

**Czech University of Life Sciences Prague**

**Faculty of Economics and Management**

**Department of Management**



**Diploma Thesis**

**Employee Training and Development in an Insurance  
Company**

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## DIPLOMA THESIS ASSIGNMENT

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Thesis title

**Employee Training and development in an Insurance Company**

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### Objectives of thesis

The aim of the diploma thesis is to evaluate the current training and development system of employees in Kooperativa Insurance Company, a.s., Vienna Insurance Group. An equally important objective is to identify any problematic areas and suggest appropriate improvements of the system.

The diploma thesis also identifies different perceptions and approaches towards training and development system from both employees' and their managers' points of view, and determination of the employees' satisfaction with the current system.

### Methodology

The diploma thesis is divided into two parts, theoretical and practical.

The theoretical part is focused on the theoretical background of the topic, based on a thorough review of current specialized publications and online sources.

At the beginning of the practical part the chosen company is characterized, and its current training and development system described. Different approaches from both employees' and their managers' points of view are observed.

Quantitative data is collected from a questionnaire survey, qualitative data is gathered from interviews with staff of the chosen company. The collected data is evaluated and results are interpreted. Internal company materials are also used.

In the final chapter there is an overall evaluation of the training system in the insurance company and evaluation of a questionnaire survey focused on the satisfaction of the company employees.

## **The proposed extent of the thesis**

Approx 60 – 80 pages

## **Keywords**

Human Resource Management, Learning, Education, Corporate Training, Development, Employees, Management, Training Methods, Satisfaction, Insurance Company

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## **Recommended information sources**

- ARMSTRONG, M., TAYLOR, S., 2017. Armstrong's Handbook of Human Resource Management Practice. 14th ed. London: Kogan Page Limited. ISBN 978-0-7494-7412-6.
- BATEMAN, T., SNELL, S., KONOPASKE, R., 2017. Management: Leading & Collaborating in a Competitive World. 12th ed. New York: McGraw-Hill Education. ISBN 978-1-259-54694-5.
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- WILSON, J., 2005. Human Resource Development: Learning for Individuals and Organizations. 2nd ed. London: Kogan Page Limited. ISBN 0-7494-4352-9.

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### **Declaration**

I declare that I have worked on my diploma thesis titled "Employee Training and Development in an Insurance Company" 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 any copyrights.

In Prague on 21.03.2021

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# Employee Training and Development in an Insurance Company

## Abstract

This diploma thesis aims to evaluate the current training and development system of employees in Kooperativa pojišťovna, a.s., Vienna Insurance Group. An equally important objective is to identify any problematic areas and suggest appropriate improvements of the system. The thesis also identifies different approaches from both employees' and their managers' points of view and determines the employees' satisfaction with the current system. The thesis is divided into two parts. The theoretical part is focused on the theoretical background related to training and development of employees. In the practical part the chosen company and its current training and development system are described. The research of the thesis is based on the information gathered from the company's internal materials, the questionnaire survey completed by the employees and interview conducted with the Head of Training and Development Department. The survey has revealed that most of employees consider the entire training and development system to be sufficient and well-designed. Moreover, the majority of employees have positive attitude towards further training and education. Although the employees are satisfied with the training system, there were some gaps of the system observed concerning an internal questionnaire survey, the offer of training courses, initiative of education partners, participation in voluntary training and the current training system in the time of pandemic. In the final chapter there is an overall evaluation of the training system in Kooperativa, and some appropriate improvements of the system are suggested.

**Keywords:** Human Resource Management, Learning, Education, Corporate Training, Development, Employees, Management, Training Methods, Satisfaction, Insurance Company

# Vzdělávání a rozvoj zaměstnanců v pojišťovně

## Abstrakt

Cílem této diplomové práce je zhodnotit současný systém vzdělávání a rozvoje zaměstnanců ve společnosti Kooperativa pojišťovna, a.s., Vienna Insurance Group. Neméně důležitým cílem je identifikovat všechny problematické oblasti a navrhnout vhodná zlepšení systému. Tato práce také identifikuje různé přístupy z pohledů zaměstnanců i jejich vedoucích pracovníků a určuje spokojenost zaměstnanců se současným systémem vzdělávání. Diplomová práce je rozdělena do dvou částí. Teoretická část je zaměřena na základní pojmy a definice související se vzděláváním a rozvojem zaměstnanců. V praktické části je představena zvolená firma a popsán její současný systém vzdělávání a rozvoje. Výzkum diplomové práce vychází z informací získaných z interních materiálů společnosti, dotazníkového šetření a rozhovoru s vedoucím Odboru vzdělávání. Průzkum ukázal, že většina zaměstnanců považuje celý systém vzdělávání a rozvoje za dostatečný a dobře navržený. Většina zaměstnanců má navíc kladný postoj k další odborné přípravě a vzdělávání. Přestože jsou zaměstnanci se systémem vzdělávání spokojeni, byly však zjištěny určité nedostatky v systému, které se týkají interního dotazníkového šetření, nabídky vzdělávacích kurzů, iniciativy vzdělávacích partnerů, účasti na dobrovolném vzdělávání a současného systému vzdělávání v době pandemie. V závěrečné kapitole je celkové zhodnocení systému vzdělávání v Kooperativě a je navrženo několik vhodných zlepšení systému.

**Klíčová slova:** Řízení lidských zdrojů, Učení, Vzdělávání, Podnikové vzdělávání, Rozvoj, Zaměstnanci, Vedení, Metody vzdělávání, Spokojenost, Pojišťovna



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## **List of Abbreviations**

CSR – Corporate Social Responsibility

HR – Human Resource

HRD – Human Resource Development

HRM – Human Resource Management

VIG – Vienna Insurance Group

# 1 Introduction

Words, such as knowledge, learning, education, training, development, are well-known to all people and the meaning of these words often seems ordinary and self-evident. However, the depth of their true meaning sometimes makes the society think more widely. Nowadays, life itself shows that for those who want to be successful, education and learning become a lifelong thing. Lifelong learning is not only about acquiring knowledge and skills but also about knowing oneself.

Employee training and development has become essential concept contributing to the success of modern organizations. Organizations acknowledge more and more that their success depends on knowledge and skills of their employees who are the most valuable, unique and irreplaceable resources in every organization. The greatest wealth for an organization is no longer modern equipment, technology, capital, or know-how, but human resources, which determine whether organization will succeed or not. Employees should not be treated as capital owned and controlled by the organization; however, they should constantly develop their knowledge, skills and abilities to be beneficial to the company.

Today's world is changing rapidly as technology is developing, globalization is occurring, legislation is impacting all working practices and organizations have higher expectations of their employees. The need to train employees has perhaps never been greater than it is today. The training process can increase an individual's work performance and thereby increase future competitive advantage and prosperity. The creation of the appropriate and supportive environment for employees is important, but even more important is the employee's motivation and engagement in continuous learning.

Some organizations do not take training and development of their employees seriously and this process should not be underestimated. For instance, an insurance company operating in the services sector aims to provide the best-quality services for its clients; hence, it should pay attention to constant training of employees and inform them about new products and market situation. Moreover, proper leadership of people, the communication, assertive actions, teamwork, successful management of crisis situations and adaptation of each worker create good working relationships and a pleasant working environment.

Employee training and development should not be seen as costs for the organization, but as an investment in the form of educated and high-performing employees who contribute to economic development to the organization. Caring for employees and investing in them increases not only the competitive advantage of the organization, but also the self-satisfaction, productivity, attitude and motivation of existing employees. When negotiating the budget, management is interested in the economic outcome in the short-term. But the process of training and development is a long-term issue, and the result may not be immediate. Corporate training must prove its worth for the organization in achieving the set target, otherwise the budget can be easily reduced.

One of the reasons why the author of the diploma thesis chose this topic are personal experiences with employee training and development systems in Kooperativa. During the author's time working at this company as an administrative worker in the HR Management Department, the author had the opportunity to work closely with the team of the Training and Development Department and to collect some valuable experiences. Personal interests in Human Resource Management and in the field of corporate training and employee development also led to the choice of this topic.

## **2 Objectives and Methodology**

### **2.1 Objectives**

The aim of the diploma thesis is to evaluate the current training and development system of employees in Kooperativa Insurance Company, a.s., Vienna Insurance Group. An equally important objective is to identify any problematic areas and suggest appropriate improvements of the system.

The main objective will be achieved by implementing secondary objectives of the thesis, which are stated as follows:

- Introduction of the topic of the diploma thesis and its theoretical framework.
- Definition of fundamental terms and concepts related to employee training and development.
- Characterization and description of the selected company and its current training and development system.
- Analysis of the questionnaire survey and interview and evaluation of the current employee training and development system in the insurance company.
- Identification of different perceptions and approaches towards training and development system from both employees' and their managers' points of view, and determination of the employees' satisfaction with the current system.

### **Research Questions**

- How is the employee training and development system in Kooperativa conducted?
- Which training methods are the most effective in the company?
- How do employees perceive the training system in the company?
- Are employees satisfied with the training and development system in Kooperativa?
- What are the effects of the Covid-19 pandemic on the current training and development system of employees?
- How can the employee training and development system in Kooperativa be improved?

## 2.2 Methodology

The diploma thesis is divided into two main parts, theoretical and practical. In the first part, the **literature review**, are defined fundamental theoretical terms and concepts, which are related to the topic of training and development of employees in an organization. Key terms such as human resource management, development and training of employees, corporate training, systematic training cycle and its main stages and methods of training are defined. Theoretical background of the topic is based on a thorough review of current specialized publications and online sources. Specialized publications and relevant web pages related to the topic are listed in the section References. The methods of analysis, synthesis, comparison and deduction will be used to prepare the practical part and to formulate the results and conclusion of the thesis.

At the beginning of the **practical part** the chosen company and organizational structure are characterized, and its current training and development system is described. In addition, stages of the systematic training process, training methods, and financing of the system are included. Different approaches from both employees' and their managers' points of view are observed. This part contains an analysis of the company's internal materials, an analysis of collected data, an evaluation of survey and interpretation of results. Both quantitative and qualitative primary data is collected and gathered from a questionnaire survey completed by the company's employees and semi-structured interview with the Head of Training and Development Department of the company. The collected data is evaluated, and results are interpreted. In the final chapter there is an overall evaluation of the training and development system in the insurance company, identification of problematic areas and suggestion of appropriate improvements of the system.

Specific information about the insurance company and its employee training and development system needed for the second part of the thesis is gained from the company's **official websites, internal materials, intranet** and consultation with company's employees.

According to Saunders et al. (2019), a **questionnaire survey** is a research technique consisting of a series of questions that aims to gather the necessary information and collect data from respondents. A questionnaire typically includes mix of close-ended and open-ended questions, which enable the questioner to obtain both quantitative and qualitative data. The advantage of questionnaires is a relatively cheap, quick and efficient way of

obtaining large amount of data from large sample of people. Important aspect of questionnaire is anonymity, which is relatively convincing for respondents to share their honest opinion and true facts. On the other hand, some respondents may give false information in questionnaires to present a positive image of themselves regardless of anonymity. The research can be carried out face to face, electronically by computer or by telephone. (Saunders et al., 2019)

A questionnaire survey was conducted for the main research in order to collect data about the employee training and development system in Kooperativa. The anonymous questionnaire survey was sent via internal e-mail with web page link to questionnaire, and therefore **CAWI** method was used. **Computer Assisted Web Interview** is a surveying technique based on online questionnaires provided in websites (IdSurvey, 2020). The questionnaire was sent to employees in order to collect data about their opinions, attitudes, preferences and satisfaction with the current training and development system and its training methods. The list of specific questions was discussed with the company in advance to avoid any misunderstanding.

The questionnaire survey mainly focuses on employees of Directorate-General, however, some questionnaires were also collected from randomly selected centres and agencies. There were 832 potential respondents working in 5 different divisions of Kooperativa's Directorate-General of which 273 respondents completed this questionnaire. The return of the questionnaire is about 33%. The questionnaire was conducted in Czech, because the insurance company is a Czech company, and all employees are Czech native speakers. The enclosed questionnaire is also translated into English for better understanding.

Most of the questions in questionnaire are close-ended questions with limited number of response variants. Matrix questions are used to evaluate one or more row items using the same set of column choices. The final questions are open-ended in order to obtain more detailed information and employees' subjective opinions. (Saunders et al., 2019)

Another method for gathering information is used **interview** with the Head of Training and Development Department of Kooperativa, who is in charge of employee training and development in the company. The interview took approximately an hour and a half. In order to obtain more detailed information, the **semi-structured** interview is used.

According to Saunders et al. (2019), interview is a research method characterized as purposeful discussion between two or more people. In case of semi-structured interview,



the researcher has list of topics and questions to be covered; however, order of questions and list of questions itself may change during the interview. The interviewer may prepare specific questions, but at the same time people can respond to them and freely exchange their opinions. (Saunders et al., 2019)

The advantage of semi-structure interview is the flexibility during the discussion, when researcher can omit or add some questions and react to the flow of the conversation. Information gathered from interview can be recorder by audio-recording the conversation or perhaps note taking. (Saunders et al., 2019)

Data collected from the questionnaire survey are processed in the program Microsoft **Excel**. The results of survey are described by statistical methods of relative and absolute frequencies. The **absolute frequency** is the total number of cases in each group and the **relative frequency** is the proportion of absolute frequencies in the whole statistical population (Saunders et al., 2019). In addition, the survey results are graphically processed in **tables, contingency tables and pie and column charts**.

## **3 Literature Review**

### **3.1 Training and Development as a Part of Human Resource Management**

Human Resource Management (HRM) is an essential part of every organization around the world. A lot of HRM models exist and practices can be different within each organization. However, generally HRM concerns with all various activities and areas of how people are employed and managed in organizations, such as “strategic HRM, human capital management, organization development, resourcing, HR planning, performance and reward management, employee relations and well-being” (Armstrong and Taylor, 2017). It also covers no less important area of employee training and development, which is the main focus of this thesis. Therefore, it is needed to define the term HRM to understand conception of training and development.

#### **3.1.1 Characteristics of Human Resource Management**

The HRM concept has several interpretations and many authors defined it in different manner, but the core meaning is same. The exact period of the origin of HRM is questionable, however, in the 1980’s the concept started gaining wider recognition and a conceptual framework came into existence (Armstrong, 2017). During the development of the HRM concept there were and still are different views on the HRM and its meaning, scope, approaches, methods or activities (Bateman, Snell, Konopaske, 2017).

An early reference to human resources was made by Armstrong (1977, cited by Armstrong, 2017) stating that in an organization “the key resource is people”. Later, Osterby and Coster (1992, cited by Armstrong and Taylor, 2017) criticize the term human resources, which refers people to resources as any other factor of production. According to Osterby and Coster (1992, cited by Armstrong and Taylor, 2017), the term degrades people to the same category of all resources, which are “only valuable to the extent they can be exploited or leveraged into economic value”.

Flippo (1984, cited by Balyan, 2015) defines HRM as “planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved”. Armstrong (2017) supports Flippo’s statement and defines HRM as “a strategic, integrated and coherent approach to the employment,

development and well-being of the people working in organizations”. In addition, Beer et al. (1984) states that HRM includes a series of management decisions and actions, which affect and form “the relationship between the organization and employees – its human resources”. The quality of this relationship contributes to successful fulfilling organization’s objectives. On the other hand, Beer et al. (1984) stresses that it is essential to adopt a long-term approach in managing people and to consider people as a potential asset rather than merely a variable cost.

It follows from the previous definitions that the main pillar of every organization are people, who are irreplaceable and critical to organization success. Bateman et al. (2017), Decenzo and Robbins (2012) put great emphasis on people as a source of competitive advantage when their skills, knowledge, and abilities are not equally available to all competitors. Every organization should hire and keep qualified and loyal people, “motivate employees to better performance, develop their skills and ensure that they maintain their commitment to the organization” in order to achieve its objectives and goals (Decenzo and Robbins, 2012). On the other hand, even though people are the most important resources in an organization, they may be the most expensive ones at the same time (Bateman et al., 2017).

Armstrong (2017) states that the main goal of HRM is to support the organization in achieving its goals and objectives through human resources and it should be integrated with organizational goals and business strategy in general. Boxall and Purcell (2011) divide HRM goals into economic and socio-political goals and stated that the secondary objective is to ensure talented, trained, skilled, motivated and engaged people working at the right place and position effectively and efficiently. Equally important objectives of HRM are to ensure and contribute to the employees’ performance, productivity and development, to create a positive employment relationship between managers and employees and to utilize all the human, financial, physical and information resources in the organization. (Armstrong, 2017). Boxall et al. (2008) puts emphasis on understanding HRM “as the management of work and human resource in an organization” towards desired objectives and suggested that an organization should provide employees a possibility of personal development by satisfying the employees’ needs. Therefore, training and development are one of the most important aspects of HRM.

### **3.1.2 Human Capital**

Organizations acknowledge more and more that their success depends on knowledge and skills of their employees, who are the most valuable and irreplaceable resources in every organization. Bateman et al. (2017) defines human capital as the knowledge, skills, and abilities of employees that have value added. One of the most important aspects of HR function within an organization is to manage human capital in order to achieve and sustain a competitive advantage and organizational development (Bateman et al., 2017).

However, Wright and McMahan (2011, cited by Armstrong, 2017) argue that “human capital should not be treated as capital owned and controlled by the organization”. Human capital management aims to integrate an organisation’s business strategy with its human resource strategy (Armstrong, 2017). The employees create human capital through their knowledge, skills, experiences and abilities; therefore, this type of capital creates basis for competitive advantage and represents the essential and significant aspect of an organisation’s successful development (Armstrong, 2017). Noe (2017) adds that human capital is more valuable than physical capital (equipment, technology) or financial capital (monetary assets, cash) due to difficulty to imitate or purchase and its uniqueness to the organization.

## **3.2 An Overview of Training and Development in an Organization**

Organizations realize the fact that their success depends on knowledge, skills and abilities of their employees, who are the most valuable and irreplaceable resources. Training and development are one of the essential areas of Human Resource Management and it is important for organization “to ensure workers have the knowledge and skills in order to fulfil individual and organisational needs and goals” (CIPD, 2020). Organizations should create the appropriate and supportive environment, which drives individuals’ engagement in continuous learning, professional development and growth (CIPD, 2020).

Organizations aim to invest more and more into employees training and development, they invest in skills not because they are obliged to, but because they see potential advantage and economic development to their business of doing so (Hyman, 2017). Training and development can be expensive and time-consuming, but LeBoeuf (1989) comments that training is not expensive if organizations see it as investment in a company as a whole, therefore, organizations “that have the loyalty of their employees should invest heavily in permanent training programmes and promotion systems”.

Clifford and Thorpe (2007) also stress the conflict occurring in many organizations between increasing changes of today's world and tighter budgets. Organizations need to employ good people who can perform effectively in their job as the nature of today's world is changing rapidly and organizations have more development needs and requirements. However, budgets are tighter, and organizations have less money and time to spend on training and development. Employees are required to adapt and respond to these changes quickly and without loss of productivity. (Clifford and Thorpe, 2007)

Both Tyson (2006) and Armstrong (2017) stress the importance of training and development in organizations and highlighted that it is a fundamental part of HRM and plays an essential role in organization's potential success. Many organizations are using term "training and development" as one and same, however, many authors have defined the difference between training and development. Even though there are some differences in these two activities of HRM, both training and development have become one of the most fundamental and continuous tasks in any organization for updating employees' skills and knowledge in accordance with changing environment (Tyson, 2006). Clifford and Thorpe (2007) believe that any individual is able to learn and develop regardless of his or her background or current knowledge and skills.

### **3.2.1 Key Concepts of Training and Development in an Organization**

Term "training and development" has several interpretations and many authors defined it in different manner, but the core meaning is same. Armstrong (2017) defines training and development as "the process of ensuring that the organization has the knowledgeable, skilled and engaged workforce it needs". Training and development process helps employees to acquire knowledge and skills through learning methods and events, coaching, guidance, and self-directed learning activities provided by the organization (Armstrong, 2017). Training and development contribute to organizations' competitiveness, therefore flexible people, who are willing to learn new things, develop themselves and are able to react in accordance to changing conditions in the market, are crucial for organizations (Noe, 2017).

Even though training and development are often considered as one general concept, both Noe (2017) and Tyson (2006) argue that training should be distinguished from development. Simply, training is usually referred to educational process teaching employees how to perform their present jobs, whereas development focuses on teaching

long-term and experienced employees broader skills, knowledge and capabilities needed for their present and future jobs (Bateman et al., 2017). To gain better understanding and perspective of the employee training and development concept, it is needed to define four key terms.

### **Learning**

Learning is the key concept, which is involved all other terms like training, education and development and it occurs and is applied both within organizations and to life as a whole (Wilson, 2005). Armstrong (2017) defines learning as the process through which an individual “acquires and develops new knowledge, skills, competencies, abilities, behaviours, and attitudes”. The process involves a relatively permanent change in behaviour and attitude based on the result of gained practice and experiences as well as formal learning methods (Armstrong, 2017). Learning needs to be continuous process, therefore employees and their line managers must be involved in identifying learning needs to be appropriately developed in order to achieve the organization’s goals and objectives (Clifford and Thorpe, 2007).

Noe (2017) mentions that offering learning programmes is not enough to get credibility to managers and employees or support and funding from board but learning needs to show that it contributes to the organization’s competitive advantage by improving employees’ performance and productivity, supports the organization’s goals and objectives and helps to retain and motivates key employees. Simply, what employees learn, it leads to development of human capital and the overall goal of training and development is learning (Noe, 2017). Mumford (1995, cited by Clifford and Thorpe, 2007) comments that learning process has happened when people demonstrate new skills and knowledge they could not do or did not know before.

### **Training**

Training in an organization represents a learning process, which is purposefully structured by the internal, organizational staff or by external training providers (Tyson, 2006). Noe (2017) defines training as “a planned effort by a company to facilitate learning of job-related competencies, knowledge, skills, and behaviours by employees”. Bateman et al. (2017) adds that training is beneficial in many aspects, such as an improvement of quality of the workforce, increase in the employees’ skills and knowledge, contribution to achieving the organizational goals, identification of the highly skilled and talented

employees, reduction of a constant supervision, and improvement of job satisfaction. Durai (2016) stresses the importance of training and establishes significant aspects of corporate training, such as an effective utilization of the existing human resources, enhancement of customer satisfaction, ensuring personal growth, and ensuring organizational growth and development. Term training is further defined in the Chapter 3.3 Corporate Training.

### **Education**

In general, education does not differ significantly from learning. However, education is broader in scope than training and is primarily focused on the long-term development of people, whereas training helps to achieve short-term specific organizational objectives (Tyson, 2006). Wilson (2005) also adds that education provides more theoretical frameworks rather than a practical application of learning. Buckley and Caple (2009) elaborate that training is more job-orientated, whereas education is more person-orientated with a broader process of less predictable changes in the individual and less specific application than training. Armstrong (2017) defines education as “the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity”. Buckley and Caple (2009) add that developed knowledge and skills are not only related to one field of activity but allow individuals to define and solve a broad range of problems. The purpose of education is to provide essential conditions for people to develop an understanding of the traditions and ideas influencing the society and to enable them to contribute to it (Wilson, 2005).

### **Development**

One of the core tasks of organizations is to constantly develop their employees to improve their performance, which is considered as a long-term process. Term development is defined by Armstrong (2017) as “the growth or realization of a person’s ability and potential through the provision of learning and educational experiences”. Moreover, Wilson (2005) adds that the educational growth and realization develop through conscious or unconscious learning. Both Bateman et al. (2017) and Noe (2017) elaborate that development helps employees in an organization to learn broader skills needed for their present and future jobs. Generally, development programmes involve planned study and experience, and are frequently provided and supported by a coaching or counselling facility (Wilson, 2005).

Employees' development cannot be noticeable or immediately seen as, for example, training course. Development occurs at the moment when an individual gains experience, understands the concept, and then it increases his or her confidence both to act and to perceive how situation relates to its context. Development process indicates movement to an improved situation by which a person is advanced towards the physical and mental potential he or she possess. (Wilson, 2005)

### **3.3 Corporate Training**

In recent years, the essential role of employee training and development in organizations has been significantly increasing. Employees are considered as the most valuable and irreplaceable resources and their knowledge, skills and abilities contribute to organizations' success. Therefore, organizations should place a great emphasis on employees' further training and development and engage in continuous training processes for their employees.

#### **3.3.1 Characteristics of Corporate Training**

Corporate training represents a learning process, which is structured by the internal staff or by external training providers (Tyson, 2006). Usually, training department or HR department is in charge of employee training and development system and cooperates with line managers, external professionals, specialized training organizations as well as with employees needed to be trained and developed (Tyson, 2006).

Durai (2016) defines corporate training as “a value-addition activity undertaken by an organization to enrich the value of its core assets, namely, its people”. Corporate training represents a process, that “directly or indirectly improve the effective performance and the development of the employees and the organization” (Mulder et al. 2012).

The overall goal of the training process is to improve and develop employees' skills, knowledge, behaviours, and attitudes and apply them to their activities on daily basis (Noe, 2017). According to Tyson (2006), training aims to develop employees' skills and knowledge, which are necessary for the employees' effective performance in order to achieve the organizational goals and objectives by the most cost-effective means available. Buckley and Caple (2009) support that training enables employees to acquire abilities, perform a given task or job and realize their potential.



Managers within the organization have responsibility for ensuring that employees are effectively trained and monitoring of the training system and its application in practice. On the other hand, individuals are responsible for own self-directed learning. The development of skills and knowledge applies to all employees within the organization regardless of the job position and hence all staff is involved in the training process. (Tyson, 2006)

After participating in training session, the changes of employees are usually more immediately observable in the short-time period, whereas education and development of employees are more likely to be observable in the longer term (Buckley and Caple, 2009).

### **3.3.2 Contribution of Training to an Organization**

Corporate training in an organization plays an essential role in improving of the employees' productivity and performance. Due to rapid technological developments and changes in today's environment, organizations should apply training as a continuous process of the organization. One of the training's objectives is to achieve the desired performance efficiency at three different levels – individual, group and organizational. Training usually creates a highly competent and motivated workforce, which leads employees to perform to their fullest potential. (Durai, 2016)

Corporate training is closely related to the concept of Human Resource Development (HRD), which is defined as improvement of an individual, a group and organizational effectiveness through the integrated usage of training and development, organization development, and career development (Mulder et al., 2012). Training as a part of HRD focuses on learning processes that support organization, employees and their development and career (Mulder et al., 2012). In contrast Mulder et al. (2012) argue that often training programmes develop only employees' general skills and knowledge and employees' effective performance require mainly training programmes focused on specific skills. Buckley and Caple (2009) stress that corporate training must prove its worth for the organization, otherwise it is a budget item that can be easily deleted when cost reductions are necessary.

### **3.4 Different Approaches to Corporate Training**

Organizations aim to address any issue that would threaten their potential success. This includes the choice of appropriate approach to employees' training and development at the workplace to ensure employees are productive and do their job efficiently. There are various different approaches how to train employees within an organization. One of the approaches is a systematic approach, which is mostly adopted in organizations. (Tyson, 2006)

#### **3.4.1 Systematic Approach to Training**

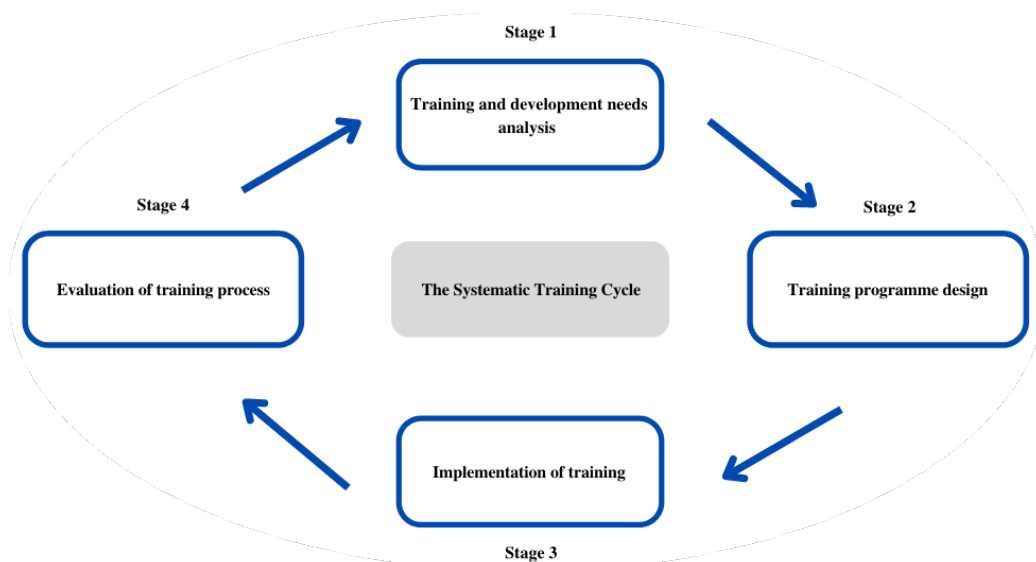
The term systematic approach is widely used to describe a planned, systematic way of training in order to improve employees' job performance (Buckley and Caple, 2009). According to Armstrong (2017), the systematic approach to training can be explained as specifically designed and implemented training process to meet defined needs and to determine what people must know and do at a particular job. Atkin (1983, cited by Buckley and Caple, 2009) believes that systematic training is based on logical sequence of activities and systematic planning and action.

Buckley and Caple (2009) suggest that the systematic approach to training should integrate with organizational needs and objectives and should be applied when training is considered as the best way of overcoming a performance problem. One of the reasons why the systematic approach is widely used in organizations is that the HR department is able to apply this approach to the day-to-day functioning of the department (Buckley and Caple, 2009). Efficient corporate training should be provided by qualified people who know how to train employees and the impact of training on employees should be also evaluated (Armstrong, 2017).

The systematic training process is beneficial in many ways, e.g., identification of training and development needs integrated with organizational needs, well-trained employees and better chance of achieving organizational goals (Wilson, 2005). In addition, due to continuous changes in today's world, organizations aim to reach competitive advantage by having the ability to learn quicker than competitors and systematic training is one of the ways it can help employees to be effectively trained (Wilson, 2005). In contrast, the systematic approach to training is the most effective and contributory tool only when it is a well-organized, systematic, logic and planned process (Buckley and Caple, 2009).

A simple model of the systematic approach to training may be presented in different formats in organizations, however, they all contain the same activities (Buckley and Caple, 2009). The basis of this approach should always consist of four main stages realized in the continuous cycle, specifically training and development needs identification, planning and designing training, training implementation and training evaluation (Buckley and Caple, 2009). These four main steps should be closely associated with real and not imaginary performance goals and problems and it is expected that a training department will adjust the model which is comfortable for the department to use and monitor the progress of training projects (Armstrong, 2017; Buckley and Caple, 2009). Four stages of the systematic training approach are shown in their simplest form in Figure 1.

Figure 1 A Basic Model of a Systematic Approach to Training



Source: Author's Own Illustration, 2020. Data from Armstrong, 2017.

Noe (2017) argues that the training process in organizations is rarely step-by-step approach of activities shown in Figure 1. Some organizations may require trainers to provide detailed documents of each activity defined in the model, and that could result in costly and time-consuming process. Moreover, many organizations assume that training process is the best solution regardless of investigation of performance gaps, identification of training needs and objectives, underestimation of transfer of training or measuring the impact of training on job performance. Despite all criticisms, the systematic approach to training is considered as the best way for effective training and development system. (Noe, 2017)

### **3.4.1.1 Identification and Assessment of Training Needs**

The systematic training cycle usually starts with the identification and assessment of training needs (Bateman et al., 2017). This stage aims to determine whether corporate training is needed in an organization and if so, what needs to be trained and fulfilled (Noe, 2017). In simple terms, needs analysis determines whether there is a gap between required effective performance and actual level of employees' work performance (Tyson, 2006).

During the needs assessment, usually HR department analyse the jobs, employees, and departments and identify for which training is necessary, therefore, job analysis, performance appraisals, assessment of the performance gap analysis, attitude surveys, ability test score and feedback are useful tools for this purpose (Bateman et al., 2017; Noe, 2017). Armstrong (2017) adds that to achieve effective training cycle it is needed to specify the learning goals and objectives and to identify the learning environment and learner's existing knowledge and skills.

Wilson (2005) and Tyson (2006) define three levels of training needs within an organization – organizational, group and individual level. Noe (2017) stresses that during organizational, person and task analysis an organization should collect information about the employees' current state of knowledge, skills, capabilities, and competences and if employees have attitude, motivation, and readiness necessary to master the training content. Durai (2016) suggests that the training needs of individual employees and the organization should be distinguished. Organizational analysis aims to identify areas in the organization where training is needed and to integrate the training needs with the organizational goals (Durai, 2016). On the other hand, individual level of training needs is analysed when the difference between the actual performance and the standard performance of employees is observed (Durai, 2016).

On the contrary, if a needs assessment is missed, department responsible for training and development system in an organization may create an expensive, time-consuming, and inefficient training programme (Noe, 2017). A needs assessment is extremely important process to be done because if the issues are not addressed or actual training needs are not identified, then training will not achieve what it supposes to. The outcome of the first stage in systematic training cycle is to determine the training needs and performance gaps, which are to be improved by setting of appropriate training programmes. (Wilson, 2005; Noe, 2017)

### **3.4.1.2 Planning and Design of Training Programmes**

Once the training needs have been analysed and the training requirements identified, training programmes can be planned and designed (Bateman et al., 2017). This stage involves establishing of training objectives and contents and deciding what type of training method will be used and for whom it will apply (Armstrong, 2017). First of all, the design phase starts with determining the clear and concise objectives of the training programmes (Durai, 2016). These training objectives must be directly related to the training needs assessed in the previous stage (Durai, 2016).

The next step of this stage is to structure the training programmes and to create a framework for the delivery of the training content (Bateman et al., 2017). It is needed to determine training methods to be used, who carries out the training, time of training, information to be presented, assessments, and how much money will be invested in the training process (Bateman et al., 2017). Armstrong (2017) adds the framework covers the session plan, training content and learning outcomes of each session, criteria for selection of participants, training programmes schedule, equipment, selection of appropriate facilities and instructors and preparation of audio-visual aids, supporting materials and evaluation forms.

Organizations should not underestimate importance of designing and planning of training programmes, because this stage helps to set the objectives and benefits of the programme and to plan how these will be achieved, otherwise the whole training programme may become inefficient (Armstrong, 2017). On the other hand, it is essential to set concrete and measurable training objectives before the training programme begins, otherwise it would be difficult to evaluate its effectiveness (Noe, 2017).

### **3.4.1.3 Implementation of Training**

After the second stage of designing and planning of the training programmes has been completed, it is possible to start with the third stage of actual implementation of training programmes. The aim of this phase is to use experienced and skilled trainers and to deliver the training in accordance to meet the individual and organizational needs (Durai, 2016). Armstrong (2017) comments that the process of implementing the training programmes needs to be continuously monitored to ensure that training is realized as it is planned and scheduled in the previous stage.

Durai (2016) emphasizes that for implementation to be effective, key elements must be present, such as objectives, schedule, participants, motivation and involvement, methods and trainers. Other important elements of implementation process could be the location, the training facilities, the quality of the provided materials, and the interaction between the participants and trainers (Durai, 2016). Key elements are essential for successful implementation, however, training that is poorly planned, does not have clearly identified objectives or is not based on training needs cannot contribute to improving employees' work performance (Noe, 2017). Armstrong (2017) stresses the importance of the motivation and involvement of participants. Participants' willingness to learn and acquire new knowledge and skills contributes to effective training (Armstrong, 2017).

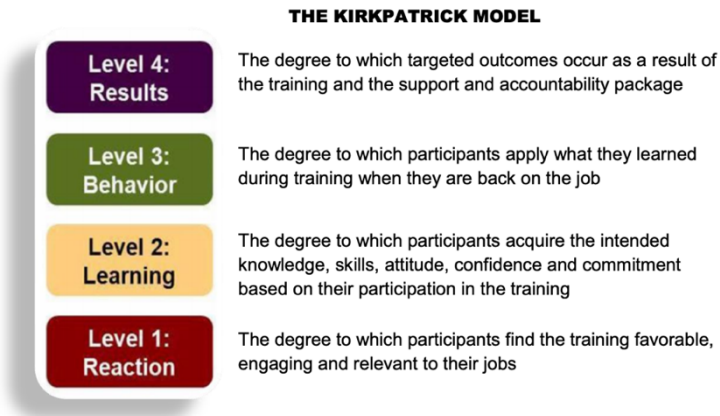
After the training is delivered, employees need to be given the time and opportunities to put what they have learned in training course into practice (Noe, 2017). Armstrong (2017) defines transfer of training as a process when employees apply knowledge and skills acquired during training as they perform their job tasks. Employees are more likely to apply acquired knowledge when they do not find it too difficult, they view training as useful and they are motivated and engaged (Armstrong, 2017). Therefore, according to Armstrong (2017), it is necessary to make the training as relevant, adequate and realistic as possible in order to minimize dealing with any potential transfer difficulties. Durai (2016) argues that the implementation stage is often connected with some practical issues and organizations must be aware of them. For instance, training can be viewed with mistrust and suspicion by the employees, and it can clash with their daily duties (Durai, 2016).

#### **3.4.1.4 Evaluation and Feedback of the Training Programme**

The final stage of evaluation and feedback aims to evaluate the training process to ensure that the whole process is effective, it meets the training needs and achieves the training objectives (Armstrong, 2017). Armstrong (2017) defines evaluation phase as the comparison of stated objectives with real outcomes to determine how far the training has achieved its purpose. Kirkpatrick (2016) believes that before any training process can be evaluated, it is important that it is defined, designed and planned well from the beginning; hence there is some value to evaluate and report. The impact of the training on employees' performance is measured and each training session is evaluated by both training provider and participants (Armstrong, 2017).

Evaluation of the training process can be done at different levels from immediate participants' reactions and feedbacks to the training session to a final assessment of the impact it has had on employees' performance (Kirkpatrick, 2016). The most-used training evaluation model developed by Kirkpatrick is known as the Kirkpatrick model. The Kirkpatrick model is shown in Figure 2.

Figure 2 The Kirkpatrick Model and Four Levels of Evaluation



Source: Kirkpatrick, 2016

According to Kirkpatrick (2016), in the Level 1 Reaction, evaluation measures immediate participants' reactions and satisfaction with training event gained from questionnaires, written comments and feedbacks (Kirkpatrick, 2016). This is mostly used method, however, there is a risk of rather subjective opinion than objective evaluation (Armstrong, 2017). Level 2 Learning measures the extent to which participants acquire knowledge, skills and attitudes based on their participation in the training event (Kirkpatrick, 2016). Armstrong (2017) suggests using written, oral or performance tests before and after the programme as one of the possibilities for evaluation of learning. Level 3 Behaviour determines if the participants apply what they have learned during training when they return to their jobs after the training event (Kirkpatrick, 2016). Again, both evaluations before and after the training should be done and time should be allowed for the change in behaviour to take place (Armstrong, 2017). Kirkpatrick (2016) defines Level 4 Results as "the degree to which targeted outcomes occur as a result of the learning event(s) and subsequent reinforcement." For this level, the return on investment and reporting can be used as evaluation methods (Kirkpatrick, 2016).

Bateman et al. (2017) and (Tyson, 2006) elaborate different evaluation methods depending on time horizon, objectivity and subjectivity, and whether it is self-evaluation or evaluation of / from others. Evaluating methods can be, for example, participants' feedback, surveys, questionnaires, interviews, tests, observing of changing behaviour on the job, development plan, 360° feedback (self-evaluation and evaluation by others) and evaluation by managers and lecturers (Bateman et al., 2017; Tyson, 2006). Some evaluation methods are provided immediately after the training, when the acquired knowledge and skills can be most observable (Buckley and Caple, 2009). On the other hand, some methods can be applied after some time, because learning is long-term process (Buckley and Caple, 2009).

Noe (2017) states that organization should not underestimate an evaluation phase, otherwise without this process the benefits cannot be identified, the quality, efficiency and impact of the training cannot be determined, and appropriate corrective actions cannot be suggested and implemented. On the other hand, Kirkpatrick (2016) argues that most organizations are expecting that what employees learn in the training they immediately implement on job and it will make a measurable difference in key organizational results.

### **3.5 Methods of Training**

Organizations aim to achieve its stated goals and objectives and address any issue that would threaten their potential success. This includes the choice of appropriate training methods based on training needs and objectives in order to ensure employees are productive and do their job efficiently (Tyson, 2006; Durai, 2016). Mulder et al. (2012) define training method as a tool for improving employees' knowledge, skills and abilities in order to do assigned jobs efficiently and perfectly. There is a broad range of training methods available to an organization to deliver training to its employees needed for their work performance. (Durai, 2016)

It is up to organizations which training methods they choose, however, Clifford and Thorpe (2007) stress that it is important for an organization to consider size of the organization, number of employees, business strategy, organizational goals and objectives, the nature of the job, types of workers and costs for selecting suitable training methods.

Organizations have two options while deciding on a training programme. Organization can design its own programme (internal training), or training can be provided by external companies with modifications in it to suit the employee training and



development system in an organization (external training) (Durai, 2016). In addition, Durai (2016), Armstrong (2017) or Tyson (2006) divide training methods into two main categories namely, on-the-job training and off-the-job training. Clifford and Thorpe (2007) suggest that using different methods and combining them ensure effective training of employees. In practise, organizations usually use a combination of methods of these two groups and modifies them according to job position and its requirements.

### **3.5.1 On-the-job Training**

On-the-job training refers to training at the workplace, which is based on experiential learning, hence the knowledge is understood and can be applied (Armstrong, 2017). In simple terms, employees learn their job by actually doing it (Durai, 2016). Armstrong (2017) and Durai (2016) elaborate that this type of training is largely an informal process practised mainly on a day-to-day basis along with the job. On-the-job training methods can be useful for training new employees, upgrading experienced employees' knowledge and skills, cross-training employees within a department, and transferred or promoted employees to their new jobs (Heathfield, 2021).

The on-the-job training involves individual approach, cooperation between the trainee and trainer and self-directed learning, which is enhanced by coaching, e-learning, mentoring, delegation or job rotation (Azulay, 2012)

#### **Job Instruction**

Job instruction is one of the most widely used training methods also known as training through step by step. The idea of this method is that trainer explains the trainee how to do the job, demonstrates key working procedures and processes, shares his job knowledge and skills and allows the trainee to do the job. After that, trainee adopts the workflow on the basis of observation and practise. This method includes trainer's appraisal of the trainee's performance, feedback and correction. (Durai, 2016)

One of the advantages of this method is the quick adaption of the employee to the conditions and requirements of a particular job position. In addition, the trainer and trainee closely cooperate and develop their positive working relation. On the contrary, this method can only be used for simple working tasks and procedures. (Durai, 2016)

## **Coaching**

Coaching is a one-to-one long-term process aiming to help employees develop their knowledge and skills and improve their performance. This method is about a relationship between the coach and employee which provides the opportunity for the employee to reflect the experiences, learn from these experiences and develop his capabilities. The coach provides explanation, instruction, control and continuous stimulation of the employee. Employee is able to reach the desired work performance, while his individuality is taken into the consideration. The coach aims to help employees to realize what they supposed to know and what is expected of them in order to perform their job and complete the task. (Clifford and Thorpe, 2007; Armstrong, 2017)

The advantage of coaching is the continuous cooperation, consultation, evaluation and feedback. On the other hand, some employees may be sensitive to be delegated, advised or guided by the superior or coach and this fact should not be underestimated when implementing this training method. (Clifford and Thorpe, 2007; Armstrong, 2017)

## **Mentoring**

Mentoring is similar training method to coaching helping employees to learn and develop. Armstrong (2017) defines mentoring as the process when employees are allocated to trained individuals, who provide them with guidance, advices and continuous support and help them in career advancement. According to Wilson (2005), the key difference between coaching and mentoring is work knowledge and expertise. Mentor is able to offer advice based on experiences in particular work areas and increase employees' competence (Wilson, 2005). Armstrong (2017) adds that the opportunity for employees to choose their mentor has both advantages and disadvantages.

## **Job Rotation**

The purpose of job rotation is to widen employees' present knowledge, skills and experience, while they are changing jobs and departments within an organization after a certain period of time. Organizations often apply this training method in order to promote effective teamwork. Job rotation also enables the organization to effect personnel changes and therefore to achieve desired productivity and strategic goals. (Durai, 2016)

According to Durai (2016), this training programme is suitable for new employees to perform multiple jobs and acquire multi-skills. Advantages of job rotation are increase of

employees' interest in different jobs, employees' recognition of workflows and tasks of the organization and flexibility of employees. (Mulder, Nijhof and Brinkerhoff, 2012).

### **Delegation**

Clifford and Thorpe (2007) define delegation as “the process by which a line manager empowers an individual to perform certain duties”. Authors (2007) also stress that is method is powerful development tool as the employees carry out the work task that they are trying to learn. One of the advantages of delegation is that employees are given real work in real situation, they can learn how to do it and at the same time gain confidence and competency. On the contrary, delegation is often wrongly used and supervisory should be aware that it is not the same as allocating tasks and work. Successfully provided delegation is about supporting the employee, who is able to carry out a task that would normally belong to supervisor. (Clifford and Thorpe, 2007)

### **Working Meetings**

Work meetings are one of the most common methods of training in the workplace. During meetings, employees are informed about the issues and facts related to the particular department and the whole organization. Employees are given an opportunity to share their knowledge, opinions and exchange important information. During working meetings, superiors aim to raise employees' awareness, engage them and motivate them to do their job. Employees expand their knowledge by attending meetings. On the other hand, meetings may be time-consuming and reduce the time allocated to the employees' work duties. (Noe, 2017)

### **3.5.2 Off-the-job Training**

Off-the-job training represents training out of the workplace. Employees participate the training, which takes place away from their usual workplace, for example classroom or training centre (EPA TQUK, 2020). According to Durai (2016), the purpose off-the-job training methods is to minimize the distractions to the trainees. Off-the-job training methods are ideal for teaching the theoretical aspects of the jobs (Tyson, 2006). In comparison to training at the workplace, off-the-job training is generally easy to record and cost (CIPD, 2020). Tyson (2006) suggests that training methods out of the workplace are more suitable for managerial positions or specialists.

## **Lecture**

Lecture is one of the verbal presentation methods which enables the trainer to deliver information to a large number of trainees at the same time. This method is appropriate when a large amount of information and theoretical background is to be provided within limited time. Lecture is an easy, simple and quick method; however, the training is primarily one-way from the trainer to audience and the motivation of participants to actively acquire knowledge decreases. To involve audience, trainers often connect their lecture with discussion and questions. (Noe, 2017; Durai, 2016)

## **Seminar**

Unlike lecture, seminar allows participants to actively participate in training and discussion with the trainer. This may increase employees' interest and motivation to acquire new knowledge and skills. Participants are no longer passive recipients of information, but actively engage in the learning process and contribute their opinions and ideas. It is important for the trainer to prepare the outline of the seminar in advance; therefore, seminar is going in the right direction towards stated constructive conclusions. On the other hand, this training method may be for trainers demanding method due to its preparation. (Clifford and Thorpe, 2007)

## **Demonstration**

Demonstration is training method that emphasizes the practical use of knowledge. This method requires the trainer to demonstrate to the employee how to do particular work tasks and procedures. Demonstration is visual and practical presentation which is complemented by audio-visual technology, practising, feedback and discussion between the trainer and employee. (Buckley and Caple, 2009)

## **Case Study Method**

The purpose of this training method is to provide trainees with the necessary information, and they are expected to make decisions based on their understanding of the given cases. Employees are assigned usually a model situation or real problem which they must solve according to the assignment. In addition, during case study method employees develop their analytical and critical thinking. (Durai, 2016)

**Role-playing**

Role-playing is a training technique referring to acting out a particular role. This method focuses on developing practical skills and abilities of employees who participate actively. By acting in given situations, employees adopt certain social role and acquire social characters. On the other hand, this training method may be demanding, time-consuming and disliked by participants. (Durai, 2016)

**E-learning**

Nowadays, e-learning is one of the most popular training methods which enables learning to take place when it is most needed. This method involves the use of computer and web-based technology to provide employees learning material. Organizations usually use the intranet system to deliver e-learning. The method should be an extension to face-to-face learning; however, it should not replace it. The advantage of e-learning is that it can be customized to suit employee's learning needs and can be provided from any place (home, office, etc.). On the contrary, employees need to be self-motivated, and development of e-learning programmes require time and effort. This method is suitable for new employees completing induction training or experienced employees who want to develop their skills and knowledge. (Armstrong, 2017; The Economic Times, 2021)

## 4 Practical Part

### 4.1 Company Profile

Kooperativa pojišťovna, a.s., Vienna Insurance Group (hereinafter “Kooperativa”) is the second largest insurance company in the Czech Republic with a stable background of the Vienna Insurance Group (VIG) – the leading international insurance group in Austria, and Central and Eastern Europe with almost 96% of Kooperativa’s shares. Nowadays, around 50 companies in 25 countries form a group with a long tradition, strong brands and great closeness to clients. Kooperativa was founded in 1991 and at this time the company was considered as the first commercial insurance company in the former Czechoslovakia. Since 2008, Kooperativa has been run by the Director General Ing. Martin Diviš, MBA, who is also the Chairman of the Board of Directors. Nowadays, the insurance company is one of the leading insurance companies with 30 years and almost 26% shares on the Czech insurance market. (Kooperativa, 2021)

Figure 3 The Official Logo of Kooperativa



Source: Official Website of Kooperativa, 2021

For Kooperativa is very important the quality of provided services, therefore the company put emphasis on everyday communication with clients, fast and personal solutions in relation to insured events and arranging contracts. Kooperativa is general-purpose insurance company and offers a complete range of standard types of life and non-life insurance for all kinds of client, from citizens to small and large enterprises. Kooperativa’s insurance portfolio is described in detail in Table 1.

Table 1 Types of Insurance Offered by Kooperativa

<b>Kooperativa's Insurance Portfolio</b>	
<b><i>Life Insurance</i></b>	
•	assurance on death, assurance on survival to a certain age, and assurance on survival to a certain age or death
•	marriage insurance and savings insurance to provide funds to raise children
•	pension insurance
•	insurance connected with an investment fund / Unit linked insurance
•	accident or sickness insurance as a supplement to the above types of insurance
<b><i>Non-life Insurance</i></b>	
•	accident and sickness insurance
•	motor insurance – motor third-party liability insurance
•	motor insurance – other types
•	property insurance against fire and other damage
•	insurance for aviation, and marine and transportation insurance
•	liability insurance
•	credit and surety insurance
•	insurance for other losses

Source: Author, 2020. Data from Kooperativa's Annual Report 2019.

Kooperativa is aware of its social responsibility, hence it aims to apply a sustainable and responsible approach to all operational areas, company processes, sponsorship, internal activities and to be perceived not only as a good insurance company but mainly as an insurance company for people that understand their needs and takes care of their well-being. Kooperativa builds its CSR on four basic pillars: Fair and sustainable business & Traffic safety, Employees, Environment, and Kooperativa Foundation. In terms of sponsorship, Kooperativa concentrates its support in sport, music and culture projects, such as the Kooperativa NBL (as the general partner of the highest basketball league), the International Music Festival in Český Krumlov, the Hradý CZ (summer cultural festival), Čechomor (as the general partner of the famous Czech band) and Bike for Life (the largest series of mountain bike races in the Czech Republic). In addition, the company is involved in a number of projects in the field of damage prevention, traffic safety and ecology. Equally important area of the company's responsible and sustainable approach is substantial support of social solutions and equalization of opportunities via the Kooperativa Foundation with the main emphasis on individuals and their families – support of youth, parents and seniors. (Kooperativa, 2019)

## Basic Information about Kooperativa as of December 31, 2019

According to the latest Kooperativa's annual report, the year 2019 was for the company a year of formal and organizational stabilisation after the successful merger with another main insurance company on the Czech insurance market and that with Pojišťovna České spořitelny (PČS), which took place on 1<sup>st</sup> January 2019. In the same year, Kooperativa confirmed its leading position among Czech insurance companies with a 25.72% market share and underwritten policies reaching CZK 41.99 billion. Kooperativa with the amount of registered capital is CZK 4.3 billion made in 2019 profit of CZK 3.8 billion. As of March 1, 2021, the company has 4,051 employees and manage 4.66 million insurance contracts for 2.48 million clients. (Kooperativa, 2019)

The main figures of Kooperativa are summarized in Table 2.

Table 2 Kooperativa in Figures for 2019 as of 31 December 2019

<b>Kooperativa in Figures 2019</b>	
Registered Capital	4.3 billion CZK
Net Profit	3.8 billion CZK
Written Premium	41.99 billion CZK
Clients	2.48 million
Insurance Policies	4.66 million
Settled Insurance Claims	719 thousand
CZK Claim Payment	28.16 billion CZK
Share on the Czech Insurance Market	25.72%
Number of Employees	4,051

Source: Author, 2020. Data from Kooperativa's Annual Report 2019.

## 4.2 Organizational Structure

Kooperativa consists of the following statutory bodies: General Assembly of the Shareholders, Board of Directors, Advisory Committee to the Board of Directors, Supervisory Board and Audit Committee.

The Board of Directors consists of six members and one Chairman of the Board. As was already mentioned, the Chairman of the Board is Ing. Martin Diviš, MBA, who is the Director General of the company at the same time. The Supervisory Board consists of fourteen members and one Chairman of the Supervisory Board. The Chairman of the Supervisory Board is Prof. Elisabeth Stadler, who is also CEO of the Vienna Insurance



Group. Kooperativa conducts its activities through its organizational divisions of the first management level of the general directorate, centres and agencies. The company provides its insurance services to clients from more than 300 hundred offices located throughout the Czech Republic.

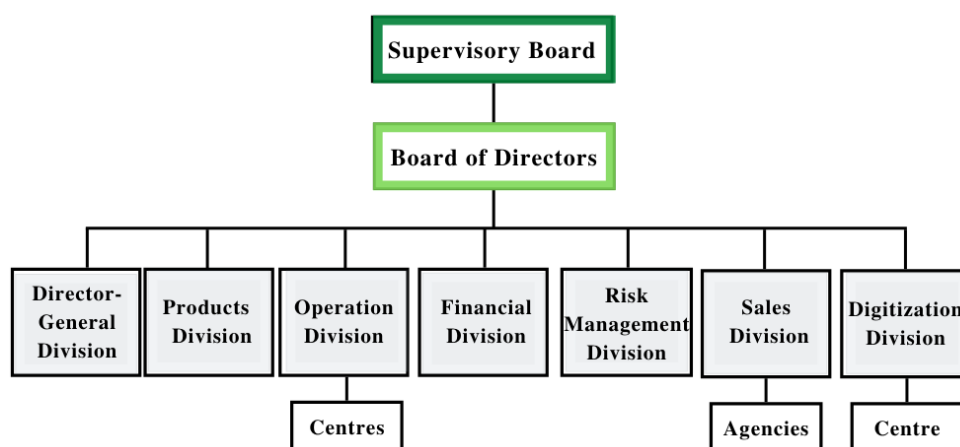
Kooperativa is headquartered in Prague, where is located the Directorate-General consisting of 5 main divisions. Further, each one of 5 main divisions is divided into several smaller divisions and departments that are managed by department directors. Directorate-General of Kooperativa consists of the following divisions: Director-General Division, Products Division, Operation Division, Financial Division, Risk Management Division, Sales Division, and Digitization Division.

The business network of Kooperativa is managed through eight regional agencies that aim to take care of needs of existing clients and to acquire new clients. The company consists of the following agencies: Prague Agency, West Bohemia Agency, South Moravia Agency, Central Bohemia Agency, North Bohemia Agency, North Moravia Agency, South Bohemia and Vysocina Agency, East Bohemia Agency.

The job description of the centres is settlement of insurance claims. Kooperativa has five centres and that are: Personal Lines Ins. Claims Handling Centre, Insurance Policy Administration Centre, Non-Life Insurance Claims Handling Centre, Customer Care Centre, Centre For Liability Ins. For Occupational Injuries.

Simplified organizational structure of Kooperativa is displayed in Figure 4.

Figure 4 Organizational Chart of Kooperativa as of March 1, 2020



Source: Author, 2021. Data from Kooperativa, 2020.

#### **4.2.1 Training and Development Department**

The Training and Development Department falls under the HR Management Division consisting of 7 employees. The Department is managed by the Head of the department. The Training Department ensures the training and development of employees and cooperates with the HR Department in human resource planning. Three employees in this Department are in charge of, among other things, so-called education business partnership. These education business partners advise employees of each division on what additional training courses they need to do their job and what specific courses would help them to their personal and professional development and career growth. Employees can also say what they would like to learn, and education partners help them choose appropriate training programme in accordance with business strategy. To illustrate, the Department is in charge of the following activities:

- develops and proposes concepts of education and personnel development and, after approval, ensures implementation
- organizes training programmes and educational events for employees, including the selection of lecturers,
- evaluates each training session in terms of benefits for participants,
- organizes team activities and ensures team building for employees,
- runs information systems in the field of employee education,
- methodically manages education and licensing and professional examinations of selected groups of employees.

#### **4.3 Employee Training and Development System in Kooperativa**

Kooperativa, as an insurance company operating in the services sector, believes that employees represent a crucial part of the company. Therefore, Kooperativa aims to take care of employees' well-being in three key areas – diversity, flexibility and health and care. The company professes a fair attitude with equal opportunities to its employees, supports their education and personal development, respects their individual professional and personal needs and aims to provide work-life balance.

Employee training and development system in Kooperativa is based on the systematic approach to training consisting of identification of training needs, development of training programmes, implementation of training and evaluation of the training process.

The structure of the employee training system reflects the business strategy, human resource planning of the company and employees' individual personal and professional needs. For Kooperativa it is necessary to take care of employees and clients throughout the year, and constantly train and inform them about new products, assistance and market situation.

### **Identification of Training Needs and Setting the Training Objectives**

The Training and Development Department in cooperation with the HR Department analyses the jobs, employees and departments and identifies for which training is necessary. Specifically, during the needs assessment, several processes are conducted such as performance appraisals, evaluation process, job analysis, surveys, monitoring of employees, participating in Development and Assessment Centre and collecting employees' feedbacks. In addition, training needs of each employee are identified during regular meetings with the line manager and education business partner. Managers help the team of Training Department with assessing employees' training and development needs as they can observe their employees' work performance. The Department also aim to put together what employees and Kooperativa need and from this is created a combination of what employees should be trained in. Employees has the opportunity to discuss their individual needs with their superior or education partner, who advises them on the basis of evaluation and monitoring of their work performance what they would need further for their training and development. If employees participate in any kind of training, their line managers must be well prepared for the evaluation process, observing of their employees' work performance and further identification of training and development needs of employees and planning of educational activities suitable for them. The Training Department is aware of importance of setting the training goals and objectives in order to identify the learning environment and employees' existing knowledge and skills.

### **Planning and Implementation of Training and Development Programmes**

Kooperativa is part of the Austrian company Vienna Insurance Group, and therefore its strategies and values are set in accordance with its parent company. Although VIG states the vision about and requirements of training and development of employees every year, Kooperativa has opportunity to adapt the training processes to local Czech environment. One of the reasons is that Kooperativa provides Czech clients with insurance products and services that are based on the Czech legislation.

In general, when training and development needs are identified employees contact themselves the team of Training and Development Department or they are contacted by the team about next steps and training opportunities. Employees are either advised to participate in specific training programme or they can ask about the training opportunities on their own initiative. Based on the employees' work performance and training needs, their line managers have also possibility to contact the Training Department and choose appropriate training courses suitable for them. Employees and line managers together with business partners determine the requirements of training such as the training topic and content, duration of training, budget, meeting the training needs and objectives, or whether it should be an individual or group course etc. On the basis of these requirements, appropriate and training methods and courses are selected. The planning of training activities for whole divisions, departments and teams is carried out in the same way.

The training and development system is divided into internal training courses and external ones and into mandatory and voluntary training programmes. Internal training is provided by a team of internal lecturers, who are full-time employees of Kooperativa. External training is contracted in advance with external training providers. For some of the voluntary training courses, the selection of employees is provided depending on the nomination of a superior and the recommendation of an education partner. The selection is also based on the outputs of evaluation processes, which also serve as a form of identifying training needs. About participation in voluntary training in which an employee has expressed an interest are also informed the line managers. Managers usually must approve employee's participation in the training course including the coverage of all costs.

The offer of internal training courses is adapted to the individual professional and personal needs of employees. The Department performs quarterly evaluation of internal and external training on the basis of employees' training needs, employees' demand, topicality, feedback from employees, popularity of courses or contribution of courses to employees' work performance. Based on these factors, the offer is then adjusted.

During implementation stage, it is needed to take into consideration key elements affecting the entire training and development system such as objectives, schedule, participants, motivation, methods and trainers. The Training Department is aware of other important elements such as the location, the training facilities, the quality of provided materials and the interaction between participants and trainers. Employees are provided with ample of training opportunities within internal and external training. The Training

Department put emphasis on employees' motivation and attitudes towards training and supports them in further learning as much as possible.

### **Evaluation and Feedback of the Training Programmes**

For the Training and Development Department in Kooperativa, feedback from employees and evaluation of completed training programmes are essential aspects of the training process in order to reflect, analyse, obtain relevant information on the effects of the training, compare stated goals and objectives with what has been achieved, and improve its efficiency and effectiveness. In order to maximize the effectiveness of the training process, employees participating in training events are informed in advance why they should complete the training and what they should learn and achieve by the training. Business partners, together with managers, discuss the information with individual employees. The Training and Development Department publishes on the intranet detailed information about specific educational events and individual topics of training courses, which helps employees to meet defined goals and objectives and to fulfil their needs.

Kooperativa uses several types of training evaluation methods and tools which enable the company to evaluate the effectiveness and efficiency of the training process and possibly improve the outcome and content of future training as well. An evaluation questionnaire is prepared for each employee who has completed a training activity which is focused on the overall evaluation and satisfaction with the training event as well as the individual parts of the training, such as the evaluation of the lecturers, the content or contribution of acquired knowledge and skills to participant's work performance. Other evaluation methods and tools are, for example, Kirkpatrick's levels of evaluation (Level 1 and 2), observation and analysis of employees' performance, surveys, interviews, 360° feedback and evaluation by managers and lecturers. Part of the evaluation is also monitoring of employees in Moodle (e-learning courses). The employees of the Training Department are able to track in Moodle if employees completed mandatory training, in which courses they spend most of the time, if employees have or do not have problems with completing

courses, how many employees participate in e-learning courses etc. All the results and certificates are shown in employees' personal folders in SAP and eSPIS1.

At the end of the training event, participants develop their own action plan with specific tasks (what they have learned, what they will use or what they will change in their work). By being able to review the specific benefits of each training event through action plans, managers can monitor and influence the quality of their subordinates' training.

#### **4.3.1 Training Methods in Kooperativa**

In general, the training methods used in Kooperativa vary from on-the-job methods to off-the-job methods. Training and Development Department provides a number of internal training programmes, courses, lectures, coaching, consulting, mentoring, online courses, online publications and guidance, education business partnership, webinars, induction training and teambuilding events. Employees have a possibility to educate themselves via e-learning platform in Moodle or register for voluntary training courses through the Portal of Catalogue Courses provided by external providers. Employees are supported in self-study, job delegation, learning by doing or delegation. Moreover, Kooperativa supports diversity of its employees, which is reflected in various activities such meetings of the club of managers focused on the support and networking of women in management and workshops with interesting guests focused on personal development or health prevention events. The training and development system also focuses on talent management, trainee programme and support of mental health in cooperation with the company's psychologist and internal coaches.

#### **4.3.2 Mandatory Training**

Based on § 103 of Act no. 262/2006 Coll., The Labor Code, the employer is obliged to provide employees with mandatory training given by the legislation of the Czech Republic. All employees of Kooperativa take the courses Occupational Safety and Health, Fire Protection and GDPR in the form of e-learning. The certificate of completed training is placed in the personal file of each employee. Selected groups of employees have to also complete other mandatory training courses depending on their job position and its

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<sup>1</sup> The eSPIS system replaces the paper file of the employee, which is held by each employee in the Personnel Department (Kooperativa, 2019).

requirements. For instance, employees distributing insurance to Kooperativa's clients must complete a one-time course organized by the Czech Insurance Association described as follows.

### **IDD (Insurance Distribution Directive)**

IDD is a European legislation transposed into Czech law by Act No. 170/2018 Coll., On the Distribution of Insurance and Reinsurance. This Act provides the conditions under which insurance products may be distributed, designed and sold in the Czech Republic. The main principle of IDD is the professional consultancy provided by distributor (i.e. insurance agent or employee), including a sufficient amount of information to the client. (Akademie ČAP, 2021)

Not all employees in Kooperativa must pass the IDD professional exam, this only applies to selected employees whose job it to distribute insurance to the Kooperativa's clients. For easier orientation in IDD rules, Kooperativa provides its employees with the IDD Minimum and IDD Plus e-learning courses via Moodle. E-learning courses aim to prepare employees for different types of individual exams and provides them with set of questions. Afterwards, the selected groups of employees must pass the professional exam to an accredited person of the ČAP Academy<sup>2</sup>. Professional examinations consist of both life insurance and non-life insurance types of exams.

#### **4.3.3 Voluntary Training**

Available voluntary training courses are accessible on the intranet via the Portal of Catalogue Courses and Moodle, or they are offered by the internal team of the Training and Development Department. The Portal of Catalogue Courses informs employees about the possibilities of professional and personal development. The tailor-made courses with high-quality lecturers are created in cooperation with the external provider called 1.VOX. The catalogue offer corresponds to employees' individual training and development needs and the current strategic needs of the company. The Training and Development Department compiles and updates the catalogue of training courses quarterly. Enrolment

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<sup>2</sup> Česká asociace pojišťoven (ČAP) is the Czech Insurance Association for the organization and support of mutual assistance, cooperation and securing the interests of insurance and reinsurance companies. (Akademie ČAP, 2021)

on the training courses is provided through the Portal of Catalogue Courses. Employees open the portal, choose one or more courses and inform their supervisor.

#### **4.3.4 Internal Training Programmes**

Kooperativa provides its employees with ample offer of training opportunities, for example, training of sales skills, product training, soft-skills training, digi-skills training, leadership, personal development, management skills or regular lectures on current topics. A few of internal training programmes are described as follows.

##### **Induction Training**

Every new employee of Kooperativa must complete an induction training which is mainly focused on personnel administration and getting employees familiar with internal regulations. As part of the first days at Kooperativa, employees must complete mandatory e-learning courses such as Occupational Safety and Health, Fire Protection and GDPR<sup>3</sup>. The certificate of completed training is placed in the personal file of each employee. Based on employees' job position and its requirements, selected groups of employees must complete other compulsory training courses such as Drivers of Reference Vehicles, IDD Minimum and IDD Plus (for insurance distributors and insurance agents), Course Package of AML, FACTA and CRS <sup>4</sup>for Employees (for employees directly involved in the business or directly managing or controlling such activity), and Course Package of AML, FACTA and CRS for Insurance Agents. Other needed initial training courses depend on employees' profession and specialization that are introduced to employees by their managers.

##### **Professional Minimum and Managerial Minimum**

At the beginning of the month after employees start, they can look forward to a series of meetings organized for new employees called Professional Minimum of Managerial Minimum that help employees to adapt to new working environment. Professional Minimum is held for new employees of non-managerial positions, while Managerial Minimum is organized for employees working in a managerial position. Managerial

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<sup>3</sup> General Data Protection Regulation

<sup>4</sup> AML (Anti Money Laundering), FACTA (Foreign Account Tax Compliance Act), CRS (Common Reporting Standard)



Minimum should familiarize managers with what they should go through as managers, where they should be managed, or what they should be able to do as managers.

The initial meeting of both Professional and Managerial Minimum courses consists of several parts such as Welcome – Kooperativa and Its People, The History of Kooperativa, Corporate Strategy, Insurance Frauds and Corporate Values. Employees are also introduced to their managers and colleagues in team and different departments, and they are getting familiar with the so-called adaptation plan. The adaptation plan is used to train new employees. It gives the new employee a clear idea of what, when, and with whom to do it. It is an important tool for manager to work with a new employee. Moreover, direct superiors help employees with their inclusion in the company. After one year in Kooperativa, employees participate in other Minimum courses which aim to present employees what they should do or know by that time.

### **Adaption of a New Employee – Insurance Advisor Guide**

This adaptation programme is designed to help employees in the first two years of their career at Kooperativa. After completion of the programme, the insurance consultant will manage the following basic activities such as sale of life and non-life insurance products, sale of financial products and financial advice, development of new business activities and care of existing clients. The adaptation is supervised by the employee's manager, the guarantor and the sales coach. The area manager and the office manager define the objectives of each insurance consultant. They also manage evaluation interviews, decide on reclassification, and finally provide the feedback. The task of the guarantors of the adaptation programmes is to guide the employee during the adaptation, to manage his/her adaptation and to conduct weekly interviews with him/her. The guarantors also teach the employees to know the products and how to sell them.

### **Managerial Superstructure**

The purpose of this series of training courses is to improve in managerial work, to develop managerial skills in different areas and to get inspiration for managerial work. The courses consist of parts such as the personality of the manager, performance management, management styles, situational guidance, motivation of the team, effective team management, communication in the team, development of team members' competences, evaluation and feedback. Participation in this training course is subject to completion of the Managerial Minimum course. Managerial Superstructure also involves an exchange of

experiences between managers in various positions in Kooperativa, on the basis of which managers should learn to deal with practical situation in the team.

### **Trainee Programme**

An annual cycle for university graduates directed by a mentor is complemented by professional internships in company divisions, regional branches and competence centres. The programme includes several multi-day education courses focusing on etiquette, teamwork, presentation skills and on individual sections according to the local agenda of the given department. Many of them currently work in various positions, from controllers, analysts, Key Account Managers and project leaders, to heads of teams, departments and sections, and regional managers. The advantage of the program is the friendly relations that arise between its participants and thus facilitate cooperation across departments.

### **E-learning via Moodle**

Kooperativa provides e-learning courses and supporting educational materials needed for work in the company via Moodle. Moodle is one of the most popular online education support systems and learning platform in the world. The content of Moodle is adjusted to the employee's job position, the type or content of the job. For example, the content of e-learning courses varies for HR staff and for insurers and loss adjusters. However, the content of general courses available to all employees of Kooperativa is the same for all. The Training and Development Department regularly updates and adapts the content of Moodle and online courses. In case of the new directive, norm or legislation, the Board of Directors send instructions and request towards the Training Department. The department establishes educational material in cooperation with experts on the particular issue and creates an online course available at Moodle. After that, the department sends an email and informs all employees or selected groups of employees about a new course, which is needed to be completed. For creation of new courses and study materials, there may also be an initiative from the head of department, the director of the division or interest from employees.

## **Team Building**

Team building provided by Kooperativa serves to improve relationships, teamwork and skills such as communication, solving common tasks or overcoming obstacles. Work teams learn how to find ways to make the most efficient use of the individual skills of individual team members and develop cooperation between team members and between teams. During team building, various tasks are being carried out which together aim to achieve predetermined intention, goals and objectives. Specifically, team building focuses on:

- teamwork, division of roles in the team, cooperation on common tasks,
- dealing with the situation under different conditions,
- communication in non-standard situations,
- mutual support, trust and openness.

In Kooperativa, team building can be provided within the particular workplace of employees or in two training centres Hružův Mlýn and Velké Mezířčí and other localities by prior agreement.

## **Coaching**

In Kooperativa, coaching helps the employees with the search for individual solutions and the personal development in their chosen area. Coaching comprises of regular individual meetings of an employee with the coach in order to find ways to achieve an employee's both personal and professional goals and objectives and to support their development. Employees in Kooperativa can only be coached by people who have completed coaching training accredited by the Ministry of Education, and at the same time passed internal certification. The certification includes verification of acquired skills and commitment to adhere to the principles of the Czech Association of Coaches.

The impulse for the coaching may be evaluation of an employee, employee interest, output from assessment and development centre or supervisor's request. It is possible for employees to choose from internal or even external coaches, because each of the coaches has different training methods. The coach keeps records and concludes an overview at the end of each quarter which is to be discussed with the Training and Development Department.

#### **4.3.5 External Training Programmes**

Kooperativa provides its employees with ample offer of training opportunities in cooperation with external partners. A few of external training programmes and external partners are described as follows.

##### **1. VOX a.s.**

Employees have opportunities to participate in voluntary training programmes through Kooperativa's the internal catalogue of training courses. The Portal of Catalogue Courses informs employees about the possibilities of professional and personal development. The tailor-made courses with high-quality lecturers are created in cooperation with the external provider called 1.VOX. The external company offers the training courses in the fields of taxation, accounting, economics, finances, wages and labour law. The areas of soft skills are represented by human resources management, communication, management and presentation skills, marketing and PR, sales and business and development of personal skills.

##### **Seduo.cz**

Seduo.cz is one of the Czech online educational portals with video courses. Employees of Kooperativa have the opportunity to learn everything they need for their work and personal development. The advantage of this online educational portal is flexible and accessible education from everywhere, for example, from office or home. Employees can also plan completing training courses according to their time options. Employees have access to video courses covering educational areas such as soft and hard skills, leadership, trade, communication skills, presentation skills, marketing, personal development, employees' productivity, project management, HR management and office software.

##### **Czech Insurance Association – Basics of Insurance**

The selected group of employees becomes familiar with the basic principles, processes and legislation of the insurance sector. By completing the entire training programmes, employees receive comprehensive information that is necessary for their further insurance practice. In case of successful completion of the course, the employees receive a Certificate of Completion. Experts from member insurance companies discuss the following aspects with the course participants:

- the characteristics of the insurance sector, its importance and the definition of basic concepts,
- insurance supervision, organization and management of the insurance sector,
- reinsurance,
- underwriting in life and non-life insurance,
- risk management,
- types of insurance and insurance contracts,
- adjustment of claims and assistance services in life and non-life insurance,
- insurance fraud,
- rights and obligations of clients, client protection and protection of personal data.

#### **Gradua – CEGOS, s.r.o.**

Gradua – CEGOS is a Czech educational and consultancy company with extensive experiences in adult education providing affordable and reliable training for employees of each organization. The company also aims to enhance the performance of key employees and the entire organization and to provide effective employee training and personnel advice. Kooperativa offers its employee a lot of training programmes created in cooperation with Gradua – CEGOS, for example, Lecturer Skills, Assertiveness in Practice and Negotiation Not Only for Managers. Course Lecturer Skills is suitable for employees whose duties include lecturing and do not have any pedagogical education or previous lecturing experiences. By completing this training programmes, employees acquire basic lecturing and communication skills. For example, employees learn and try:

- basic teaching skills,
- preparation training programmes and lectures,
- the basics of rhetoric,
- managing a problematic areas and unpleasant situations which may occur during training,
- interactive interpretation,
- practising of lecturer's performances on model audience, its evaluation and feedback and practising of different variants according to the group's specifics
- work on the creation of a study material and its evaluation,

## **James Cook Languages s.r.o.**

The language service provider for Kooperativa is James Cook Languages (JCL). JCL is the largest provider of corporate language training in the Czech Republic. The company aims to teach Kooperativa's employees how to communicate in English, motivate them, provide high-quality language courses with qualified lecturers, develop the knowledge and skills of its clients, help them to achieve their language goals and contribute to their satisfaction, success and better market position. Every employee who fulfils the entry conditions can apply to study, namely the approval of the study by a superior and passing the entrance test. During their studies, students take a continuous test of the language level every 6 months. To continue studying, employees need to pass the test after a year of study and advance to the next language level. In case of business need to study another foreign language, e.g. German, Italian, Spanish, etc., employees have an opportunity to contact the Training and Development Department. However, employees must describe in detail the work activities for which they use a foreign language (except for English). After approval, an employee will be contacted by a representative of the company James Cook Languages, who will set up an individual lessons plan with the employee and set educational goals.

### **4.4 Funding of Training and Development System**

The insurance industry is a stable business, and therefore a similar budget for training and development of employees can be assumed every year. During May, the Training and Development Department prepares a draft budget for the following year, which is sent to the headquarters of the parent company VIG in Vienna for preliminary approval.

The the overall employee training and development budget is centrally managed, distributed and controlled on the basis of specific rules. The budget is divided into company-wide educational events and part of the budget is available to directors of individual divisions for specific training programmes. Directors of these divisions can divide investments in education where it is needed into individual departments, agencies or centres. As internal lecturers are full-time employees of Kooperativa, it is not possible to monitor the costs of internal training. For this reason, the cost ration of internal and external training cannot be distinguished. Division budgets cover the costs of training activities provided, organized and offered by the Training Department to the extent agreed by the division directors in the preparation of educational plan defined as follows:

- personal education allowances for employees,
- contributions to language courses,
- costs of vocational training events,
- courses and conferences needed to maintain or develop employees' knowledge and skills.

Training events provided by external partners must be ordered in advance and invoices must be paid through the Training Department. Possible reserves, of which individual directors have been informed, may be used to cover the costs of training activities supporting business activities agreed by the Department of Commerce or may be used to apply additional requirements (beyond the originally agreed framework) to training events organized by the Training Department. Kooperativa covers employees' participation in voluntary training programmes offered through the Portal of Catalogue Courses and there is a separate budget from which the courses are paid. The voluntary study therefore does not burden the employee training and development budget of the particular divisions, department, agencies or centres. In addition, Kooperativa financially supports university studies, the MBA programme and similar qualification programmes on the basis of a qualification agreement only for some of its employees.

#### **4.5 COVID-19 and Online Training System**

Due to COVID-19 pandemic, the entire Kooperativa operates according to the safety regulations set by the Government and this is also adapted to the training and development of employees. Unfortunately, most of face-to-face forms of training provided by Kooperativa or its external partners had been cancelled or moved to another date. The training and development system had to change, and all training courses are in the form of online courses and webinars. First, the Department had to adapt the training system to the current conditions and made all training courses available online. Then the Department had to train employees how to work in an online environment.

Employees can participate in training safely from home and their selection is not limited in any way. Unfortunately, most of face-to-face forms of training provided by Kooperativa or its external partners had been cancelled or moved to another date. For this reason, Kooperativa motivates its employees to use their time for the personal development and to educate themselves without any barriers. Enrolment on the training courses is under the same way as it was before COVID-19. However, as it was already mentioned the only

difference is that courses are currently online without physical presence of participants and lecturers. The Training and Development Department is thinking about its employees and has extended the offer of training opportunities by new courses and webinars provided by external partners. A few of them are described as follows.

### **Red Button EDU**

Red Button represents a network of people sharing their know-how. The network now consists of about 90 professionals, coaches, entrepreneurs, innovators, consultants and people from non-profit and public administration who work together on projects and products, meet each other, learn from each other and get inspired. Kooperativa in cooperation with Red Button enables all its employees to take full advantage of the EDU platform, which provides on weekly basis a live broadcast of inspiring lectures on current topics from interesting people and experts who are willing to share their know-how with others.

### **European Leadership & Academic Institute s.r.o. (ELAI)**

Kooperativa in cooperation with ELAI has prepared online tailor-made training courses, lectures and consultations focusing on current challenges – home office, future and creativity, leadership, innovation and digitization, managerial skills, project management, human resources, customer care, marketing and PR. Kooperativa's employees can send request and consult it with the Training and Development Department. After that, the Department will arrange for applying employee or the whole team tailor-made course.

### **Digiskills**

Digiskills is the educational portal focusing on digital skills and their associated areas. The portal offers, among other things, a course called How to Work from Home, which is a free online training program with a set of recommendations, training videos, and useful links about working from home. Thanks to this course, employees gain basic skills for effective home office and they learn how to use the tools needed for this activity.



## **4.6 Questionnaire Survey**

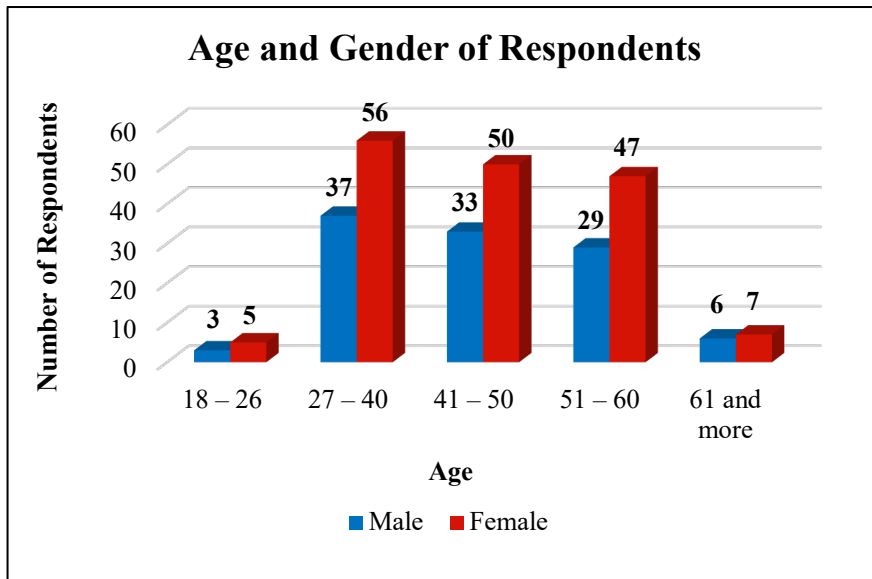
A questionnaire survey was conducted for the main research in order to collect detailed data about the employee training and development system in Kooperativa, employees' opinions, attitudes, preferences and satisfaction with the current system and its training methods. The anonymous questionnaire was sent to employees via internal e-mail with web page link to questionnaire. The questionnaire survey mainly focuses on employees of Kooperativa's Directorate-General, however, some questionnaires were also collected from randomly selected centres and agencies. There were 832 potential respondents working in 5 different divisions of Directorate-General and 273 of them completed this questionnaire. The return of the questionnaire is about 33%. The survey took place in January 2021 and lasted than a month. The questionnaire consists of twenty-four questions and is divided into two main parts – identification of respondents and employee training and development system (the original version of questionnaire as well as translated one can be seen as Appendix 1 and 2).

### **4.6.1 Identification of Respondents**

This chapter aims to summarize the results of demographic questions that were used to gather some basic information about respondents. The characteristics of Kooperativa employees were processed on the basis of an evaluation of five demographic questions placed at the beginning of the questionnaire. Employees were asked to answer questions such as age, gender, duration of the employment, work division and supervisory status.

The first two questions examined the gender and age of the respondents shown in Graph 1. The total number of respondents was 273, of which 169 were women (60.4%) and 104 were men (39.6%). This ratio indicates that women of working age predominate and reflects that Kooperativa employs twice as many women as men in total.

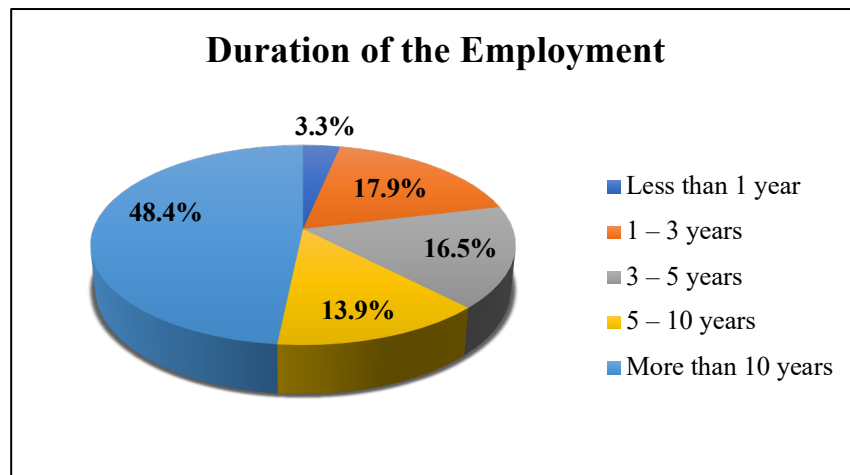
Graph 1 Age and Gender of Respondents



Source: Author, 2021

As can be seen in the graph above, the respondents are divided into groups on the basis of age range. The questionnaire responses showed that the largest group of respondents were employees in the age range 27-40 years, accounting for 34.1% (93 employees). Another 83 employees (30.4%) were aged between 41 and 50 years and employees in the age range 51-60 years (76 employees) ranked third with 27.8% according to the total number of respondents. Only 13 respondents (4.8%) stated that they were 61 years old and older. Last but not least, minority of respondents (8 employees, 2.9%) who participated in the questionnaire survey were in the age group 18-26 years. Overall, the most responses came in the age ranges 27-60 years, which follows the age structure of employees in Kooperativa.

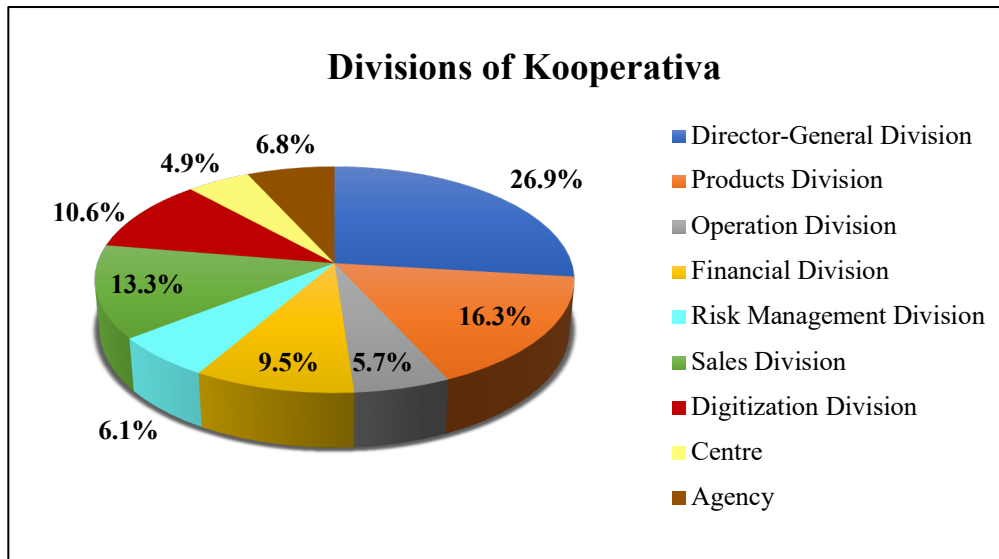
Graph 2 How Long Employees Work at Kooperativa



Source: Author, 2021

The third question examined how long the respondents had been employed by the insurance company Kooperativa. This question aimed to distinguish the long-serving employees having the experiences with the employee training and development system from employees working in the company for few years and having little experience with the system. Graph 2 reveals that nearly half of the respondents, namely 48.4% (132 employees), have worked in Kooperativa for more than 10 years, followed by 17.9% of employees who are part of the company for 1-3 years. The two groups of employees working in the company from 3 years up to 10 years together add up to 30.4%. The results shown in the graph above demonstrate that most of the employees working in Kooperativa experienced not only initial training but also continuous learning in different forms over several years, therefore, they could likely to produce the most objective results in view of their experience.

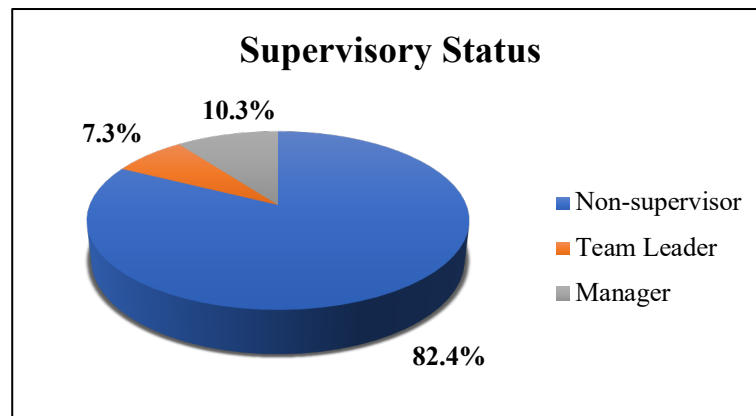
Graph 3 Representation of Respondents by Organizational Divisions



Source: Author, 2021

The fourth question aimed to distinguish employees from different divisions of Kooperativa. In addition to the common mandatory training courses, each division has different training requirements, needs and objectives. As illustrated in Graph 3, respondents from all divisions of Directorate-General and some centres and agencies participated in the questionnaire survey. Most of the employees, accounting for 26.9%, have been working in Director-General Division consisting of General Secretariat Department, HR Management Department, Marketing and Communication Department, and Internal Audit Department. The second largest group of respondents (16.3%) selected Products Division that is in charge of insurance products, followed by Sales Division (13.3%), Digitization Division (10.6%) and Financial Division (9.5%). Centres and Agencies, both accounting for nearly 12%, are in charge of the business network of Kooperativa and settlement of insurance claims. These results contribute to better understanding of employees' different perceptions, opinions and approaches to training as different job positions (e.g., insurance agent, loss adjuster, HR officer or accountant) have different training needs and requirements.

Graph 4 Division of Employees on the Basis of Supervisory Status



Source: Author, 2021

The fifth question questionnaire aimed to distinguish subordinates from their superiors who may have different approach to corporate training. As can be seen in Graph 4, vast majority was represented by employees with no supervisory status (82.4%). This means that employees do not have any responsibility for other employees, therefore, they can be considered as subordinates. Team leaders and managers leading groups of people, teams or departments accounted for 17.6%. The graph above reflects the real situation in Kooperativa, when only minority of employees works on managerial positions.

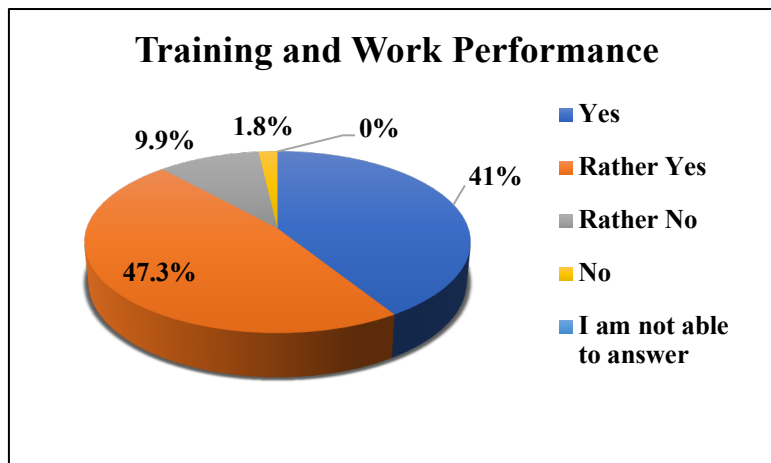
#### 4.6.2 Training and Development System

The second part of the questionnaire survey is focused on the current training system, employees' attitudes towards training and their satisfaction with the system in Kooperativa. This part included close-ended, open-ended and matrix questions, hence employees had the opportunity to express their views.

#### Employees' Perceptions and Views on Training in Kooperativa

It is apparent from Graph 5 that the total share of 88.3% of employees perceive that the training system contributes to improving their work performance and this could be considered as the positive fact. Employees are aware that training plays an important role in their job. The rest of 11.7% of employees stated that they do not perceive any contribution of training to their work performance, which could be linked, for example, to dissatisfaction with the offer of training courses, lack of motivation or misidentified training needs and objectives.

Graph 5 Perception of the Training System as Contribution to Work Performance



Source: Author, 2021

Table 3 presents interrelation of two questions, whether Kooperativa provides its employees with enough training opportunities that develop their knowledge and skills needed for their job and or employees perceive that they are developing to some extent. The table below shows frequencies of employees’ responses revealing that the almost all respondents inclined to positive answers to both questions. Employees who think that Kooperativa offers enough training opportunities stated that they feel they are developing to some extent and vice versa. Answer “Yes” was used by 83.4% of respondents in both questions and answer “Rather Yes” was used by 51.7% of respondents in both questions.

Table 3 Providing Enough Training Opportunities Connected with Development

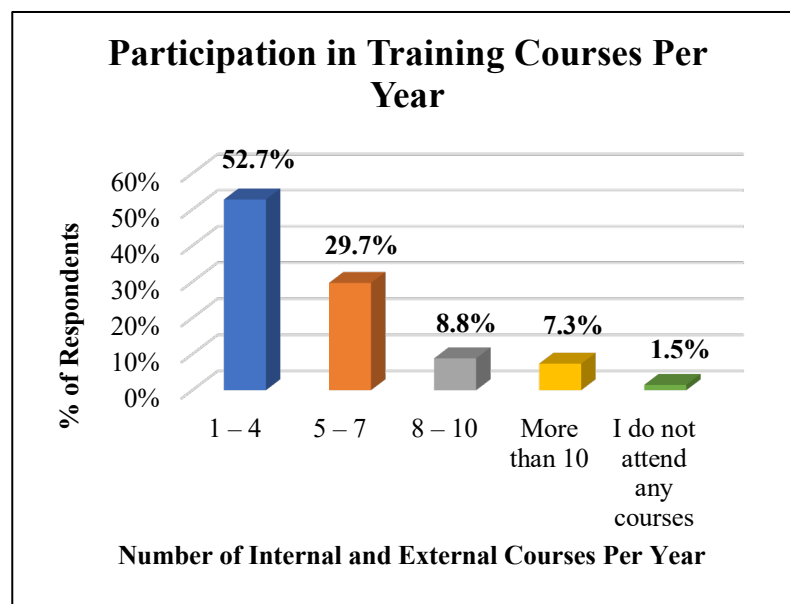
		Do you perceive that you are developing to some extent?								Total
		Yes		Rather Yes		Rather No		No		
		n	%	n	%	n	%	n	%	
Does Kooperativa provide enough training opportunities?	Yes	121	83.4	52	44.8	0	0	0	0	173
	Rather Yes	24	16.6	60	51.7	8	100	4	100	96
	Rather No	0	0	4	3.4	0	0	0	0	4
	No	0	0	0	0	0	0	0	0	0
Total		145	100	116	100	8	100	4	100	273

n = Absolute Frequency; % = Relative Frequency

Source: Author, 2021

As can be seen in Graph 6, half of the respondents most often attend from 1 to 4 training courses in a year (52.7%). In second place are respondents who attend 5-7 internal and external training courses (29.7%). The rest of employees attend more than 8 training courses per year (16.1%), thus assuming these employees are, for example, insurance agents or loss adjusters who must complete more mandatory training courses than other employees in Kooperativa. The results reveal that employees should be more motivated by the company in attending training courses.

Graph 6 Employees' Participation in Internal and External Training Courses Per Year

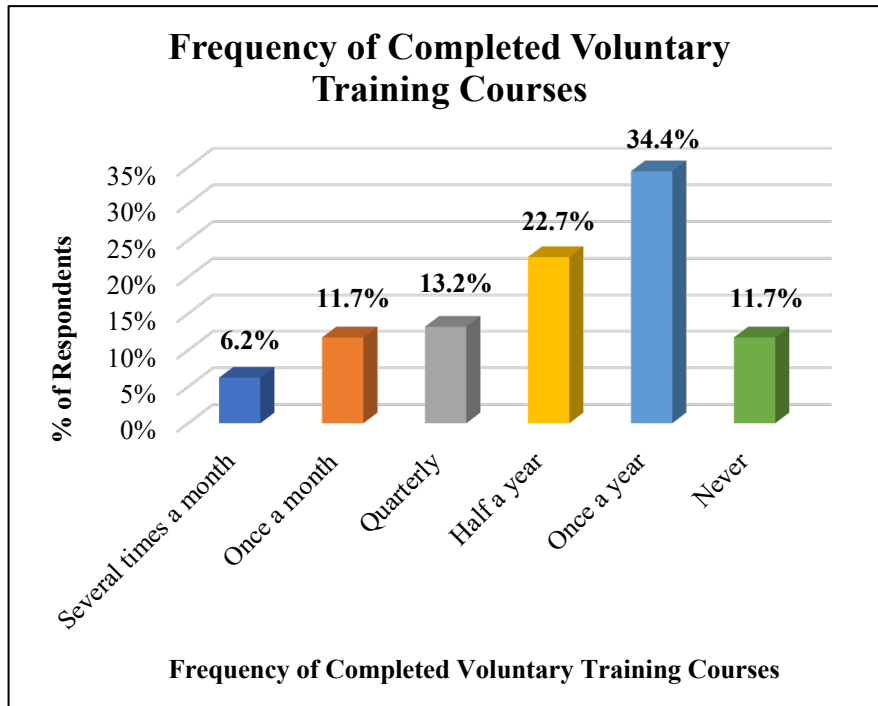


Source: Author, 2021

Voluntary training plays an important role as mandatory training and therefore few questions in the questionnaire aimed to observe employees' attitudes towards voluntary training courses. The results on frequency of completed voluntary training courses are presented in Graph 7. More than one third of respondents (34.4%) stated that they participate in voluntary training only once a year, followed by employees who complete voluntary courses twice a year (22.7%). Another 13.2% of respondents complete courses quarterly. The lowest number of respondents, together accounting for 17.9%, complete courses several times a month or once a month. The surprising situation arising from the graph below is that 32 employees (11.7%) do not participate at all in the voluntary training courses offered on the portal. This could be the alarming fact that employees are not familiar with voluntary training system, it is not sufficiently explained to employees or they are not fully motivated to complete voluntary courses. Another reason for this

problem may be that some employees feel overwhelmed with mandatory training courses, so employees do not have any time or energy for completing voluntary training courses. This situation should be changed and employees' approach towards voluntary training needs to be improved.

Graph 7 Frequency of Completed Voluntary Training Courses via the Portal of Catalogue Courses

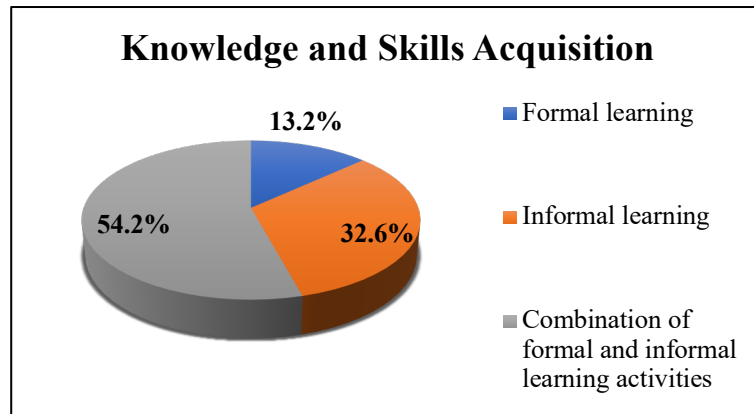


Source: Author, 2021

Graph 8 shows the results of employees' responses on how they acquire most of the knowledge and skills needed for their job. The results reveal that 54.2% of employees acquire most of the knowledge and skills through combination of two methods, which are formal and informal learning. Employees may be most familiar with this way, because in each situation they have different training needs. Sometimes employees need to be trained at a seminar, and sometimes self-study suffices. More than one third of respondents (32.6%) gain knowledge and skills through informal learning including self-study, consultations with colleagues or superiors, books, online forums and so on. On the other hand, only 13.2% employees stated that knowledge acquisition is done through formal learning covering instructor-led courses, seminars, webinars, workshops and coaching. It is a very low level of preferences considering the fact that Kooperativa invests a lot of money, time and effort in formal learning.



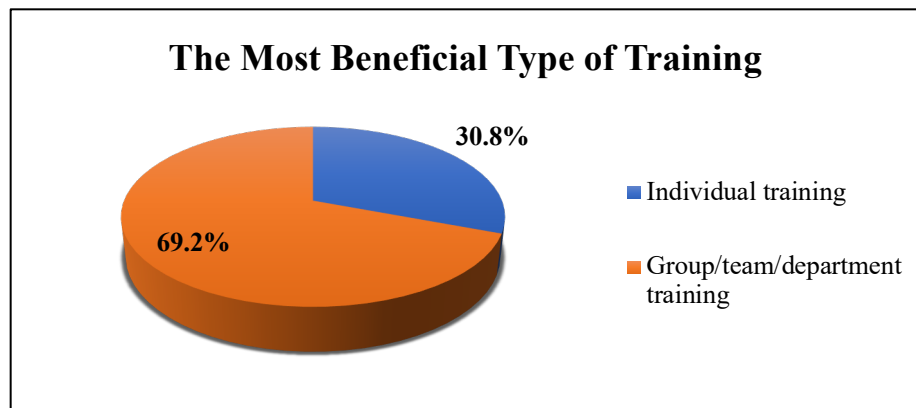
Graph 8 How Employees Acquire Most of the Knowledge and Skills Needed for Their Job



Source: Author, 2021

As can be seen in Graph 9, vast majority of respondents (69.2%) stated they preferred group, team, department and division training to individual training (30.8%). Employees may feel more comfortable with group training, because they can learn together and complete tasks together under a single instructor. Social factors could play a big role in learning. On the contrary, individuals who require or prefer special attention in learning selected the option individual training.

Graph 9 Employees' Perception of the Most Beneficial Form of Training

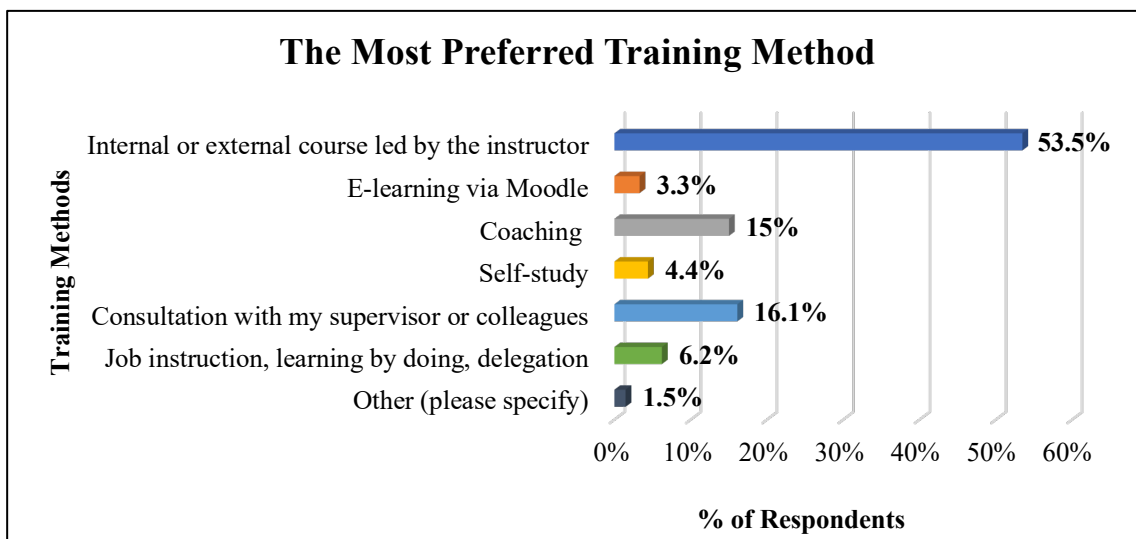


Source: Author, 2021

In the thirteenth question employees were asked what kind of training method they prefer the most. It is apparent from Graph 10 that 53.5% of respondents mostly prefer method of internal or external course led by the instructor. The difference between the most preferred method and the other methods is striking. The following employees' favourite training methods are job consultation (16.1%) and coaching (15%). 6.2% of

employees chose the option of on-the-job training methods including job instruction, learning by doing and delegation. The graph below shows that the least preferred training methods are self-study (4.4%) and e-learning provided via Moodle (3.3%). Both of these methods require employees' own initiative, and many respondents may lack the motivation to learn in the company. Employees may also have associated e-learning via Moodle with necessity, as most of mandatory training courses take place there causing the low rate of preferences. The group of respondents who chose the option "Other" stated they preferred the most mentoring or working meetings. In addition, a lot of employees are more comfortable with face-to-face training than with online one. Respondents in the age ranges 41-50 and 51-60 years prefer the most training courses led by the instructor, while the respondents in the age range 27-40 prefer consultations with manager or colleague as training method.

Graph 10 Employees' Preferences Regarding Training Methods

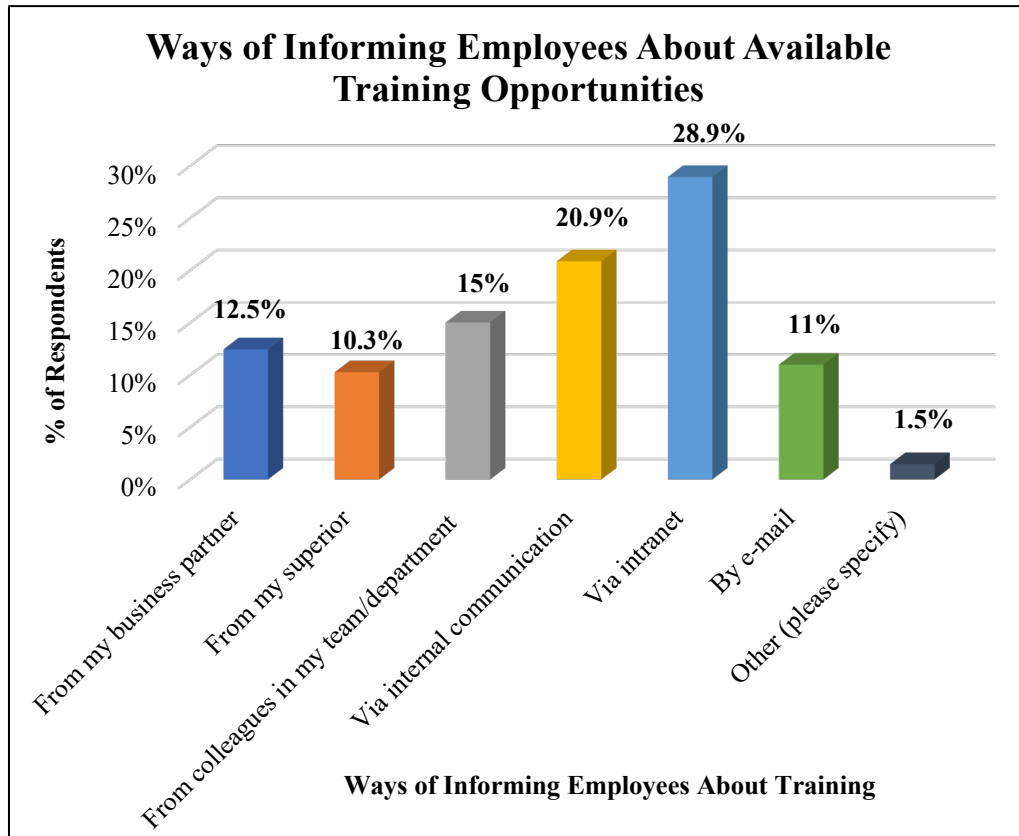


Source: Author, 2021

The next question aimed to obtain data about how employees get informed about available training opportunities in Kooperativa. Graph 11 shows that most of the respondents (28.9%) get informed about current training and development opportunities via Kooperativa's intranet. Another 20.9% of employees receive information via internal communication. Respondents also get information through their colleagues (15%) or business partner (12.5%). The least common ways of informing employees are e-mails (11%) or by managers (10.3%). Managers support their employees in continuous learning, help them to identify their training needs and evaluate their work performance. However,

they do not have that significant influence in informing their employees about training opportunities. Staff of the Training Department provides consultancy to other departments and division as business partners and therefore it is expected lower rate of respondents, who chose managers as the mean of informing.

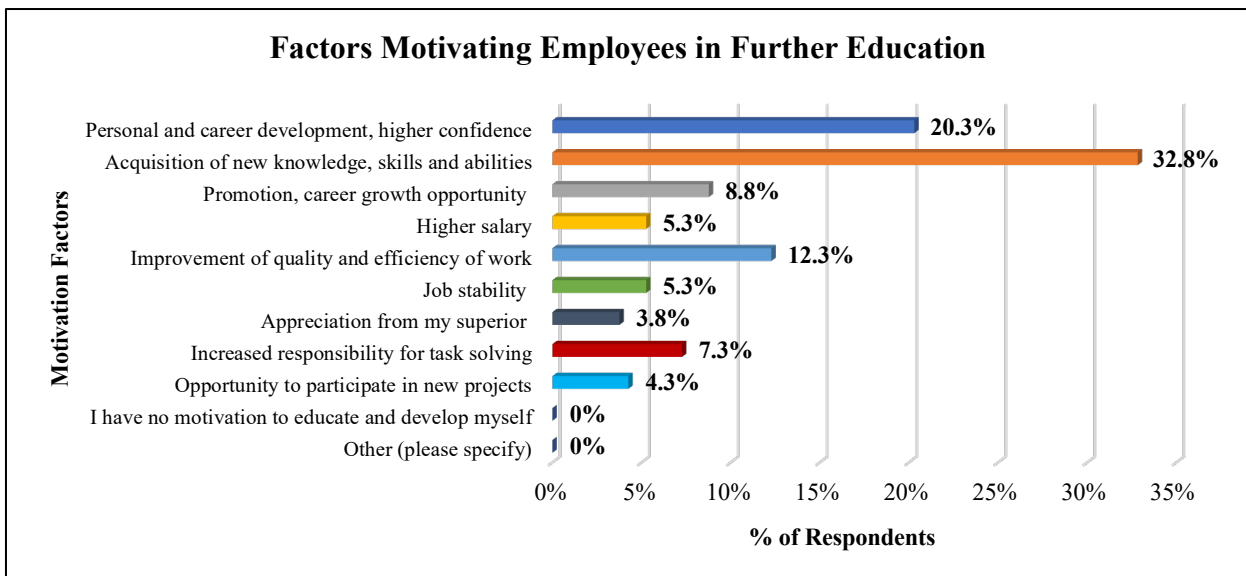
Graph 11 How Employees Get Informed About Available Training Opportunities



Source: Author, 2021

Question No. 15 is a multiple-choice question, when respondents could select one or more answers. Employees were asked to select which factors motivate them in further education within Kooperativa. As illustrated in Graph 12, 32.8% of total responses was for acquisition of new knowledge, skills and abilities. The second factor motivating employees the most is personal and career development and higher confidence with 20.3%. Another important motivator for employees is improvement of quality and efficiency of work (12.3%). The graph below shows that employees are more self-motivated than being motivated by external values, such as higher salary or job stability. Another positive fact is that all respondents chose at least one of the motivators, so no employee is unmotivated in educating and developing within Kooperativa.

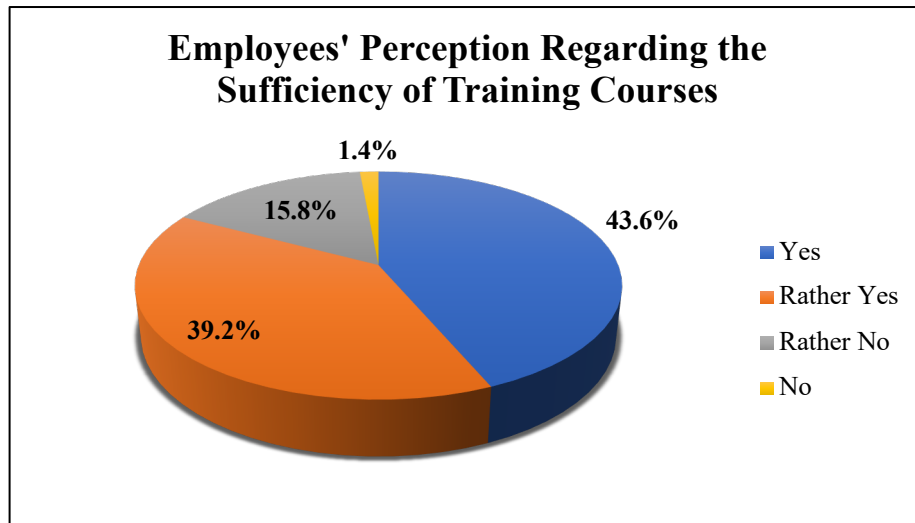
Graph 12 Which Factors Motivate Employees in Further Education Within Kooperativa



Source: Author, 2021

In the next two questions employees were asked whether they consider the offer of internal and external training courses in the company as sufficient and what other training courses they would welcome. The results shown in Graph 13 reveal that 82.8% of respondents consider the offer of training courses to be sufficient. The rest of respondents (17.2%) consider the offer as insufficient, and this percentage represent quite high rate of responses. Employees may feel like this due to Covid-19 pandemic and limited training offer. Almost all face-to-face training courses had to be cancelled. Employees also needed to learn how to work from home efficiently and how to work within online environment. This statement is supported by answers from open-ended question, what other training courses employees would welcome. They would mostly appreciate courses regarding communication skills in online environment, how to work with Webex, how to work with Microsoft Office programs, hard skills, how to behave in online environment, IT courses for the average user or courses about new functions of internal systems. Other mentioned training courses were rather related to the specific work and position of individual employees. Last group of mentioned courses that employees would is self-development, professional development or development of the team. There were also few respondents who stated that the offer of courses was too extensive, and they are not even able to go through all courses. This is interesting situation which may explain the issue with employees' low participation in training courses.

Graph 13 Employees' Perception of the Offer of Internal and External Training Courses



Source: Author, 2021

In next question respondents were asked to select one answer corresponding their own opinion on the following statements. Respondents had opportunity to express how much they agreed with these statements. The percentage shown in the table below represent the proportion of the total number of respondents. Table 4 reveals that most of the respondents agree or strongly agree with all the statements. With the first statement regarding career growth opportunities agreed 50.9% of employees and other 25.3% of respondents strongly agreed. On the other hand, there is quite high ratio of employees who do not agree that there are any career growth opportunities for them within Kooperativa (19.5%). This may be due, for example, to the fact that employees have reached their maximum and realize that there is no career opportunity for them in Kooperativa anymore. Another reason could be that superiors do not sufficiently consult with their subordinates on their career advancement. Managers must broaden career discussions to show employees how education, training, and work on specific projects develops their skills.

The results shown in the table below are comparable with the results of the first statement. With the second statement regarding achieving career goals agreed 57.5% of employees and other 27.1% of respondents strongly agree. It is apparent from the table that achieving career goals is closely related to career growth opportunities.

The rest of statements have comparable results when approximately 95% of respondents agreed and strongly agreed with both statements. As a positive fact, it may be considered that no one or only minority has disagreed with last two statements.

Table 4 Matrix Question About Employees' Opinions on Following Statements

	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not able to answer
There are career growth opportunities for me within Kooperativa.	25.3%	50.9%	15.8%	3.7%	4.4%
Kooperativa provides me the resources and tools that help me to achieve my career goals within the company.	27.1%	57.5%	7.3%	5.5%	2.6%
I am able to apply the knowledge and skills acquired in training courses in my work.	48.7%	46.2%	2.2%	1.5%	1.5%
My superior encourages me to continual learning and development.	48.7%	49.5%	1.1%	0.7%	0.0%

Source: Author, 2021

### Employees' Attitudes Towards Training in Kooperativa

Employees' approaches towards training are an important aspect of the training system to be observed. Therefore, few questions are related to this area. In the next two questions employees were asked about their attitudes towards training opportunities offered by Kooperativa. As can be seen in Table 5, more than half of respondents (57.5%) have very positive attitude and they do educate themselves on their own initiative. The second largest group of respondents (31.1%) has also positive approach towards training and takes advantage of offered training programmes. This is an important aspect for the future growth of Kooperativa, because if the employees are willing to educate themselves it may be an advantage for the company. In comparison to two previous groups, there is 8.8% of employees who take a neutral stance on training, however they are aware of importance of training. The positive fact is that only 2.6% of respondents take training as a necessity. No respondent stated a negative attitude towards corporate training.

More than half of subordinate employees inclined to the first statement. The remaining half of subordinate employees is divided between the second and third statements. From managers' point of view, approximately 95% of managers inclined to the first statement. The rest of them chose the second statement.

Table 5 Employees' Attitudes Towards Corporate Training Offered by Kooperativa

Employees' Personal Attitudes Towards Training	n	%
I like educating and developing myself on my own initiative. I acquire new knowledge and skills needed for my goals.	157	57.5
I have a positive attitude towards education. I take advantage of offered training programmes, but I do not seek them myself.	85	31.1
I take a neutral stance on education. I know I must educate myself because the knowledge I acquire is necessary for my work.	24	8.8
I only attend training courses because it was recommended to me by my direct superior or business partner.	7	2.6
I have a negative attitude towards training. I only complete compulsory training courses and do not think that I need any voluntary training courses.	0	0
<b>Total</b>	273	100

n = Absolute Frequency; % = Relative Frequency  
 Source: Author, 2021

Respondents had the opportunity to express their views on training answering the open-ended question. According to the results of the questionnaire, there is a difference between the approach of employees and their managers. Most of the managers, who participated in the survey, stated that they send their employees to training courses with the best intention of learning something new or improving their work performance. In general, most of the subordinates stated positive feelings about corporate training and they welcome the opportunity to educate themselves and trust their supervisor with their intentions. On the other hand, few employees sometimes feel that they do not need to attend a specific training session recommended by their manager. There were also few interesting responses regarding subordinates' attitudes to training. One of them was that the employees feel positive about training, however, they take it as a chance to get away from work for a while. At the end of the day, both groups of employees have a positive attitude towards training.

### Employees' Satisfaction

This part of the questionnaire survey was devoted to the employees' satisfaction. Respondents were asked to evaluate different aspects of the training and development system on a scale ranging from very satisfied to very dissatisfied. Table 6 shows that 57.5% of respondents are satisfied with possibility to discuss their needs with their superior or business partner. Less than half of respondents (38.5%) stated that they were very satisfied with the first aspect of the system. Both of these results reflect results from Table

4, where more than 50% of respondents separately agreed that there are career opportunities from them within Kooperativa and that the company provides them with necessary resources to achieve their career goals.

As shown in the table below, 89.9% of respondents is satisfied or very satisfied with the professional level of lecturers and quality of training courses. In case of offer of voluntary training courses, 63.4% of employees is satisfied and 22.7% is very satisfied with the offer. However, there is 12.5% respondents who selected the option “Dissatisfied”. The other 4 respondents (1.5%) are even very dissatisfied with the offer of training courses. As it was already discussed, 15.8% of employees do not consider the offer of training courses sufficient and they would like to extend the offer. Employees are asking mainly for training courses connected with work from home.

According to questionnaire results, approximately 92% of employees stated that they are either very satisfied or satisfied with the possibility of personal and professional development in Kooperativa. The last area that respondents were asked to evaluate is the overall employee training and development system in Kooperativa. The positive fact is that 74% of employees are generally satisfied with the training system and another 21% of respondents are very satisfied with the system. Only 13 respondents (4.8%) expressed dissatisfaction with the system, which could be connect with the insufficient offer of training courses or employees’ feelings about professional development.

Table 6 Employees’ Evaluation of the Following Aspects of the Training and Development System

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Possibility to discuss my individual training and development needs with my superior and business partner	38.5%	57.5%	4%	0%
The professional level of lecturers providing training courses	39.2%	59.7%	1.1%	0%
Quality of training courses and activities	28.2%	70.7%	1.1%	0%
Offer of voluntary training through a catalogue of training courses	22.7%	63.4%	12.5%	1.5%
Possibility of personal and professional development in Kooperativa	19.8%	71.4%	8.8%	0%
Employee training and development system in Kooperativa	21.2%	74%	3.7%	1.1%

Source: Author, 2021



## **Current Training and Development System in Kooperativa**

The last part of the questionnaire survey was devoted to the current training and development system of Kooperativa, and the information was obtained from open-ended questions where respondents could express their views, ideas and recommendations. The information obtained from this part of questionnaire is very important and valuable as the training system has had to change and adapt to the current situation caused by the coronavirus pandemic.

### Face-to-face Training vs. Online Training

Firstly, respondents were asked to compare the previous and mainly face-to-face system with the current one provided online in the form of e-learning, webinars, online courses etc. Based on repetitive responses, the respondents were divided into four groups. The biggest group of employees (38.1%) prefers the previous training system consisting mainly of face-to-face training courses and a minority of online courses. Some employees wrote that they were generally comfortable with face-to-face meetings and this kind of training is better for interactive participation of participants. A few employees also stated that the online system of training is insufficient for them, they do not enjoy this kind of training and that it is not beneficial for them.

Surprisingly, the second largest group (32.2%) are employees who prefer a combination of face-to-face and online learning. Some employees wrote that they liked the possibility of both training systems, however, it depends on the content of the course. According to respondents, some areas such as foreign languages, theory and legislation, product news, soft-skills or technical knowledge can be provided online. On the other hand, some courses are preferred as offline training, such as personality development, courses with larger topics or courses where interaction of participants is required.

Based on survey responses, 26.4% of employees prefers the current online training system. Respondents stated benefits such as saving time, flexibility and gaining new information efficiently. Some respondents even mentioned that they enjoyed this type of learning, and that they would continue to seek it out even after the improved epidemiological situation. The last group are respondents (3.3%) who are unable to compare the previous and current training system, as they joined Kooperativa during the pandemic and have been working at the company for less than a year.

### Advantages and Disadvantages of the Online Training System

Respondents were asked to determine advantages and disadvantages of the online training system. According to most employees, each system has its pros and cons, but also mainly depends on the type and content of the training. Among the most mentioned advantages of online training are time and costs saving (for transport, accommodation, etc.), no travelling to a training event, no business trips, availability of training courses, flexibility, or the possibility to attend courses from the comfort of home or office. Further, respondents like the possibility to return repeatedly to recorded training courses.

On the contrary, employees see some disadvantages in online training, for example, no personal and physical contact, limited cooperation and interaction between participants (and lecturer), limited discussion, impossibility to establish closer relationships as in a face-to-face event, difficulty in maintaining attention and long-term concentration in the online environment, and less contribution and efficiency for participants. Another drawback may be a partial misunderstanding, people are more likely to interrupt, or sometimes the conversation stalls. Some employees have problems with difficult communication with the lecturer and slower response to questions. According to other employees, the online transmission does not capture the immediate reactions, emotions, attitudes and gestures of the participants. The last common problems mentioned in the questionnaire are connection problems, audio or video failure, or technical shortcomings in online transmissions.

### Employees' Recommendations

Respondents were asked if they would like to change something about the employee training and development system provided by Kooperativa. 72.9% of respondents are satisfied with the training system and would not change anything about it. Most employees stated that the training system at the insurance company is sophisticated and it suits them.

On the other hand, 27.1% of respondents admitted that they would make some changes on the training of employees or they had few comments and suggestions to improve the system. Most of the given responses were to extend the offer of training courses (offering and selling insurance products, talent development, hard skills, work from home, online communication skills, maintenance of IT, basic IT skills, etc.), better awareness of and access to information about training opportunities, or occasionally better selection of certified lecturers and events. Some employees commented that they feel

overwhelmed by offered courses which are not related to their work or they feel overwhelmed by many mandatory training courses (related to, for example, legislation, directives or regulations), so they do not have any time or energy for completing voluntary training courses. There were also some responses suggesting more integration of individual training courses with strategic objectives. A few employees would welcome (once in a while) a comprehensive survey, where they could evaluate the training system overall and where they could express their views or ideas. In addition, some employees are missing better cooperation and integration between them and their business partner, who would advise them what training courses should they complete.

#### **4.7 Interview**

In order to obtain more detailed information about the employee training and development system, semi-structured interview was conducted with the Head of Training and Development Department of Kooperativa. The purpose of the interview is to complete the basis of data obtained mainly from the company's internal materials and to ask more detailed questions on particular areas. The list of interview questions was provided to the interviewee in advance. Interview was divided into two parts. The first part of the interview is related generally to the employee training and development system, its functioning, specific training courses and other aspects of the systematic training process. The information obtained from the responses is used as additional information to internal materials and is mentioned in previous chapters of the practical part. The second part of the interview is related to particular areas and results arising from the employees' responses of the questionnaires. The obtained information is recorder as follows.

##### **Offer of Internal and External Training Courses**

The Head (2021) stated that the structure of the training system reflects the business strategy, human resource planning of the company and employees' training needs. The Department aims to put together what employees and Kooperativa need and from this is created a combination of what employees should be trained in. "We want to make sure that employees do not take education or training as a necessity but feel that they can learn something new" added the Head (2021).

"The offer of internal and external training courses is adapted to the individual professional and personal needs of employees" said the Head of the Department (2021).

Employees has the opportunity to discuss these individual needs with their superior or business partner, who advises them on the basis of evaluation and monitoring of their work performance what they would need further for their training and development (the Head, 2021). Emphasis is also placed on long-term development of employees. “We are looking first and foremost at what people need to be taught to do their job better” stated the Head (2021). The Department performs quarterly evaluation of training on the basis of employees’ training needs, employees’ demand, topicality, feedback from employees, popularity of courses or contribution of courses to employees’ work performance. Based on these factors, the offer is then adjusted. The Head of the Department (2021) commented that “at the moment, the offer of training courses is sufficient to cover the most necessary areas for education, but we are still trying to adjust it to the pandemic situation and offer employees both courses related to work and other courses not directly related to work”.

### **Voluntary Training**

The offer of voluntary training courses is provided on the Kooperativa’s Portal of Catalogue Courses. As the Head of the Training Department (2021) said, “voluntary training depends on each person separately and we motivate and support employees towards voluntary courses as much as possible”. The Department aims to compile the catalogue to be in line with individual training needs and business strategy. “Kooperativa has a total over 4,000 employees across the whole country, and therefore everyone can imagine how challenging it is to combine all the individual needs and demands of employees towards voluntary training events. We are aware that each division or department has different training needs, so we adjust the courses to these differences and pay attention to employees’ feedback” stated the Head (2021). In last years, the Department aimed to increase awareness of voluntary training offered through the Portal. “I do not think employees would be unmotivated to participate in voluntary training programmes, some groups of employees have to complete many mandatory courses, and therefore frequency of completing voluntary courses may be lower” added the Head (2021).

## **Employees' Attitudes Towards Training**

Employees' approaches towards training are an important aspect of the entire training system. "We aim to create quality learning environment, where employees feel positive about further education" stated the Head (2021). This statement is reflected in the questionnaire results where 88.6% of employees expressed positive attitude towards training. The Head (2021) added: "I think that if the training system is well-designed, then it benefits both the employees and Kooperativa as a whole". The Department registers how employees generally approach training and believes that the basis of everything is to take into account individual needs, wants and motivation in accordance with specific job position or department. To obtain information how employees feel about the specific training courses, the Department provides employees with questionnaires after each training session. In addition, the Department monitors how well and how often employees complete training courses in Moodle or through the Portal. "According to employees' feedbacks, we register different attitudes among employees, but generally employees take a positive approach towards training" admitted the Head (2021). "I notice some different approaches between employees and their superiors, however, these differences are not so striking" added the Head (2021). He also commented that it is normal for employees to feel sometimes that they do not need further training, but that is what their direct supervisor or business partner is for, seeing it from their professional point of view always with the best intentions.

## **Employees' Feedback and Satisfaction**

One of the ways, how employees can express their satisfaction with training is an evaluation questionnaire. "An evaluation questionnaire after each session aimed at evaluating the training session as well as the different parts of the session. In this form, employees can also express their satisfaction with the training course." answered the Head of the Department (2021) on the question, if his department measures employees' satisfaction with the training. He added that the Department staff monitor employees' satisfaction with e-learning provided in Moodle or voluntary training courses offered on the Portal of Catalogue Courses. The Training Departments is open to all employees' ideas and suggestions. Employee has the opportunity to say what he/she is dissatisfied with or what he/she needs, and the business partner tries to solve the problem and advise what the specific employee would need for his/her further training or development.

## **Training and Development System During Covid-19 Pandemic**

Questions on the current training and development system during Covid-19 pandemic were asked at the end of the interview. At the moment, all training programmes are conducted online. “The transition to online system was in two phases” commented the Head (2021). During the first phase, the Department adjusted its own all training courses and made them available online. “In the second phase, we tried to teach employees how to operate in an online environment and create solutions related to this area” said the Head.

The Head of the Department stated that there are, of course, advantages and disadvantages to both training systems. Before the coronavirus, most courses were mainly face-to-face, accessibility of training programmes was limited and disadvantages were time-consuming process and costs (necessity of overall organization of training and provision of transport, study space, accommodation, etc.). Online system offers many advantages, such as money and time saving. “However, what absolutely cannot be replaced by technology is social contact and interaction of employees and guiding people through the screen is more difficult” stressed the Head (2021). According to the Head, unfortunately it is the new employees who suffer the most. “After all, new employees enter a completely new environment and find it more difficult to integrate into their team” said the Head (2021). It is also challenging for them to learn all the new working procedures.

It was difficult for the Department to transfer everything to the online form and challenging for the employees to adapt. “It took a while to find a right way in educating employees in these challenging conditions,” said the Head and added that the attitude of employees towards training is now much better than at the beginning of the pandemic. “Many employees like online learning, but there are still most employees who are more comfortable with face-to-face training, which we completely understand” said the Head.

The Head said that after improving the pandemic situation, he would like to implement a combination of both face-to-face and online training. “We found out that some training courses are better online, and some are not, now we know what we would like to leave online and what not” revealed the Head (2021). The Department wants to focus on how to make employees’ time spend in the work more efficient. “Our department wants to lead employees and especially managers to set their own rules in the teams and run the department, according to what suits them using as much of both environments – online and face-to-face environment” concluded the Head of the Training Department of Kooperativa (2021).

## **5 Discussion of Results and Recommendations**

The main objectives of the thesis were to evaluate the current training and development system of employees in Kooperativa and identify its problematic areas. Based on the data obtained from the questionnaire survey and interview, the training system is analysed and evaluated, and appropriate improvements of the particular areas of the system are suggested.

The results of the questionnaire completed by the employees and interview conducted with the Head of Training and Development Department reveal that the overall training system in Kooperativa is sufficient and sophisticated. In general, employees are satisfied with the system, however, some drawbacks of the system were observed. These shortcomings mainly concern the lack of a comprehensive questionnaire survey, insufficient offer of training courses, the need for greater initiative of business partners, low participation in voluntary training and the current training system in the time of pandemic. In addition, different approaches from both employees' and their managers' points of view were observed and the employees' satisfaction with the current training system was determined. An equally important objective was to develop answers to the research questions defined in the Chapter 2.1 Objectives. Processing the answers to these questions helped to achieve the objectives of this diploma thesis.

### **5.1 Results**

The employee training and development system in Kooperativa is based on the systematic training cycle consisting of identification of training needs, development of training programmes, implementation of training and evaluation of the training process. The structure of the employee training system reflects the business strategy, human resource planning of the company and employees' personal and professional needs. The training system is divided into internal and external training programmes and into mandatory and voluntary training programmes. The Training Department provides a number of internal training programmes, courses, lectures, coaching, mentoring and workshops. Employees have a possibility to educate themselves via e-learning platform in Moodle or register for voluntary training courses through the Portal of Catalogue Courses. The training and development system also focuses on talent management, trainee

programme and support of mental health in cooperation with the company's psychologist and internal coaches.

The questionnaire survey was completed mainly by long-serving employees who experienced not only initial training but also continuous learning in different forms over several years. Approximately 50% of employees, participating in the survey, work in Kooperativa for more than 10 years. Another 31% of employees work in the company for more than 3 years.

Based on the results, nearly 53% of employees attend only from 1 to 4 training courses in a year which is very low rate, and it needs to be improved. The overall participation in training courses also depends on specific job position, job content, division, supervisory status or motivation. Unfortunately, the frequency of completed voluntary training courses is also low as most employees (57.1%) participate in voluntary training once or twice a year. Another 11.7% of employee do not complete any of voluntary courses. It is apparent from the survey that 53.3% of employees mostly prefer method of training course led by the instructor. The following employees' favourite training methods are job consultation, coaching, job instruction, learning by doing and delegation. The least preferred training methods are self-study and e-learning. Currently, in the pandemic, online learning is the only effective way for training, and therefore, employees' approach to e-learning must be improved.

As the results of the questionnaire reveal, more than half of respondents (57.5%) have very positive attitude to training and they educate themselves on their own initiative. Another 31.1% of employees have also positive approach towards training and takes advantage of offered training programmes. This is an important aspect for the future growth of Kooperativa, because if the employees are willing to educate themselves it may be an advantage for the company. The rest of 11.4% of respondents have either neutral or negative attitude to corporate training. During the research were observed different approaches between managers and their employees, however, the differences are not striking. According to Head of the Training Department, the Department observed changes in employees' attitudes to training since the coronavirus pandemic has started. However, approaches of employees have improved and many of them prefer online training than face-to-face training.

Employees were asked to evaluate different aspects of the training and development system in Kooperativa on a scale ranging from very satisfied to very dissatisfied. The



results of the survey reveal that 95.2% of employees are satisfied with the entire training and development system in Kooperativa and 72.9% of employees would not change anything about it. On the contrary, 27.1% of respondents admitted that they would make some changes on the training of employees in Kooperativa, or they had few comments and suggestions to improve the system. This is mainly connected with slight dissatisfaction with the offer of training courses, absence of a comprehensive evaluation questionnaire, Covid-19 or awareness about training opportunities.

Due to the current situation of coronavirus pandemic, all training programmes are conducted online in order to avoid any physical meetings of employees. Of course, there are some advantages and disadvantages of both online and face-to-face training. According to the Head of the Department, unfortunately it is the new employees who suffer the most and for whom it is difficult to enter a completely new working environment when all training processes are conducted online. The Training Department aims to provide employees with as much needed training courses as possible, whether it is work related training or not. When the pandemic started, it was difficult for the Department to transfer everything to the online environment and challenging for the employees to adapt. However, everybody got used to it to some extent and takes the best from both online and face-to-face learning.

## **5.2 Recommendations**

The results of the questionnaire completed by the employees and interview conducted with the Head of Training and Development Department reveal that the overall training system in Kooperativa is sufficient and sophisticated. In general, employees are satisfied with the system, however, some drawbacks of the system were observed. Several recommendations for improvement of particular areas of the employee training system are proposed and to be described as follows.

### **Regular Questionnaire Survey on Employees' Satisfaction**

Based on the questionnaire survey results, e-mails and feedbacks from employees, there is missing kind of survey on employees' satisfaction with the entire training and development system in Kooperativa. Overall, 92% of employees are satisfied with the system, however, many employees stated that they liked the questionnaire prepared for this diploma thesis and that they lacked something similar in Kooperativa. Each employee

receives a questionnaire after each training course, but it only relates to the specific course. The problem is that the Training and Development Department is not conducting any further research or survey on employees' satisfaction with the entire training system. Some employees lack the greater initiative of the Training Department on the employees' interest, opinions or feedbacks. Although the Department stated that employees have ample opportunities to evaluate the training system, some employees have a slightly different opinion. The proposed recommendation is therefore to create an internal comprehensive questionnaire, which would help to resolve this issue.

The internal questionnaire survey would be sent through internal communication (e-mails) to Kooperativa's employees once a year (maximum twice a year) and would consist of parts such as employees' satisfaction with the training system and the overall evaluation of the system and its certain aspects. The questionnaire would provide an opportunity for employees to express their comments, ideas and suggestions related to employee training and development system. In addition, this questionnaire would also include specific questions aimed at determining how and whether employees perceive their development in Kooperativa and whether this company contributes to improving their work performance. The results of this regular internal survey would help the Training Department to improve employees' satisfaction with training, to adapt the course offer regarding employees' feedbacks and to increase employees' motivation and also to increase the efficiency of employees' work performance.

### **Modification of the Offer of Training Courses**

As the results of the survey shows, 82.8% of employees consider the offer of courses to be sufficient, and the remaining 17.2% of employees consider the offer to be insufficient. There may be several reasons for dissatisfaction with the structure of training programmes, such as offered courses do not reflect employees' training needs, courses are not related to the job description of individual employees or the lack of certain training topics. Following on from the previous problematic area, another reason may be an absent questionnaire.

Due to the current situation, the offer of courses is limited. Many employees admitted that they lack training courses that would make it easier for them to work remotely, from home. Therefore, the Training Department must adapt the training system in the time of pandemic. It is suggested for the Department to expand the offer of courses

related to home office regarding topics such as communication and behaviour in online environment, IT courses for the average user, leadership of employees in online environment, mental health, conference calls via computer, evaluating employees in an online environment (mainly for superiors), work with internal communication programs (e.g. Webex) or cyber security. Nowadays, cyber security is one of the main topics and it is needed to educate employees in this direction. Existing employees got already familiar with working from home, hence these suggestions aim to improve the training system that should help mainly to new employees.

Second, during the research were observed some shortcomings in the courses related to specific job positions no matter the current situation. Therefore, it is recommended to the Training Department to start focusing more on strengthening professional skills and provide training programmes such as offering and selling insurance products (currently over the phone or computer), hard skills, soft skills, personal development, team development (mainly for supervisors) or advanced courses for work with Microsoft Office programs.

### **Involvement of Business Partners in the Field of Consulting**

While most employees are satisfied with the opportunity to discuss their training needs with their manager or education business partner, some employees lack a more individual approach to training and better cooperation between them and business partners who would advise them what training courses should they complete. Some employees stated that they would also appreciate increased awareness of information about training opportunities. This statement reflects the results of the questionnaire, where only 12.5% of employees chose business partners as mean of informing about training opportunities. Both issues need to be worked on in the future and it is important to propose some recommendations.

Due to the pandemic situation, training of employees is currently carried out online and by the external providers. Therefore, the employees of the Training Department cannot organise face-to-face training courses and events (arranging transport, booking of accommodation, lecturers, rooms, etc). The Department staff can use this saved time for consultations with other employees. This could particularly help those workers who want to be educated and developed but do not know in which area or which course is suitable for them. Another suggested improvement are e-mails which would be sent once a month to

employees of specific divisions and departments with offers of suitable and recommended training courses related to their job description, position or classification. In addition, the Department could in the future hire an additional worker (assistant for a part-time job) to do all department administration, training organization, training reservations and contracts, invoices and orders processing. The employees of the Department could devote themselves only to business partnership, mentoring, coaching, consulting, lecturing etc.

### **Increase Participation in Voluntary Training**

The voluntary training plays as important role as mandatory training. Nearly 60% of employees participate in voluntary training either only once or twice a year. Another 11% of employees do not participate in voluntary training at all. Therefore, it can be argued that the frequency of completed voluntary training programmes is low. Employees want to educate themselves, but they are not sure in what areas and what courses might be beneficial to them. This is linked to the previous issue discussed above. Many employees feel overwhelmed by the offer of voluntary training courses or they no longer have the time and energy for further education. To improve employees' approaches to voluntary training, the Training Department should modify the structure of offered courses.

This new offer would be adjusted on the basis of several factors. Courses that are not so popular, are not so much in demand, do not have positive feedback from employees or benefits for them could be reduced. However, some courses need to be added with regard to the current pandemic situation or the training needs and wants of employees, as discussed in the issue "Modification of the Offer of Training Courses". Employees should not take training as a necessity but feel that they can learn something new. Therefore, the offer should reflect employees' training needs and wants and they should not feel overwhelmed by training opportunities.

### **Employees' Approaches Towards Corporate Training**

Based on the results of the research, approximately 89% of employee have positive attitude to participating in training programmes. Employees' attitudes vary according to the individual needs, preferences, motivation, job position, division or supervisory status. From managers' point of view, approximately 95% of mangers educate themselves on their own initiative. Most of the managers stated that they send their employees to training courses with the best intention of learning something new or improving their work

performance. Most employees welcome this opportunity and trust their managers with their intentions. However, few employees sometimes feel that they do not need to attend training courses recommended by their manager. More than half of employees educate themselves on their own initiative. The remaining half of employees have positive attitude to further education, but they do not seek training programmes themselves, or they take neutral stance on the training.

To provide an effective employee training and development system in Kooperativa, employees must be willing to learn. If the employees are willing to educate themselves, they contribute to the company' competitive advantage and potential future growth. It is essential for Kooperativa to keep its employees motivated, informed about training opportunities, aware of importance of education and supported by their direct supervisor or business partner who see it from his/her professional point of view with the best intentions. Within quality and favourable learning environment, employees will feel positive about further education and will take training as an opportunity to learn something new.

### **Implementation of a Combination of Online and Face-to-Face Learning**

In the questionnaire and interview, employees were asked to compare the previous and mainly face-to-face system with the current one provided online. The biggest group of respondents (38.1%) prefers the previous system consisting mainly of face-to-face training courses and a minority of online courses. Another 26.4% of employees prefers the current online training system. Surprisingly, the second largest group (32.2%) are employees who prefer a combination of face-to-face and online learning. Both forms have their pros and cons, but it also depends a lot on the training activity and content. Among advantages of online training are time and costs saving, flexibility, no travelling, increased availability of courses and the possibility to attend training courses from home or office. On the contrary, certain training programmes in physical form guarantees interaction between employees and social contact. Some employees may have problem to be concentrated over a long period in the online environment, or they may have difficulties with communication with the lecturer.

The proposed recommendation is the implementation of combination of online and face-to-face training, which could contribute to the overall improvement of the employee training and development system. The Training Department must consider what is beneficial for employees and take the best of both forms. Some areas of education such as

foreign languages, legislation, regulations, product news, soft skills or technical knowledge can be provided in online forms. Training programmes that require participants' integration and cooperation are strongly recommended to be provided in the face-to-face form. In addition, training courses focused on comprehensive topics and practising of specific areas are better provided in person. Although today online communication and education are the only effective ways to pass and share information, people should not just rely on technology, as some complications such as connection problems and audio or video failure can occur.

## **6 Conclusion**

The aim of this diploma thesis was to evaluate the employee training and development system in Kooperativa Insurance Company, a.s., Vienna Insurance Group. An equally important objective was to identify any problematic areas and suggest appropriate improvements of the system. The main objective of the thesis was achieved by implementing secondary objectives and developing answers to the stated research questions.

The literature review is focused on theoretical terms related to the topic of training and development of employees in an organization. Key terms such as human resource management, development and training of employees, corporate training, systematic approach to training and methods of training are defined. In the practical part the chosen company and its current training and development system is described. The research of the thesis is based on the information gathered from the company's internal materials, the questionnaire survey completed by the employees and interview conducted with the Head of Training and Development Department. In addition, different approaches from both employees' and their managers' points of view are observed. In the last chapter a complex evaluation of the results, problematic areas and suggested improvements are described.

Kooperativa believes that employees are crucial part of the company and their training and development contributes to the competitive advantage and growth of the entire company. The training and development system reflects the business strategy, human resource planning and employees' professional and personal needs. To be training system efficient, it is important to set four basic stages of the systematic training cycle that are identification of training needs, development of training programmes, implementation of training and evaluation of the training process. The company uses both its full-time employees of the Training Department and the services of external training partners to educate the employees in professional and personal areas.

Most of employees consider the entire training and development system to be sufficient, well-designed and sophisticated. Employees are aware of the importance of their education and they perceive that Kooperativa provides them with sufficient training opportunities. Moreover, the majority of employees have positive attitude towards training and take advantage of offered training opportunities. If the employees are willing to educate themselves, it is beneficial for both the employees and Kooperativa. Different

approaches between employees and their managers were observed, however, the differences are not striking. Changes in employees' approaches towards training since the coronavirus pandemic has started were also observed, but the employees have adapted to the online training system and their attitudes have improved.

Although the employees are satisfied with the training system, there were some problematic areas identified, such as the lack of a questionnaire survey, insufficient offer of training courses, the need for greater initiative of business partners, low participation in voluntary training and the current training system in the time of pandemic. In order to improve the overall training system, appropriate improvements are suggested such as implementation of regular questionnaire, modification of the offer of training activities, greater involvement of business partners, enhancing awareness of training opportunities and implementation of a combination of online and face-to-face learning.

Employee training and development should not be seen as costs for Kooperativa, but as an investment in the form educated and high-performing employees. Investing in the development of employees' skills, knowledge and abilities increases not only potential growth of the company, but also the self-satisfaction, productivity, work performance and motivation of existing employees. The process of training and development of employees is a long-term issue, and the result may not be immediate. However, Kooperativa is aware of the importance of the training and development of its employees and professes a fair attitude with equal opportunities.



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## **8 Appendix**

### **List of Appendices**

**Appendix 1 Questionnaire – Czech Version**

**Appendix 2 Questionnaire – English Version**

**Appendix 3 Questions for Interview with the Head of Training and Development Department**

## Appendix 1 Questionnaire – Czech Version

Vážená paní, vážený pane,

jsem studentkou 2. ročníku magisterského studia Provozně ekonomické fakulty na České zemědělské univerzitě v Praze. Ráda bych Vás touto cestou požádala o vyplnění dotazníku, který je zaměřený na spokojenosti zaměstnanců se systémem vzdělávání a rozvoje v Kooperativě. Dotazník je anonymní a Vámi poskytnutá data budou použity pouze pro účely mé diplomové práce na téma Vzdělávání a rozvoj zaměstnanců v pojišťovně. Následující průzkum by neměl trvat déle než 10 minut.

Předem děkuji za Vaši ochotu a čas.

Kristýna Roubalová

### 1. část – identifikace respondentů

- 1) Jaké je Vaše pohlaví?
  - Muž
  - Žena
  
- 2) Jaký je Váš věk?
  - 18 – 26
  - 27 – 40
  - 41 – 50
  - 51 – 60
  - Nad 61 let
  
- 3) Jak dlouho pracujete v Kooperativě?
  - Méně než 1 rok
  - 1 – 3 roky
  - 3 – 5 let
  - 5 – 10 let
  - 10 let a více
  
- 4) Jsem zaměstnancem:
  - Rezortu Generálního Ředitele
  - Rezortu Produktů
  - Rezortu Provozu
  - Rezortu Financí
  - Rezortu Řízení Rizik
  - Rezortu Obchodu
  - Rezortu Digitalizace
  - Centra
  - Agentury

- 5) Pracuji jako:
- Podřízený (nemám zodpovědnost za jiného zaměstnance)
  - Team leader (vedu skupinu/tým lidí)
  - Manažer (jsem vedoucí oddělení, odboru nebo úseku)

## 2. část – zjišťovací

- 6) Přispívá současný vzdělávací systém v Kooperativě ke zlepšení Vašeho pracovního výkonu?
- Ano
  - Spíše ano
  - Spíše ne
  - Ne
  - Nemohu posoudit
- 7) Vnímáte, že se rozvíjíte po osobní a pracovní stránce od začátku Vašeho působení v Kooperativě?
- Ano
  - Spíše ano
  - Spíše ne
  - Ne
- 8) Máte pocit, že Kooperativa poskytuje dostatek vzdělávacích příležitostí, které rozvíjejí Vaše znalosti a dovednosti potřebné pro Vaši práci?
- Ano
  - Spíše ano
  - Spíše ne
  - Ne
- 9) Kolik vzdělávacích interních a externích kurzů ročně absolvujete?
- 1 – 4
  - 5 – 7
  - 8 – 10
  - Více než 10
  - Neúčastním se
- 10) Jak často absolvujete nepovinná školení a vzdělávací akce nabízené na portálu katalogových kurzů?
- Několikrát za měsíc
  - Jednou měsíčně
  - Čtvrtletně
  - Jednou za půl roku
  - Jednou za rok
  - Nikdy

- 11) Jak získáváte většinu znalostí a dovedností potřebné pro Váš pracovní výkon?
- Většinu znalostí a dovedností získávám formálním vzděláváním (např. kurzy, semináře, přednášky a výukové programy vedené lektory, koučování, učení na pracovišti pod dohledem)
  - Většinu znalostí a dovedností získávám neformálním vzděláváním vedeném z mé vlastní iniciativy (např. samostudium, získávání znalostí od mých kolegů a nadřízeného, knihy, online diskuse)
  - Většinu znalostí získávám kombinací formálního a neformálního vzdělávání
- 12) Jaká forma školení je pro Vás nejpřínosnější?
- Individuální školení
  - Školení týmu / oddělení / skupiny / úseku
- 13) Který druh vzdělávací aktivity preferujete nejvíce?
- Interní či externí kurz vedený lektorem (školení, seminář, workshop, přednáška)
  - E-learning prostřednictvím Moodle
  - Koučování
  - Samostudium
  - Konzultace s mým nadřízeným či kolegy
  - Instruktaž, učení se praxí, delegování
  - Jiná (prosím upřesněte)
- 14) Jak se dozvídáte o dostupných možnostech vzdělávání v Kooperativě?
- Od mého vzdělávacího partnera
  - Od mého nadřízeného
  - Od kolegů v mém týmu / oddělení / odboru
  - Prostřednictvím interní komunikace
  - Prostřednictvím intranetu
  - Prostřednictvím e-mailů
  - Jiná (prosím upřesněte):
- 15) Co Vás motivuje k tomu, abyste se dále vzdělávali v rámci Kooperativy? *Vyberte jednu nebo více odpovědí*
- Osobní a kariérní rozvoj, posílení sebevědomí
  - Získávání nových znalostí, dovedností a schopností
  - Příležitost kariérního růstu
  - Vyšší platové ohodnocení
  - Zvýšení kvality a efektivnosti práce
  - Udržení pracovního místa
  - Ocenění od mého nadřízeného
  - Zvýšená odpovědnost za řešení pracovních úkolů
  - Možnost účastnit se nových projektů
  - Nemám žádnou motivaci se vzdělávat a rozvíjet
  - Jiná (prosím upřesněte)
- 16) Považujete nabídku interních a externích vzdělávacích aktivit a kurzů za dostatečnou?
- Ano
  - Spíše ano
  - Spíše ne
  - Ne



17) Jaké další interní či externí vzdělávací kurzy, aktivity byste uvítal/a?

Prosím, vypište .....

18) Jaký je Váš osobní přístup ke vzdělávání poskytnutém Kooperativou? (např. firemní školení, vzdělávací kurzy)

- Rád/a se vzdělávám a rozvíjím ze své vlastní iniciativy. Vzděláváním získávám nové znalosti a dovednosti, které mohu využít k dosažení svých osobních i pracovních cílů.
- Ke vzdělávání mám pozitivní přístup a chci se vzdělávat. Využívám nabízených vzdělávacích příležitostí, ale sám/sama je nevyhledávám.
- Zaujímám neutrální postoj ke vzdělávání. Vím, že se musím vzdělávat, protože získané znalosti jsou potřebné pro mou práci.
- Účastním se školení na základě doporučení mého přímého nadřízeného nebo vzdělávacího partnera. Účastním se vzdělávacích kurzů pouze z důvodu, že mi to bylo doporučeno.  
Mám negativní postoj k školením a dalšímu vzdělávání. Absolvuji pouze povinné školení. Nemám pocit, že bych potřeboval/a nějaké nepovinné školení či vzdělávací kurzy.

19) Prosím uveďte, zdali jste nadřízený či podřízený. Jaký je Váš přístup ke vzdělávání z Vašeho úhlu pohledu jako nadřízený/podřízený?

Prosím, vypište .....

20) Prosím, zaškrtněte Váš osobní názor na dané výroky. *Vyberte jednu odpověď v každém řádku*

	Naprosto souhlasím	Spíše souhlasím	Spíše nesouhlasím	Naprosto nesouhlasím	Nejsem schopen/schopna odpovědět
V rámci Kooperativy pro mě existují příležitosti kariérního růstu.					
Kooperativa mi pomáhá realizovat mé kariérní cíle.					
Ve své práci jsem schopen/schopna uplatnit vědomosti získané ve vzdělávacím kurzu.					
Můj nadřízený mě povzbuzuje a motivuje ke školení a profesnímu rozvoji.					

21) Označte prosím úroveň spokojenosti s následujícími prvky vzdělávacího systému v Kooperativě. *Vyberte jednu odpověď v každém řádku*

	Velmi spokojen/a	Spokojen/a	Nespokojen/a	Velmi nespokojen/a
Možnost probrat své individuálních vzdělávací a rozvojové potřeby s mým nadřízeným a vzdělávacím partnerem				
Odborná úroveň školitelů, lektorů provádějící interní a externí školení				
Kvalita vzdělávacích aktivit, kurzů, školení				
Nabídka nepovinného školení prostřednictvím katalogu vzdělávacích kurzů				
Možnost osobního a profesního rozvoje v Kooperativě				
Současný systém vzdělávání a rozvoje zaměstnanců v Kooperativě				

22) Systém vzdělávání zaměstnanců se od března 2020 změnil kvůli pandemii koronaviru. Současný vzdělávací systém je poskytován především na dálku online.

Který systém vzdělávání považujete za lepší? Předchozí (především přímý fyzický kontakt) nebo současný (především online)?

Prosím, napište .....

23) Systém vzdělávání zaměstnanců se od března 2020 změnil kvůli pandemii koronaviru. Současný vzdělávací systém je poskytován především online.

Jaké jsou výhody nebo nevýhody současného online vzdělávacího systému?

Prosím, napište .....

24) Chtěl/a byste něco změnit na systému vzdělávání zaměstnanců v Kooperativě?

Pokud ano, prosím napište .....

**Děkuji za Vaši ochotu a čas při vyplňování mého dotazníku.**

## Appendix 2 Questionnaire – English Version

Dear Sir/Madam,

I am a student of the second year of master study programme Economics and Management at the Czech University of Life Sciences in Prague. I would be very grateful if you could fill out a questionnaire, which is focused employees' satisfaction with the training and development system in Kooperativa. The questionnaire is absolutely anonymous, and the obtained data will be used only for the purposes of my diploma thesis on the topic Employee Training and Development in an Insurance Company. The following survey should not take more than 10 minutes.

Thank you in advance for your time and willingness to complete this survey.

Kristýna Roubalová

### Identification of Respondents – Demographic Questions

- 1) What is your gender?
  - Male
  - Female
  
- 2) What is your age?
  - 18 – 26
  - 27 – 40
  - 41 – 50
  - 51 – 60
  - 61 and more
  
- 3) How long have you been working in Kooperativa?
  - Less than 1 year
  - 1 – 3 years
  - 3 – 5 years
  - 5 – 10 years
  - More than 10 years
  
- 4) I am employee of:
  - Director-General Division
  - Products Division
  - Operation Division
  - Financial Division
  - Risk Management Division
  - Sales Division
  - Digitization Division
  - Centre
  - Agency

- 5) I work as:
- Non-supervisor (I do not supervise any other employee)
  - Team leader (I lead team / group of people)
  - Manager (I am head of department)

**Employee Training and Development System in the Company – Fact-finding Questions**

- 6) Does the current training system in Kooperativa contribute to improving your work performance?
- Yes
  - Rather Yes
  - Rather No
  - No
  - I am not able to answer
- 7) Do you perceive that you are developing to some extent since you have started working in Kooperativa?
- Yes
  - Rather Yes
  - Rather No
  - No
- 8) Do you feel that Kooperativa provides enough training opportunities that develop your knowledge and skills needed for your job?
- Yes
  - Rather Yes
  - Rather No
  - No
- 9) How many internal and external training courses do you attend in a year?
- 1 – 4
  - 5 – 7
  - 8 – 10
  - More than 10
  - I do not attend any
- 10) How often do you complete the voluntary training course and activities offered on the Portal of Catalogue Courses?
- Several times a month
  - Once a month
  - Quarterly
  - Half a year
  - Once a year
  - Never

- 11) How do you acquire most of the knowledge and skills needed for your job performance?
- I acquire most of the knowledge and skills through formal learning (e.g., instructor-led courses, seminars, lectures and training programmes, coaching, on-the-job learning)
  - I acquire most of the knowledge and skills through informal learning from my own initiative (e.g., self-study, acquiring the knowledge from my colleagues and superior, books, online forums)
  - I acquire most of the knowledge and skills through combination of formal and informal learning activities
- 12) What form of training is the most beneficial for you?
- Individual training
  - Group / team / department / division training
- 13) Which kind of training method do you prefer the most?
- Internal or external course led by the instructor (training, seminar, workshop, lecture)
  - E-learning via Moodle
  - Coaching
  - Self-study
  - Consultation with my supervisor or colleagues
  - Job instruction, learning by doing, delegation
  - Other (please specify)
- 14) How do you get informed about available educational opportunities in Kooperativa?
- From my business partner
  - From my superior
  - From colleagues in my team / department / division
  - Via internal communication
  - Via intranet
  - By e-mail
  - Other (please specify)
- 15) What motivates you in educating yourself within Kooperativa? *Select one or more answers*
- Personal and career development, higher confidence
  - Acquisition of new knowledge, skills and abilities
  - Promotion, career growth opportunity
  - Higher salary
  - Improvement of quality and efficiency of work
  - Job stability
  - Appreciation from my superior
  - Increased responsibility for task solving
  - Opportunity to participate in new projects
  - I have no motivation to educate and develop myself
  - Other (please specify)

16) Do you consider the offer of internal and external training courses, activities to be sufficient?

- Yes
- Rather yes
- Rather no
- No

17) What other internal or external training courses and activities would you welcome in the offer?

Please, write down .....

18) What is your personal attitude towards educational opportunities offered by Kooperativa?

- I like educating and developing myself on my own initiative. By studying, I acquire new knowledge and skills that I can use for achieving my personal and professional goals.
- I have a positive attitude towards education, and I want to educate myself. I take advantage of offered training programmes, but I do not seek them myself.
- I take a neutral stance on education. I know I must educate myself because the knowledge I acquire is necessary for my work.
- I participate in training on the recommendation of my direct superior or business partner. I only attend training courses because I was advised to.
- I have a negative attitude towards training and further education. I only complete compulsory training. I do not feel that I need any voluntary training courses.

19) Please specify if you are superior or subordinate. What is your approach to training from your point of view as superior/subordinate employee?

Please, write down .....

20) Please select one answer corresponding your own opinion on following statements. *Select one answer per line*

	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not able to answer
There are career growth opportunities for me within Kooperativa.					
Kooperativa provides me the resources and tools that help me to achieve my career goals within the company.					
I am able to apply the knowledge and skills acquired in training courses in my work.					
My superior encourages me to continual learning and development.					

21) Please evaluate the following aspects of training and development system in Kooperativa.  
*Select one answer in each row*

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Possibility to discuss my individual training and development needs with my superior and business partner				
The professional level of lectors providing training courses				
Quality of training courses and activities				
Offer of voluntary training through a catalogue of training courses				
Possibility of personal and professional development in Kooperativa				
Employee training and development system in Kooperativa				

22) The employee training and development system has changed since March 2020 due to COVID-19 pandemic. The current training system is mainly provided online as e-learning.

Which training system do you consider better? Previous one (mainly face to face training) or current one (mainly online training)?

Please, write down .....

23) The employee training and development system has changed since March 2020 due to COVID-19 pandemic. The current training system is mainly provided online as e-learning.

What are the advantages or disadvantages of the current online training system?

Please, write down .....

24) Would you like to change anything about the current training and development system in Kooperativa?

If yes, please specify .....

**Thank you for your willingness and time in filling out my questionnaire.**

### **Appendix 3 Questions for Interview with the Head of Training and Development Department**

1. How does the employee training and development system in Kooperativa work?
2. What is the training and development strategy in Kooperativa?
3. How would you describe the framework of induction training of new employees?
4. What training programmes and activities does Kooperativa offer to its employees?
5. What training courses are mandatory? Does it apply to all employees in the company?
6. What are the most used training methods in Kooperativa?
7. Are the e-learning courses in Moodle somehow monitored in terms of employee attendance or successful completion?
8. How is the evaluation of training conducted? What kind of tools / methods are used?
9. How is the employee training and development system financed?
10. Do employees have the opportunity to discuss their training and development needs with their manager and business partner?
11. Do you consider the offer of internal and external training courses to be sufficient?
12. Why do you think that employees do not so often complete the voluntary training courses? Do you think that employees lack motivation?
13. What is your opinion about different attitudes from line employees and their superiors towards training provided by the company?
14. Do you notice any differences in approaches to training between subordinate employees and their superiors?
15. Does your Department measure employees' satisfaction with the training system in any way?
16. Do you think that employees have enough opportunities to evaluate the entire training and development system in general?
17. Training and development system of employees has changed since March 2020 due to coronavirus pandemic. What are main changes in the system?
18. Could you compare the previous system before the pandemic and the current system? Can you define some pros and cons?
19. Have you observed any changes in employees' attitude to online training during the pandemic?
20. Would you suggest any appropriate improvements of the training and development system in Kooperativa?