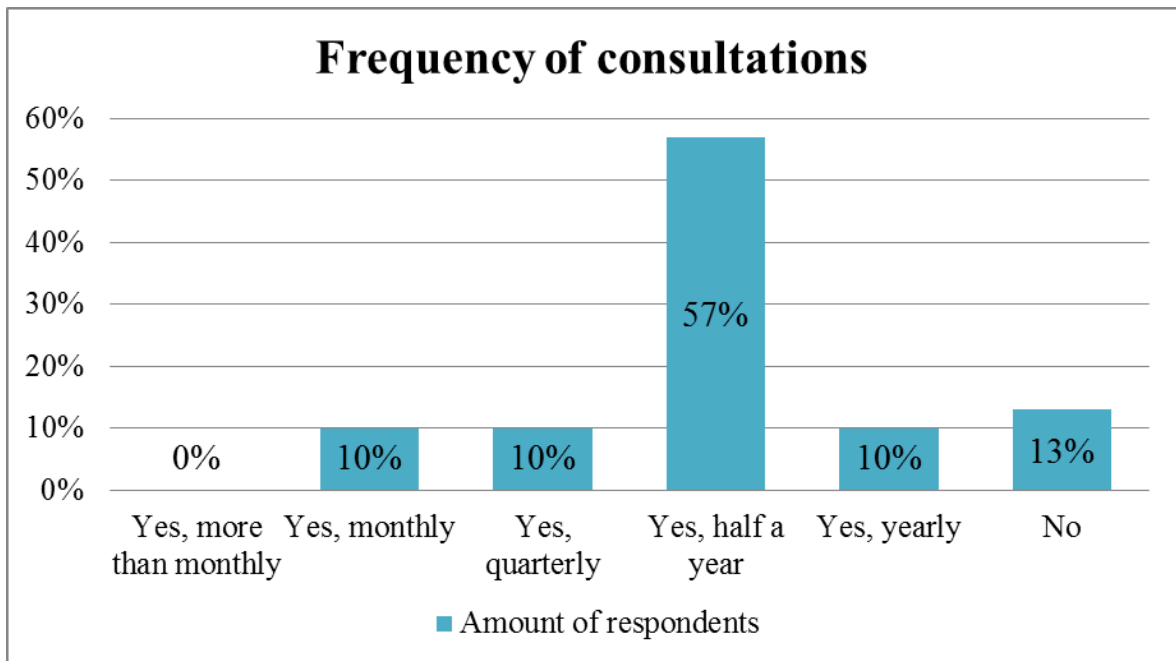
Graph 8 Means of informing the employees



Source: own work, data collected from the questionnaire (2018)

From the several means of informing employees about the current training and development possibilities, most of the respondents are aware of them thanks to their colleagues, as the graph 8 shows. The graph also presents that line managers have similarly significant effect, 29 % respondents have selected this option. The least common way of informing happens by the notice from HR Manager, who does not have that significant influence and role in the area of training and development, as it usually has in other organisation. The share of 15 % respondents has selected intranet and email as the means, through which they are informed about the current possibilities.

Graph 9 Frequency of consultations of the individual needs with a line manager

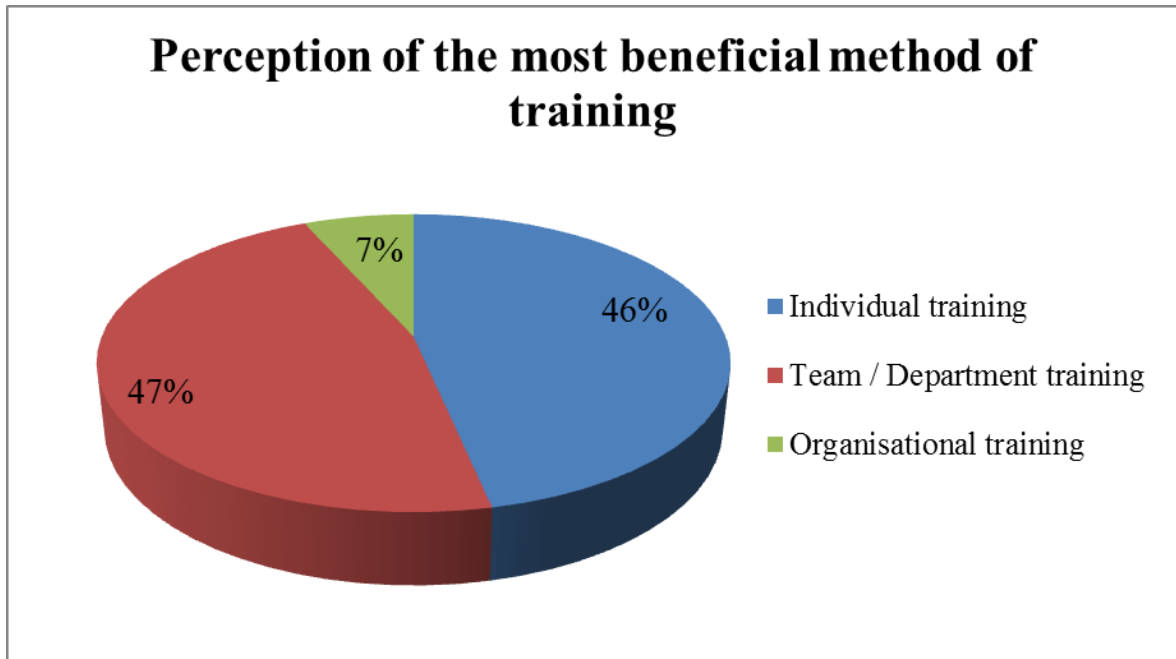


Source: own work, data collected from the questionnaire (2018)

The graph 9 shows that most of the respondents discuss their individual needs for training and development with their line manager half a year. On the contrary, none of the respondents discuss their needs more than monthly. One tenth of the respondents have either selected the frequency of monthly, quarterly or yearly recurrence of the consultation. The fact, that 13 % of respondents never discuss their needs in the field of their development, should be highlighted and be taken into account for possible future changes.

In the graph 10 there is the division of respondents presented, based on the form of training they perceive as the most beneficial. Organisational learning is by the respondents perceived as the least beneficial to them. The share of asked employees, who either selected individual training, or training of a team or department as the most beneficial, is about the same size.

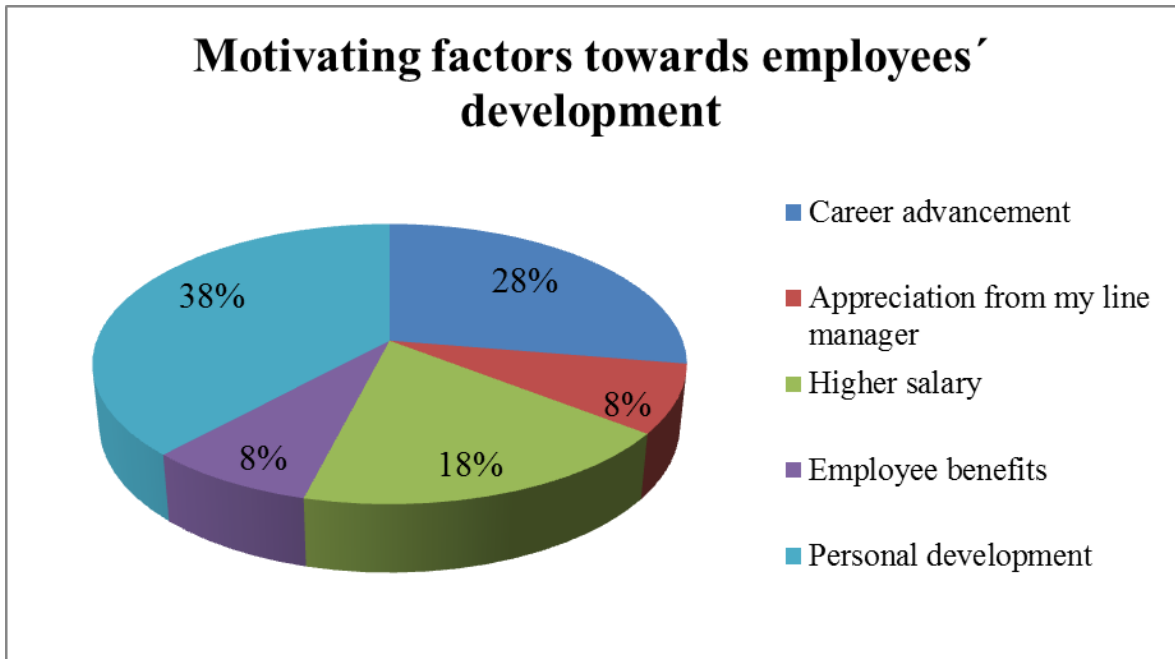
Graph 10 Perception of the most beneficial method of training



Source: own work, data collected from the questionnaire (2018)

The aspect of motivation should not be neglected, therefore a question demanding answer on the factors, which motivate the employees towards completing training and attending activities connected to development is given. The graph 11 reveals what factors motivate employees towards educating and developing themselves the most. The most driving factor, with its share of 38 % of respondents, is the personal development followed by career advancement, with its 28 % share. The factors, connected to some kind of reward, being either financial or non-financial, make together 26 % share.

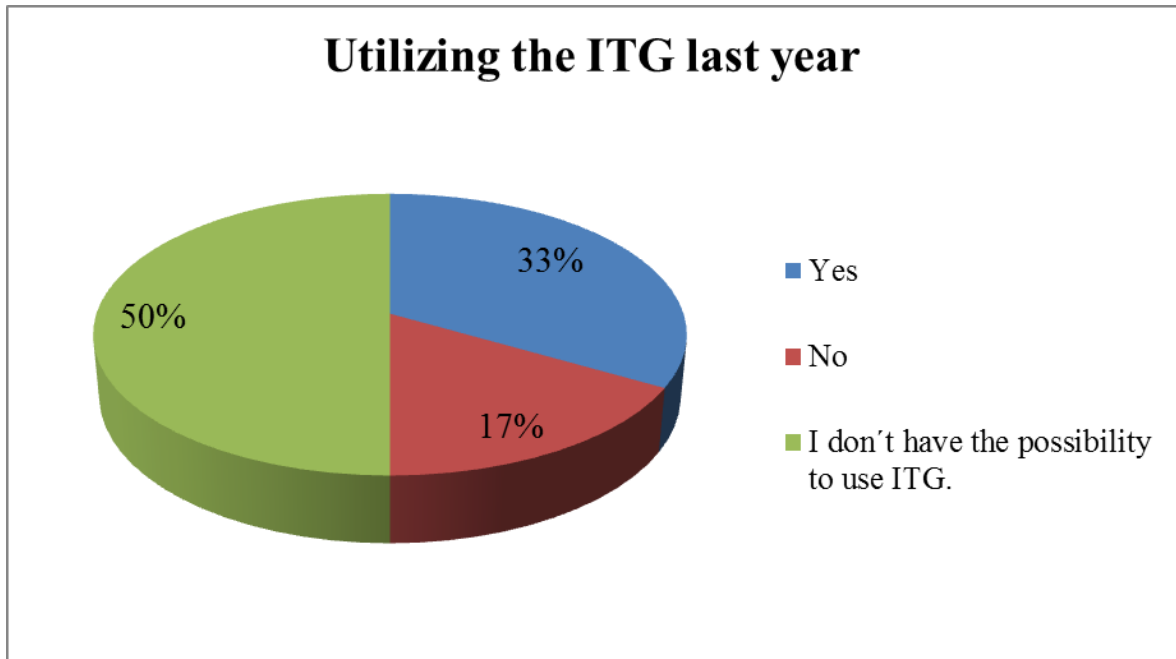
Graph 11 Motivating factors towards employees' development



Source: own work, data collected from the questionnaire (2018)

As it can be seen in the graph 12, half of the respondents do not have the possibility to utilize the ITG. That might be caused by the reasons of working on agreement on work performance, agreement on working activity or as a freelancer. As it was expressed by the HR Manager (2018), 60 % of the employees have used the ITG to its full extent last year, which is likewise expressed by the results of the questionnaire. The reasons for not having used the grant were mainly connected to low level of motivation and not having found an appropriate training on time, some of the reasons were connected to being newly recruited, as some of the asked employees are in their probation period. On the contrary, the use of the grant last years was mainly connected to language courses, being particularly Czech, German, and English or Hebrew lessons. Other courses, that the employees have used this grant for, are photography, cake decorating, massage therapy and traditional Chinese medicine courses, furthermore some university education courses and in general some other work related workshops.

Graph 12 Utilizing the ITG last year

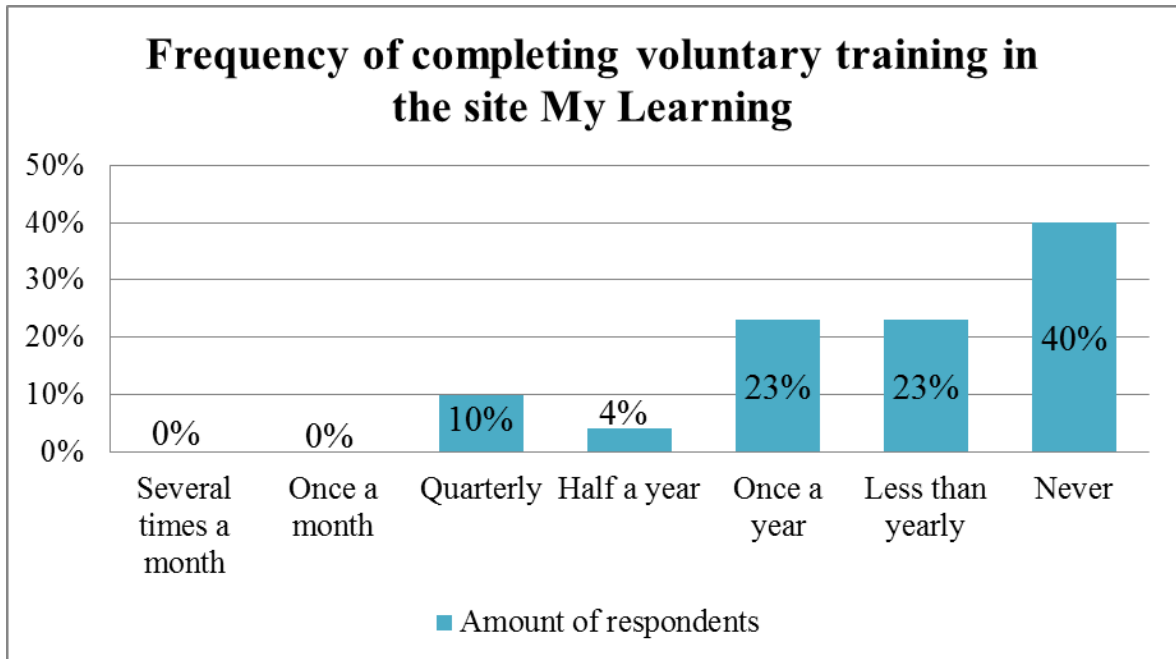


Source: own work, data collected from the questionnaire (2018)

Part of the questionnaire was also dedicated to the voluntary training in the site My Learning in the Learning and Development portal. Surprisingly, a quarter of the respondents are not aware of this possibility and they are not familiar with the site My Learning. Even though 73 % of respondents recognize the site, still the fact that there are some employees, who are not familiarized with this method of voluntary training, should be changed and the situation improved.

The above mentioned results, related to the recognition of the site My Learning, are reflected in the graph 13 that demonstrates the fact that 40 % of asked employees never complete voluntary training in the site My Learning. The tendency is that the employees complete the training very rarely, 46 % of respondents take the advantage of them once a year or even less than yearly. None of the respondents do the training several times a month or once a month, which were the two options of the possible highest frequency. Only 10 % of the asked respondents do these online training quarterly.

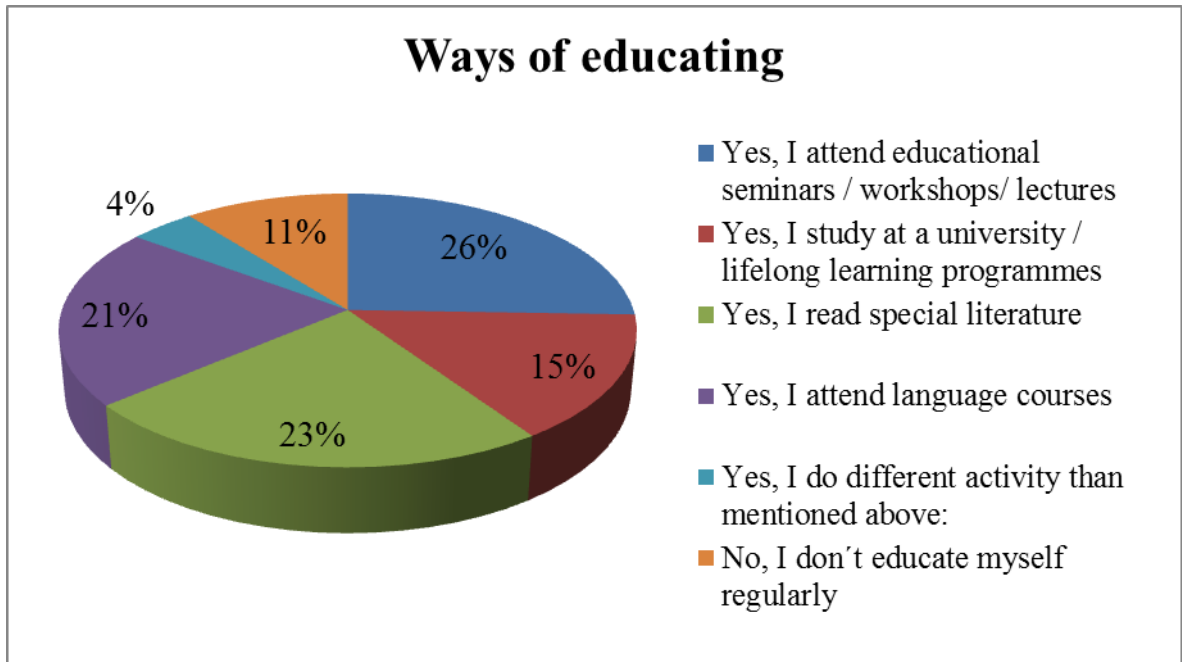
Graph 13 Frequency of completing voluntary training in the site My Learning



Source: own work, data collected from the questionnaire (2018)

The question whether the portfolio of current training and development possibilities should be extended was asked and most of the respondents have stated that it should, particularly 60 % of the asked employees. The question focused on specific educational activities that the employees would be interested in is given. Some respondents have stated in the questionnaire that they are not aware of the whole range of the ongoing possibilities, therefore do not have any suggestions. Many of the ideas were connected to information technology, such as Excel training, coding and some more training connected to this topic. Another group of suggested ideas were of the focus on soft skills, being training in coaching and mentoring, time management, personal development, enhancing creativity, communication and presentation skills. Other areas for educational activities stated by the respondents are first aid, work-life balance, mindfulness, environmental area or marketing.

Graph 14 Ways of educating

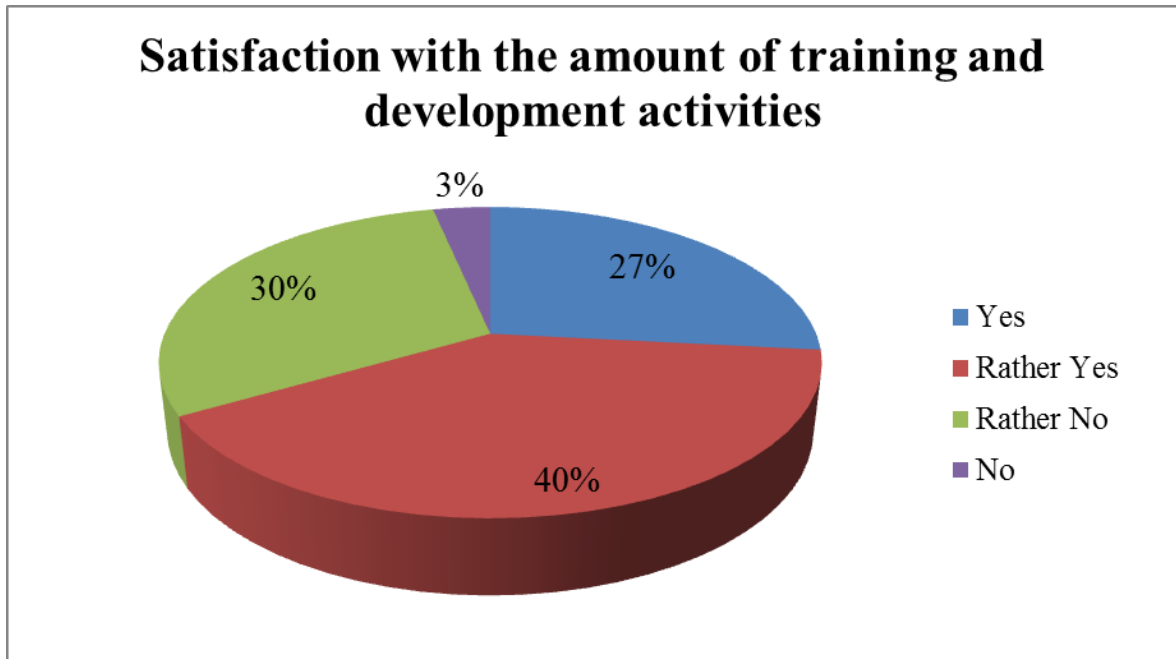


Source: own work, data collected from the questionnaire (2018)

The graph 14 shows the portfolio of the ways and forms respondents educate themselves in their time off work. There were only 6 respondents, who do not educate themselves regularly out of the working hours, and have not selected any of the given options. Otherwise the percentage shares of the given forms of educational activities almost equal. However, the most frequent option was attending some educational seminars, workshops or lectures. With its 23 % of the total share, the option of reading special literature was selected.

As it can be seen in the graph 15, most of the respondents are satisfied with the amount of training and development activities, total share of 57 % respondents have stated they are either satisfied or rather satisfied. Only 1 respondent's opinion on the question, whether there are enough training and development possibilities, is negative.

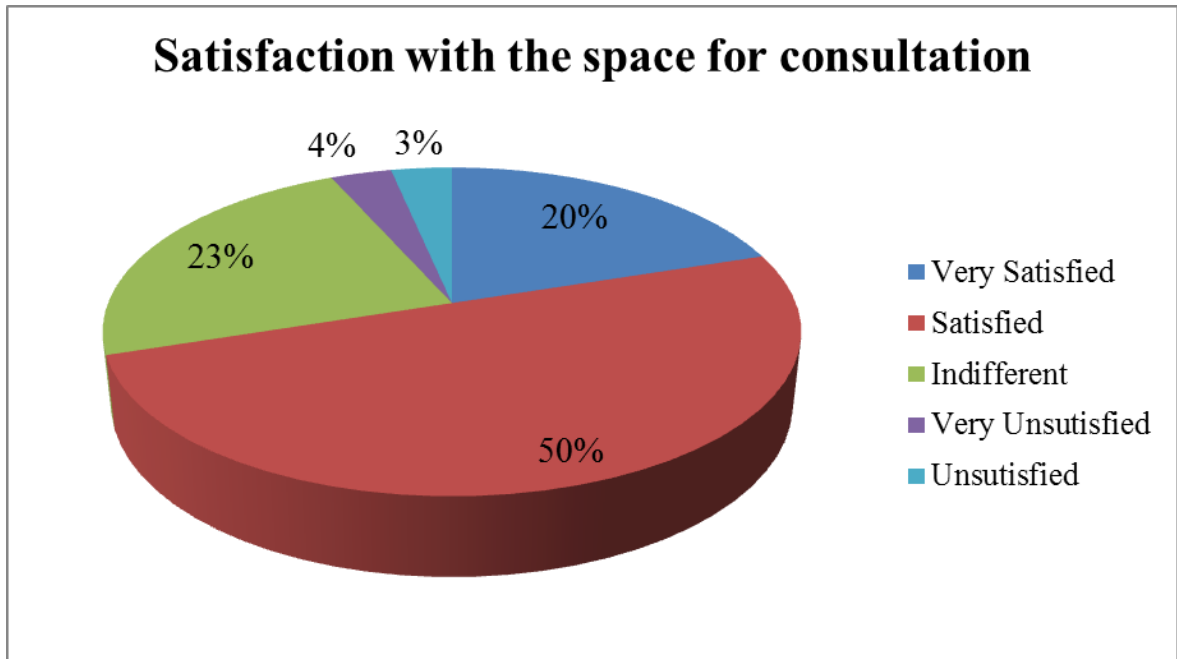
Graph 15 Satisfaction with the amount of training and development activities



Source: own work, data collected from the questionnaire (2018)

The following four graphs show how satisfied are the respondents with the selected areas. The first question is focused on the given space and possibilities for discussing the employee's needs connected to training and development. As the graph 16 shows, half of the respondents are satisfied with this aspect, and together with the category of "Very satisfied", represent 70 % of the total share. On the contrary, only 7 % of the asked employees responded that they are either unsatisfied or very unsatisfied with the designated space and possibilities for consultation.

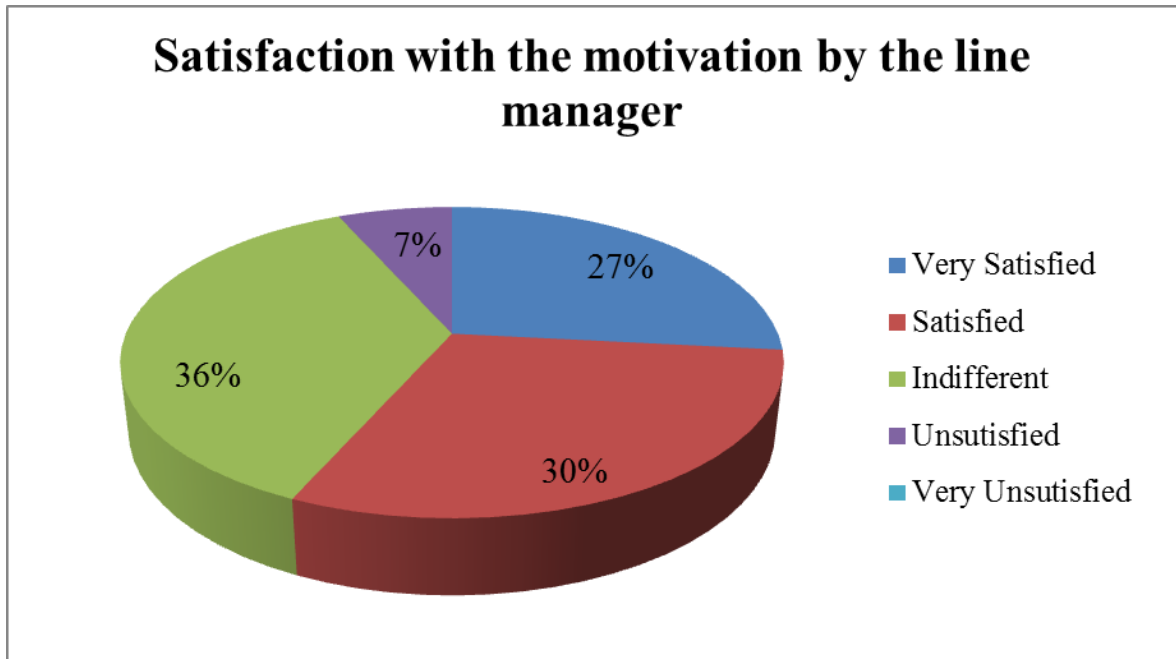
Graph 16 Satisfaction with the space for consultation



Source: own work, data collected from the questionnaire (2018)

As it has been stated, motivation plays a crucial role in the whole training and development system, therefore the question asking respondents to reveal their satisfaction with the motivation by the line manager was included in this part of the questionnaire. Motivation is an area, which is expressed by the CS Manager (2018) as a space for improvement. It is again confirmed by the questionnaire results shown in graph 17.

Graph 17 Satisfaction with the motivation by the line manager

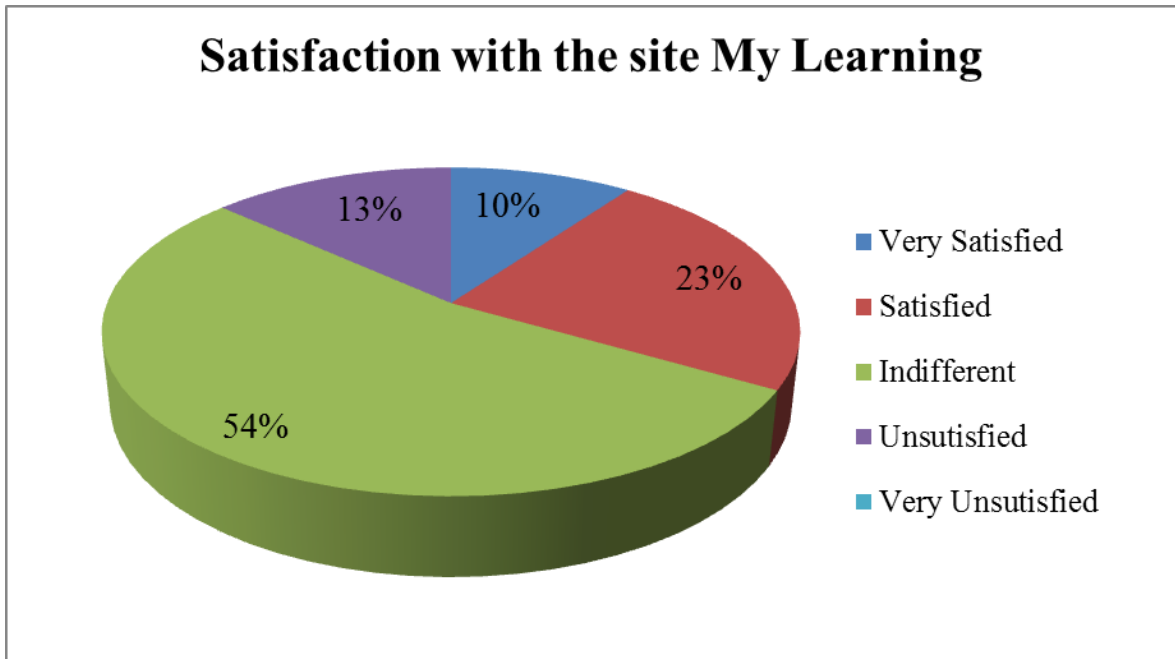


Source: own work, data collected from the questionnaire (2018)

Almost 60 % of the respondents have stated that they are either very satisfied, or satisfied, with their line manager's motivation. However, the category of "Indifferent" consists of 36 % of the total share of the responses, which is quite a high level, therefore should be minimized. There are 2 respondents, who have stated they are not satisfied with the overall motivation by their line manager.

The graph 18 demonstrates the opinion and perception of the site My Learning. The findings based on the this question, how satisfied are you with the site My Learning reflects the above mentioned results, which show that quarter of them are not even familiarized with it and total share of 40 % respondents have never completed any voluntary training in this site.

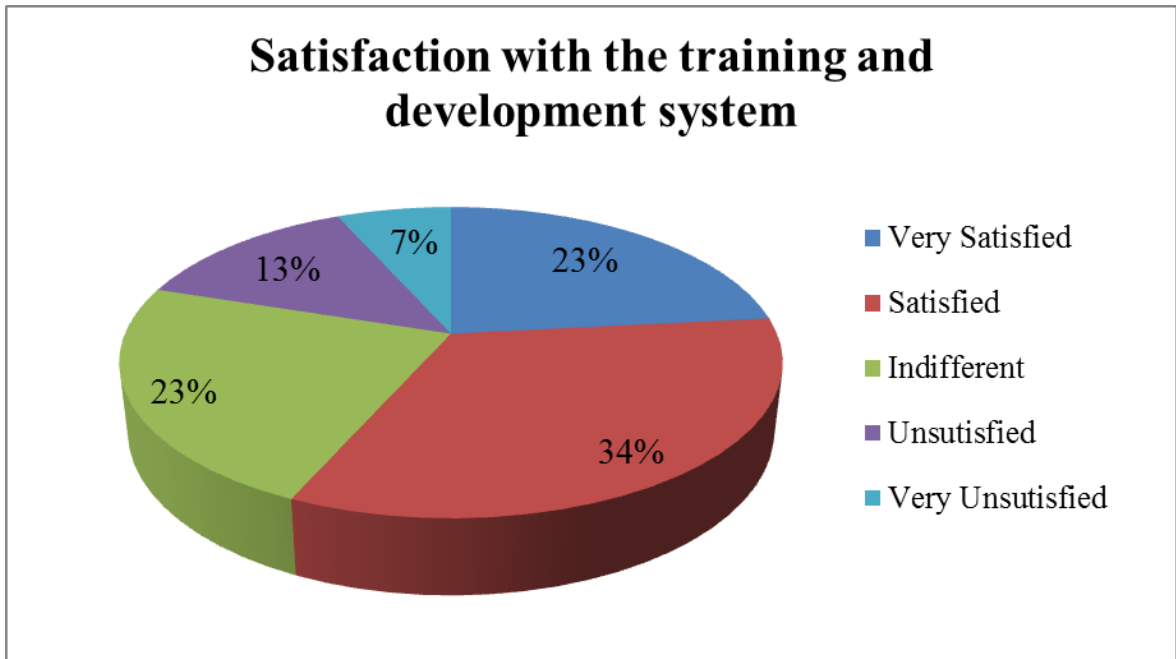
Graph 18 Satisfaction with the site My Learning



Source: own work, data collected from the questionnaire (2018)

As it can be seen in the graph 19, 34 % of respondents classify their opinion on the whole training and development system as satisfying. Together with the category of “Very satisfied” forms a share of 57 % respondents. Particularly 6 respondents, 4 males and 2 females, are either very unsatisfied or unsatisfied with the overall system. One of the respondents works at the Examination Services Department, another one at the Customer Services Department, one for both previously mentioned departments, one respondent works in the department of Resources and the last two employees’ work is connected to the regional and global posts based in Prague. Therefore the satisfaction does not relate to the department, it varies among them. To conclude, quarter of the respondents have selected the category “*Indifferent*”, as they do not approach to any of the more specific opinions.

Graph 19 Satisfaction with the training and development system



Source: own work, data collected from the questionnaire (2018)

The last open question of the questionnaire aims at giving the opportunity to express any other comments, ideas, opinion or further recommendations for the current training and development system. Most of the given responses were either connected to time and flexibility or better awareness of training opportunities. Many of the respondents would also welcome enhanced motivation and more supportive approach. There are as well some suggestions related to the development of local training and development system, rather than only the global system. Some of the remaining answers are for instance: *more systematic and with clear pathway* or *make it more integral part of the overall career management and talent development*.

5 RESULTS AND DISCUSSION

Based on the results of the two research methods used, questionnaire and interview, and its analysis and complex evaluation, recommendations are proposed to improve the current system and its problematic areas, which the organisation should mainly focus on. The basis of information received leads to several suggestions and recommendations for improving training and development of employees in the British Council Prague and they are to be described further.

The organisation has got a thoroughly designed internal training and development system. However, thanks to the interviews, conducted with HR and CS Manager, as well as to the questionnaire, which was completed by the the employees, it was possible to detect some drawbacks of the current system and propose some suggestions for improvement.

TRAINING FOR LINE MANAGERS

To establish effective training and development system in an organisation, the employees must be willing to learn from their own motivation, not to be only stimulated by the external factors. Based on the results from the questionnaire, employees' attitude towards learning in an organisation is overall positive and most of them personally seek for the opportunities how to develop, rather to be instructed by their line manager or HR Manager. According to HR Manager, employees are stimulated by their line managers, therefore the essential aspect of the successful motivation lays on the personality, character and experience of the line manager. Due to the line managers' high influence on the overall employee's performance and the perception of the current system, enough space for the development of line mangers should be appointed by the organisation.

Specialized training for the line managers should be held regularly, at least quarterly, in order to ensure their continuous development, mainly in managerial skills, which should be especially skills in the motivation, time management, communication, mentoring and problem solving. Because the main role of the line manager is to well motivate the employees and assist them throughout the whole year with any work related issue that occur, the line managers need to be creative and flexible to help their subordinate employees to solve any challenge they might encounter. The method of the training will be workshop, where the participant would be taught about the theoretical background first and

furthermore there will be space for some practice, activity and discussion, which the participants can engage in. The workshop lecturer, the speaker, would be hired externally, which would be a cost for the organisation, however it might utilize its own premises in the time out of the peak hours of the English courses in order to keep the cost of this event lower. Specialists are to be addressed to give a speech and subsequently prepare the whole event. It is not necessary to cooperate only with one particular organisation, experts and specialist in the area to be reached for possible cooperation individually based on the currently selected subject of the workshop.

Another recommendation, connected to performance of line managers, is to organize internal monthly events in a form of discussion or briefing for all the line managers, where they could share their experience, as well as all the queries they might come up against. Because their responsibilities might tackle many challenges, which they have never confronted with before, advice from more experienced colleagues would be surely appreciated. Each month would be one line manager appointed to talk on some selected topic and asked to prepare a short introduction to the topic and then would lead the discussion.

Both of the above mentioned events would take place in the employees' working hours because some of the suggestions from the questionnaire were connected to the fact that more time during the working hours should be appointed to the training and development, not only the in the employees' time off. These recommendations must be of a long-term lasting to gain required results.

ENHANCE AWARENESS OF TRAINING OPPORTUNITIES

All the recommendations and suggestions on improving the current training and development system would not reach its desired aims without making the employees aware of the ongoing training opportunities. This is an essential factor that is to be dealt with, the awareness has to be increased. As the results from the questionnaire have revealed, most of the employees are informed about the opportunities thank to their colleagues or line managers. Therefore the awareness of training opportunities should not be only increased through the online communication, which is a very common way of doing so. These days there is a tendency to be overloaded with e-mails, and the job duties are done online. When there is time for a break from their work, they most of the time tend to talk to their

colleagues. Therefore apart from sending informational e-mail, the knowledge is to be mostly spread by the people themselves during their conversations, which is not an easy aim to reach. However the first step is to make them aware of the possibilities which would be achieved by the line manager. They would give space for talking about the opportunities at the regular consultation with their assigned line managers, which is another suggestion for improvement. Certainly if employees are satisfied with some training or development activity, they are going to share this experience more likely than if they perceive it indifferently, nevertheless, the current awareness is very low, therefore the ways of communicating the information is to be developed further over time.

REGULAR CONSULTATION WITH LINE MANAGER

Based on the findings regarding the frequency of consultations, it has got very low recurrence. The frequency is to be increased. More than half of the employees attend one-to-one meetings with their line manager only half a year. The results show that there is a tendency to discuss the individual needs of each employee rather less often. Moreover, there are even employees, who never discuss their personal needs in the area of training and development. Particularly 4 respondents never attend the consultation and that is a drawback, which has to be eliminated. All the employees in an organisation must be given space for discussing their individual needs, not only related to training and development in the organisation. The overall aspect of personal development must be covered during the consultation. The factor of personal development affects the employee's performance at work, therefore the organisation must pay attention to it and every employee has to be given space for talking on their future development, either in the organisation or not, with their line manager on regular basis.

INCREASE MOTIVATION

If the employees are well aware of the current training opportunities, another aspect, which is closely related to that, is to increase motivation of employees, in order to gain even more positive outcomes. The motivation as well as the proactivity from the site of the organisation should be increased. From the overall results of the questionnaire, as well as from the interview with CS Manager, it is obvious that there is low level of motivation. These days, when the unemployment level in the Czech Republic is very low and there are many job vacancies, particularly in Prague, an organisation should attempt to

maintain the employees, who are willing to educate themselves and have a desire to continuously develop themselves. Therefore the endeavour of employees to develop should be more appreciated and supported.

IMPLEMENTATION OF NEW METHODS OF TRAINING

As it has emerged from the research, the current training and development system in the organisation is largely held online. This form does not necessarily need to suit every employee, as the results from the questionnaire express, particularly only one employee has selected e-learning as a preferred method of training. Therefore it would be good to focus on, and support also training and development programs of other forms, for instance workshops or courses led by an experienced lecturer. However, the fact that the e-learning is so widely used is explained by its low cost, apart from the more expensive implementation. As the result show, 60 % of the respondents have selected shadowing and mentoring as their preferred method of training, therefore this finding is to be taken into account when introducing new methods of training in the organisation.

REGULAR MEETING OF THE WHOLE TEAMS AND DEPARTMENTS

Some of the open questions in the questionnaire or the interview have revealed that employees and even CS Manager lack meetings of the whole team or department at once. Therefore regular meetings on monthly basis should be set in order to share the gained experience and ask any queries on the challenges that the employees have confronted with. Sharing experience is very beneficial way not improve our performance in the future, we can learn from other's mistakes and prevent the possible ongoing mistakes or misunderstanding. These meetings are to be organized in the working hours of the employees. Particularly the CS team has been struggling with this aspect due to the fact that they work at the front desk, which is open during the whole day, therefore there will always be some employee, who would be designated to stay working. That might be solved by the closure of the front desk during the earlier or later lunch break and in the meantime hold the meeting of the whole CS team at once.

APPOINT THE RESPONSIBILITY TO A DIFFERENT EMPLOYEE

Since the area of training and development of employees is an essential part of the organisation success, the organisation should realize the effect it has when it is well designed. To be able to properly design and define the form of the training and development system, enough time must be appointed. Due to the fact the HR Manager's responsibilities are even connected to other countries of the cluster, being Slovakia and Hungary, there is not enough time allocated to this aspect of HR. The HR Manager in British Council is also an assistant to the Country director, therefore the area of training and development is not one of the main areas of HR she is responsible for. There should be a newly appointed person, who would be assigned to the area of training and development of employees. Due to the fact that even Marketing and Communications department has got only one employee, the duties connected to training and development cannot be assigned to one employee on a full-time employment contract. However some percentage share of job duties of only one employee could be an alternative to it. Even two employees might be assigned to this job duty and share the undertaking.

ENSURE THE ITG IS UTILIZED

Since the organisation support its employees' development by the individual training grant and give them the opportunity for a free choice, employees should utilize this grant. As it has been found out, almost two third of all employees do not use this grant to its full extent, which is another drawback of the current system. If the organisation already invest in training and development of the employees and give them this opportunity, it should be utilized. Some of the responses, related to not utilizing the ITG, were connected to the fact that the respondents did not need to attend any work related training or apply for the university, which seems like the respondents were not well aware of the possibilities of exploiting it. Trainings related to the job position or studying for instance Master's degree are not the only options what to use this grant for, the second condition of using claims that it must develop the person as an individual, which has a broad meaning, therefore there is wide range of possible educational activities. Some employees stated they were waiting for the right training or they did not feel the need of any, however the line managers should make sure that the employees are first even aware of the ITG possibilities and also oversees, whether they are looking for some training or

some educational activity during the whole year. This issue could be discussed at the regular meeting with the line manager. In case there are employees who are desperate in seeking for some activity, the line managers should lead them the best possible and in case they do not select anything, the organisation might for instance buy them the a ticket to TEDx event or some similar event, where there are speakers talking on some particular topic, which usually have a very broad meaning, therefore everyone could find at least some of the speeches inspiring and stimulating. It is also English friendly, therefore all of the British Council employees might get involved.

6 CONCLUSION

This diploma thesis examined the training and development system of employees in the British Council Prague and based on the analysis of the data gathered, recommendations for improvement of particular areas were suggested.

Based on the study of the secondary sources, the theoretical part consists of basic notions related to the topic of training and development of employees. Key notions as Human Resource Management, Organisational learning, Systematic training, Development, Training and Methods of training were defined. The practical part comprises characteristics of the organisation, its brief history and overview of the current training and development system. This part is conducted based on the information gathered through a study of the online corporate internal documents, interviews with Human Resource Manager and Customer Services Manager and a questionnaire completed by the employees.

Organisational learning presents one of the ways towards enhancing performance of the employees themselves, as well as the organisation's performance. For the current situation on the globalized market, it is not sufficient to rely solely on a possession of assets, this time, when it was enough and sufficient, has certainly gone. There might be even organisation, which fundamental source of the success rests on the Human Resource. The people are the experience, knowledge and ideas bearers and the progress and prosperity of the organisation is dependent on the people themselves. Learning is not a short-term process, hence it is required to continuously develop the training and development system in an organisation. In order to have efficiently working training and development system, it is necessary to set and follow the four stages of learning, which are the identification of needs, planning , implementation and the last but not least, evaluation.

The questionnaire has revealed that most of the employees are satisfied with the current training system that they are aware of the training and development importance and show interest in other areas of training as mentioned in the previous chapter. In the previous chapter a complex evaluation of the results was compiled and the problematic areas and aspects of the current training and development system were defined. They are to be improved in the future in order to gain more positive outcomes of the possible

oncoming research or survey. The areas of the current system, that are to be developed, are mainly the role of the line manager, the level of motivation, awareness of training opportunities and methods of training used. Particularly the recommendations as organizing specialized regular training for line managers, regular meetings of the whole teams and departments, regular consultations with line managers, appointing the responsibility to a different employee, implementing new methods of training, such as shadowing and mentoring, enhancing awareness of training opportunities, increasing motivation, and ensuring the individual training grant is utilized were proposed.

The outcomes of the proposed changes and recommendations should lead to the elimination of the detected drawbacks as well as to an improvement in the overall system of training and development of employees in the organisation. Training and development of employees is an essential part of the daily work of any organisation, therefore employees, who are well motivated and are willing to develop may enhance the general performance of the organisation by their personal development. Gaining high profits does not only reflect the number of sales. To be a successful and competitive organisation on today's market, the aspect of training and development, and importance of Human Resource, cannot be neglected on any account.

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8 APPENDICES

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Appendix 1 Questionnaire

Dear employees

My name is Kristýna Smažíková and I am finishing my Master's degree in Economics and Management at the Czech University of Life Sciences Prague. I am writing diploma thesis on Training and development of employees in the British Council Prague. I would very much appreciate if you could help me with my diploma thesis by completing the following survey. It should not take you more than 5 minutes and it is anonymous.

The link can be found here.

Thank you very much for your help

TRAINING AND DEVELOPMENT

1. What is your attitude towards organisational learning?
 - a) I personally look for the training and development opportunities.
 - b) I attend training based on the recommendations by my line manager or HR Manager
 - c) I only complete mandatory training.

2. Do you perceive training and development of employees in an organisation as essential and important part of their work?
 - a) Yes
 - b) Rather yes
 - c) Rather no
 - d) No

3. How do you acquire most of the knowledge that you need to perform your job?
 - a) Mostly formal learning (coaching, e-learning, seminars)
 - b) Mostly informal learning (from my colleagues)
 - c) Combination of formal and informal learning

4. Which method of training and development do you prefer?
- a) E-learning
 - b) Coaching
 - c) Mentoring
 - d) Shadowing
 - e) Meetings
 - f) Other (please specify):
5. How do you get to know about the training and development possibilities?
- a) From HR manager
 - b) From my Line manager
 - c) From colleagues
 - d) Via intranet
 - e) Via email
 - f) other
6. Do you discuss your individual needs for training and development with your line manager?
- a) Yes, more than monthly
 - b) Yes, monthly
 - c) Yes, quarterly
 - d) Yes, half a year
 - e) Yes, yearly
 - f) No
7. Which way of training and development do you personally perceive to be more beneficial for you?
- a) Individual training
 - b) Team / Department training
 - c) Organisational training

8. Select which factors motivate you towards educating and developing yourself:
- a) Career advancement
 - b) Appreciation from my line manager
 - c) Higher salary
 - d) Employee benefits
 - e) Personal development
 - f) other
9. Have you used the ITG to its full extent last year?
- a) Yes
 - b) No
 - c) I don't have the possibility to use ITG, because it is not in my contract.
(I work as OSVČ/ on DPP / on DPČ)
10. What was the reason for not having used the ITG to its full extent? (OPEN QUESTION)
11. What have you used the individual training grant last years for? (OPEN QUESTION)
12. Are you familiar with the voluntary training, which are accessible through My Learning site via the Learning and Development portal?
- a) Yes
 - b) No
13. How often do you usually complete the voluntary training in My Learning site?
- a) Several times a month
 - b) Once a month
 - c) Quarterly
 - d) Half a year
 - e) Once a year
 - f) Less than yearly
 - g) Never

14. Do you think that the portfolio of educational activities should be extended?

- a) Yes
- b) No

15. What educational activities would you be interested in? (OPEN QUESTION)

16. Do you regularly educate yourself in your time off work?

- a) Yes, I attend educational seminars / workshops/ lectures
- b) Yes, I study at a university / lifelong learning programmes
- c) Yes, I read special literature
- d) Yes, I attend language courses
- e) Yes, I do different activity than mentioned above:
- f) No, I don't educate myself regularly

17. Do you feel to be given enough training and development opportunities from the organisation?

- a) Yes
- b) Rather yes
- c) Rather no
- d) No

18. How satisfied are you with the following? (Please select one option in each row.)

	VERY SATISFIED	SATISFIED	INDIFFERENT	UNSATISFIED	VERY UNSATISFIED
Space for / possibility to discuss my individual needs connected to training and development					
Motivation by the line manager / supervisor					
Voluntary training in My Learning site					
training and development system of employees in the British Council in general					

19. Is there anything you would like to change in the current training and development system, if yes please specify? (OPEN QUESTION)

IDENTIFICATION OF RESPONDENTS

20. Are you:

- a) Female
- b) Male

21. How old are you?

- a) 18 – 26
- b) 27 - 39
- c) 40 – 49
- d) 50 - 59
- e) 60 and more

22. Which department do you work at?

- a) Resources Department
- b) Marketing and Communications
- c) Teaching Centre Department
- d) Customer Services Department
- e) Examination Services Department
- f) Partnerships and Projects Department
- g) *“Regional and global posts based in Prague “*

23. How long have you worked for the British Council?

- a) Less than 1 year
- b) 1 – 5 years
- c) 6 – 10 years
- d) More than 10 years

Appendix 2 Questions for interview with HR Manager

1. What are the current opportunities for training and development of employees in the British Council?
2. What are the possibilities of training and development of employees within the employee benefits, either of a financial or a nonfinancial nature?
3. What is the training and development strategy in the British Council in the Czech Republic, compared to other branches of the countries of the cluster, being Slovakia and Hungary?
4. How is the analysis of needs conducted?
5. How is the induction training of a new employee conducted?
6. Is there a possibility of a monitoring the e-learning courses? For instance how many employees have conducted some e-learning the particular year and course.
7. Is every employee required to have a development plan made?
8. In what ways does the organisation support and promote training and development of employees out of the work place?
9. How is the evaluation of training and development activities conducted?
10. What is your opinion on the current situation of the training and development of employees in the British Council? Eventually can you define some positive as well as negative aspects?
11. How has the training and development system changed since the time you have started to work for the British Council?
12. Which area / areas should be the educational activities more provided in? Would you have any recommendations or suggestions for improvements of the training and development system of the British Council?
13. What was the budget for the training and development used for during last years?

Appendix 3 Questions for interview with CS Manager

1. What are the current opportunities for training and development of employees in the British Council Prague?
2. What are the possibilities of training and development of employees within the employee benefits, either of a financial or a nonfinancial nature?
3. Which methods are mostly used in the area of training and development? (e-learning, blended learning, coaching)
4. Which methods are used more frequently, on-the-job or off-the job methods?
5. What mandatory training are required to be completed by the employees of the Customers Services department?
6. Are there lot of mandatory educational activities or is it rather based on the principle of voluntarism?
7. How does the organisation motivate its employees towards learning?
8. Are the individual needs/ preferences emphasized or are there more training, which are aimed at larger groups of employees / departments?
9. Is there a possibility to discuss the training and development system with the line manager, either beforehand or afterwards?
10. Which area / areas should be the educational activities more provided in?
11. Would you have any recommendations or suggestions for improvements of the training and development system of the British Council, eventually for the Customer Services department?
12. What is your opinion on the current situation of the training and development of employees in the British Council?