Development plan for employees with managerial potential in company ABC

Bachelor thesis

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Brno 2017

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Abstract

Podroužková, K. Development plan for employees with managerial potential in company ABC. Bachelor thesis. Brno: Mendel University, 2017
The objective of the thesis is to formulate a plan for the development of employees who have managerial potential. The proposal is formulated mainly thanks to the outcomes of in-depth interviews with managers and employees that help to identify areas for improvement. The proposal includes both implementations of new tools and changes in current processes and approaches.

Keywords

Management, manager, development, training.

Abstrakt

Podroužková, K. Rozvojový plán pro zaměstnance s manažerským potenciálem ve společnosti ABC. Bakalářská práce. Brno: Mendelova Univerzita, 2017.
Cílem práce je formulovat plán rozvoje zaměstnanců, kteří mají manažerský potenciál. Návrh je formulovaný hlavně díky výstupům z hloubkových rozhovorů s manažery a zaměstnanci, což umožnilo identifikovat oblasti ke zlepšení. Návrh zahrnuje jak zavedení nových nástrojů, tak změny ve stávajících procesech a přístupech.

Klíčová slova

Management, manažer, rozvoj, školení.

Content

1 Introduction

There is always a possibility to learn something new. And when you learn something new it will as well develop you. It does not matter if the "new" is good or bad, the development is always there, however, the planning of development may clash with reality where daily tasks need to be fulfilled in time and it is hard to find a space for development.

The development is not only about participation in training provided by the employer. It is something more complex and especially managerial development needs to be viewed on in a long-term perspective where only training sessions are not sufficient. The current situation in labour market supports such thinking as this type of training may be an interesting advantage supporting employer branding.

The management is a commonly used word where e.g. the Business Dictionary (2017) lists two definitions:

1. "The organisation and coordination of the activities of a business in order to achieve defined objectives."

2. "The directors and managers who have the power and responsibility to make decisions and oversee an enterprise."

Business Dictionary (2017) as well says that manager is "an individual who is in charge of a certain group of tasks or a certain subset of a company. A manager often has a staff of people who report to him or her." However, from these definitions it is hard to define where the development should start, what should be focused on, what should be included and when should end, if at all.

Since McKinsey & Company come up with a term "War for Talent" in the late 90s in the 20th century, a talent management has become an important part of organisations` activities. The low unemployment rate means that environment among the employers is more competitive than it used to be in relation to find and retain employees, especially the talented ones. Therefore the talent management, especially possibilities within the development are an interesting area with long-term influence in all organisation`s aspects. For these reasons, the development with a focus on a managerial position will be investigated in this bachelor thesis.

The thesis will start with a focus on theory in order to get a deeper view into management and manager competencies as well as development. The following chapter will describe the current situation in company ABC and tools available for development. Based on interviews with managers and employees the current situation will be as well assessed and areas for improvement identified. Using all those information a proposal of development plan will be offered.

2 Objectives and methodology

The main objective of this thesis is to formulate a plan for a development of employees with managerial potential.

The thesis will start with defining management itself including its evolution and current view on this area. This will be followed by theories about managerial roles and skills. As competency modelling can help with the description of managerial skills, knowledge and abilities, it will need to be a part of this thesis as well. The last part of theory will be focused on different areas of development, specifically organisational, employees` and managerial including a brief view into talent management.

In the second part, the available processes and tools for managerial development within ABC company will be described. An important part of this section will be in-depth interviews with managers and employees through which the current situation regarding the development of employees with managerial potential in ABC company will be described and will be understood. To be specific, the first group of interviewees will be current managers and the second group will be employees who underwent at least two development programs or training and at least one of them during the last year. Managers who lead a supporting department (such as Facility, Finance or Human Resources) or managers with a connection to projects but with 2 or fewer subordinates will not be involved in the interviews.

The organisational structure consists of 9 managers suitable for interviewing and all of them agreed to answer these questions:

- How is the current situation regarding development programs in the company?
- What do you think is an ideal development of employee with managerial potential?
- How do you identify potential/talent? What qualities do you consider as important?
- Do you verify if the employee is properly motivated and if yes then how?
- In the context of development activities is there any activity which should start to happen or on contrary which should be stopped?
- Are there any activities that should continue unchanged or on the contrary in which you see a space for improvement?

There are 10 employees who meet above specified criteria and 8 of them as well agreed to answer following questions:

- How do you feel about undertaken development activities?
- What were your expectations from development programs and have they been met?
- In the context of development activities is there any activity which should start to happen or on contrary which should be stopped?

- Are there any activities that should continue unchanged or on the contrary in which you see a space for improvement?
- What has been the biggest asset for your development so far?
- Is your manager supportive in your development? Does he/she develop you?

The anonymous answers will be further summarised with emphasis on the common points. Based on the outcomes of the interviews the areas for improvement will be identified and ideas for the improvement will be suggested.

3 Survey of literature

3.1 Management

The origin of management as science discipline can be dated back to the beginning of 20th century when Frederick W. Taylor published "The Principles of Scientific Management". According to Drucker (2014), these principles were used in the USA and Great Britain during the First World War to ensure that the demand is met, and were such successful that later even Japan and South Korea applied it and their industrial development started.

3.1.1   Management approaches

Management approaches surely have evolved since then and therefore e.g. summarization from the behavioural view that is provided by Aycan, Kanungo and Mendonca (2014) divides them into four periods according to styles in which management looks at employees. As you can see in table 1 based on principles, which were published not only by Taylor but as well by Frank Gilberth, Lillian Gilberth or Henry Gantt, this approach is defined as a Traditional model where time and motion studies are used as main tools. Another view on this period names it as Scientific School of Management (Pošvář and Chládková, 2014, p. 63) and one of the most significant applications of these tools can be seen in Henry Ford`s manufacture.

The evolve of the next period in management was led by work of psychologists and sociologists, where e.g. Elton Mayo revealed in his studies that employees are motivated not only by economic aspects but as well by psychological and sociological factors such as recognition or security (Aycan, Kanungo and Mendonca, 2014, p. 6). Pošvář and Chládková use for this period a name of School of Human Relations and among other leaders, they list Vilfredo Pareto, Mary Parker Follet or Chester Barnard.

As Aycan, Kanungo and Mendonca (2014) see the evolution of approaches mainly from the behavioural perspective they move to Human Resource and Human Resource Development Model that are supported by McGregor`s Theory X, Theory Y  and Ouchi`s Theory Z. But the classic perspective - that is how Pošvář and Chládková (2014) or Daft (2014) list the management styles – includes as well the School of Administrative Principles and School of Bureaucratic Organization.

Table 1   Development of Management Approaches

Traditional Model	Human Relations Model	Human Resource Model	Human Resource Development Model
Employees are lazy, greedy and selfish.	Employees are sensitive and cooperative, but lack ambition and willingness to take responsibility and initiative.	Employees are competent and willing to take responsibility and initiative.	Employees are able and willing to learn and develop from others by leveraging diversity.
Motivation to work is to satisfy basic needs.	Motivation to work is to feel valued and appreciated.	Motivation to work is to be involved in organisational decision-making process	Motivation to work is to have the opportunity to learn, grow and share knowledge with others in the global community.
"Employee have the stomach to satisfy"	"Employees have the heart to appeal to"	"Employees have the brain to contribute to organisational bottom line"	"Employees have the diverse values, beliefs, cognitive styles to learn from"
1900s	1920s	1960s	1980s

Source: Aycan, Kanungo and Mendonca, 2014, p. 5

The leader of School of Administrative Principles is Henri Fayol who as first defined basic functions of management – planning, organising, commanding, coordinating and controlling (Daft, 2014). Typical for this School is that it sees the company as an integrated and complex organisation (Pošvář and Chládková, 2014, p. 64). The School of Bureaucratic Organization sees the company as well from the whole and its leader Max Weber promoted the belief that any company should be managed as machinery – meaning direct rules, control and hierarchy (Pošvář and Chládková, 2014, p. 66).

If we come back to the behavioural or humanistic perspective we have to mention work of Abraham Maslow and Douglas McGregor. Maslow is known for his work in which he suggests that performance is influenced by humans` needs that can be sorted out in hierarchical order. The theory as well says that higher need is satisfied only after the lower one (Daft, 2014, p. 556-557). The needs in their hierarchical order are available in figure 1.
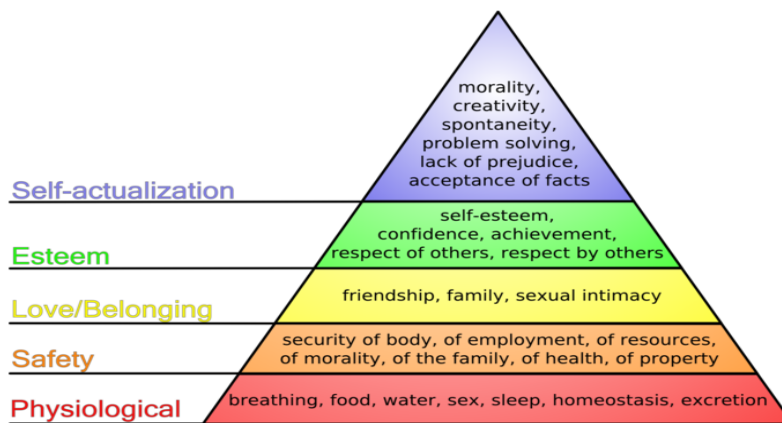
Figure 1   Maslow`s Hierarchy of Needs
   Source: https://www.boundless.com/management/textbooks/alternative-to-understanding-
   management-8th-richard-l-daft-dorothy-marcic-1111580243-
   9781111580247/organizational-behavior-motivation-12/reinforcement-and-motivation-
   101/managerial-perspectives-on-motivation-467-10517/

McGregor investigated motivation from both classical and human behavioural perspective and in his Theory X and Theory Y, he formulated as well the managerial view on employees. The assumptions of Theory X, according to Daft (2014, p. 52), are close to the classical perspective and see employees as lazy and avoiding work if possible therefore they need to be forced to work through incentive and control system. McGregor supported Theory Y as more realistic because the assumptions are that for humans the work is as natural as play or rest, therefore, we even seek responsibility and are committed to achieving goals, such skills are widely distributed in the population but not properly utilised in organisations (Daft, 2014, p. 52-53).

Recent trends in management can be divided into groups but the border lines among them are not that clear as any follower can support more than one group. Pošvář and Chládková (2014, p. 67-83) differ approaches as well and this is summarised by the author of the thesis in table 2 further.

Daft (2014, p. 56-58) divides recent trends into Systematic Thinking and Contingency View. Systematic Thinking then explains as "ability to see both the distinct elements of a system or a situation and the complex and changing interactions among those elements" whereas Contingency View "tells the managers that what works in one organisational situation might not work in others". Nowadays managers have to perform their activities in a workplace that can be technology or people-driven (Daft, 2014, p. 59-64).

Recently a word leadership is being used in connection with management. But as Kotter (2013) explains there is a big difference between leadership and management. He understood management rather as day-to-day processes that help fulfil customer`s requirements whereas leadership is more oriented into the future, into the vision and opportunities that are on the way and the most importantly into people who believe it.

Table 2   Type of Management Approaches

Type of Approach	Description
Process	• Transforms inputs into outputs. • Managerial functions are logically organised step by step.
Psychological-Social	• Roots can be found in School of Human Relations. • Focuses on the study of behavioural aspects such as the personality of managers, communication and group managing and relationships. • Maslow`s, as well as McGregor's theories, are used.

Systems	• Characterised as informal actions among individual systems.
	• Can be applied in the area:
	    o of the relationship between organisation and external environment,
	    o where the system is composed of subsystems,
	    o connecting psychological-social approaches,

Quantitative	• Have its roots in School of Science Management. • Applies mathematical models and methods for finding a solution to any issue.
Empirical	• Is based on analysis of both positive and negative experience of managers. • Is widely connected to practice and supported by many interesting authors such as P.F. Drucker, H. Mintzberg, P. Kotler, J. Kotter or M. Porter. • Considers management more as art than science. • A tool that supports this approach can be e.g. McKinsey`s 7S (Strategy, Structure, Systems, Staff, Style, Skills and Shared values) which describe the key elements that can influence the organisation`s success.

Source: Pošvář and Chládková (2014, p. 67-83)

3.1.2   Management functions

The functions that management needs to perform were investigated as well. As mentioned above, Fayol was the first one who described the basic functions. But Pošvář and Chládková (2014, p. 16) explain that e.g. Gulick uses for definition of these functions acronym POSCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting) and the mostly used is distribution according to Koontz and Weihrich who divided functions into 2 areas – sequential (planning, organizing, human resources and leading, controlling) and continuous (analysis, decision making, implementation). Daft (2014, p. 7-10) follows the four core basic functions – planning, organising, leading and controlling. Planning means defining goals and ways how to achieve them, organising then assigns task and resources,

leading means motivating employees in order to achieve goals and controlling includes monitoring and correction of activities needed to achieve the goal. These functions are as well described by Horváthová (2010, p.32) who sees the purpose of these functions in achieving organisation`s vision, strategy, objectives or goals – all of them need to be firstly planned then organised and led and in the end controlled to be fulfilled.

Throughout all management functions, management techniques are applied. According to Armstrong (1986, p. 17-19) application of these techniques can improve managerial performance as they are systematic, analytical and based on quantified data. However, Armstrong as well emphasises that these techniques are not a panacea as they can only "help managers to make a better decision, but can never replace good judgment" (1986, p. 19). Among areas and connected applied techniques he lists:

- general management – techniques of corporate and organisation planning,
- marketing management – market research, forecasting, product analysis etc.,
- operations management – planning, scheduling, production control,
- financial management – analytical, planning, budgeting or control techniques,
- personal management – manpower planning, salary administration, performance appraisal, training and management development,
- new technology – information, data processing capacities and facilities,
- management science – quantitative techniques in operation research,
- planning and resource allocation – analytical techniques used to plan projects and calculate the resources,
- efficiency and effectiveness – management audit, ratio analysis, cost reduction, profit improvement productivity planning

3.2   Manager

The content of managerial position differs based on its position within the organisation. Pošvář and Chládková (2014, p. 14-15) divide the level of management into 3 areas – top, middle and first-line management. Based on the management level the activities vary accordingly. Starting with fist-line management the activities are mainly operational but each step higher the activities gradually change to more and more tactical and end with mainly strategic ones performed by top management. The detailed distribution of the activities is visible in table 3.

Table 3   Content of managerial activities according to the management level

Level of management	Managerial activities		
	Strategic	Tactical	Operational
Top management	75%	20%	5%
Middle management	20%	60%	20%
First line management	5%	20%	75%

Source: Pošvář and Chládková (2014, p.15)

If we want to learn more about managerial work we should get deeper into the activities. As Daft (2014, p.7) explains nowadays managers, regardless of their hierarchical level, perform activities that can be divided into 5 tasks and these tasks fall into four core management functions as described in the former chapter. These tasks with its explanation are clearly organised in figure 2 below.

Figure 2   What Do Managers Do?
        Source: Daft (2014, p. 7)

A different view on managers, and as well Horváthová (2010, p. 33) refers to, is Mintzberg`s 10 managerial roles in three categories. These categories and roles were observed by Mintzberg during his study of managers at work as mentioned in the study of Kurke and Aldrich (1983). They used the same methods such as on-site observations as Mintzberg but in different organisations, region and a decade later and they came to the same conclusions. These managerial roles can be considered as a general list of roles and connected activities that can be found in every managerial position. Horváthová (2010, p. 33) explains interpersonal

category as how managers interact with other people, informational category as how managers exchanges and process information and decisional category as how managers use information in decision making. Table 4 shows organised roles with its example of activities.

Hroník (2014, p. 38-39) with consideration of changing environment narrowed these 10 roles down to 3 – the Temple Builder, the Fruit Grower and the Warrior. The Temple Builder role means being able to formulate objectives as "to be", explain "why", provide others with a broader perspective and articulate a common interest. Objectives of the Fruit Grower role are then "to know", "to know how" and "to have relationships" so focuses mainly on the organisation and cares more about the quality than quantity. The Warrior`s objectives are "to do" and "to have" meaning that the role cooperates with staff on achieving results.

Table 4   Ten Manager Roles

Category	Role	Activity
Informational	Monitor	Seek and receive information; scan Web, periodicals, reports; maintain personal contacts
	Disseminator	Forward information to other organisation members; send memos and reports; make phone calls
	Spokesperson	Transmit information to outsiders through speeches, reports
Interpersonal	Figurehead	Perform ceremonial and symbolic duties such as greeting visitors, signing legal documents
	Leader	Direct and motivate subordinates; train, counsel, and communicate with subordinates
	Liaison	Maintain information links inside and outside the organisation; use e-mail, phone, meetings
Decisional	Entrepreneur	Initiate improvement projects; identify new ideas, delegate idea responsibility to others
	Disturbance Handler	Take corrective action during conflicts or crises; resolve disputes among subordinates
	Resource Allocator	Decide who gets resources; schedule, budget, set priorities
	Negotiator	Represent team or department`s interests; represent department during negotiation of budgets, union contracts, purchases

Source: Daft (2014, p. 25)

However, the Pavett`s and Lau`s study (1983, p. 175-176) shows that managers themselves consider managerial roles with the different importance which is influenced by manager`s position in organisation`s hierarchy. Each role is part of managerial work but for higher level management are more important

different roles than for lower level management. The study as well shows that human, technical and political skills possess the same importance across all hierarchy levels and the most important are the human skills such as listening, communication or patience.

If we are talking about skills we have to mention Katz`s (1955, p. 34-36) Three-Skill Approach where he explains that essential are technical, human and conceptual skills. Technical skills do not mean only knowledge in organisation`s branch but rather knowledge of tools and processes needed to accomplish a task. Human skills are seen as good orientation in interpersonal relationships and behaviour and conceptual skills include thinking about organisation and connected activities as a whole. Therefore the conceptual skills are more used in higher level management whereas technical skills are needed more among lower level managers.

Quite interesting overview of skills importance and confirming the importance of human skills in Pavett`s and Lau`s study can be seen in figure 3. Daft (2014, p. 15) offers there a summarization of managerial failures in achieving results and its distribution according to skills. This overview is based on a survey among US managers operating in rapidly changing environment. Most of the failures are due to poor human skills.

Figure 3   Top Causes of Manager Failure
    Source: Daft (2014, p. 15)

Katcher and Snyder (2009) used their experience in consultancy firm to summarise areas where there is the biggest dissatisfaction of subordinates with their managers and described 30 cases which grouped into 5 areas. According to them, the employees are dissatisfied because:
- They feel it is treated with them like with children.
- They do not feel being respected.
- They are not receiving what they really need.

- They are underestimated.
- The job should be more than a word.

To solve any of above-stated issues Katcher and Snyder (2009, p. 196) advise the managers should listen to their employees, should include them into finding a solution and it all should start with the small issues and the bigger will follow.

3.3   Competency model

Searching for a list of knowledge, skills and abilities that are needed for managerial role offers a view into competency modelling. Armstrong with Taylor (2017, p. 112) define competency as "underlying characteristic of a person that results in effective or superior performance" and distinguishes 3 types of competencies - behavioural, technical and National Vocational Qualifications/Scottish National Vocational Qualifications. For behavioural competencies, he considers the type of behaviour that is required for delivering results and is usually known as so-called "soft skills" whereas technical competencies are logically known as "hard skills" thus the competencies we have to know and be able to do in order to deliver the result. The last type of Armstrong`s competencies refers to National Vocational Qualifications/Scottish National Vocational Qualifications invented in the Great Britain. This concept of competence defines the minimum standards that can be observed and asset when performing a task to be able to get certification. Heery and Noon (2008, p. 66) explain that even though there can be a discussion about the difference between competence and competency, the main point is that it should be distinguished between behaviour-based competencies explained as personal characteristic and attributes and work-based competencies described as skills and abilities needed for adequate job performance.

Campion, Fink, Ruggeberg, Carr, Phillips and Odman (2011, p. 226 - 239) say in their experience-based study that "Competency models refer to collections of knowledge, skills, abilities, and other characteristics (KSAOs) that are needed for effective performance in the jobs in question", the competency model is not only a list of daily job tasks it is rather a complex approach which finds its use in nearly all human resources processes. The authors consider the competency model as a new tool and propose to define the competencies with examples of desired behaviour for each proficiency level that should ensure its readiness throughout the whole organisation. The differences to job analysis are explained in the study really understandable as shown in table 5.

When creating a competency model it is as well important to distinguish between fundamental and technical competencies (Campion, Fink, Ruggeberg, Carr, Phillips and Odman, 2011, p. 243-245). By fundamental ones, the authors include competencies that can be applied to different jobs or job families whereas the technical ones are considered as those that are specific only to the respective job. The importance for distinguishing is that the fundamental competencies are then developed only once and can be applied for another position on a needed basis. Another recommendation from the study is to start creating a model with

competencies defined in libraries (usually in possession of consultancy firms) and then "translate" it into the organisational language (Campion, Fink, Ruggeberg, Carr, Phillips and Odman, 2011, p. 245-247).

Table 5   Description of Competency Models and Key Differences Between Competency Models and Job Analysis

1.	Executives typically pay more attention to competency modelling
2.	Competency models often attempt to distinguish between top performers and average performers
3.	Competency models frequently include description of how the competencies change or progress with employee level
4.	Competency models are usually directly linked to business objectives and strategies
5.	Competency models are typically developed top down (start with executives) rather than bottom up (start with line employees)
6.	Competency models may consider future job requirements either directly or indirectly
7.	Competency models may be presented in a manner that facilitates ease of use (e.g., organization-specific language, pictures, or schematics that facilitate memorableness)
8.	Usually, the finite number of competencies are identified and applied across multiple functions of job families
9.	Competency models are frequently used actively to align the human resources systems
10.	Competency model are often an organisational development intervention that seeks broad organisational change as opposed to a simple data collection effort

Source: Campion, Fink, Ruggeberg, Carr, Phillips and Odman (2011, p. 227)

Having a competency model does not mean it will be properly used. Hroník (2007, p. 71-72) lists 5 characteristics of functional competency model:
- Creates linkage – should be clearly linked to organisational strategy, interpret and connect human resources activities.
- User-friendly – wide usage among managers needs to be supported by the simple description of basic points.
- Unifying – its usage within whole organisation unifies language.
- Widely used – one interpretation of framework for all types of human resources processes.
- Shared – for widely usage it needs to be if not created then at least understood and accepted by its users and this process needs to be actively supported.

3.3.1   Managerial competency model

As Horník (2007, p. 61) states the conception of usage competencies within management practice was firstly offered by Boyatzis in 1982 who observed over 2000 managers in different companies and different positions. Daft (2014, p. 5-6) explains there has been a shift in the competencies required for effective managers caused by the rapidly changing environment. The traditional approach included command and control leadership style, a focus on individual tasks and standardisation in order to achieve stability. New competencies consist of empowering leadership style, encouraging collaboration and mobilising for change and innovation.

Cimbálníková (2009, p. 29) lists managerial competencies that were formulated by Adair:

- decision making,
- leadership,
- personal integrity,
- enthusiasm for work,
- imagination,
- willingness to work hard,
- analytical skills,
- understanding the others,
- grasp opportunity,
- problem-solving,
- adaptation to change,
- willingness to take a risk.

National Vocational Qualifications defines a standard for management competencies in level 3 and 5 and for example course in Management provided by Herefordshire and Ludlow College (2016) helps the participants to enhance manager`s competencies that are divided into two units:

- Mandatory – to get the certification these competencies are a must
  - o Manage your own resources and professional development.
  - o Provide leadership in your area of responsibility.
  - o Allocate and monitor the progress and quality of work in your area.
  - o Ensure health and safety requirements are met in your area of responsibility.
- Optional – only two of these units need to be fulfilled to be certified
  - o Plan change.
  - o Implement change.
  - o Develop a productive working relationship with colleagues.
  - o Recruit, select and keep colleagues.
  - o Manage a project.
  - o Monitor and solve customer service problems.
  - o Work with others to improve customer service.

Using competency framework is a base for National System of Occupations created by Czech administration. Manager`s position can be found there in three levels of hierarchy (Management, Národní Soustava Povolání, 2012) but it all starts with First Line Manager who is in charge of a small team, coordinates, controls and evaluates its activities and assigned tasks. Soft skills are rated according to needed proficiency on a scale of 1-5 and General skill use 1-3 scale. All the competencies are shown in table 6 and are described further with desired behaviour when choosing a relevant link on the website.

Table 6   First Line Manager

Soft Skills	Effective Communication	Cooperation	Creativity
	Flexibility	Efficiency	Independence
	Problem solving	Work Planning and Organising	Lifelong Learning
	Active Approach	Stress Handling	Discovery and Orientation in Information
	Leadership	Influencing others	
General Skills	Computer Literacy	Numerical Competence	Economics Awareness
	Legal Awareness	Czech Language Competence	
Expertise	Evaluation and Motivation Systems	Ecology – generally	Management – generally
	Principles of Team Leading	Management for Lower Level Managers	Financial Management (Controlling)
	Quality Management	Social Psychology	
Professional Skills	Scheduling of Work Activities	Coordinating of Execution of Work Activities	Checking of task fulfilment
	Choice of Managerial Intervention into work activities development	Setting of Standards of Work Performance	Summarization of Achieved Results
	Creation and checking of budgets	Assessment of personal skills and abilities of individuals	Identification of needs for training

Source: http://katalog.nsp.cz/karta_p.aspx?id_jp=101743&kod_sm1=1

Korschus and Pilinkiene (2012) in their study analysed conception and models of managerial competence in the context of modern theories of management. Based on their research they formulated the definition of managerial competence as "multidimensional characteristics of an employee, which unites the employee`s especial behavioural and intellectual features as well as capability to select appropriate methods to perform and integrate available professional knowledge, which enables to achieve the best results holding the certain position and being in the certain situation" (p. 52). They as well conclude that "managerial competence depends on the concrete situation, however anyways it must include common managerial and technical knowledge, communicative skills, psychological and behavioural abilities and cognitive skills" (p.53).

Among other studies it would worth mentioning especially Smutný, Procházka and Vaculík (2014) as this refers specifically to Czech labour market and the environment. Based on job advertisements the authors created a managerial competency model where the Mintzberg`s model of managerial roles was used to review the first draft of result analysis and its definitions helped to identify critical skills for performance as well as transferable generic skills and abilities and helped to develop desired behaviour examples for identified skills (Smutný, Procházka, Vaculík, 2014, p. 311-313).

As figure 4 shows the competencies are divided into 3 areas where managerial skills and knowledge correspond with the main area whereas vocational/other skills and knowledge, as well as personal attributes, are common for all areas. Among desired behaviour examples Smutný, Procházka and Vaculík (2014, p. 312-313) list:

- Clear and comprehensible speaking, attentive listening, being able to differ the substantial from marginal or open to needs of others and understanding to nonverbal signals for Communication skills.
- Share knowledge, respect other`s ideas and opinions, keep to agreed and common goal for Cooperability.
- Be able to influence by appealing to values, attitudes, abilities, knowledge and skills for Motivational skills.
- Objectively and systematically justify and evaluate results according to appropriate criteria and standards of values for Evaluation and Supervisory skills.
- See problems, divide it into partial tasks, seek and discern alternative solution for Cognitive skills.
- Schedule results, organise work and accept an adequate share of responsibility for Organisational skills.
- Be open to unusual and rarely used arrangement for Creativity.

Competency	Skills / Knowledge		Personal attributes
	managerial	vocational / other	
LEADERSHIP COMPETENCY	Communication skill Cooperability Motivational skill Evaluation and supervisory skill	University education in technical or economic field / Other vocational knowledge / Orientation in the given branch / Computer literacy / Driving license (ability) / English and German Language	Self-reliance / Responsibility / Accountability / Diligence / Activity / initiative / Self-development orientation / Stress resistance
COMMUNICATION COMPETENCY	Communication skill		
MANAGERIAL COMPETENCY	Cognitive skills Organizational skill Creativity Flexibility/Adaptability Communication skill		

Figure 4   Managerial Competency model
   Source: Smutný, Procházka, Vaculík (2014, p. 313)

It worth mentioning that as well a study investigating competencies that affect leadership effectiveness is available. Vaculík, Procházka and Smutný (2014) researched over 2000 leader`s assessment questionnaires and came to the conclusion that stable generic competencies can partially predict leader effectiveness. The strongest predictors are considered task-related competencies such as achievement orientation, problem-solving and problem analysis skills and ability to influence others. Other competencies representing people-related (e.g. build a relationship with others) and self-related (e.g. integrity, fairness, maturity, honesty and trustworthiness) can help to predict only leadership emergence.

A detailed description of competencies predicting leadership effectiveness available in table 7 further seems quite similar to competencies stated in Managerial Competency model shown in figure 4 e.g. in both we can find competencies such as clear and comprehensive communication or being able to differ substantially from marginal (relevant from irrelevant). This supports the idea that leadership and management are connected.

Table 7   Competencies description

Competence	Description
Achievement orientation	An achievement oriented person focuses on task objectives, emphasises the importance of work performance. He/She sets challenging goals for themselves and for their workgroups, exerts additional effort to exceed expectations, is ambitious and initiative, maintains a high level of energy in order to effectively perform in the face of long hours, and is able to get over obstacles.
Problem-solving and problem analysis	He/She has good orientation in problems, identifies priorities, his/her decisions are based on facts, thinks logically, exercises sound judgment to resolve organisational issues, sorts relevant from irrelevant information quickly, and identifies causes of success and failures and learns from them
Influencing others	He/She exerts influence over the attitudes and behaviours of others, is able to direct group activities and advocate for desired changes to the organisations, communicates clearly and comprehensibly, gives logical and persuasive arguments, negotiates effectively, can press his/her suggestions, and is able to attract attention of others
Social sensitivity	He/She has close relationship with others, cares for feeling and problems of others, is kind and helping, asks and listens to others, treats them with patience and consideration, acts in favour of others and is close to others even in troublesome situations
Integrity	He/She is truthful and nondeceitful, gains by being natural, consistent and predictable, is perceived as trustworthy, is self-confident, and has a good self-knowledge

Source: Vaculík, Procházka, Smutný (2014, Appendix 1)

3.4   Development

Development can be found in lots of areas meaning that if you enter this word into e.g. Wikipedia search the result informs you that development (or developing) can refer to:
- land use,
- arts and entertainment,
- mathematics, science and technology,
- business and industry,
- international and regional development,
- other uses.

3.4.1   Organization development

Considering any organisation its development is needed "to improve the effectiveness with which an organisation functions and responds to change" (Armstrong, 1986, p. 49). Armstrong further explains that such development includes programs which are if not managed then at least supported by top management. The process of such program starts with analysis and diagnosis of issues the organisation needs to cope with considering that these can be external as well as internal. Only after that the objectives can be defined and followed by action plans. The important step is as well defining the criteria for measuring the effectiveness or monitoring progress. Therefore the organisation development program usually consists of a general educational program that can include team building activities, inter-group relations and other specific educational programs and ends with its evaluation and follow-up (Armstrong, 1986, p. 49-51). Prokopenko and Kubr (1996, p. 61-63) divide the organisational development into four phases:

- The first phase involves analysis of current state, where the organisation is going, what helps/restrains organisation to get there, what needs to be changed.
- The second phase is about the planning of steps and actions that need to be taken in order to achieve the change.
- The third phase means the realisation of planned steps and actions usually under the supervision of a team of employees.
- And during the fourth phase the evaluation of undertaken actions.

3.4.2   Employees' development

Koubek (2015, p. 252) explains that activities in training and development of employees support their flexibility and acceptance and support of needed changes. According to Armstrong with Taylor (2015, p. 335-336), training and development of employees are needed because it ensures that in the organisation there are trained, qualified and engaged employees and among components of training and development lists Learning, General Training, Professional Training and Development. Approach to development and training can be different in each organisation. According to Armstrong (1986, p. 404-406), the only way how to ensure that the training is effective is a systematic approach. This approach should consist of:

1. Identification and analysis of training needs.
2. Definition of training objectives.
3. Preparation of training plans.
4. Measurement and analysis of results.
5. Feedback of the results of validations and evaluations.

Considering identification and analysis of training needs Hroník (2007, p. 135-142) differs between individual and organisation`s needs. Benchmarking or Development Centre can be used for assessing organisation`s needs whereas individual training needs can be assessed by the employee himself/herself (auto feedback) or by employee`s supervisor. The supervisor can compare performed task against the desired outcome using four questions – Can?, Knows?, Performs? and Wants?. The other recommended ways for individual needs assessment are Development Centre, Development Plan and 360-degree feedback. Armstrong with Taylor (2015, p. 354) state that training needs analysis is usually explained as identification of training gap – the difference between What Is and What Should Be - and recommends to take into account whole organisation as well as groups and individuals. It does not matter from what end the analysis starts as each part will lead naturally to another. As a source of information can be used analysis of plans of organisation and human resources, research of training needs among employees and managers, performance and development evaluation and job analysis or job role analysis.

An inseparable part of training and development activities is feedback and measuring effectiveness. Hroník (2007, p. 176) actually considers this as the most important part and Armstrong with Taylor (2015, p. 367) suggest to define objectives and methods of evaluation during the planning phase of each training and development activity. Both Hroník (2007, p. 178) and Armstrong with Taylor (2015, p. 368) refer to Kirkpatrick's Four-Level Training Evaluation Model. As Mind Tools Editorial Team explains on their website (2017) this model was developed in 1959 by Donald Kirkpatrick and even though there has been a revision and updates the base is still the same – there are four levels which after its analysing will help with measuring training effectiveness:

- The first level called Reaction should help with understanding how participants reacted to the training. Firstly it is good to define questions that should be answered such as "Did the trainees feel that the training was worth their time?". Usually, questions are answered using surveys but as well this can be observed by the body language of trainees or asked verbally.
- The second level measures Learning and should answer questions such as "How much has knowledge increased as a result of the training?". Again it needs to start with the identification of what needs to be evaluated. Then is it recommended to measure these areas before and after the training.
- The third level evaluates Behaviour so how the trainees apply gained knowledge. This is a long-term activity where behaviour can be observed only under favourable circumstances and conditions as employee`s manager has to support the application of gained knowledge.
- The last fourth level analyses Results that were defined by the organisation as the desired outcome e.g. increased employee retention or fewer staff complaints.

Mind Tools Editorial Team (2017) considered not only pros of the Kirkpatrick's Model but as well cons – these are mainly in the area of time-

consume and expensiveness and especially levels 3 and 4 can have a great demand on time and cost. Other con can be that the outcome of the training was influenced by completely different area which was not taken into account when measuring. Altogether this model is not practical in all situations, especially in the fast-changing environment.

However, the efficiency of learning is affected by people themselves as their motivation has a big influence. Although Armstrong with Taylor (2015, p. 343-344) describe two important theories which have the biggest importance – Expectancy theory and Goal theory – the most important is the statement which theories lead to – people learn more effectively when they are motivated to learn. Such conclusions lead to support the approach of self-directed or self-managed learning with help and support of other learning and development activities (Armstrong with Taylor, 2015, p. 357-358). As one of the learning activities that increase the overall efficiency of learning Armstrong with Taylor (2015, p. 366-367) include blended learning which is a combination learning methods that will complement and support one another during the learning process. For individuals the blended learning can consist of planned experience, self-managed learning corresponding with personal development plan, e-learning, group learning, coaching, mentoring and other activities from internal as well as external environment whereas generic training focused on specified skills and for specified group may combine e-learning, planned instruction programs and selected external courses and for example skills development for managers and team leaders can include instruction on basic principles but much more time should be spent on case studies, simulations, role playing or other practical exercises.

3.4.3 Talent management

A systematic approach to development can be applied as well through talent management which according to Horváthová (2011, p. 47) is usually understood as a system of attracting, retaining and development of talents but still, there are many of more complex definitions. Unclear is as well a view on talent itself and as Koubek (2007, p. 29) states there are two – first one sees talent as extremely capable individual with high potential who can have a big influence on organization performance and therefore talent management should be focused only on key employees whereas the second view says that each employee has a talent and some of them are just more talented than the others and therefore talent management should not be focused only on those favourites as each employee can contribute to organization`s performance.

The aim of talent management processes is the creation of talent pool. Hrováthová (2011, p. 48-50) states that the first step that each organisation has to do in this area is to identify the key roles. Then follow identification of key competencies and rating scale according to its importance to the organisation. The next step is performance evaluation and forecast of employee`s potential. Among methods that can help to forecast the potential Horváthová (2011, p. 65) lists management by objectives, assessment centre, analysis of critical events or 360-

degree feedback. Only after analysis of identified competencies against evaluation of performance and forecast of potential the talent pool can be created. Armstrong with Taylor (2017, p. 373) suggests identifying talent firstly through the assessment made by individual`s line manager, after that a conversation with talent management specialist should follow and in the end promising individuals should attend assessment centre. Horváthová (2011, p. 75-76) then divides talent pool into three areas:

- General talent pool – individual who possess any various skills or e.g. general competencies; can include e.g. graduates.
- Leadership talent pool – include individuals who currently perform or have potential to perform specified leadership competencies.
- Technical talent pool – individuals who perform or show potential to perform specified technical competencies.

A link between organisation`s needs in talents attraction and retention and needs of individuals who are willing to develop skills and career is according to Armstrong with Taylor (2015, p. 323-326) policy of career management that includes continual talent audits, career planning and development programs. Management succession should be considered as one element of talent management as well and according to Armstrong with Taylor (2015, p. 330) it should answer three basic questions:

6. Is there enough number of potential successors – offer of employees who are able to take over key roles in the long term?

7. Are these successors qualified enough?

8. Do they pose the right skills for the future?

Recent research, presented by Garr (2016), focused on the maturity of talent models among nearly 1500 organisations and defined four levels where each step up from level 1 represents the more sophisticated model. Description of each level is visible in figure 5.

Interesting point is that nearly 70% of Global 2000[1] organisations are within the lower level of maturity so focused on fundamental talent management practice with the lack of consistency (level 1) or have solid practice in place and are increasingly focused on the growth of employees (level 2). However another conclusion from this research is that crossing the line up to level 3 is the real challenge as this level sees talent management as a part of organization`s competitive advantage meaning that organizations "do not just focus on talent management excellence, but also invest in a relationship with that talent to gather its collective intelligence and respond to that insight appropriately" (Garr, 2016, p. 27). In practice it means that organisation knows about individual employees through the e.g. real-time feedback system, followed by communication back to them using social media or changes to policies etc. and in the end makes changes to

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[1] Refer to "454 global organizations in our survey population that had more than $750 million in revenue, which aligns to the cutoff of Global 2000 organizations" (Garr, 2016, p. 27, endnote 1)

the organisation that reflects employees` needs. The main difference between level 3 and 4 is that the higher level focuses more on diversity and inclusion activities.

Figure 5   Bersin by Deloitte Talent Management Maturity Model
       Source: Garr (2016, p. 26)

As benefits of a higher level of maturity are evident and are described by Garr as well (2016, p. 27) she came up with a proposal of 3 steps that will help with reaching the higher level (Garr, 2016, p. 27-28). It all starts with strengthening foundational talent management practice through:

- Analysis of organisation`s structure and making sure its alignment to business needs and that decision-making processes are clear.
- Enhancement of organisation`s talent sourcing and selection capabilities.
- Implementation of fair talent policies and procedures and its proper communication.
- Creation of performance management activities focused on improving managers` and direct reports` conversation quality, directs reports` development and the overall fairness of performance management activities.

The second step is to develop a business-aligned talent strategy. Firstly the organisation should ensure that talent strategy is really in line with business strategy, then maintain an appropriate focus on foundational talent activities and invest in most predictive performance factors within talent management practices

that are aligned with business needs. The third step closes the process with investing in critical most predictive performance factors within talent management practice. These factors are defined by Garr (2016, p. 28) as:

- improvement organisation`s understanding of and relationship with talent,
- increase the culture of leadership and learning in the organisation,
- expansion of investment in diversity and inclusion activities.

3.4.4   Management development

Armstrong defines this area as a "systematic process which aims to ensure that an organisation has the effective managers it requires to meet its present and future needs" (Armstrong, 1986, p. 421). The objective of management development defines as improving manager`s performance, identification of manager`s potential and its further development and adequate succession planning. These objectives are fulfilled by a process that incorporates management review of the organisation, its weakness and future needs and all of these needs to be compared with the present status of manpower resources. Following performance appraisal again helps to identify weaknesses, strength and potential and setting manager`s goals provide guidelines against which the performance can be monitored and evaluated. In the process the next step is training but it is not meant only to provide courses but more importantly, the major part of the training has to be through gaining an experience and guidance in the right time and direction. The training objectives can be set in cooperation with succession or career planning as this help to ensure a continuous pipeline of trained and capable managers (Armstrong, 1986, p. 421-423). Prokopenko with Kubr (1996, p. 66-67) list the circumstances that are needed for successful managerial development as follows:

- Top management sees development and training as important part of organisation`s activities.
- Development needs are based on strategic organisational development plans
- Development programs and types of training correspond with the nature of managerial work.
- Individual needs are fully respected.
- Development is considered as a continual process of gaining working experience, new functions and targeted creation and acceptation of opportunities for learning.
- Managerial development is under systematic observation and evaluation in order to ensure the effectiveness of cost.

In the management development, Armstrong with Taylor (2015, p. 380) distinguishes between management and leadership development although they are definitely connected. However, in simplified view on the difference, he states that leadership development is focused more on soft skills and includes formal development programs as well as coaching whereas management development ensures that managers have the right experience which can be gained through self-

directed learning or training courses focused on methods of leading. Management development then defines as the development of manager`s performance in their current roles which includes preparation for more responsible roles in the future and development of their leadership skills (Armstrong with Taylor, 2015, p. 382).

Although Armstrong with Taylor (2015, 382-384) divide approaches to management development into formal and informal we should get more into approaches to learning and development generally. Koubek (2007, p. 265-266) differs between on-the-job and off-the-job. Among on-the-job, he lists training during work execution, coaching, mentoring, counselling, assisting to a senior employee, task assignment, job rotation and meetings. Off-the-job is mainly used for collective training of participants and can include lecture, a seminar with discussion, workshop, case studies with or without brainstorming, simulation, managerial games, assessment or development centre, outdoor training and e-learning. Armstrong with Taylor (2015, p. 357) explain that approaches are influenced by the learning theories, especially experiential learning theory which emphasises that people learn mainly from experience and therefore most learning takes place in the workplace. He concludes that such learning is supported by 70/20/10 model which means that 70% of learning is through working experience, 20% through social learning (relationships with managers and colleagues) and 10% through training programs.

Prokopenko with Kubr (1996, p. 73-74) furthermore explain what is considered as a learning organisation which is the ideal approach to learning but not such widely used. Among its characteristics he states that in those organizations each important occasion is understand as an opportunity for learning, throughout hierarchy the opportunities for positive changes are looked for, everyday working experience is part of future innovation and competitiveness, learning is by actions, constructive risk is supported, knowledge is transferred from upper as well as lower levels of hierarchy, gained knowledge is tightly connected to development of organization and the strategy is not a separate discipline but rather unifies. For a definition of a learning organisation, Prokopenko with Kubr (1996, p. 409) use Pedler`s "Organization, that helps facilitates self-learning to all its members and continuously transforms itself".

4 Results

The first part of this section will describe the current situation in the company and available tools and programs. After that, the summarization of in-depth interviews is presented which will lead to identifying areas where improvement is possible and therefore the proposal of the development plan is offered.

4.1 Company background

The ABC Company was founded in the early 1950s and since then its activities stays nearly the same – design and engineering activities within a technical industry. In the years after the Millennium the Company was acquired by the international corporate company, therefore, current headquarters is in the USA. Worldwide the Company has tens thousands of employees.

Branch offices are located all over the world and the same are the projects the company is involved so it is obvious that the corporate language is English. Czech Republic branch office employs hundreds of technically educated employees and its activities are in the area of design, procurement and construction of large projects within the industry. The main departments are engineering, project management and procurement and of course, these are supported by overhead departments such as Human Resources, Information Technologies, Facilities etc.

The Managing Director is the representative of Czech Republic office nevertheless the departments follow the discipline hierarchy and have their respective managers in offices abroad. The most employees are within engineering department which is furthermore divided into 5 sub-departments according to the engineering disciplines. If it is needed the sub-departments are once again divided into smaller groups defined by a common feature.

As the company operates in project environment the engineers throughout all disciplines form groups based on the project they are dedicated to. And because each project is different each group is different as well – sometimes it can include only one engineer per discipline, another time some discipline is not needed for a project or in another project there are so many engineers needed that leading engineer for each discipline needs to be appointed. Discipline engineers are in contact with procurement to ensure technical compliance of purchased equipment but more importantly, discipline engineers have to communicate with project engineers who are mainly responsible for coordinating engineering disciplines within the project. Project managers are then responsible for coordinating the project from not only technical but as well from e.g. financial, scheduling or manpower side.

The organisation`s structure is available in figure 6 further. The green boxes are positions available in the Czech Republic branch office, whereas the orange ones are positions occupied in offices abroad. The solid line represents the direct supervisor responsible for managing and the dotted line leads to positions where deliverables of each job need to be handed over.
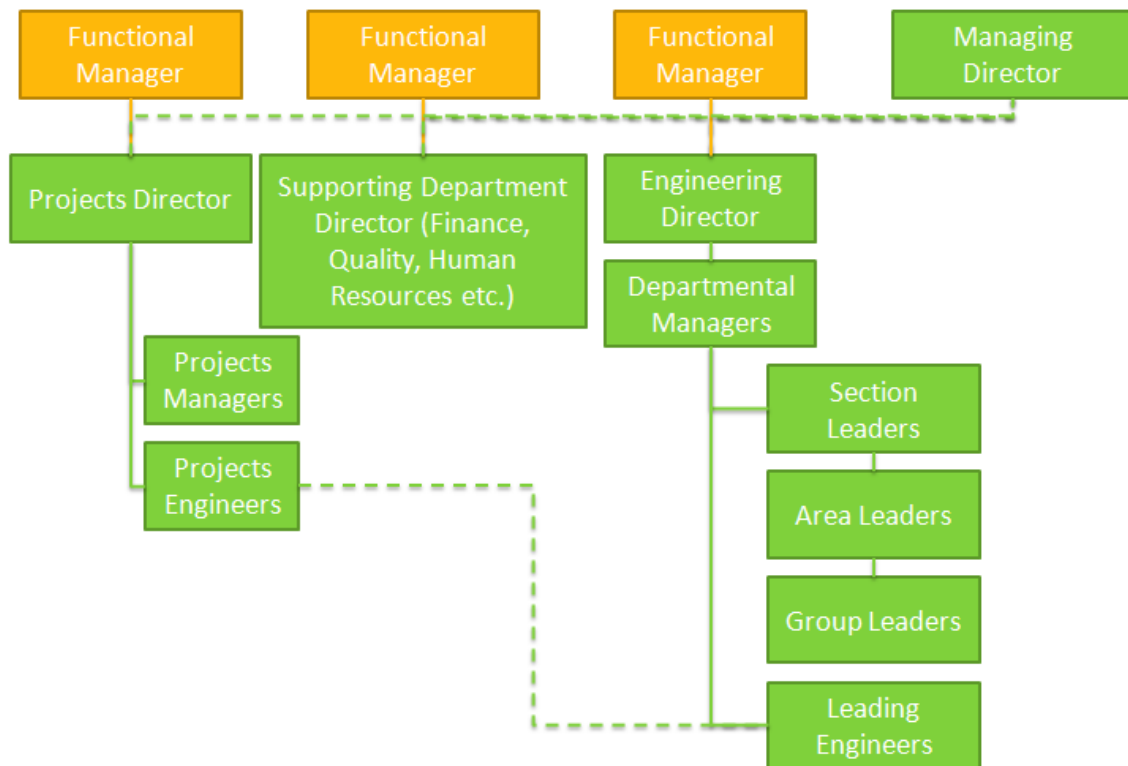
Figure 6   Organisational structure in company ABC

From the project environment perspective, the managerial positions are the leading engineer, project engineer and project manager. Considering the organisational structure the managerial positions start at group leaders, section leaders, department managers and end with top management. Each of these positions from both perspectives needs to have a deep understanding of the industry, company and project environment, therefore, all of them are filled with internal resources.

The branch company is operating in is quite unique in the Czech Republic and this is furthermore supported by the size of projects company is focused on. The age average falls into Generation X but the age of employees is really distributed throughout all currently working generations – from graduates (Generation Z) to early retirements (Baby Boomers Generation). The knowledge passing from the older generations to the younger ones is key considering the technical expertise needed for success within the industry.

4.2   Company processes regarding talents

These processes are mainly cascaded from the corporate headquarters nevertheless its usage is not only formal therefore some modifications for better acceptance within branch office were applied.

Starting with talents top management regularly meets and discusses talented employees who were defined by their managers. The general outcome of such meeting is a confidential list of talented employees with the definition of time period needed to be prepared for defined type of managerial position.

Regular meetings regarding succession planning are conducted as well. The outcome then is a confidential list of successors who are ready for a defined managerial position at the moment and as well the list of those who will be ready for some short period of time.

Performance management is a process which is designed by corporate headquarters and where is no chance to make any big modification. This process consists of informal and formal evaluations. The managers are encouraged to provide informal feedback to employees face to face and as often as needed. The formal evaluations are set once a year and managers are obliged to prepare feedback using a corporate structured form which consists of approximately 13 values that employee needs to be assessed in and at the end of the form goals for next year can be set. This is then discussed with the employee during the individual meeting and in each part of the form, the employee can make a comment. Apart from the form, the individual rating of employee`s performance is the outcome. This rating has partial, not full, influence on employee`s merit increase.

4.3   Available tools for employees` development

As said technical expertise is crucial for success in this type of industry but considering the theme of thesis only programs supporting managerial development will be described in the text further.

The corporate functions within OD&T department prepared company`s definition of 70-20-10 development model which is available to all managers but it is not used purposefully although some of the examples of activities are applied. The model explains in detail that 70% of development should be gained through learning by on-the-job experience (e.g. job shadowing, job rotation, temporary assignment, job enrichment or temporary project), 20% through feedback and working with others by using coaching, mentoring, networking in professional associations or 360-degree assessment and only the last 10% should be through formal training and reading (instructor-led, e-learning, conferences, degree programs or self-study books etc.).

Another tool that is available is competency model but as it is targeted for global leaders it is not used within Czech Republic branch office. However, it can certainly be considered as the basis from which a usable competency model for branch office could possibly arise. The global leader competency model has a length of four pages and describes more than 20 competencies which are divided into 5 key areas. Each competency has usually more than three detailed descriptions of desired behaviour.

4.3.1   Basic knowledge for managers

This program consists of one-day classroom training for employees who have recently been appointed as team leaders of any group. Participants are introduced to basic theories regarding managerial work such as leadership accountabilities, leading self and others, effective communication, driving performance, delivering results, team dynamics or conflict management.

The training is organised only if a suitable group can be created and the participant has to be nominated by a direct supervisor. The training session is conducted by local top managers.

The training has the ambition to be more a workshop where participants share their experience and issues they faced. Participants can receive a certificate but only after they provide evidence that they used the knowledge from the training – such as filled form for providing feedback etc.

Generally speaking, the training is considered by the participants as interesting but the post-training activities needed for the certificate are not fulfilled by the majority of participants although they face a situation where they must use the knowledge such as to provide feedback.

4.3.2   Basic knowledge of project environment

This classroom training is as well provided by local top management. The objective of this session is to ensure employees understand not only project environment but as well how this way of work is organised within the company. The target groups for this training are then the employees who have not yet attended such session and only if the suitable group is created then the training is organised.

The session is one day long and includes fundamentals of internal project execution practice. As this training is more about the understanding of overall processes no certificate for successful completion is needed, the signature on attendance sheet is a proof of attending the course.

4.3.3   Simulation of projects

This program consists of three modules where each module lasts for 5 working days and is focused on participants` understanding of how the company executes projects and offers a baseline of project execution methodology and company culture. The participants plan and implement a simulated project over the training days. The program includes participants of all worldwide branch offices and is available only for employees nominated by their managers. Usually, up to three employees from Czech Republic branch office attend the training which is conducted by headquarters managers and takes place regularly each year.

A combination of learning techniques is used such as lectures, computer simulation, video, process consultation, assessment instruments, group discussions and action/reflection. Participants must confront and resolve an array of problems associated with tasks, vendors, contractors, quality requirements,

schedule commitments, customer interactions, a staff of varying personalities, skills and experience, and other typical project elements.

The first module helps participants to gain better knowledge of roles and responsibilities of project management team, to identify complex trade-offs in project decisions, to utilize resource management tools and techniques to effectively forecast, to manage project cash flow, to apply project management tools by planning for quality, tracking and control, to identify and manage project risk and contingency planning, to establish project controls system to manage progress and to manage team differences, values, experience, behavior and personalities.

The second module goes beyond the boundaries of a single project and offers a view into managing multiple projects, competing for priority, contribution, resources and funding. The participants learn how to develop multi-project thinking and a strategic view of projects by managing a portfolio of project priorities, how to improve enterprise project coordination and communication by managing organisational and project staff, how to develop enterprise and project capacity plans or manage project and enterprise risks and opportunities. Only employees with approximately with 8 and more years of experience can be nominated for this module.

The third module is for employees with leading position in project execution and its goal is to develop high performance, cross-cultural teams and business success. It also challenges participants to become a positive change agent in their workplace.

4.3.4   Program for employees with potential

The program lasts for a few months and is designed for employees who were nominated by their managers. It consists of a set of sessions focused on two main themes – development of soft skills and a better view into company processes. This program has just started within the company and the intention is to organise it only if the suitable group is created, not on a periodical basis.

Soft skills modules are provided by the external agency and should help employees to better understand themselves. Evaluation of employees from the perspective of their motivation or attitude is provided by the agency to employees but as well to their managers.

Modules supporting understanding of company processes follow the organisational structure but only those directly linked to projects. Sessions are conducted by managers responsible for each department. These modules are important as the outcome of this program is a presentation of a small project that participants need to prepare. To be more precise – participants are divided into groups and receive a task that corresponds to the type of project company is working on but only in smaller scale. In the end of the program, they should be able to prepare, plan and organise every activity that is needed for successful realisation of the project according to company standards.

They present the project in front of top management board but as in a real project, there are always some changes due to unexpected circumstances they are informed about areas where some issues occurred. The project needs to be updated with a solution of such issue which need some time and then the last presentation can follow.

After completing the program the participants have a better understanding of themselves and company overall.

4.3.5   International program for employees with potential

The two-year program is as well nomination based and consists of modules supporting self-development and as well networking and teamwork and is held regularly each year. Up to 5 employees from each branch office attend each round of the program. However recently there have been changes in the concept of the program so in the text further the newest version is described but there is no graduate from this version of the program yet.

It all starts with a three-day meeting and training of all participants together in one place. This module is focused mainly on networking of all participants.

As the program is really international the next modules are conducting using video conferencing or recording of the training and sharing with participants. The modules within the first year are helping the participant with their self-knowledge. In the end of the first year, they are divided into groups and instructed to determine a business issue which is connected to the current situation in company and participants would be interested in investigating. These themes are not focused on technical solutions but more likely to consider overall picture and how to improve it e.g. the theme can be "How the company can process each project more effectively?", "How to support communication between generations?" or "How can we increase effective communication and collaboration across the engineering offices?".

The modules within the second year are focused on theories within managerial work. Participants are forced to work in worldwide teams to investigate the theme and therefore practical experience from coordination, communication and collaboration are gained.

The program ends with a presentation of a solution of the theme using video conference. Among the other program`s participants, the audience involves managers not only from local branch office but as well from the headquarters.

4.3.6   International intercompany program

The program is under control of external vendor and lasts for 2 years. Only members of the external vendor organisation are allowed to attend the training. All modules are conducted abroad by the external agency with the presence of managers of global companies so the participants have an opportunity to ask questions and learn from practical issues the managers have faced.

The training modules are two-day workshops focused on leadership or management theme such as setting aims for strategy development or leading high-performance teams. These workshops are attended only by some of the participants according to agreed schedule so the participants are forced to share knowledge gained during the workshop which supports communication across branch offices.

For the second year of the program, each group of participants from one company is assigned a theme defined by their company management from a leadership or management area. In the end of the program, they should prepare a presentation with a solution to the theme.

Up to 3 employees nominated by a supervisor from each branch office attend each round of the program and during the training sessions, they meet participants from different companies as well. This program takes place regularly each year and as participants are not only from one company the multi-company networking is an advantage.

4.3.7   International rotating program for graduates

The highly selective program offers an opportunity for one graduate of technical field per a year to get more into details of company processes and industry understanding.

Two-year program starts in the technical department. The graduate works in this department for a few months and then he/she is assigned to another department, but this time it is not the technical one and moreover in an office abroad. These rotations are altogether 3, each is a few months long and may include procurement, project controls, project engineering etc. So after the two-year period, the employee has a better picture about working life within the company and available job openings can be discussed if employer and employee are interested in the next cooperation.

4.3.8   Individual development plan

Each employee is encouraged to create an individual development plan. This plan should be discussed with the manager to ensure it is in line with company vision and objectives. It is recommended to review this plan at least once a year during the performance evaluations.

The ultimate objective of the plan is usually set for a period of two years and detailed objectives that will lead to fulfilling the ultimate one are defined. The plan furthermore includes SMART goals within detailed objectives which once again support the path to the ultimate objective.

If creating a development plan is based on employee`s individual decision than the employee is as well the owner of the plan. The fulfilment of the goals is then usually much easier as employee sees it as something that can help him to get where he/she wants to be. But sometimes it can happen that manager decides that employee has potential or talent and to work on in he instructs the employee to

create a development plan. However, in this situation, the owner of the plan is not that clear and fulfilment of the goals can be difficult as the employee is not identified with the reason for development plan and goals defined.

4.3.9   Mentoring

Mentoring pairs are created only within the company. When an employee feels he/she would like to start with mentoring he/she can address any other employee or manager within the company locally or as well from abroad. But only after the relationship between mentee and mentor is working then the pair is created – nobody is forced to mentor or to be mentored.

The goal of the mentoring is then defined by each pair individually. Sometimes it is about better understanding to the company but quite often the goals within individual development plan are discussed. The company provides as well a lot of tools for maintaining the mentoring relationship such as guides or forms but its usage is voluntary, not mandatory.

4.4   In-depth interviews with managers

The summarization of managers` answers is following:

- **How is the current situation regarding development programs in the company?**
  In general, managers see the current situation as good. The good means that programs exist and if somebody is motivated (especially younger employees are interested in this type of development and even seek for it) then there are enough opportunities for development and even in comparison to the past which was not bad either.

  However, there is a minority who sees the situation as exaggerated. This is most likely because of the fact that the program is not suitable for employees who would rather focus on technical specialisation in their current role. Nevertheless, the branch office always tries to make use of all available seats in the program so it may happen that even such employees are included in the program. This is not efficient and considering programs for technical excellence some managers then incline to think that there is too much emphasis on programs for managerial development in a situation when the company does not need so many managers.

  Other notes are regarding the motivation of employees themselves. Some managers mentioned that there are not many employees interested in development and therefore the situation could be even better with more opportunities.

- **What do you think is an ideal development of employee with managerial potential?**
  There is a general consensus that there is no ideal unified form. Some managers are aware that the development needs to be addressed individually

by creating and developing missing competencies which ensures employee`s self-confidence in performance.

Managers also agreed that for a successful development within the company it is essential to firstly have practical working experience from technical positions although the length of experience ranged from 2 years as a minimum up to at least 10 years. During this time the employee will have enough opportunities to learn and develop through task or project assignment where each one can be more complicated than the previous one and to prove that he/she really knows the work and therefore is able to manage it.

During this time it is as well essential to develop an understanding of company processes from the practical side so employees can have general overview not only from other technical disciplines but as well from project environment which is needed for the managerial position. Developing programs should be focused on project environment and how the company executes the projects with practical insight into this in order to see things in context. However, all this should happen only according to the pace of employee`s ability to learn and not per a uniform plan.

Useful would be to know the management practice and approach not only from the company but as well from the competitors. This may include also companies from other branches than oil & gas as management work needs to be nearly the same.

- **How do you identify potential/talent? What qualities do you consider as important?**
  In answer to this question the managers, unanimously agreed that only by means of the results of his/her work, watching a performance during working on assigned task and using feedback from other contributors is the only way how to identify such talent.

  The answers about qualities then vary a little. One of the most frequently mentioned is proactivity followed by the ability to work independently. Employee with potential should be able to communicate, to express themselves and to take responsibility for the results of not only of his/her work but as well for the work of others meaning that he/she should try to solve issues which are not a part of his/her competencies but still have an impact on the work. Simply not just wait but react on any change and provide feedback. The talented employee needs to be interested in self-development and learning and not only wait for the employer to create these opportunities but seeks for them and as well must be willing to devote own free time to these activities.

  Other important qualities are quick learning and understanding, showing interest doing the job in the right way without mistakes, humility, modesty and purposefulness and psychological resistance. Last but not least in importance is loyalty.

- **Do you verify if the employee is properly motivated and if yes then how?**
  All managers again agreed that the best way how to verify the motivation is by a discussion with the employee. The difference is when the interview takes place. Some managers prefer to discuss this before any nomination for each development program is submitted, others use yearly performance review discussions and the rest prefer continuous discussion but not only with the employee but as well with co-workers and supervisors.

  It has to be mentioned that more than one manager stated that no matter how hard they try, the employees are not motivated at all. The reasons for this differ but generally the employees are not willing to get out of the comfort zone, they prefer only current role which they knew and therefore can perform satisfactorily and employees as well think that they know that promotion to a higher position is not that much available which is usually the main motivator for them.

- **In the context of development activities is there any activity which should start to happen or on contrary which should be stopped?**
  Starting with the first part of the question it can be stated that although some managers are not aware of any missing activity the rest mostly mentioned that the conception of professional training and development in the technical field is missing. The effect of such conception would then be visible as well in increased motivation of employees. The conception of professional training can also start with taking into account the price of programs for managerial development. The effect of the same cost the managers see higher if invested into professional development. The definition of what, how, who and by whom should be trained in areas of management and professional skills where both are balanced would be really welcomed.

  Some opinions point out that they would like to see the initiative on the side of employees – they should start to think about their own development, seek for it and be willing to get out of the comfort zone and not only wait for the employer to create the opportunities. The next opinion is that the development should be done in a natural way not only because the company should continue with programs – if there is nobody suitable for the program then do not force anybody to join it. Another idea is to start with communication about activities and issues in each department to other departments which will allow getting a better understanding of company environment.

  Considering activities that should be stopped, the majority of managers does not know about any. Still, there are individual opinions like that the company should stop giving a priority to managerial development instead of technical excellence training or practical experience from performing the job. The company should as well stop to try to use all available seats in the program if there are not suitable participants, simply to refuse any quotas and understand that some technical specialists simply do not want to be managers.

- **Are there any activities that should continue unchanged or on the contrary in which you see a space for improvement?**
  The part about continuing without changes reaches a consensus that especially programs offering a view into real processes in the company or project environment which are as well provided by internal conductors must follow. However, all other ongoing activities about current development should continue as well.

  More ideas are in the part with suggestions for improvement but most of them are individual and no pattern exists as you can find further:
  o Managers state that improvement is always possible and therefore the feedback from participants should be taken into account more seriously than currently is.
  o The approach to the development can improve also as this should be on an individual basis to the group as well as participants.
  o Other improvement managers see in approach to management where top management, as well as middle management, can be, instead of directive way of managing and seeing employees only as performers, more open, supportive and stimulating and considering individual talents
  o If the employee has a mentor then the mentor should really lead the mentee`s development as current mentoring relationship include mainly discussions about mentor`s knowledge, view, own journey in the company etc. which is really interesting but this usually does not lead to any action from mentor`s side.
  o It should also increase the occurrence of the situation when an employee has to face new task, knowledge, team, environment etc. simply said has to get out of a comfort zone.
  o The outputs from yearly performance reviews can be surely used in a better way, currently, it is not used conceptually.
  o Participation in any managerial development programs should be as well supported by good results during at least one year of working experience in a role as a manager of a team, group, task or project to be sure that the program is really suitable for the employee. Nowadays managers nominate even an employee who has not yet had a chance to lead anything and prove that he/she really has the talent.
  o The overall concept of development program must be created and updated in accordance with the company needs. The current situation is mainly about individual activities and some of the programs are not useful for the branch office.
  o Top management should be more willing to accept a risk especially in finding opportunities where an employee can apply newly acquired skills – e.g. small project or task does not need to be led by the senior employee but he/she can only supervise the younger one.

o   Management should find a way how to provide training with basic information about company practice as well as project environment to all employees not only to a selected group.
o   The length of some programs should be revised as well. The two-year program may pose an issue for completing the course.

4.5   In-depth interviews with employees

The answers of employees can be summarised as follows:

- **How do you feel about undertaken development activities?**
  All the employees are satisfied with the situation that the programs are available. They feel that it is always good to attend such training because it is good for personal development and it and they gain better knowledge about themselves as well as about the company. They would not refuse to attend any new training however they expect that it would have no impact on the current role or future job possibilities. It is motivating that the company provides such opportunities but unfortunately it is frustrating that the newly acquired knowledge cannot be implemented through practice. Some of them as well feel that applying some of the learnt tools or approaches would be seen by colleagues and managers only as a waste of time and unwanted proactivity.

  Employees think that there are no clear objectives of the training and no further steps follow such as job shadowing, job rotations, rotations between departments or opportunities for application of knowledge as managerial decision are not part of their work. Generally, they agreed that they do not see any concept of development.

  They as well feel that these programs are mainly supported from headquarters but are not accepted by local management which can have an impact on the motivation of participants as well as the overall situation in this area, especially that the local managers do not seek for opportunities for applying gained knowledge.

- **What were your expectations from development programs and have they been met?**
  The majority of employees agreed that they have no specified expectation apart from the fact that they will learn something new but nothing specifically. Nevertheless, some expectations appeared but only general ones such as networking with other colleagues or not to be bored by the session and these were usually fulfilled.

  One expectation was that the training is for company purposes so the participants should be properly assessed after completing the course but as no further steps follow the expectation was not fulfilled.

- **In the context of development activities is there any activity which should start to happen or on contrary which should be stopped?**
  One of the activities that should start according to the employees is a real support from the middle as well as top managers. With this in place, the employees believe that better opportunities for application of acquired skills and knowledge such as job rotations or job shadowing will follow.

  The second activity that should start is to have a concept of development activities in place. Employees are not sure if the company has any concept but if yes then it is not properly communicated. As the concept is missing no continuity in development is available and the cost of the training are spent in vain. Other tools like individual development plans then have no real effect and are only useless text on paper.

  The next activity that should start is to come up with a solution how to access the basic information about company processes in project environment not only to a selected group of employees but to the whole Czech branch office population for example by recording the sessions and make it available through some e-learning system. All the employees then will understand consequences which are always useful.

  Generally, the employees agreed that there is no activity that should be stopped. However one of them mentioned that it would be nice if managers stop being directive in relation to all employees and not only direct reports. Usually, supervisors are supportive only to direct reports and cooperation between departments is not working.

- **Are there any activities that should continue unchanged or on the contrary in which you see a space for improvement?**
  The activity that should continue without any change is providing soft skills training as well as training about company processes and project environment. This is definitely good to have all the programs in place even if it means that employee needs to push things to get some effect from the training.

  What should not be changed as well is to organise training that is conducted by a trainer with a real view and experience from practice (especially those that offer a view into company processes and project environment). Last but not least is to continue in organising training outside the company (which is not always possible) which supports networking among colleagues and concentration on the training.

  Generally, all employees agreed that improvement must be in the area of transferring new skills and knowledge into practice. None of them expects that they should perform managerial position right after the training but to get back to daily tasks without any possibilities is sometimes frustrating. After the completion of any training, they would like to have a discussion with the manager to find possible job rotations or shadowing within, and even outside the department, possible new tasks or projects. They would not mind if any of these opportunities will appear within a year or two after the program and

will last only for a few days. To know about these possibilities would motivate them a lot.

Another activity that deserves an improvement is communication and feedback. The employees feel that communication between managers and employees is not properly set as they usually do not know what their managers expect from them after any training. But this is not the only issue considering communication meaning that among departments the cooperation is not working in all cases properly as well. This can be improved by providing training about company processes, project environment and influence of each department to all employee population, not only to a selected group. The other solution can be in providing more opportunities for informal meetings among departments.

Mentoring is an interesting tool for development but those employees who have a mentor are not sure if the mentor really knows how the mentoring should look like. So they suggest providing some training to mentors in this area.

Some employees propose to consider the length of some programs. They have personal experience with finishing a two-year program and find it really challenging.

- **What has been the biggest asset for your development so far?**
  The employees agreed that those programs focused on the understanding of company processes, project environment and mutual influence helped them the most.

  Some of them as well mentioned that a new task or project is above any training. The exposition to the international environment or knowledge gained through self-study, which can be applied while performing the job, are tools that were mentioned by a minority of employees as well.

- **Is your manager supportive in your development? Does he/she develop you?**
  The majority of interviewed employees agreed that manager is supportive but the initiation is on the side of employees. The manager nominates the employee for participation only if the employee shows interest, asks about it and the training is available.

  However, they would as well expect better support with opportunities for application of gained knowledge. Some of the employees mentioned that maybe there are such opportunities but they just do not know about it and discussion about possibilities would be then useful.

4.6   Proposal of development plan

If we take into account all processes and tools available in the company as well as outcomes from the in-depth interviews then it would classify the maturity of talent model at Level 2 according to classification presented in figure 5 on page 33. The

points that company`s talent management model surely fulfils are for example effectiveness at implementing essential talent activities, targeted and integrated learning activities or more sophisticated and integrated other talent processes.

We have to admit that the corporate approach does not reach the level of the local branch office in the Czech Republic. On the other hand, Czech nationality is different than the Americans so to blindly follow corporate rules would not be useful as well. However, the Czech branch office still fits into Level 2 as stated above.

Although according to the outcome of interviews with employees the concept of development is only at the second place of activities which should start, the proposal starts right from there. If any of the proposed improvement can help with the activity about support from managers, which is the first one missing, then it is explained directly in the proposal.

A part of the overall concept of development should be as well a concept of professional development in technical fields which the managers are missing. Such concept surely deserves an individual investigation. Nevertheless for the text further it is assumed that employees with managerial potential are technically educated and professional development concept is in place and working.

4.6.1   New hires

Starting from the beginning, the concept of development should start just after new employees are hired. The company has a sophisticated system of induction, onboarding, on-the-job training and training that are mandatory according to the law for newly hired employees. But apart from these activities, it would be useful to include training of basic knowledge of project environment to all new hires as well.

Although, as described in chapter 4.3.2., page 39, this training is organised when a suitable group of employees is created, it still can be seen more as a reactive approach. When the company faces a situation where there are some new hires on board the training is organised only after one of the managers asks for it. A part of the proposal is then that the number of new hires will be under a supervision of human resources department and if the desired number of needed participants is reached then the human resources department organises this training.

Moreover, if the new hires are informed at the beginning of employment about rules for this training and are regularly updated about the progress in a number of participants then such approach can improve the communication between management and employees, which is one of the bottlenecks according to the interviews with employees.

This approach can furthermore improve the performance of employees because if the employee knows possible consequences of own work in other departments he/she can avoid any misunderstanding and delays. And we cannot forget that the accessibility of information about the company and its practice

within project environment is an area where some improvement would be appreciated as well considering the outcome of interviews with employees.

One of the obstacles of such solution can be that this training is conducted by local top managers for who it is more time effective to train as many groups as possible with the shortest time spans. Honestly, the value added to such setting is not that clear. A part of the proposal then is to offer to conduct the training as an opportunity for development and challenge to regular employees who need and are willing to improve presentation skills.

4.6.2 Identification of talent

The current practice in identification of talented employees when managers review performance and results of these employees and seek for feedback from employee`s supervisor and/or colleagues is properly working. Nevertheless, this activity is more time demanding than it is needed and such approach does not support a comparison of talents between departments as each manager can focus on different abilities.

It is, therefore, suggested including 360-degree feedback into the evaluation processes. According to the interviews with managers, such feedback should assess at least competencies such as proactivity, ability to work independently, reliability, communication, accountability, motivation and development direction. This feedback should be processed only if employee`s deliverables are without mistakes and of adequate quality.

On the other hand, it can happen that having a new form in a process would not be welcomed by managers as it may seem that the company underestimates or does not believe in manager`s assessments and wants to have more control. It can be seen as another bureaucratic invention but if properly communicated and then as well used it may lead to conquering the negative approach. The 360-degree feedback will create a source of information which is reviewable to top management, therefore, the discussion about talented employees can be focused more on individual`s results and possibilities for the future without a need to understand why the manager sees each one employee as a talent.

It would worth as well considering if it wouldn`t be useful to provide 360-degree feedback to all employees. This can again improve the communication and feedback situation between employees and managers, where improvement would be welcomed as stated in interviews with employees. However, the further investigation would be needed due to its cost and time effectiveness.

4.6.3 Development direction

As described in chapter 4.1 on page 37, there are two ways of managerial development – within a technical department with a focus on technical excellence and within project departments where mainly coordinating and organising activities are needed. In both cases, it is essential to explain to the employee what

the positions are about, what are expected deliverables and discuss employee`s willingness to perform such job role.

4.6.3.1 Departmental managerial functions

Starting with the department managerial positions the overview of expected deliverables are hard to find as for these roles job descriptions are not available – specifically for the group leader, area leader and section leader. The reason is obvious because employees in these positions still perform mainly engineering activities and they are assigned to a leading position in the organisational structure. Considering Mintzberg`s managerial roles that are available in table 4 on page 20, these leaders` roles in company perform only a decisional role and according to Katz`s Three-Skill Approach (available on page 21 as well), they apply mainly technical skills and partially human skills. Nevertheless, although these leaders daily interact with direct subordinates so their responsibilities may seem clear to employees, it is suggested creating an overview of desired deliverables of these roles. This overview can help newly assigned employees to understand the role and decide if performing the role is good for them as well. The other advantage of such overview is that based on it the needed competencies for performing these roles can be defined and subsequently an individual development plan can be created.

Other departmental managerial functions, mainly in middle and top management, have a job description in place, therefore, it is easier to understand its roles and responsibilities. It may seem that managers in these functions behave like they do not need any other development as they think they perform a position which is considered by them as a proof of finished development and as no other higher position is available they do not need to develop themselves. However, the development does not necessarily need to end with a promotion to another position as the development is always possible even within a current position and it usually leads to better performance or better understanding of the situation, consequences etc. It can be agreed that those managers do not need any other training on soft skills but e.g. a visit to an interesting and inspiring conference focused on any managerial theme or experience could be useful not only for information about the theme but as well for being in a contact with other managers and find out best practice. Visiting conferences could have as well impact on the motivation of subordinates because if an employee sees that the manager wants to improve he/she can act similarly and seek for opportunities for development.

To be able to properly target above-suggested activities it would be wise to have the competencies of middle or top managers clearly defined (but the wider usage of these definitions can be found as well). Therefore the proposal of a competency model for this type of positions is available in table 8 further. Based on a study of job descriptions a description of competencies that the author considered relevant are included but not all of them will be valid for individual positions or will not have the same importance.

Table 8   Competency model for middle and top management

Competence	Description
Strategic Agility	- Knows how the business work - Has knowledge about current and possible future trends, technology - Understands how the economics environment affects doing business - Knows the competitors - Has broad knowledge and perspective - Can effectively cope with change - Can see hidden problems and is excellent in honest analysis - Looks beyond obvious and does not stop until the best response is identified - Understands potential upside and downside factors - Acts to improve the probability of success and seeks to reduce probability of failure
Influencing Others	- Relates well to all kinds of people, inside and outside the organisation - Builds constructive and effective relationships - Is a good listener - Creates a climate in which people want to do their best - Can motivate many types of people - Keeps confidence - Acts in line with ethical core values and understand company values - Practice what he/she preaches - Builds rapport well
Building Effective Teams	- Can accurately project what people are likely to do across a variety of situations - Is actively developing his/her own replacement - Develops direct reports and others
Personal Strengths	- Has passion for the business - Learns quickly - Analyses success and failures for clues on how to improve - Seeks feedback - Is open to criticism - Is widely trusted - Is not defensive - Operates with the highest integrity in all business situations - Demonstrates integrity in both good times and bad times

4.6.3.2 Projects managerial functions

For a majority of these positions, job descriptions are as well available so the roles and responsibilities are clear. In general, these positions are mainly about coordinating and organising activities in assigned area. The technical excellence is not that essential but the understanding of technical aspects of an assigned area in a project is a must.

The development in the company project environment starts at leading engineer position. Unfortunately, the situation for roles and responsibilities for this position is the same as in the case of the group leader, area leader or section leader where no job description is available and roles and responsibilities are not clearly defined. My suggestion would be the same as in the other positions – to create a list of desired deliverables which will ensure the employees know what is expected from them.

For a promotion to project engineering the employee must have an experience as a leading engineer. But to become a lead engineer the employee has to be an excellent technical specialist. If an employee is really that good in technical expertise the managers are not much willing to lose such performer. As the positions within project engineering and management are mainly about coordinating and organising activities there is a space for improvement in this area. The proposal includes the suggestion that those who prove to have skills suitable for project engineering position do not need to perform a position of leading engineer but a deputy of leading engineer should be as well sufficient to understand the job. And if the employee possesses other competencies that are needed for a position within project engineering, then the path for development is open. The proposal of such competencies, based on available job descriptions, is visible in table 9 further.

Table 9   Competency model for project management

Competence	Description
Effective Communication	- Is active listener - Can formulate and enforce his/her thoughts and opinions - Can present any theme in front of the audience - Supports communication between all stakeholders - Seeks for feedback - Shares knowledge about information affecting the project - Knows how to manoeuvre through business issues
Cooperation	- Cooperates proactively - Builds constructive and effective relationships - Is easy to approach and accessible - Invites inputs from each person and shares ownership and visibility - Is someone with whom people like working - Is widely trusted - Admits mistakes
Change management	- Is not afraid of change, sees it as an opportunity for improvement - Can effectively cope with a change - Can act and decide without having the total picture - Is not upset when the change occurs - Can handle risk and uncertainty - Anticipates future consequences - Understands the need for flexibility
Personal Strengths	- Is proactive - Can easily handle stress situation - Looks towards the broadest possible view of an issue - Uses rigorous logic and methods to solve difficult problems with effective solutions - Builds rapport well - Understands not only to technical area but as well other possible influences such as economics or law

4.6.4   Participation in development programs

Based on above-suggested competencies for both development directions, the participation for a talented employee in all currently organised programs will be beneficial. Nevertheless, still, the company should consider the seniority of employees and judge his/her participation accordingly.

The current practice regarding the participation is that when any of the programs is open for enrollment then the manager nominates employees. The proposal is that during a discussion about talented employees the program nominations are defined so it is available in advance and managers can discuss the nomination with the employee and as well his/her motivation. This can support improvement in communication and the company will not tend to use all available seats in the program, which is another area that deserves improvement, based on the interviews with managers.

Follow-up activities after participation are another area that would need a closer investigation. However, it is apparent that if employees have no opportunity for applying gained knowledge, their motivation decreases. But in this area, it is not clear if the activity should be really only on managers` side. It can be more beneficial for employee`s development if the employee finds an opportunity where to apply the knowledge. Nevertheless, it is obvious that the employee has no idea what are the possibilities so the proposal is that the manager discusses e.g. that the knowledge can be improved via job shadowing then it would be another development if the employee himself/herself finds the required counterpart and arranges the job shadowing.

The drawback of such approach can be in its cost. For these situations, the managers should have approved budget and as well the employee workload must be adjusted accordingly.

5 Discussion

The bachelor thesis is devoted to the development of employees in company ABC. The current situation in the company has been described and based on the theory knowledge as well evaluated. In the chapter Proposal of the development plan, there have been suggested ideas for improvement of the current situation in the company.

The ideas have been identified mainly thanks to the in-depth interviews with managers as well as employees who had experience with development programs. Although each interviewee has had an individual view on the situation and its pros and cons, the similarities could have been found.

The areas where an improvement has been suggested are an area of newly hired employees, talented employees` identification, tools connected to roles and responsibilities of some functions, continuous development of current managers and participation in development programs including follow-up activities.

Specifically, the proposal of development plan starts with newly hired employees where training supporting understanding of company and business should reach all employees in a proactive way, not the reactive. Follows the area of talent identification where the company could include a new tool which ensures the same skills are assessed. The next a period of training and developmental activities shall continue as is but a creation of a set of deliverables for some position within the department as well as projects is needed so the right skills can be developed and the trained employee knows what is expected from him/her. The high-level competency models, which can help with the individual targeting of developmental activities, are as well part of the proposal. Participation in training should be planned in advance so managers can improve communication with employees, find out more about his/her motivation and ensure the training is targeted to the right talents. Such approach can help managers in a situation where there is still a free seat in the development program available but now they can argue that there would be no benefit in nominating any other employee. The possibilities of transferring theory from the training into practice should be communicated from manager to employee but arranging the activity to happen shall be left on employee proactivity as this is another way of practice in development. The proposal of the development plan as well counts with current managers` development mainly through a participation in conferences which can broaden managers` view and help networking outside the company.

Possible issues connected with suggested areas have been identified as well and in the case of lack of relevant information, the areas of further investigation have been proposed. These are in the area of professional development and the cost of some of the proposed activities.

6 Conclusion

The current situation in labour market in the Czech Republic is highly competitive and the employers need to put more effort in finding and retaining employees than they used to have especially talented ones. The importance of paying attention to employees` retention is visible as well through the cost of hiring a new employee. For example, the Wall Street Journal`s Guide How to Reduce Employee Turnover (2009) refers to experts who estimate that in comparison to the current salary it is up to twice as expensive to find a replacement. As Heathfield (2017) advises in her web article, among other tips, one of the ways how to reduce the turnover is by "providing the opportunity for career and personal growth through training and education, challenging assignments and more responsibility".

According to Garr (2016, p. 27) organisations with the high level of maturity of talent management model see talent as a part of their competitive advantage. Such views on talent, retention and turnover surely deserve the support, therefore, the aim of the bachelor thesis is to propose a development plan for employees with a managerial potential. Applying the proposed changes and improvements can help the ABC company to get to a higher level of talent management model maturity, consequently improve retention, lower employees` turnover and reduce costs connected with hiring.

The theoretical part provides information from literature, as well as online resources and electronic articles. This information starts with management theories, manager`s roles and skills including competency modelling and ends with a description of different areas where the development is possible.

The second part offered a view into the practice of the ABC company, where the current tools and processes were described. Following in-depth interviews with managers as well as employees helped with the elaboration of current state and identification of areas where improvement would have been suitable. Using the knowledge from theory, about the current status regarding development activities and as well about possibilities for change and improvement, the part of the thesis with results ends with a proposal of the development plan. Possible obstacles and areas for further investigation were described in the part with the proposal as well.

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