

The Analysis of Human Resource Development in Komerční banka a. s.

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ABSTRAKT

Tato bakalářská práce se zabývá vzděláváním a rozvoje zaměstnanců v Komerční bance, a. s. Cílem bakalářské práce je seznámit se s teoretickými pojmy této problematiky a následné vypracování analýzy systému vzdělávání a rozvoje zaměstnanců v Komerční bance, a. s.

Teoretická část popisuje základní metody vzdělávání a jejich užití v praxi, kompetence školitelů a analýzu potřeb vzdělávání.

Praktická část je zaměřena na krátkou charakteristiku firmy Komerční banka, a. s. a obecnou analýzu systému vzdělávání a rozvoje a v této firmě. Také jsem v práci uvedla silné a slabé stránky firmy. Analýzou bylo zjištěno mnoho problému v oblasti řízení lidský zdrojů (nevhodný přístup nadřízeného, nedostatek zaměstnanců, nepřiměřená délka přestávek atd.). V závěru této práce jsou na základě analytických zjištění uvedeny mé doporučení.

Klíčová slova: vzdělávání a rozvoj zaměstnanců, metody vzdělávání, zapracování zaměstnance, identifikace vzdělávacích potřeb, školitelé:

ABSTRACT

This bachelor thesis deals with human resources development in Komerční banka, a. s. The aim of the bachelor thesis is to become familiar with theoretical notions in this area and consequently to elaborate the HRD analysis in Komerční banka, a. s.

The theoretical part describes the basic training programs and its application in practice, competences of trainers and analysis of training needs.

The analysis is focused on the short characteristic of Komerční banka a. s. and on general HRD analysis in this company. I also presented the company's strengths and weaknesses. During the analysis were discovered many problems in the area of HRM (improper supervisor's attitude, lack of employees, inadequate length of breaks etc.)

In the conclusion there are presented some recommendations based on my findings.

Keywords: human resource development, training programs, employee induction, identifying training needs, trainers

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DECLARATION OF ORIGINALITY

I hereby declare that the work presented in this thesis is my own and certify that any secondary material used has been acknowledged in the text and listed in the bibliography.

February 2, 2009

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INTRODUCTION

Nowadays, the human resources development is the integral part of each company. The training of employees is the most important point in this area in order to achieve success (both personal and corporate).

The human resources development can be understood as a process where requirements are still increasing. At present the companies are changing all the time such as people and methods of training. If the company wants to be successful and to have a competitive advantage, it must react effectively on those changes. The corporate success is for the most part created by managers and other employees, therefore the company should take care of them very well.

In my bachelor thesis I will deal with the human resources development (training and increases in qualification), which is decidedly the main point in each company. The employees must constantly develop themselves in order to contribute to the success of their company. The employer should properly motivate his/her employees and lead them to better achievements and qualification. I have chosen this area for my analysis because I found few problems in training of employees, their induction and attitudes of supervisors in Komerční banka, a. s. The aim of this bachelor thesis is to point out these problems and following recommendation for the company. In theoretical part I will explain the basic training programs, role of HRD, training and learning needs. On the other hand, in analysis I will deal directly with the company's system of HRD and its problems which I have found.

The theme of human resources development is very extensive and it concerns many methods of training. The company must consider who must be trained and prepare suitable training courses for each department within the company. The more the company gives their employees, the better achievements the employees accomplish and the higher the profit will be, this is the key of confidence.

I hope that my thesis will be a contribution for KB in way that they will use my recommendation for improving of HRD system and it brings future merits both for employees and managers.

I. THEORY

1 HUMAN RESOURCE DEVELOPMENT

1.1 Definition of Human Resource Development

The aim of this thesis is to explain basic definitions, methods of human resources development and also reveal the strengths and weaknesses in HRD in Komerční banka, a. s. which will be followed by my recommendation for possible improvement. It is very important to understand how these methods work in a company and how do people learn their skills, knowledge etc.

I have studied relevant sources of information – books and magazines and I would like to describe my findings in this work. Human training and development is focuses primarily on the improvement and development of human skills and knowledge, so employees are able to set and meet objectives, to achieve goals and to improve the organization as a whole. It contributes to the development of skills needed in the organization to carry out current and future efforts. The requirements for education have risen in previous years and personal development is more popular than ever before. Nowadays, the basic education, personal and other development of employees is interconnected and supports the main objectives of the organization. It is considered that firms' human resources are major source of competitive advantages. The main purpose of HRD is retention and training of employees, therefore organizations are establishing assessment centers and improving their own knowledge to turn it over to the employees.

The key elements of human resource development are:

- *Learning* - defined by Bass and Vaughan (1966), as a “situation when a behavior changes permanently and we can use it as a practice or experience”
- *Education* - development and improvement of the knowledge, values, skills needed in all aspects of life
- *Development* - “the growth of realization of a person's ability” (Armstrong 2003, 526)
- *Training* - is a planned process of taking person's skills and knowledge into practice (through training programs, instruction and events). The individuals should achieve levels of knowledge needed for working effectively.

Human resource development philosophy according to Armstrong is:

“Everyone in the organization should be encouraged and given the opportunity to learn- to development” (Armstrong 2003, 527)

1.1.1 Role of HR Development

Training in organization has two main functions (Hroník 2007, 127):

- a development of all kinds of competence
- an enhancement of both short-term and long- term efficiency

These functions include other development points according to their content and procedural characters (Hroník 2007, 127):

- orientation and adaptation
- integration
- qualification
- specialization
- innovation and changes
- motivation

The organization needs to train and develop more flexible managers and employees. The most intensive training is focused on developing skills, knowledge and abilities to meet objectives.

1.2 The Objects of Training

Training increases our knowledge, skills and understanding of people and thing in our daily life. “Training is the activity concerned with improving employees’ performances in their present jobs by imparting skills, knowledge, and attitudes” (Plunkett et al. 2000, 410).

- *Attitudes* - trainee must have positive attitude when he/she is trained. Talking and acting must be at the same level. Workers learn an attitude by observing what people do.
- *Knowledge* - knowledge help people to recognize what must be done and why. Knowledge includes facts, procedures, ideas, etc. When trainee has particular knowledge and he/she understands the whole job, he/she has a better chance to do the job in the best way.

- *Skills* - the best way how to teach skills is practice and practice. Trainee first learns basic information about tools, equipment and machinery that he/she will be using. It is also important to prevent trainee from wrong habits in order to precede future problems. Workers must be trained to accomplish the following goals (Plunkett et al. 2000, 410- 1):
 - Learn many jobs
 - Perform many skills
 - Function as member of a business team

1.3 Systematic Human Resource Development

The systematic HRD can be defined as an insistent rerunning cycle that puts the accent on the strategies and objectives of HRD.

Four basic phases of systematic HRD are (Dvořáková et al. 2007, 289):

- identification of needs
- planning and budget procedure
- implementation
- evaluation of process efficiency and further innovation

All phases are connected with each other and as a whole they bring **synergy effect**. This procedure you can see in Figure 1.

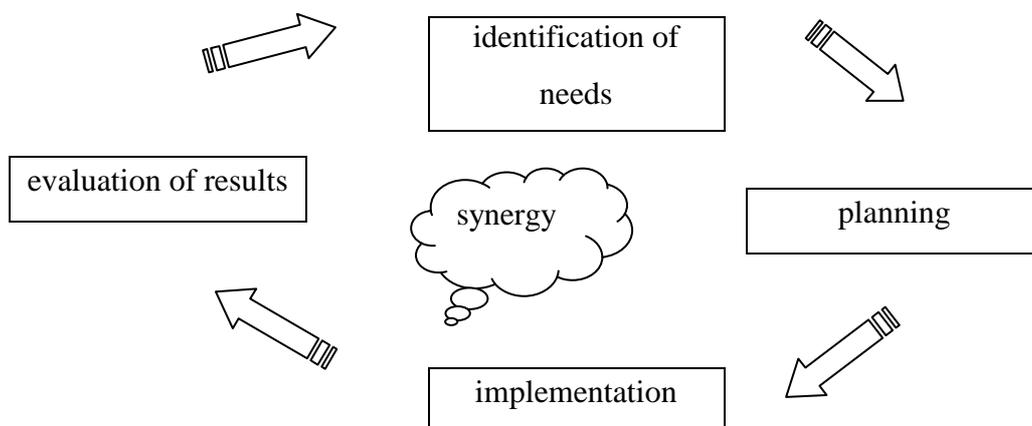


Figure 1. Data, groundwork and cycle of systematic employee's education

Source: Koubek, J., *ABC praktické personalistiky* (Praha: Linde, 2000), 322.

1.4 Identifying Learning and Training Needs

Learning and training activities need to be based on these elemental questions: how are they to be done, why do they need to be done and who will be involved. The education is needed anywhere, where there is ascertained a defect, discontinuity or problem that makes obstacles for employee or employer to meet the objectives and to work efficiently. Each organization wants to sell products or to provide services in the highest quality and quantity. The employer must define abilities and acquirements for each employee to be able to realize requirements. Without information about actual results at the level of organization, teams and single employees, training and development can never be effective. Training must fill the differences between what people know at a certain point in time and what they should know in the future. (Armstrong 2003, 553)

There are three questions for organizations before than they start to train:

Where is training needed?

Who needs to be trained?

What must the employee learn in order to be more efficient and productive?

Main questions how organization should plan training - 8W (Dvořáková et al. 2007, 292):

What content? **What aim and objective should be in training program?**

Who to? **Who should be educated?**

Which way? **What methods will be used?**

Who delivers? **Who will learn?**

When and how long? **How long the training will take?**

Where? **Where the training will be?**

What price? **How many the training will cost?**

Was it effective? **What the measure of effect will be?**

The figure 2 shows the four parts of a successful training effort. The whole training process must be planned step by step.

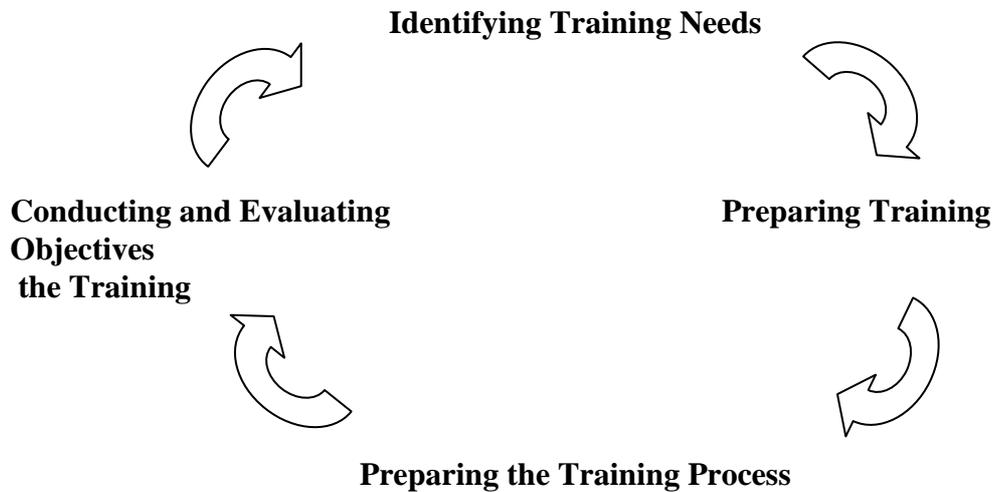


Figure 2. The training cycle

Source: Plunkett, W. Richard, and Greer, Charles R, *Supervision: diversity and teams in the workplace*, 9th edition (New Jersey: Prentice- Hall, 2000), 420.

The first step is to consider if the training is really needed by pointing out needs of the organization and its employees. Effective analysis of needs can have impact on financial sight. If somebody should be trained, it is needed to set up appropriate instructional objectives and there must be provide suitable training environment. The organization should set up the best development training methods and materials. (Sparrow et al. 1994)

1.4.1 Analysis of Areas of Learning Needs

For training to be effective, the learning needs must be analyzed in three main areas. Those areas include organization, departments (teams) and individual employees. The analysis in corporation leads to identifying learning needs in various departments and occupations. Individual needs of employees are analyzed separately while common needs deal with a group of members. These needs are summed up and defined as a whole in corporation. The areas and methods of learning and training needs are analyzed in figure 3. (Armstrong 2003, 553)

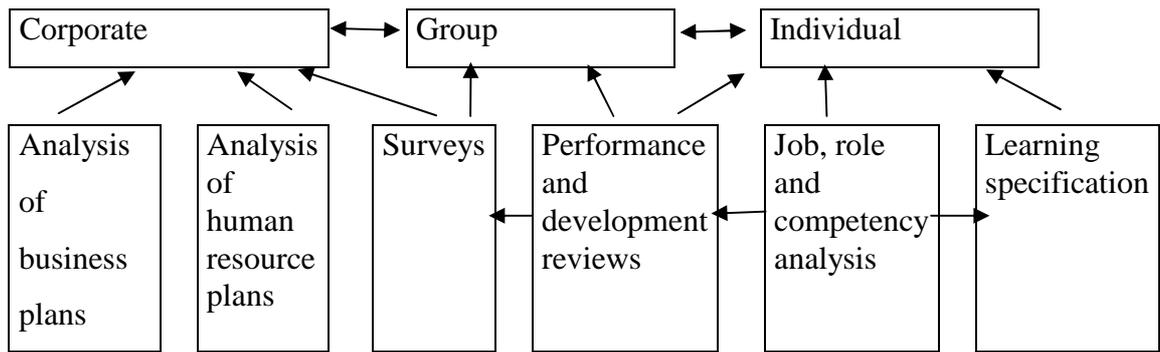


Figure 3. Learning needs analysis- areas and methods.

Source: Armstrong, Michael, *Human resource management practice*. 9th edition (UK, London: Kogan Page, 2003), 554.

1.5 Training Areas

The training can be provided by many techniques. Each of determinate training area can be realize in various forms as an education in the company or through e-learning. Each company evaluates its needs and after that they decide which method they will use.

- *Functional training* - is method called “professional training” and it is suitable for analyst WAN (Wide area network), businessman or designer. It ties together with job brief and employees should be able to do their work by standardized way. (Hroník 2007, 128)
- *Additional functional training* - it is an expanding method, i.e. designers must be educated in business acquirements, and this type of training might be called as “over-professional training”.
- It is this quality called as “over-professional training”.
- *Management development* - is especially for MBA (Master of Business Administration). There can be also a development of teams, solution of problems and development other manager skills.
- *Just-in-time courses* - deals with definite amount of products and definite time for their production (wikipedia)
- *Languages courses* - provides courses in various language
- *IT training* – learning about PC system, how work with PC
- *Specific training* - often asserts in just-in-time services. It includes stress management, time management and outdoor training.

- *Training by law* - this type we cannot choose because it results from law. It is given.

1.6 Training Programs

There is a distinction between two main training methods according to where they take place (Dvořáková et al. 2007, 298-300):

- methods “in company on the job”
- methods “in company off the job”
- external training

The methods *on the job* are usually used to train less difficult occupations and they are based on controlling over necessary skills and knowledge. It is training of employees in the company during their job. The methods *off the job* could be out of the company but also in the company. They are focused on gaining and applying skilled knowledge and providing employees with seminars, lectures etc. These methods are especially for training supervisors, specialists and technical occupations. (Dvořáková et al. 2007, 298-300)

1.6.1 In Company on the Job

The feature of this way of training is an individual approach to employees in helping them with adoption of necessary information and skills. It includes instructions by trainers, managers and leaders in the workplace. Much of the training can be provided through day-to-day contacts. The trainers play a main role, their willingness to teach, to explain the subject and to provide a feedback. The approach of the trainers must be objective and professional. It is essential; they do not act as ruthless and outspoken persons. The disadvantages may be that managers and team leaders are not professional trainers, so they can be somewhat unskilled at training and unable to properly motivate and encourage employees. The corporation should provide training to managers and team leaders in how to train effectively. (Armstrong 2003, 563)

Methods used in company on the job are:

- *Assistance* - trained employees are allocated to a manager who assists them with working tasks. Employees learn work procedures and business communication until they are competent to work alone. On the one hand, the main advantage is permanent supervision from the part of team leader. He can easily evaluate whether the employee is capable of doing the job. On the other hand, the adoption of wrong

working habits may be disadvantage and should be carefully avoided. (Dvořáková et al. 2007, 299)

- *Cross training* - this method has two forms. The first is horizontal cross training which represents changing of working positions on the equal level of management. The second is vertical cross training where an employee is transferred to other stages of management. The main advantage of cross training is increasing of employee flexibility and gaining skill to see company problems in a broader context. The disadvantage may be the risk of failure as the employee changes various trainers and jobs. (Dvořáková et al. 2007, 299)
- *Mentoring and counseling* - are methods for training employees under the supervision of the trainer. The employees assume from the trainer (mentor, counselor) skills and knowledge which they needs for professional and social development in order to manage better their tasks.
- *Coaching* - is the strongest tool in human resources development which includes development of skills supported by trainer or advisor. The advantage is that employees are still informed about evaluation of their work (feedback) and this can also improve communication between employee and employer. On the other hand, the disadvantage can rise when the trainee is under pressure of job tasks. This method is also time-consuming. (Bělohávek 2005, 74)
- *Tutoring* - is equivalent of mentoring, it is about learning from professionals. The relation between tutor and trainee is like “an expert” and “a newcomer”. (Tureckiová 2004, 104)
- *Job enrichment* - the main aim is to build higher sense of challenge and achievement within a job. It raises employee’s motivation, flexibility and divides their activity. (Management- Hub.com)
- *Job enlargement* - or enlargement of description of work station. This method tries to remove dullness associated with performing repetitive situation. It supports the communication between members of a group.

1.6.2 In Company off the Job

In company off the job training is intended for more participants and it takes place on special courses, training areas or centers. These areas are fully equipped and staffed for training. This type of training is supported by either internal education institutions, which

know the company environment or external education institutions or trainers, who can display new ideas and solutions of problems. It helps the trainee in using systematic techniques, and in getting the basic skills and knowledge to improve their work. The main disadvantage is the separation of training and real job situations. The managers and team leaders need to use the knowledge from a specific course in real life situation. This implementation may be difficult. Therefore the problem vests in transferring the knowledge from the learning situation in courses to real life and practice their knowledge and skills in real life. (Dvořáková et al. 2007, 300, Armstrong 2003, 564)

Methods used in company off the job are (Dvořáková et al. 2007, 300- 302):

- *Workshop* - the trainees are guided to solve the case studies. It focuses on team work and especially on training of managers and creative employees. The advantage of this method is contribution to the development of analytic thinking.
- *Brainstorming* - is focused on development of creative thinking. Each member must give a proposal to solve certain problem. After evaluation of proposals the manager chooses the best one. Some of the members might be shy to present their ideas and proposals, it may be considered as the main disadvantage.
- *Simulation* - it is very effective method for training of communication skills especially arguing and deciding skills. It is based on models approaching the reality.
- *Role playing* - is based on training practical skills and emotional experiences. This method is very cost effective and is used in marketing and management training. The trainee learns independence and self-control.
- *Assessment centers* - is also called development centre and is especially suitable for training of managers. The participants fulfill various tasks (diagrams, working on PC, logical tasks etc.) and solve everyday managerial problems. These solutions are evaluated by PC, men and divided according to measure of their stress. Trainee can compare his/her solution with optimal one and thereby he/she learns. This method is the very effective but also very expensive.
- *Outdoor training (adventure education)* - the training takes place outdoors; it is oriented to solve stress situations, communication, team leading, coordination etc. The program is followed by the discussion with and between several participants in order to find out which skills they have used, how they have applied them and what could be improved.

1.6.3 In Company off and on Job

These two types of training can work also together in various methods which are:

- *Action learning* - This method is focused on everyday learning with solving daily problems. It is similar to “team work” because colleagues, managers or business partners help, advice and suggest solution to practical problems.
- *Trainee program* - is method for preparing of successful applicants in order to take over leading functions and difficult workloads. It is focused on the absolvent of the universities with the aim to identify their strengths and weaknesses. The advantages and disadvantages are similar to cross training. (Dvořáková et al. 2007, 302)
- *E-learning* - It is learning with the help of electronic technology (usage of intranet and internet). The employer shifts responsibility for training to the employee to learn by himself. The survey showed that e-learning should occupy about 80-90% of all training in a company, nevertheless, the disillusion have come. People prefer to meet face to face than sitting before a screen for a few hours. The process of learning may be achieved in a group of members with the same interest in order to gain and share knowledge, this link is limited via the internet. The advantage is, that this method decreases costs such as traveling costs, allowances etc. The e-learning products are designed for the needs of their customers (the trainees) therefore it is time saving method. On the other hand, the people find poor feedback because the internet serves mainly for searching of information, not for a reaction of what the people do wrong. (Hroník 2007, 199)
- *E- Development* - While e-learning is focused on adoption of findings which are in existence and well tried, e-development is about discovering and creating new findings. Even if it occupies by developing determinate competences, it takes usually more than one month. (Hroník 2007, 199)

I have chosen this figure to compare differences between e-learning and e-development because these two methods are very similar and managers can confuse them. The comparison you can see in figure 4.

E-learning	E-development
Knowledge	Knowledge
Standardized knowledge	Unique knowledge
Short-term activity	Long- term activity
till 1 month	about 1 year

Figure 4. The comparison of e-learning and e-development

Source: Hroník, František, *Rozvoj a vzdělávání pracovníků* (Praha: Grada Publishing, 2007), 199.

Blended Learning

It is combination of various training methods in order to achieve the training objectives.

There are two main types of blended learning (Kontis Learning):

- Synchronic - it has to take place in the certain specific time. Trainees and trainers must be at the same place in the same time to get over their experiences. (class training)
- Asynchronous – it can be applied in a different time and place but the feedback is missing. (Books, manuals, video etc.)

1.6.4 External Training

External training is useful for development of leadership, technical skills and abilities. External training includes seminars, workshops, conferences, technical and nontechnical training. The disadvantage is the difficulty of transferring learning into practice because external courses do not take place in the company. It is more difficult to provide suitable external course for specific needs of the company than internal course provided directly by company. It may be also difficult to select relevant courses for each company. (Armstrong 2003, 565

Table 1

Training programs

Theoretical	Theoretical- practical	Practical
Training programs	Assessment centers	Mentoring
Workshop	Development centers	Couching
Lectures	Role playing	Tutoring
Practices	Managers plays	Counseling
		Assistance
		Cross training
In company off the job	In company off the job	In company on the job

Source: Tureckiová, Michaela, *Řízení a rozvoj lidí ve firmách* (Praha: Grada Publishing, 2004), 105

1.7 Trainers

The people who conduct the training are selected according to the type of training which is needed. On the job training is conducted especially by supervisors while off the job training is provided by outside instructors or in-house personnel. Supervisors are responsible for productive training of employees; therefore they must possess the necessary skills and knowledge to be productive. Trainers should establish goals and objectives for their training and decide how the trainee could achieve them. They also must be taught how to best communicate with adults and how adults learn in the best way. Some businesses are sending supervisors to courses on training methods. There are many outside courses that provide training such as technical and vocational schools, services and customers needs etc. The disadvantage of outside courses is their limited knowledge of customers' needs and company products. For preparation of a good training, it is necessary to provide suitable location, facilities, accessibility, comfort, equipment, and timing. (Zeromillion)

1.8 Evaluation of Training

The main aim is to evaluate training several times during the process. Many training programs can fall off their expectations because evaluation was too late. Timely evaluation

is necessary for training effectiveness and meeting the objectives. The process of evaluating the training has been defined by Hamblin (1974) as: “Any attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information” (Armstrong 2003, 566). Evaluation is a comparison of objectives (criterion behavior) with outcomes (terminal behavior) and it determines how the training has achieved the purpose.

When the results of training are evaluated the better feedback will be. There are four main levels of training evaluation according to Kirkpatrick (1994). These levels follow each other step by step.

Level 1: Reaction

How the participants in the training have reacted? It considers a wide range of topics such as program content, program structure, instructional techniques and abilities, quality of learning environment etc. There are evaluation questionnaires that are administered following the training. (Byars 1987, 208)

Level 2: Evaluating learning

At this level, information shows which learning objectives have been attained, which skills were developed, which knowledge has been used and how trainees assimilate to these points.

Level 3: Evaluating behavior

This level evaluates if the behavior of the trainees has been changed and in which way. It shows which knowledge, skills, attitudes were transferred from courses to workplace.

Level 4: Evaluating results

This evaluation is based on differences between measures before and after the training and if the objectives have been achieved in areas such as increasing customer satisfaction, accomplishment of customers needs, increasing sales, quality of products etc. (Armstrong 2003, 567)

1.9 How People Learn

According to Reynolds, Caley and Mason (2002) learning is:

“Learning is the process by which a person acquires new knowledge, skills and capabilities whereas training is one of several responses an organization can take to promote learning”. (Armstrong 2003, 537)

Individuals may learn by themselves and learn from other people. They can learn as members of teams, individually, with the help of trainers, managers, co-workers or people outside the organization. The way and the extent of learning depend largely on the motivation of the people. It is considered that learning is an important way, how to get a good job, how to be successful and how to achieve competitive advantage in the future. Learning includes many different theories which are focused on different aspects. These are mainly concerned with reinforcement, cognitive learning, experiential learning and social learning (Armstrong 2003, 538):

- *Reinforcement theory* - It shows that changes in our behavior are a result of events in normal life and experiences from childhood. If people have good experience, the feedback is positive and vice versa.
- *Cognitive learning theory* - achieves knowledge and skills by absorbing information as the principles, facts in order to understand and memorize them better.
- *Experiential learning theory* - It is learning from our experience by reflecting on it so that it can be best understood.
- *Social learning theory* - is based on social interaction (learning from groups of people sharing their expertise in their work)

1.9.1 Principles of Learning

It is important not only how the training needs are determined but how they can be met. The use of learning principles helps to ensure that the training programs will succeed. There are main principles of how to make training the most useful and effective (Byars 1987, 207):

- *Motivation to achieve personal goals* - Everybody tries to achieve their objectives which he or she has set. The opportunity to learn which is given to unskilled employees is the highest motivation to meet their objectives. The most common objectives are job security, responsibility, status and achievement.
- *Knowledge of results* - It is also called feedback. Analyzing of work that has been done leads to discovering its progress. This helps to set goals of what remains to be learned. Trainer can provide feedback by oral explanations and demonstrations and written examination.

- *Reinforcement* - “The principle involved in this technique is that reinforced behavior is likely to be repeated and behavior that is not reinforced is not likely to be repeated” (Byars 1987, 207). Two typical positive principles are praise and recognition. When the trainee is praised for his/her performance he/she performs better work. On the other hand, punishment and criticizing of employees can cause harmful effect.
- *Flow of the Training Program* - Each part of the training programs should go step by step in logical sequence.
- *Practice and Repetition* - Effective learning focuses mainly on practice and repetition. When employees discuss their ideas, it helps to better concentration on the subject or task.
- *Spacing of sessions* - The length of training depends of the type of training. The employer wants to get employee out of the training as quickly as possible. However, training can be given in longer intervals or in the space of few days only.
- *Whole or part training* - Training might be completed at once or separately for each different component. The company must decide which way is the best one. In my point of view, training separately for each task and every new job is better way than complete training at once at the very beginning.

1.10 Management Development

Also managers must be trained, of course. Management development helps the organization to bring up new managers, to improve manager's performance and to give the management opportunities to development. It requires meeting present and future objectives. The company must ensure that managers understand what is expected from them and that they have competences required for their roles. Training evaluation must be done in order to ensure whether managers have received the required training and experience for demanding responsibilities.

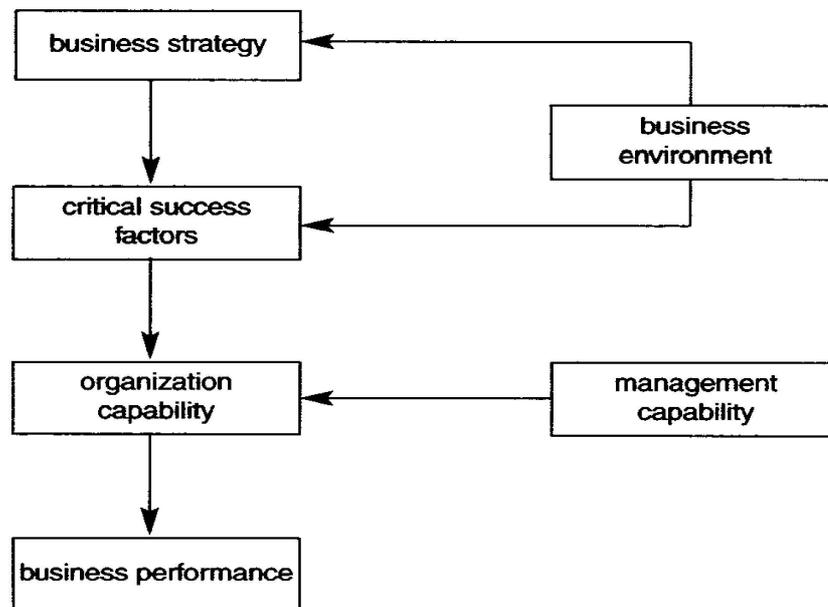


Figure 5. The strategic impact of management development

Source: Armstrong, Michael, *Human resource management practice*. 9th edition (UK, London: Kogan Page, 2003), 579.

The company must decide what sort of managers will be developed and how they can achieve strategic goals. There are three elements which are combined to produce an effective management development system (Armstrong 2003, 579):

- *Self-development* - individuals are encouraged to learn themselves
- *Organization-derived development* - “the development of the systems of formal development is the domain of personnel and management development specialist” (Armstrong 2003, 579)
- *Boss-derived development* - is focused on real problems at work provided by a senior manager

If trainers train people properly, they can receive some benefits (Plunkett et al. 2000, 412-3):

- *Managers get to know their subordinates* - when managers are dealing with subordinates, they learn their needs, wants and they get a chance to obtain knowledge of each person.
- *Managers further develop their own career*
- *Managers gain more time* - trainers become more confident and reliable and managers will gain more time for planning, controlling and coaching,
- *Managers promote good human relationships* - trainers gain pride and respect for managers because managers are those who learned.
- *Managers reduce safety hazards.*

1.11 Summary of Theoretical Knowledge

I have studied several literature sources which provided me with basis for my theoretical part. Here I will summarize the most important findings in my work.

Human Resources Development is a process and consists of the following stages: identification of needs, planning of training, realization of training process and evaluation of training results. Due to the technological development and changes of employees' knowledge, the level of HRD is still growing.

The methods commonly used for training of employees are: *on the job* and *off the job training*. Methods *on the job* are coaching, mentoring, tutoring, cross training etc. Methods *off the job* are workshop, brainstorming, assessment centers etc. Demands on employees and types of training methods are different in each company. The important step is selection of trainers with respect to particular departments. The trainers must be also properly trained in order to be well prepared to teach other people (must have information about particular area, practical and theoretical skills, communication skills etc.).

The significant part in companies is evaluation of training efficiency. This regards the reactions of trainees and their opinions on training methods and overall going of the training courses. The company is also assessing pieces of knowledge which trainees learnt, their working behavior, and changes in working results. The most important evaluation is the final value, which means the company's profitability.

The theoretical findings I will follow up with my analysis of training and development of employees in Czech bank Komerční banka, a. s.

II. ANALYSIS

2 COMPANY CHARACTERISTIC

2.1 Profile

Komerční banka, a. s. is one of the leading banking institutions in Czech Republic and Central and Eastern European region. It provides many services in areas such as retail, corporate and investment banking. The bank is a member of International Societe General Group since 2001. The Societe General (SG) Group is originally a French company.

In the year 2007 1,58 million customers used the services of the bank through the telephone, internet banking system and also through the branch offices. In the prestigious MasterCard competition, KB was awarded a prizes "Bank of the Year 2007" and "Corporate Bank of the Year 2007" while its product "Modrá pyramida" was named "Building Society of the Year 2007". KB is focusing development of its corporate loyalty, credibility and its business activities.

The other member companies of the KB financial group offer specialized services, such as insurance, building savings, factoring, consumer loans, etc. The main values with respect to maximal quality of bank's services are professionalism, teamwork and innovation. KB has been selling their products over 10 years. KB is the 3rd largest bank in Czech Republic and is among others the partner of National theatre.

Basic strategy of Komerční banka in the area of Human Resources is to create long-term relations with their employees and deepen the internal communication. The company created The Personal Guide for the Employees together with sections of Communication, Quality Management and Innovation and Company Secretariat to facilitate employees' orientation in company's environment. (KB)

2.2 KB Values

The KB mission of Training and Development is to accompany strategic developments by strengthening its staff's competencies and helping to shape themselves in a consistent way within the framework of the Group's culture.

To fulfill this mission, Training and Development (Personal Guide for employees):

- advises and assists its “internal customers” and KB units to analyze their training needs and defines the annual Training Plan
- develops or adapts training programs, researches solutions (if necessary in cooperation with the SG Group) and observes development of training methods
- organizes and coordinates the distribution of training within KB across the country

Each year, KB provides a wide range of training modules and public courses (internally or externally run), which help employees to gain or improve expertise and language skills. It also provides Annual Performance interview in which employees and managers discuss the participation in necessary training actions. (Personal Guide for employees)

Three main values of KB are (KB):

- Professionalism - competition is intensifying, the challenges are increasing. KB professionalism is acknowledged, their customers have confidence in KB today, but nothing is acquired permanently.
- Innovation - is a state of mind, a driving force. Innovation takes the lead. Every day, KB is finding new, creative solutions and dynamic procedures which make the institution competent to react on changes of world market and home competition.
- Team spirit - is being proud to belong to a winning Group benefiting from the diversity of its talents and culture.

2.3 Partners, Clients and Shareholders of KB

Partners

Many significant organizations and associations belong to partners of KB, e.g.: Allianz pojišťovna, a. s., Českomoravská záruční a rozvojová banka, a. s., Podpůrný a garanční rolnický a lesnický fond, a. s., Rating malých a středních podniků Hospodářské komory hl. m. Prahy, Exportní klub Czech Trade, OZP- Oborová zdravotní pojišťovna, Studentská karta ISIC. (KB)

Clients

The yearly growth of the clients is about 4 % (1 607 000) and the number of individual clients grew about 5 % (1 322 000). In 2008 Modrá pyramida made 28 000 contracts of building savings. Modrá pyramida serviced about 755 000 clients in late June 2008, however the highest number of contracts was in 2004 when the conditions for contracts

were more convenient. The search in 2008, that KB had done, shows the number of company's clients (in thousands) by the year 2008.

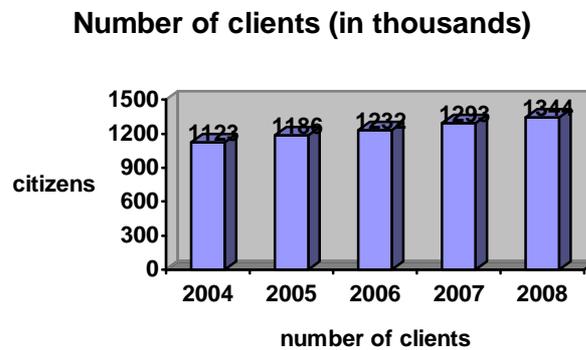


Figure 6. Number of clients

Source: KB. Annual reports 2008. http://www.kb.cz/file/cs/com/annual_reports/KB-vyrocní_zpráva_2008.pdf

Shareholders

The greatest shareholders of KB are divided into three parts where Societe Generale Group has the majority shares (60 %), the minimum stocks are owned by other companies (31 %) and Investors bank & Trust Co. has 9 % shares. (Figure 7)

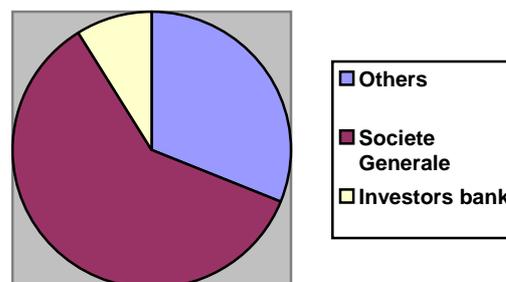


Figure 7. Shareholders of KB

Source: KB. Financial results 2008.

http://www.kb.cz/en/com/investor/financial_results.shtml

2.4 Employees' Figures

Komerční banka a. s. currently employs 7390 employees, thereout 2565 employees work in head office and 4825 in distribution network. The slow increase of employees was

connected with opening of new branches in business network. In 2004 KB finished implementing technological and organizational changes and optimized the number of its employees particularly in distribution network. The segmentation of employees is stated below. (Bilan Social 2005, 2)

Segmentation of all employees

According to sex:	Men	28 %
	Women	72 %
According to age:	< 25	5,79 %
	25- 34	29,05 %
	35- 44	30,58 %
	45- 54	27,01 %
	55- 50	7,02 %
	> 60	0,55 %

2.5 Economics indexes

Table 2

Consolidated indications in millions CZK

Income Statement	2008	2007	2006
Total operating revenue	33 714	29 670	26 421
From that: net interest revenues	21 261	18 790	16 274
From that: net charges and commissions	8 050	7 756	8 769
Total operating expenses	-14 507	-13 629	-12 400
Net income	13 233	11 225	9 211
Balance Sheet			
Balance sum	699 044	661 819	598 089
Loans of clients	364 040	304 938	252 505
Deposits of clients	554 570	540 229	481 294
Total Stockholder's Equity	62 974	50 654	50 257

Source: Annual reports 2008.

http://www.kb.cz/file/en/com/annual_reports/KB-annual_report_2008.pdf

This table shows the most important KB indexes which I have chosen. In 2008 KB had the highest income and stockholders equity regardless the financial crises that had begun. If I should consider the year 2009 I would like to point out that the income would be probably lower than in the year 2008. During the year the price of shares plummeted but the company is very strong firm to keep a profit at all. However, the company did not provide me with the exact information about the shares.

3 ANALYSIS OF HUMAN RESOURCES DEVELOPMENT IN KOMERČNÍ BANKA, A. S.

3.1 The Aim and Process of Analysis

The aim of the analysis is to determine how KB is focusing on training of its employees, what system of training uses and whether it is effective. Next topic of this analysis is to find out whether the company uses internal or external trainers, types of language courses and employees' mobility. The goal of this analysis is to evaluate the training and development in KB and to propose recommendations for future improvement.

As sources of information I will use regulations and documents of KB and gathered information from management and officials. I will closely cooperate with staff department who will provide me with the information about staff, training courses, language courses, company profile and history. I will also utilize my own experience as an employee of KB and my participation in fortnightly training course. This training course was divided into two parts, first week I have learnt general information about company, job responsibility, scope of employment, working hours etc., the second week was about technical equipment (telephone and PC), KB intranet, software and its usage. I participated in this training in week 19.5. 2008 - 23.5. 2008 (T-mobile campaign) and 23. 6. 2008 – 30. 6. 2008 (Express line). This training took place in new telephone center in Zlín.

3.2 Responsibilities of Training and Development Department

The main goal of KB in this field is to relate the increasing qualification of employees along with their consistent development within the framework of Societe General Group to strategic development of KB. T&D cooperates with all departments which produce training plans including goals, priorities and budgets for a given year. These plans must comply with all employees. T&D is responsible for training budget, financial monitoring and presenting activities in training area. T&D advises to top management and all sections on organizing a new training program and helps to analyze their training needs. This department must specify content, trainers, and training methods of new training programs. It defines pedagogical norms, methods, criteria of evaluation which the trainers use in training and it also controls the quality of training. Employees who train they must have

acknowledging of T&D, which helps them with methodological needs and basically organizes the whole training.

In all training courses T&D supports the logistic and observes its gradual development in aspects such as pedagogy, budget and communication. The personnel officers have in their competency all external relationships and they closely cooperate with training department of Societe Generale Group which supports all its subsidiaries. The company is never using the same methods and ways of training long time; therefore T&D monitors development on training market and suggests the integration of new training technologies. This innovation helps to keep corporate competitive advantage, as does the observation and analysis of information about training programs of rivals.

Each group of employees has its own supervisor, who controls their work. These supervisors have personnel competence for selection of their subordinates, who should be trained according to priorities. The supervisors cooperate with T&D when they evaluate training courses which are attended by their subordinates. Along with T&D they prepare new training programs, where they define management objectives and they also participate in their implementation.

The HR consultants also work also in this area. They help to find training needs with the aid of APE (Annual Performance Evaluation), career interview, evaluation of career achievements or by requesting supervisor or subordinate. They are involved in implementation of important programs and development of training activities.

The employees must submit a written requirement to their supervisors who should confirm it. If the requirement corresponds with the training, which have already existed in KB catalogue or catalogue of supplier, the employee is enrolled to this course. The participants receive an invitation to training, where all information and instructions for their supervisors are noted. The employees are encouraged by T&D to participate on common compulsory internal training courses or training courses resulting from the resolutions of top management or department manager. The participants in training courses must properly take part in these trainings and are obliged to inform supervisor about the date of the course. If the participant fails to attend and cancel his participation in advance, all the costs are allocated to that participant's section. The attendant can be displaced based on employer's decision; the stand-in must be from the same section. This course is normally paid by employer. The training courses, which KB ordered or organized, can be attended by VIE (Volontaires Internationaux en Entreprises- International Volunteers in Enterprises)

who work in KB. The VIE project includes students and graduates, who can achieve professional experience in international companies. (Company rules 16-006 2006, 2-3) T&D is in charge of the KB training budget which includes (Company rules 16-006 2006, 4):

- Costs expended on training courses provided for KB by external training institutions (language and other courses)
- Registration charges for public courses and seminars
- Costs expended on increasing of qualification, but only with KB's approval
- Travel costs relating to training

Budget does not include:

- Costs for outdoor activities
- Textbooks for language courses

3.2.1 Specialized Training

This training is especially for employees who want to achieve other or higher job position. There are many different kinds of training according to particular job position. In my case, I came over from the position, where banker offers products through telephone, to other one – the Express line. Express line is a service where banker serves as mediator for bank transfers. The banker works with the client money and accounts. This line provides broad range of bank services. The banker must be very careful and responsible because he/she works with money. Because of this responsibility, each employee must go through specialized training for Express line or another job position. This training is realized directly in the company. The company has special room for training with PCs, telephones, video screen etc. First of all, the trainers apprise the employees of job position in general and after that they start with training and using findings in practice. The whole process is described in chapter 3.4 Employee Induction.

3.2.2 Language Courses

The company aims to support employees in language preparation for a job position where the language is necessary. In call center there are offered especially English courses. The official language of KB is English; therefore it is one of major requirements.

In my opinion, the providing of language courses is a great contribution for the company and its development. Each employee should be able to speak English, because it is

universal and worldwide language and the KB's activity focuses on both, Czech Republic and the whole region of Central and Eastern Europe.

The employees attend language courses according to their own needs, language skills, and working position. The employees can attend only one language course and they are registered to the course after probation.

The KB language courses and their characteristics are described in figures A and B in Appendix P I and P II.

The language courses are being approved according to the company rules in the table 3 (Company rules 16-006, supplement 01 2006):

Table 3

The approval of language courses

Type of course	The application for registration approves	
	Headquarters	Distribution sector
Individual training (only for individuals)	The supervisor 3 rd stage of management or higher	Regional manager or higher
Mixed training (individuals and groups)	The supervisor 3 rd stage of management or higher	The manager of regional branch office or higher
Group training (only for groups)	The supervisor 4 th stage of management or higher	The manager of regional branch office or higher
Specialized courses	The supervisor 4 th stage of management or higher	The manager of regional branch office or higher
Intensive training abroad (immersion)	The member of KB CEOs	
Intensive training in Czech Republic (immersion)	The supervisor 3 rd stage of management or higher	Regional manager or higher
e-learning	The supervisor 4 th stage of management or higher	The manager of regional branch office or higher

Source: Company rules 16-006, Vzdělávání a rozvoj (Lidské zdroje, odbor Vzdělávání a rozvoj, 2006), supplement 01 2006.

The attendance must be strictly abided with. If the participant has absence higher than 30 % T&D can disqualify him/her from the course. The participant can be excused in case of illness, vacation, official training trip.

All courses are focused on all sections concerning English language (grammar, speaking, reading, listening etc.) From my point of view the most useful type of language course is the intensive course abroad because the participants stay in foreign country and learn English not only from lectures but also from native people, their culture, habits and social issues.

Testing procedure

The participants in language courses have to meet one condition, i.e. the employees must constantly develop their language skills. If this term is not satisfied, T&D and participant's supervisor can decide about disqualifying him/her from the course. Their language skills are tested via language tests.

- Group training / Mixed training

The participants' skills are assessed twice a year (February and June)

Table 4

Arrangements on the basis of the test results

Test results (%)	Arrangements
< 50	The employee can attend the course only once more
50 – 70	T&D with supervisor decide whether the employee will attend the course again or will continue with next training program
> 70	The employee goes on with next training

Source: Company rules 16-006, Vzdělávání a rozvoj (Lidské zdroje, odbor Vzdělávání a rozvoj, 2006), supplement 01 2006.

- Individual training

The participants in English language courses sit once a year for TOEIC exam and students of French for TFI exam. The employee should achieve the following annual improvement:

Table 5

The minimal annual improvement

Level	Minimal annual improvement in points
Elementary	200
Pre- intermediate	120
Intermediate	115
Upper-intermediate, Advanced	70

Source: Company rules 16-006, Vzdelávání a rozvoj (Lidské zdroje, odbor Vzdelávání a rozvoj, 2006), supplement 01 2006.

If the employee does not achieve supposed improvement, T&D decides whether the employee will continue in training course or not. This decision must be confirmed by employee's supervisor.

I think that this language training is a great benefit for the company and its employees. The employees are able to communicate in English language in terms of exact phrases and vocabulary concerning their job position. The employees in teleworking center are especially trained for communication via telephone and they must learn English phrases for English speaking people. These people usually do not use Express line but the exceptions could happen and the employees must be prepared for any situation. These courses take place in the company therefore the employees can participate without problems.

3.2.3 T&D Processes

There are many possible procedures and models describing how the company can plan the training of its employees. Each training course is properly prepared and includes all training requirements. The training is usually planned for next year. The company prepares training by the help of three processes (Company rules 16-006 2006, 4):

- Budget process – departments suggest number of training days which employees will attend. This is the first and important step to define needs considering costs.
- An annual training plan - T&D consults the training with top management and other departments and together identifies group needs, priorities, and goals and they clarify the budget for subsequent year.

- Annual Performance Evaluation (APE) – in this process the superior and subordinate discuss her personal development plan. All employees participate in this stage. The superiors fill in part of APE training form that is intended for collecting demands for individual training courses and they write down required internal or external training courses.

The training needs (group or individual) are written by the supervisors into the special form that is published on intranet KB.NET- Education.

3.2.4 Establishing of New Training

If the company finds out, that certain training is needed, it may set up the new training, providing that there exist satisfactory number of potential participants. The development process includes 4 stages (Company rules 16-006 2006, 5):

- Starting study – is the joint result of both, a representative of department that needs this training and T&D. At the end of this analysis both sides decide whether they will continue development of this training or not.
- Formalization of deliverance – it is the deliverance of training needs by T&D, in which the requirements of the department (that wants of the training) are summarized. This document is a basis for new training course and it serves for communication with external suppliers.
- The proposition of training (planning) – by T&D with the help of external and internal sources and selected methods. The final decision is in the competence of department, which requires training, and T&D.
- The realization of training – is the final stage where T&D, the setting department, internal or external supplier and all needed internal resources cooperates together. The outcome is established training.

3.3 Career Development

The employees are informed about the strategy and basic processes of Recruitment and Career development department. KB sets the basic framework of rules and principles which support career development. The career development process is comprehensible, definite and effective. All employees have possibility of career development according to their personal presuppositions and efforts, which are utilized for taking advantage of the human potential for filling company's goals at the same time. The career development is

profitable and useful for both sides. The role of Recruitment and Career development department is to actively react on managers' needs, determinate what they want and set out plans for career development of their employees. This department closely cooperates with Human Resources Department. The employees can be supported in career development if it is useful for maintenance and expansion of presuppositions and requirements needed for their job position. The career development corresponds with KB needs (the career development must not be useless). There are two types of career development (Company rules 16-006, supplement 02 2006):

Increases in qualification

It is the company's decision, if it will support their employees in career development or not. If KB decides to support employees in career development it applies the Notice of Working Relief and Economical Security of Students' In-career (defines the range of relieves and amendments) and finally the employee can be admitted to study. On the other hand, if KB decides not to support employees, the employee can apply for a change of the workload to reduce the amount of work required.

Employees' obligations:

If the employee accepts the reduction of workload he/she must observe it. In case that the company decides to support employees in improving their qualification, the employee is obliged to conclude with KB Contract of Increases in Qualification and observe the legal regulation of this agreement. The following figure serves for decision about time of continuance in employment after ending of increases in qualification.

Table 6

Increases in qualification

TIME OF STUDY	TIME OF ENGAGEMENT
Till 1 year	1 year
Till 2 years	2 years
Till 3 years	3 years
Till 4 years	4 years
Till 5 years	5 years

Source: Company rules 16-006, Vzdělávání a rozvoj (Lidské zdroje, odbor Vzdělávání a rozvoj, 2006), supplement 03 2006.

Deepening of qualification

The employer requires the deepening of qualification of employees, not vice versa. If the employer demands these improvements in qualification, all employees must participate in (it is their obligation). The company also decides in this section about supporting their employees. The time of deepening is viewed as a working process for which the employee is normally paid. The company sets annual limit for the deepening of qualification 24 weekdays per each employee (twice a month). This limit must be strictly kept and must not be exceeded. However, the Career board may decide about extension of this limit, but only in these cases:

- KB has the supreme interest in studied field (branch)
- The branch is very difficult (the employees must participate in the training and keep on improving their obtained knowledge)

To consider these possibilities the limit usually does not have to be extended because the employees try to abide with it in order to prevent the confusion with the number of training days.

Employees' obligations:

The employee must observe the annual limit of weekdays intended for deepening of qualification. If expected costs reach 100 000 crowns or more, the employee is obliged to conclude with KB Contract of Deepening Qualification whereas the time of engagement will be assessed by Career Board. The following figure serves for decision about time of continuance in employment after ending of the deepening of qualification according to level of costs expended for deepening of qualification.

*Table 7**Deepening qualification*

LEVEL OF COSTS	TIME OF ENAGAGEMENT
100 000 – 200 000,-	1 year
200 001 – 300 000,-	2 years
300 001 – 400 000,-	3 years
400 001 – 500 000,-	4 years
500 001 and more	5 years

Source: Company rules 16-006, Vzdělávání a rozvoj (Lidské zdroje, odbor Vzdělávání a rozvoj, 2006), supplement 03 2006.

3.3.1 Career Board

This board decides together with Human Resources Department about personal arrangements in connection with training, increasing of qualification, deepening of qualification of employees etc. The board consists of one representative of particular department and representative of Human Resources Department. Every meeting must be concluded by a report that serves as a basis for implementation of changes. The Career Board is set up in the following situations (Company rules 16-002 2007, 5):

- To occupy managers' vacancies
- To set, change and implement plans of succession
- To approve the listings of employees for career development and internal mobility (also international)
- To approve mobility

Firstly, the consultant of HR has "career conversation" with employee where the consultant determines employee's priorities and presuppositions for other development. The information from this conversation and other achievements serve for the decisions of Career Board members. The other achievements are: job achievements, the listings of graduate training and development courses, personal profile, the results from psychological test, the participation on projects etc.

Secondly, the Career Board takes these information about employees, evaluates them and the results are communicated to the particular employee's manager, who can move him/her to another job position. The employee is obliged to inform what position is he/she interested in. If the employee wants to change his decision, first of all he/she must finish negotiations about the primary position. After that the negotiation about another one can be commenced. After signing an employment contract, the employee cannot change the decision again.

3.3.2 Principles of Career Development

The responsibility of both, employer and employee is very important in the company. Even if each of them occupies a different position, their significance is crucial for the achievement of the common company goal.

The employee actively improves his/her skills and knowledge, the manager motivates the employees, provides the feedback and helps them to career development.

Both the employee and the employer try to find out opportunities that enable them to contribute to common progress of the company. The employer supports training and development of employees in order to increase productivity of labor and to decrease fluctuation and other negative factors. The most effective instrument of career development is mobility. The internal mobility is the principal instrument of employees' development in KB. It contributes to the swift distribution of information and experience and it motivates the employees to develop themselves. The acquisition of internal mobility is also innovation, one of the basic company values.

3.4 Employees' Mobility

The mobility is a change of employees' function within company, that demands and supposes the development of their competences and it generally leads to change of job position or place of work.

The change of position in KB is generally realized after 3 years of staying in current position.

3.4.1 Types of Mobility

There are several types of mobility. They can be realized together or individually. (Company rules 16- 002 2003, 3)

Professional Development (or functional mobility)

Professional development, also called functional or horizontal mobility, is a change connected with extension of competences that requires using of new ones. Professional development is not extension of current competences without using of new ones.

Career Development (or vertical mobility)

Career development (or promotion) is a change connected with promotion (moving on higher position).

Geographical Mobility

Geographical mobility is a change of place of job performance. This change is supported by the so-called "Mobility package" that is designed for reimbursement of travel costs expended on mobility.

This mobility includes:

- Moving to a new place (only in Czech Republic)
- Weekly stay in a place of job performance and commuting at home in days off

- Daily commuting

Mobility in KB/SG Group

This mobility is realized by both KB and SG Group in Czech Republic. This kind of mobility is undertaken, if it is in the interest of both groups.

International Mobility

This type of mobility is implemented abroad and it means moving to a new place (outside of Czech Republic).

The functional and vertical mobility is very common in Komerční banka, a. s. It happens that the productive employees, who do their jobs well, have good relationships with managers and colleagues are usually promoted to better positions. On the other hand, the international mobility is used in few cases when the employee - more likely the manager - is sent to company's branch in foreign country. The consultants of HR choose yearly potential candidates for international mobility. The international mobility is realized in narrow cooperation with SG Group and the management of HR.

3.5 Employee Induction

Since HRD is very comprehensive theme in KB, I decided that I will analyze the employee induction. I took part in the training in the week 19.5. 2008 - 23.5. 2008 (T-mobile campaign) and 23. 6. 2008 – 30. 6. 2008 (Express line). This training took place in the new telephone center in Zlín.

KB has extended its network of branches during last years and at the end of 2008 had 394 branches. Another step in a strategic plan was the opening of the call center in Zlín (the other call center is in Liberec) where I have been working for about half a year. The call centers had about 430 employees at the end of 2008. The Zlín's call center and the call center in Liberec cooperate with and support each other. The call center serves not only for Komerční banka, a. s. but also for their partners and members of the group.

The employees in KB are divided into many teams for which the supervisors are responsible. The principle of team building is simple. The team in KB is composed of about ten people and the supervisor can easily control them, give them feedback and advise them what can be improved.

“Team building is a process that develops cooperation and teamwork within a work unit. To constitute an effective team, its members must share a common goal, have respect for each other, and be motivated to use the strengths of each member to achieve their objectives. Current corporate philosophy stresses that each member of a team plays an integral part in the success of the company.”(Wisegeek)

The proper employee induction assists the company with quick adaptation of its employees and with meeting company's objectives. In this case, the aim of employee induction is to prepare employees (both in practical and theoretical way) for their job positions. The employee induction is concerning new recruited employees and current employees who are moved to another position.

The employee induction goes through both - theoretical and practical part. It means that employees must pass the training and practical induction as well. The theoretical part takes five days, 8 hours per day. All recruited employees must participate in this training. In the first day of training the employees learn basic information about the company; they are acquainted with labor protection and fire safety. Each employee signs, that they are informed about these rules. They are informed about working hours, the salary, company's requirements and all personal things. The next day trainer gives them information about products that employees will offer to customers. This section is very broad therefore employees learn about the products at home (it takes a long time). In the following days the trainer teaches the employees how to work with telephone and special computer program designed for teleworking. The trainer uses the visual equipment to show participants the procedure of call step by step. The external trainer from Gradua-CEGOS, s. r. o. comes once a week to the company to explain the Professional Communication on the Telephone. He teaches employees how to communicate with customers, principles of effective communication (verbal, non-verbal communication, feedback, kinds of listening), and stages of telephonic dialogue (the preparation, the contact), types and usage of question. The main point in telephonic dialogue is smile that says (Profesionální komunikace po telefonu, studijní materiál 2008, 12):

- You like your job
- You like your product and company
- You work with pleasure and enthusiasm
- You respect customers
- You are likeable and have good intentions

- Your company is professional

The smile during the call supports and reinforces the message.

The last day of training the participants get the communication script and practice to call each other with using telephones, headsets and special programs on computer. The communication script includes all necessary phrases relating to certain procedures and possible problems that can happen. After finishing the theoretical part the employees shift to working operation.

In this area I have found the main problem in the length of each training day. The training days takes from 8:00 am to 16:45 pm with one hour lunch break. The employees are most active before lunch but in the afternoon the concentration is limited and the training is not as effective as it could be with better dispersal of the lessons. There is great confusion in information given to employees. Each day includes several parts that deal with different information and employees cannot be able to concentrate on information from various areas. Due to this fact the employees are flooded by information.

The second week is dedicated to practical preparation only. Firstly, employees can see the real telephonic communication that current employees do and secondly they start to call to real clients. The first calls are the most difficult as the employees could be very nervous and they have yet no experience. After few calls they can start to work on each own. Each group of employees has the supervisor who monitors their calls, evaluates them and gives employees instantaneous feedback. Every day the supervisors have evaluation sheet in which they record employee's calls and also record on PC for backward control. The supervisors usually after work shift have meetings with individuals to make analysis of their calls especially mistakes which they did. Employees can replay their records and can evaluate themselves their speeches. All calls must be recorded, for the cases when employees cause an important mistake, and serves as evidence both for employee or customer. This procedure helps to avoid future deficiencies and problems that could happen. If the employees are not sure about some procedure, they can find the supervisor and he advices them what to do. The supervisor is still near the group. I think this approach is sophisticated because the employees could rely on supervisor and it is precaution against possible future problems.

The other problem is manipulation with headsets and company software used for calls. After training course employees still do not know how to use the software, they are popped into working process regardless of their skills to cope with technology. In that situation the

majority of employees are still asking their supervisors what they should do, how can they remedy mistakes which they have done etc. Each group has one supervisor during both training and employee induction. The supervisors usually coach their groups for the whole length of their employment. It is common situation that the employees being trained have many questions. However, I have experienced sour grimaces and reserved and reluctant reaction of the supervisors being asked trivial questions. This problem ties together with training course and inappropriate amount of information. Employers demand the employees to do their job well and to be trained effectively, but the reality is somewhere else even if the employees do nothing wrong. This discourages the employees and diminishes their motivation to do good job and they start to be discontented and keen to quit the job (this person is called quit-but-stay). This situation is a sign of company's bad management.

Log in and out of the system

The employees work with PC and special software for telemarketing that I have already mentioned. They must come to work about 10 minutes before the beginning of working hours to be able to sign on the attendance book and log in the system on PC. Each employee has his/her own password and the system shows when the employee logged in and out of the system. The number of working hours has given time for break that shows table below.

Table 8

Breaks

Number of hours	Breaks {in minutes}
1	3,75
2	7,50
3	11,25
4	15,00
5	18,75
6	22,50
7	26,25
8	30,00

Source: According corporate demand on employees

In my opinion the telemarketing is very hard work because employees must talk with customers the whole working hours and the range of these breaks is not appropriate. If the employees get over this break time they must work overtime (1 exceeded minute must be recovered by 15 minutes calling).

Lack of employees

One of few problems that I have found is lack of employees, especially temporary workers. The call center has opened their branch since 2008 in Zlín therefore the company is still recruiting new employees. According to company's statistics there is capacity about 230 working stations. When I have been working in KB about 30- 40 working stations were occupied by permanent staff and 100 working stations by temporary employees.

Each company recruits new employees at the opening of course, but call center is almost dependent on the temps. However, the biggest problem is fluctuation of temps. Half of new trained staff leaves the company after one or two months. I think that employees are not motivated enough. The permanent employees get employee's benefits such as lunch voucher, preferable loan or bank account but the temp may obtain a verbal approbation only. Nevertheless this type of approbation will not bring success and future promotion. Some temps reached excellent achievements but they didn't get benefits at all. They can change the subject of the job and be trained to other campaign but the sources of motivation do not change. It's unlikely to keep these employees under such circumstances.

3.6 Summary of Analytic Knowledge

The function of Human Resources Department in Komerční Banka a. s. includes two main sections of so-called training and development of employees - increases in qualification and deepening of qualification. It consists of analysis of learning needs, controls duration of trainings, and leads the evaluation of training results and effects.

The Training and Development Department deals with training budget, financial monitoring and presenting of activities in training area and cooperates with all corporate departments. This department includes all operations connected with searching and recruiting of employees, labor relations, and training and development. It always compiles a plan for training of the employees; it provides internal or external trainers and prepares individual courses. T&D uses several training methods at once to assure effective training (simulation, coaching, and lectures). The main method is coaching, when the supervisor supports the employee with training of practical skills. This method has both advantages and disadvantages.

Advantages of coaching in KB:

- providing instantaneous feedback to employees about their progresses and evaluation of their work
- cooperation between trainers and trainees
- improving relation between trainers and trainees
- determination of personal goals for future development

Disadvantages of coaching in KB:

- irregular training
- time consuming and pretentious for trainer
- take place under pressure of pretentious tasks

The company also provides the language courses for employees because each employee must be able to speak English according to company rules. These courses are divided into levels based on employee's language skills and their job achievements.

I found strengths as well as weaknesses in corporate systematic training:

Strengths

- corporate interest in training and development
- new visual equipments, PCs
- systematic development since entering company
- supervisor for each group of employees

- language courses
- sophisticated intranet information system
- the training of all age groups

Weaknesses

- lack of motivation
- inappropriate behavior of supervisors
- lack of communication with HR department and Head of call center
- saturation of information
- the length of training day
- staff turnover

4 RECCOMENDATION

My recommendations will apply especially to the area of Employee Induction about which I know the most. I was the employee of KB so I had to pass through this area such as other employees. My recommendations will originate from my own experience.

Duration the training hours

As I mentioned in the chapter before I would like to suggest some recommendations. In my opinion the whole training course should take at least eight days. Now it takes five. The company must consider the question whether to speed up the training and cut the costs or prolong it and ensure that the employees will not quit the job. I know that more training days will be expensive but management saves in the major area- number of employees- and it prevents staff fluctuation. The Head of call centre should cooperate with HR department and insist on the length of training, think about which type of information the employees need for their job. This information should contains minimal part about company (profile, history- because this information employees can find everywhere) and it should be insist on information concerning job position. For training I prefer the internal trainers from managers' ranks because the hiring of external ones is more expensive. The training course takes five days, 8 hours per day (with 45 minutes lunch break) and 40 hours per week. . The second week the employees try to call to clients but it is a bit of waste of time because they did not practice much during the training course. Due to this fact my main suggestion is to set up the training which will take eight days, 6 hours per day (with one our lunch break) and 48 hours per week. Added together the result will be that the training will last only 8 hours more than before but in 8 days. In this extended week I would apply to practice manipulation with special telephone and PC software in order to avoid future confusion with this equipment. This implication will produce the opportunity costs.

“Opportunity cost or economic opportunity loss is the value of the next best alternative foregone as the result of making a decision. Opportunity cost analysis is an important part of a company's decision-making processes but is not treated as an actual cost in any financial statement.” (wikipedia)

This suggestion solves the problem when employees are flooded by information and they are not able to cope with them. After this their work will be more productive, they will have more responsiveness and they will not have to ask superiors so much. Both side will be satisfied, employees due to confidence that they learn well basic thing needed for their job position and employers that the staff turnover will drop off. It could build up better

relationships between management and subordinates such as between colleagues themselves.

Lack of employees

As I wrote before the company deals with problem of lack of employees. The call center is dependent on temporary workers. I think this is the main problem, not for permanent worker but for management of the company. Just on the contrary the permanent workers have more possibilities to be promoted on top positions and have many employees' benefits etc. I understand that temporary workers are cheaper alternative for the company than the permanent staff because neither the employer nor the employee pay social and health insurance and tax burden is only 15 %. On the other hand, as long as the company will continue to have more temps than permanent workers the situation with staff turnover will be continuing. I am suggesting a compromise between these two possibilities. There are about 100 working stations occupied by temporary workers and 30- 40 by permanent staff. When the call center comprises of with 230 working station I would hire at least 30 new permanent employees. It may seem as wasting of money but in my opinion the temps are of use for temporary work, not for leading the business as a power group. The temps are usually students, women on maternity leave; seniors etc. and they cannot work as a permanent staff. As the company increases the stable number of staff, in the first months the company will experience the increase in costs but for the future it will ensure steady income and the company will not suffer from staff turnover. The recruitment for KB is provided by DMC consulting, so the company does not have to find a recruitment agency. The costs of recruitment will be sustained on the same level as before because the major change will be only in exchange of temps for permanent potential employees.

I would like to add another advice of how to retain temps and to avoid fluctuation. I would offer them some employee's benefits such as lunch voucher and employee's bank account. The biggest motivation would be the promotion on the basis of evaluation. In this way the temps will be more motivated, achieve better results and fluctuation will fall down. The company could save no irrelevant sum of money, because the costs of training and recruiting would decline.

Log in and out of the system, breaks

I would like to remark on the number of minutes that are allowed for breaks. The table 8 shows the breaks in minutes per number of hours. These breaks are part of the working hours and therefore included in the salaries. This procedure saves money both for employer

and employee. But on the other hand in the current situation the employees are not provided with the regular break (30 minutes) after 6 hours of permanent work. To all intents and purposes it is illegal not to provide the break according to law. If I were the Head I would make a change in minutes that are fixed in working process (Table 9).

Table 9

Breaks

Number of hours	Breaks {in minutes}
1	5
2	10,00
3	15,00
4	20,00
5	25,00
6	30,00
7	35,00
8	40,00

Source: Own calculation

Another step that I would suggest is to introduce 30 minutes unpaid breaks after 6 hours of consistent work. This break would serve primarily for the meal. In current situation, when the employee goes twice or three times to the toilette, she/he spends 10 or 15 minutes out of the break and is not able to manage with the rest of the break also for refreshment. The rates in the table 9 would serve for physical needs only and the 30 minutes break would be for refreshments (but according to law- after 6 hours). The management would lose only 10 minutes with this change. Each employee can decide where he/she wants to take a fixed break (but all employees cannot have breaks at the same time in order to keep continuous service). The Head of call center should establish this change, for convenience and also health of their employees and the supervisors should present and supervise it.

Another problem that can be solved by this change is the decrease in motivation when the employee gets over the break and he must work overtime- 1 exceeded minute must be recovered by 15 minutes of calling. If the management would introduce my suggestion with extension of breaks, the involuntary overtime could be avoided. From my own experience almost everyone has got over the breaks (because they are excessively short) and they were

very disgruntled that due to exceeded 3 minutes they had to spend additional 45 minutes at work.

Supervisor's attitude

When the human relations at workplace express rivalry or unwillingness, the job could be a nightmare and effectiveness of the employees can be influenced.

My analysis showed the problem with relationships especially between management (supervisors) and subordinates. It is hard to suggest recommendation in the area of human behavior because each person must be responsible for his/her social attitude. If the management applies the changes that I have suggested, the people should not be stressed as they are and the relationships could improve. The DMC consulting s. r. o. should take control of the supervisors regarding their work and behavior to employees. DMC “will lend the company an experienced personnel/ HR consultant to execute ordinary activities in the company headquarters and who will become a valuable member of client's team for the agreed period.” (DMC) This person can decrease the costs expended on employees and HRD department in the company. In the case of supervisors' attitude this is all I can suggest the company.

CONCLUSION

This bachelor thesis deals with topic of Human Resources Development which is important issue for majority of prosperous companies. This area is changing all the time, therefore companies give emphasis on training methods, employee induction, motivation, and fluctuation to be able to lead the company effectively and achieve a profit.

The company must decide about number of stages in HRD process. The greatest dispute relates to selection of internal or external trainer. The preferable alternative is to invest in external trainer because he/she has unbiased attitude to company and employees and in addition the company saves costs on training its own trainers. Each company must explore what is suitable for its successful development in all corporate ways.

Considering the analysis in this bachelor thesis, KB has carefully developed sophisticated training system. The company is aware of the point that employee is a corporate flagship and therefore it has real interest in care of its employees.

The aim of this bachelor thesis was to analyze the system of HRD in Komerční Banka, a. s. In the work I have explained the methods, types of courses and processes that the company uses. At the end of my analysis I have evaluated the corporate strengths and weaknesses and I have also suggested recommendations for improving this system. I gathered information from conversation with supervisors and head and members of personal department. Another valuable source was company rules that the company provided me with. Third and maybe most important source of information is my own experience as an employee of KB. I have participated in all processes involving recruitment and induction of employees.

The KB has clearly defined visions and values that are strictly kept. The main interest within the HRD is team work, training and development of their employees in order to have the best employees. The best employees are condition for profit and prosperity of the company.

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LIST OF ABBREVIATIONS

HRD	Human resource development
HRM	Human resource management
T&D	Training and Development department
APE	Annual Performance Evaluation
SGG	Societe Generale Group
KB	Komerční banka, a. s.
VIE	Volontaires Internationaux en Entreprises
OZP	Oborová zdravotní pojišťovna

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APPENDIX P I: TYPES OF LANGUAGE COURSES I (COMPANY RULES 16-006)



Příloha 01

Instrukce 16-006

Kategorie C1

TABULKA A k Příloze 1

Typy jazykových kurzů z hlediska cílové skupiny a úrovně znalostí

Typ kurzů	Metoda výuky		Cílová skupina				Stupeň znalosti jazyka (****)				
			Centrála – vedoucí zaměstnanci úrovně 1, 2, 3 (*)	Vybrané pozice v distribuční síti (**)	Centrála - vedoucí zaměstnanci úrovně 4 (*)	Všechny ostatní pozice (centrála a distribuční síť)	Z a č á t e č n í k	M í r n ě p o k r o č í l ý	S t ř e d n ě p o k r o č í l ý	V í c e p o k r o č í l ý	P o k r o č í l ý
MODULY											
Individuální	Klasická	normální	X	X			X	X			
		intenzivní (***)	X	X			X	X			
	Kombinovaná s e-learningem	normální	X	X					X	X	
		intenzivní (***)	X	X					X	X	
Smišený (skupin. i individ.)	Klasická		X	X	X		X	X			
	Kombinovaná s e-learningem		X	X	X				X	X	X
Skupinový	Klasická	normální	X	X	X	X	X	X			
		intenzivní (***)	X	X	X	X	X	X			
	Kombinovaná s e-learningem	normální	X	X	X	X			X	X	X
		intenzivní (***)	X	X	X	X			X	X	X
OSTATNÍ KURZY											
Specializované kurzy			X	X	X	X			X	X	X
Intenzivní výuka v zahraničí nebo v České republice (immersion)			vybrané	vybrané	vybrané				X	X	
E-learning			X	X	X	X		X	X	X	X

(*) Úrovně odpovídají definicím uvedeným v Direktivě 1.

(**) Vybrané pozice: ředitel Regionu, obchodní ředitel Regionu, ředitel regionální pobočky, ředitel obchodního centra MEM, ředitel pro občany a firemní klientelu.

(***) Tyto kurzy jsou přednostně určeny pro distribuční síť.

APPENDIX P II: TYPES OF LANGUAGE COURSES II (COMPANY RULES 16-006)



KB

Příloha 01 Instrukce 16-006

Kategorie C1

(****) Úrovně v KB (s odpovídajícími úrovněmi v TOEIC/TFI a evropském rámci) jsou:

Modulární systém KB - angličtina	Moduly	Stupeň znalosti	TOEIC / TFI	Bodová stupnice	Společný evropský jazykový rámec
Začátečník / Elementary	GEE 1 – 4, BEE 1 – 4	Novice / Débutant		10 - 250	A 1.1 – A 1.2
Mírně pokročilý / Pre-intermediate	GEPI 1 – 4, BEPI 1 – 4	Elementary / Moyen		255 – 400	A 2.1 – A 2.2
Středně pokročilý / Intermediate	GEI 1 – 4, BEI 1 – 4	Intermediate / Avancé		405 – 600	B 1.1 – B 1.2
Více pokročilý / Upper-intermediate	GEUI 1 – 4, BEUI 1 – 4	Basic Working Proficiency / Autonome		605 – 780	B 2.1 – B 2.2
Pokročilý / Advanced	BEA 1 – 4	Advanced and General Working Proficiency / Autonome Indépendant		785 – 990	C 1.1 – C 1.2 C 2.1 – C 2.2

TABULKA B k Příloze 1

Počet hodin výuky za rok pro každý typ jazykových kurzů z hlediska metody výuky:

Typ kurzů		Počet hodin / rok			Celkový počet hodin / rok
		Skupinová výuka	Individuální výuka	e-learning	
Individuální	Klasická výuka		100		100
	Kombinovaná výuka s e-learningem		70	30	100
Smíšený (výuka ve skupině + individuální)	Klasická výuka	80	20		100
	Kombinovaná výuka s e-learningem	60	20	30	110
Skupinový	Klasická výuka	80			80
	Kombinovaná výuka s e-learningem	60		30	90
e-learning				Bez limitu	Bez limitu

Délka trvání ostatních kurzů je:

Specializované kurzy	Obecně 2 moduly, každý v délce 1 nebo 2 dny (viz katalog Vzdělávání)
Intenzivní výuka v zahraničí nebo v České republice (immersion)	Podle potřeb (standardní délka 1 týden)

APPENDIX P III: APPRAISAL (KB INTRANET)

					
Appraisal period:	2007	Date of Appraisal:			
Employee:		Personal number:			
Arm: Department: Unit:					
Position:	Number of years on position:	HR Consultant:			
Evaluating manager:		Manager's Position:			
Employee's main mission/description of the job:					
PERFORMANCE APPRAISAL					
MANAGERIAL COMPETENCIES					
Managerial competencies are only evaluated of those employees who manage people. If you belong to this group of employee, please mark YES and fill up this part.			<input type="radio"/> Yes <input checked="" type="radio"/> No		
BUSINESS GOALS					
KPI's <small>(use appendix if necessary)</small>	Employee performance	Unit performance or comment	Evaluating manager's comment*		
OPERATIONAL AND OTHER GOALS & PROCESSES IMPROVEMENT					
Measurable Objective	Employee performance	Unit performance or comment	Evaluating manager's comment*		
Overall appraisal (please select)					
<input type="radio"/> Unsatisfactory fulfillment of the objectives	<input type="radio"/> Fulfill expectations towards the objectives	<input type="radio"/> Above expectations towards the objectives	<input type="radio"/> Expressively exceed expectations towards the objectives	<input type="radio"/> Objectives 2008	
Employee's self-evaluation or comment on Performance part			Manager's comment on Performance part		
INDIVIDUAL DEVELOPMENT					
I'm interested in individual development		<input type="radio"/> Yes <input checked="" type="radio"/> No		Note: if you have no interest in individual development, please state reason why:	
3D MOBILITY PLAN					
I'm interested in mobility		<input type="radio"/> Yes <input checked="" type="radio"/> No		Note: if you aren't interested in mobility, please state reason why:	
CONCLUSION					
Evaluator:		Date and Signature:			
Employee:		Date and Signature:			
Superior:		Date and Signature:			
Statement of superior:					
Evaluator*:	0	Date and Signature:			
Employee*:	0	Date and Signature:			
Superior*:	0	Date and Signature:			
Statement of superior*:					

*Fill in at the end of the cycle

APPENDIX P IV: PROPOSAL OF TRAINING ACTIVITY (KB INTRANET)



KB

Návrh vzdělávací akce
Proposal of Training Activity

Vyplní navrhující útvar / Will be filled in by Applicant's unit

Název vzdělávací akce / Name of training activity	
Časový rozsah / Duration	
Termíny konání / Date of session	
Okruh účastníků (pozice, cílová skupina) / Prospective participants (position, target group)	
Předpokládaný počet účastníků / Estimated number of participants	

Odůvodnění návrhu, cíle vzdělávací akce / Explanation of the proposal, targets of training activity		
Návrh věcného obsahu výuky (témata) / Proposed contents of session (topics)	Výukové hodiny / No. of lessons	Doporučený lektor / Recommended trainer
Požadavky na SW aplikace (včetně kontaktu na lektora) / SW application (trainer's contact)		
Požadavky na technické vybavení / Technical facilities		
Další údaje / Other details		

Navrhující útvar / Applicant's unit	
Návrh zpracoval (jméno, telefon) / Proposal prepared by (name, phone number)	
Odborný poradce / Consultant	
Schválil (jméno vedoucího útvaru předkládajícího návrh), datum, podpis / Approved by (name of Head of applicant's unit), date, signature	

Vyplní útvar Vzdělávání a rozvoj / Will be filled in by Training and Development Department

Kód vzdělávací akce / TA code	
Produkty vzdělávání – Logistika / Training products - Back office	
Místo konání / Venue of TA	
Termíny konání / Dates of TA	
Další komentář / Further comments	
Stanovisko vedoucí útvaru Vzdělávání a rozvoj, datum, podpis / Decision of Head of Training and Development department, date, signature	

APPENDIX P V: REQUEST FOR QUALIFICATION IMPROVEMENT I (COMPANY RULES 16-006)



Požadavek na zvyšování nebo prohlubování
kvalifikace v rámci dlouhodobých vzdělávacích
programů
*Request for Qualification Improvement
or Broadening by long-term training programs*

Příložené dokumenty (kontrolované HR konzultantem):
Documents attached with the request (to be checked by HR Consultant):

Položka / Item	Ano / Yes	Ne / No
Podrobný vzdělávací program a přihláška / Detailed program and registration form		
Motivační dopis zaměstnance / Employee motivation letter		
Osobní karta zaměstnance / Personal card		
Poslední Hodnocení výkonnosti zaměstnance / Latest APE		
Detailní rozpis / kalendář vzdělávací akce / Detailed calendar of use of the requested days		

Odešlete prosím vyplněný formulář odboru Vzdělávání a rozvoj nejpozději 3 měsíce před uzavěrkou registrace.
Rozhodnutí obdržíte nejpozději do 6 týdnů od obdržení kompletní složky materiálů.
Kindly send the complete file to Training and Development Department at least three months before deadline of registration. The answer to this request will be given within 6 weeks after the reception in Training and Development of the complete file.

APPENDIX P VI: REQUEST FOR QUALIFICATION IMPROVEMENT II (KB INTRANET)



Požadavek na zvyšování nebo prohlubování kvalifikace v rámci dlouhodobých vzdělávacích programů
Request for Qualification Improvement or Broadening by long-term training programs

Schválení požadavku / Approval of request

Jméno vedoucího zaměstnance <i>Name of Managerial employee</i>	Datum, podpis / Date, signature	
Komentář k těmto bodům: <ul style="list-style-type: none"> ▪ benefit pro KB ▪ přínos pro zaměstnance ve vztahu k jeho pozici ▪ schopnost zvládnout denní pracovní agendu s povinnostmi spojenými s dlouhodobým programem ▪ způsob, jak bude v rámci útvaru vykompenzováno snížení pracovního výkonu zaměstnance <i>Comments the following Items:</i> <ul style="list-style-type: none"> ▪ <i>benefits for KB</i> ▪ <i>interest for the applicant in this job</i> ▪ <i>capacity to combine his daily job work with long term program</i> ▪ <i>method chosen by unit to compensate the decrease of work force</i> 	Komentář / Comments	
Jméno HR konzultanta / Name of HR Consultant	Stanovisko HR konzultanta <i>HR Consultant Opinion</i>	Datum, podpis / Date, signature
Jméno ředitele úseku <i>Name of the Head of Arm</i>	Datum, podpis / Date, signature	

Pro informaci: délka kvalifikační dohody

For your information: the indicative duration of commitment

Náklady na prohlubování kvalifikace / Costs of qualification broadening	Délka závazku / Duration of commitment
CZK 75 000 – CZK 200 000	1 rok / year
CZK 200 001 – CZK 300 000	2 roky / years
CZK 300 001 – CZK 400 000	3 roky / years
CZK 400 001 – CZK 500 000	4 roky / years
CZK 500 001 – a více / and more	5 let / years

Délka zvyšování kvalifikace / Length of qualification improvement	Délka závazku / Duration of commitment
Více než 1 rok vč. / up to 1 year incl.	1 rok / year
Více než 2 roky vč. / up to 2 years incl.	2 roky / years
Více než 3 roky vč. / up to 3 years incl.	3 roky / years
Více než 4 roky vč. / up to 4 years incl.	4 roky / years
Více než 5 let / up to 5 years and more	5 let / years

APPENDIX P VII: REQUEST FOR QUALIFICATION IMPROVEMENT III (KB INTRANET)



KB

Požadavek na zvyšování nebo prohlubování kvalifikace v rámci dlouhodobých vzdělávacích programů
Request for Qualification Improvement or Broadening by long-term training programs

Použijte prosím tento formulář jako požadavek pro zvyšování nebo prohlubování kvalifikace v rámci dlouhodobých vzdělávacích programů zajišťovaných externími organizacemi.

Please use this form for request for qualification improvement or broadening by long-term training programs run by external organizations.

Podrobné pokyny: viz Instrukce 16-006 Vzdělávání a rozvoj.

More details: see Instruction 16-006 Training and Development.

Předpisy-vyhledávání

Jméno, příjmení / Name, surname	
Útvar / Unit	
Pozice / Job position	
Tel. spojení / Phone No.	
Počet let v pozici / Seniority in position	
Název vzdělávacího programu <i>Name of training program</i>	
Název vzdělávací instituce <i>Name of the training company</i>	
Délka vzdělávacího programu (počet semestrů, měsíců ...) / <i>Duration of the training activity (semesters, months ...)</i>	
Datum zahájení / Date of beginning	
Datum ukončení / Date of finishing	
Celkový počet dní (detailní kalendář po měsících uveďte v příloze) / <i>Total number of days (detailed calendar to be attached to the request)</i>	
Celkové náklady v Kč (detailní rozpis uveďte v příloze) / <i>Total estimated costs in CZK (details to be attached to the request)</i>	
Cíle a přínos vzdělávací akce pro účastníka, důvod výběru (detaily v motivačním dopise) <i>Objectives and benefits of training activity for participant, reason of choosing this program (details included in Motivation letter)</i>	
Datum a podpis zaměstnance <i>Date and Employee signature</i>	